



RUTGERS–NEW BRUNSWICK

Graduate School of Education

Program in School Counseling Student Handbook

Advancing Excellence and Equity in Education

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Dear School Counseling Students:

Congratulations on your acceptance to the Ed.M. School Counseling Program at Rutgers University. We are pleased that you have decided to pursue your education with us. You are joining our 100+ year tradition, at the Graduate School of Education, of educating the next generation of educators and our deep commitment to “Excellence and Equity in Education”. We are committed to helping you make this experience both professionally and personally rewarding.

Welcome to Rutgers University in New Brunswick, where we take great pride in our commitment to fostering a diverse and inclusive community since 1997. Our Graduate School of Education, particularly the School Counseling Program, is dedicated to embracing and celebrating diversity in all its forms.

Graduate school is a journey filled with personal and professional growth as you develop your professional school counselor identity, knowledge and skills. It is also a wonderful time to meet individuals that can play an important part in your time here and beyond. We ask that you take the time to get to know your advisor, faculty, and staff as we all will play an integral role in your education. Additionally, your colleagues within the program will become an important part of your education and we hope that you build lasting relationships in the Counseling Program and the Counseling Profession. This is just the first step in what will hopefully be a life-long pursuit of greater awareness, knowledge, and skills.

The information in this handbook is your responsibility. Please have a good understanding of what is in the handbook. We recommend that you retain this Handbook as a reference guide throughout your enrollment. You are also urged to maintain a file copy of the various forms and documents you submit as you progress through your program. Also note, the policies and procedures in the Handbook are subject to change during your time in the Program. Any updates to the Handbook will be shared via the Department website, listserv, and Canvas. In addition, the most recent edition of the Handbook will be posted on our Program website and Canvas each semester and any time there is an update.

Basic program requirements and policies delineated in this guide will apply throughout your program and you are responsible for knowing and abiding by these. While we have made every attempt to include the most current information in this handbook, you are expected to keep yourself informed of any procedural changes that may be instituted since the date of your original admission at both the Program and University levels. The Graduate School rules and regulations appear on the Graduate School website.

We are excited that you are joining our learning community! We look forward to working with you.

With Warm Regards,

School Counseling Program Faculty and Staff



Program Introductions

The Ed.M. in School Counseling Program at Rutgers University (RU) is part of the Department of Educational Psychology, which is housed within the Graduate School of Education (GSE). Important personnel for you to know are:

Dean, GSE:	Dr. Christopher Span
Chair, Department of Educational Psychology:	Dr. Clark Chin
School Counseling Coordinator:	Dr. Ian Levy
Clinical Coordinators:	Dr. Kathy Shoemaker
Department Administrative Assistant:	Nicole Symonds
Asst Dean for Advisement, Office of Student and Academic Services (OSAS):	Dr. Matt Winkler

The Ed.M. School Counseling Programs prepare students to become multiculturally competent social justice counselors and advocates for work with diverse populations in school settings. The [School Counseling Program](#) prepares students to work as professional school counselors, formerly referred to as guidance counselors, in pre-K-12 settings in both public and private schools. The program prepares students to work across grade levels and with diverse student populations. We teach students about comprehensive school counseling programs consistent with the American School Counselor Association (ASCA) National Model. Upon completion of the program, students are eligible for school counselor certification in New Jersey, a required credential for the profession.

The Program also coordinates the 33-credit Ed.M. Counseling Psychology program, which does not lead to a certification or licensure. This program is not currently accepting students as it is under review for revision.

In conjunction with the Chair of the Department, the School Counseling and Counseling Psychology Program Coordinator and the Clinical Coordinators are charged with responsibility for all administrative and academic aspects of the master's program. For the School, Department, and Master's Program to operate efficiently, all concerned must be aware of the policies and procedures identified in this handbook.

The Graduate School Counseling Program

This 60-credit master's degree program prepares future school counselors to perform school counseling services in grades preschool through 12. These tasks include services such as study and assessment and counseling of students individually and in groups with respect to their status, abilities, interest and needs; collaboration and consultation with administrators, teachers, students and parents regarding personal, social, educational and vocational plans and programs; and developing cooperative relationships with community agencies in assisting children and their families. A focus on multicultural competencies required for culturally responsive school counseling is integrated throughout the program.

The Ed.M. Program in School Counseling meets all state requirements for the NJ School Counselor and is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). The school counseling curriculum consists of coursework and clinical instruction which is completed over a minimum of two calendar years of full-time study. As part of the program, all student's complete practicum and internship (2) requirements. Training is sequential and all course work and related experiences are designed to prepare students for the culminating training experience of internship in students' final year.

The American School Counselor Association (ASCA) National Model (2019) provides the framework that is foundational for School Counselors. It provides the national standards for developing and accessing comprehensive, data-driven, developmental school counseling programs that promote success for all students. ASCA, along with the American Counseling Association (ACA), guides professional counseling practice and ethical standards. Additionally, as a Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited school counseling program, the Rutgers Graduate School of Education's (GSE) program in School Counseling adheres to CACREP standards in the design and administration of our program, coursework and clinical experiences. Together, ASCA, ACA, and CACREP are the guiding principles at the foundation of the School Counseling Program.

Graduates of the 48-credit and 60-credit program in school counseling are eligible for New Jersey School Counselor Certification and to take the National Counselor Exam (NCE) and then apply for the National Certified Counselor (NCC). Students who matriculated prior to Fall 2023, when the 60 credit-program began, have the option to finish their 48-credit program or opt to complete the 60-credit course of study.

Graduates of the 60-credit School Counseling program have completed the coursework necessary toward Licensed Associate Counselor (LAC), the first step toward Licensed Professional Counselor (LPC) in New Jersey. For students graduating from the 60-credit program, these students may apply for the Licensed Associate Counselor (LAC) and with approved supervision begin to accumulate hours toward the Licensed Professional Counselor (LPC) credential in New Jersey. While graduates of the 48-credit program in school counseling not immediately eligible for LPC licensure, with the completion of 12 additional Counseling credits, these students may then be able to apply for the Licensed Associate Counselor (LAC) in New Jersey. Both the NCC and LAC require taking and passing the National Counselor Exam (NCE).



Mission Statement

The mission of the School Counseling program is to prepare culturally competent professional school counselors for the roles and responsibilities of school counseling in the twenty-first century, towards promoting equity, inclusion, and social justice for students in K-12 schools. In response to the increasingly diverse demographic landscape of the United States and New Jersey in particular, the School Counseling program aims to recruit and admit diverse student cohorts and has a multicultural programmatic focus dedicated to empowering all students, increasing parent engagement, eliminating the achievement gap, and addressing biopsychosocial and systemic strengths and challenges that interact with academic success.

To this end, faculty members will effectively train professional school counselors who are culturally competent as well as sensitive to the diverse and changing needs of youth in pre-kindergarten through 12th grade, their families, the schools that they attend, and the communities in which they live. The program curriculum provides a wide range of didactic and experiential learning opportunities emphasizing the preparation of school counselors as leaders, social justice advocates, and consultants, who engage school leaders, teachers, and community stakeholders to tend to the needs of all students. Graduates will excel in developing and implementing culturally responsive, comprehensive school counseling programs and support services based on data-driven and ethical decision-making models that promote academic achievement, personal and social-emotional development, and post-secondary educational and career development for all students.

Commitment to Diversity

In keeping with the guiding principles of Rutgers University and the Graduate School of Education, the faculty of the School Counseling Program is committed to the belief that it is everyone's responsibility to foster an atmosphere of respect, tolerance, understanding and good will among all members of our diverse student population. The School Counseling Program supports the University's commitment to building an inclusive community that embodies, reflects, and respects the complexities of all our parts and the GSE's mission of "Excellence and Equity in Education". We actively seek a diverse student population who feel encouraged to share their experiences and to learn from others with differing worldviews.

The faculty of the School Counseling Program at Rutgers University embraces diversity and seeks to create an inclusive and challenging learning community where every student feels valued, respected, and encouraged to expand their frame of reference. We oppose any form of racism, ethnocentrism, religious intolerance, ableism, sexism, ageism, heterosexism, harassment, and discrimination. Students and faculty aspire to multicultural responsiveness and humility in beliefs, self-awareness, knowledge and skill. We address multicultural competence and experiences in every class, to promote a community that appreciates diversity and students who incorporate multicultural concerns and strengths into the learning process and clinical practice in schools. Students will also learn the role of the (school) counselor as an advocate for social justice who fosters empowerments for all within communities, the nation and global society.

School Counseling Program Objectives

In the Ed.M. School Counseling Program, courses and fieldwork experience are designed to prepare culturally competent professional school counselors. Consistent with the GSE and school counseling program missions, the 8 foundational curriculum areas and school counseling specialized practice area identified by CACREP, and the ASCA School Counselor Professional Standards and Competencies, the following objectives were developed to ensure that program graduates achieve school counseling competencies needed to work with students in pre-K through grade12 in a culturally diverse society.

Knowledge /Understanding

- School counseling students will develop knowledge and expertise necessary to implement a comprehensive school counseling program to address academic, career planning, and social-emotional development of their own students, as well as a deep understanding of contemporary issues that impact school counseling practice.
- Students will learn models of school counseling programs; the roles of school counselors to include advocates, leaders, and systems change agents in PK-12 schools promoting equity in student achievement; and learn advocacy for comprehensive school counseling programs and various roles including crisis management

Communication/Community Building

- Students will develop professional relationships through participation in clinical placements in school settings, as well as in counseling organizations such as ASCA, ACA and the New Jersey School Counselor Association (NJSCA).

Diversity, Equity, and Inclusion (DEI)

- Foster Diversity, Equity, Inclusion, and Belonging: Students will acquire skills and historical context to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement; and use evidence-based and culturally sustaining interventions to promote academic development.

Research/Professional Practice

- Integrate Evidence-Based Research: Students will learn the importance of research in advancing the counseling profession, including the use of research to inform counseling practice; and identification and evaluation of the evidence base for counseling theories, interventions, and practices.

Assessment

- Students will learn about program evaluation designs and procedures, including needs assessments, formative assessments, and summative assessments to inform decision-making and advocacy assessment models and approaches, and how to effectively apply

these methods to assess the impact of school counseling programming on youths' academic/education, career, personal, and social development.

Professional Development/Self-Reflection

- Students will engage in multiple opportunities for self-reflection through coursework that incorporates self-reflection as a key component of applying theory to practice and addressing one's biases and assumptions as students build a professional counseling identity.
- Students will maintain the ethical standards set forth by the ACA and ASCA, guiding their professional conduct and competency in school counseling.
- Prioritize School Counselor Self-Care: Students will learn balanced self-care, recognizing its essential role in sustaining personal well-being and professional effectiveness.

School Counseling Curriculum

The school counseling curriculum consists of coursework and clinical instruction completed over a minimum of two academic years of full-time study. Courses are run in-person (or synchronous) face-to-face, hybrid, or asynchronous online. As part of the 60-credit program (formerly 48 credits), all students complete a practicum requirement and an internship requirement. Training is sequential and all course work and related experiences are designed to prepare students for the culminating training experience of internship. Practicum and Internship are completed under supervision. Students complete their practicum and internship placements in an approved pre-K through 12 public school setting, supervised by a school counselor.

The Program in School Counseling curriculum consists of curricular experiences and demonstrated knowledge and skills in the eight foundational counseling curriculum areas and the School Counseling specialty area identified by CACREP. Integrated throughout all school counselor preparation coursework are development of ethical behavior and decision-making, aspects of counseling skills and theories, development, social and cultural diversity, equity and inclusion, critical thinking, research, and technological skills to scaffold student development across the program. Each area is identified below along with the courses that are designed to provide the knowledge and skill base required in each of the common core areas.

A sample program flow through the curriculum (Appendix C & D) provided in this handbook may be used to assist students in planning course work over the 2+ years of their program. The sample program flow includes coursework over 4 fall/spring + 2 summers. This schedule is designed to provide students with the time to complete coursework while engaging in the internship experience during the last year of study. Students may also pursue a part-time pathway to complete the program, though they must be aware that school counseling clinical practice requires up to 3 days per week of daytime hours. As such, students will need to make arrangements prior to applying for Practicum or Internship to be available for these required hours.

Academic Tools

Several websites are frequently used in the RU student community. The following are some resources that are specific to graduate students and will be most commonly referred to throughout the duration of the program:

1. my.rutgers.edu
2. [Rutgers Information Technology](#)
3. [GSE Office of Student and Academic Services](#)
4. [Canvas](#)

myRutgers Portal

myRutgers Portal (<https://it.rutgers.edu/myrutgers/>): The myRutgers is known as the one-stop shop for online self-service at Rutgers for students, faculty and staff. It provides access to academic, financial, school alerts and news, interactive maps, a community hub and self-service forms. Email, calendars, grades, transcripts, paychecks and benefits, and parking and bus routes are all available through the portal and phone app.

MyRutgers employs a mobile-first design that accommodates all devices and screen sizes. The mobile app is available for download on Android and iOS devices. A few important tasks you're able to do via myRutgers are:

1. Update personal and emergency contact information and alerts
2. customize your dashboard and assign favorites tags to Rutgers services you use most
3. Review academic and financial aid information
4. participate in university forums
5. View important announcements and news, including regarding registration
6. Access through web links in the top navigation section: Email, Library website, IT Help, and Career and Wellness resources

Rutgers Information Technology

Rutgers Information Technology (<https://it.rutgers.edu/new-brunswick/>) provides a wide variety of resources and services to support RU students on campus and online. Below are several important links that will help you get started and stay connected during your program.

Software Portal (<https://it.rutgers.edu/software-portal/>): Rutgers University provides free software including Microsoft Office, Adobe, LinkedIn Learning, Zoom, Box storage, and Antivirus software to students. You may also find additional free and for a fee software with Rutgers software partners.

Student Tech Guide (<https://it.rutgers.edu/technology-guide/students/#new-brunswick>): the Tech Guide helps students learn about resources to help you stay connected, get free software,

troubleshoot your devices including gaming systems and WIFI, and much more. You can also find out about on campus computer labs and printing, remote technology resources, and the OIT Help Desk

IT Help Portal (<https://it.rutgers.edu/help-support/>): the portal offers how-to articles and support for tech-related needs, including through the Office of Information Technology (OIT) Help Desk. You can also find current alerts, useful articles, and quick links at IT Help (<https://ithelp.rutgers.edu/sp>)

Rutgers OIT Help Desk is dedicated to providing prompt, courteous, and effective service to the New Brunswick campus and the Rutgers community. Experienced student consultants and full-time staff troubleshoot all aspects of supported desktop computing, seven days a week during the semester and during regular university business hours between semesters. If you need help with an IT-related service, visit the Help & Support page (<https://it.rutgers.edu/help-support/>) or **Call: 833-OIT-HELP**(833-648-4357) or Email: help@oit.rutgers.edu. You can also walk-in for support, M-F 8:30am-5pm, at Davidson Hall, Room 172, 96 Davidson Road, Piscataway, NJ 08854.

Graduate School of Education

GSE Office of Student and Academic Services (OSAS): OSAS provides helpful, efficient service in an encouraging environment to support student success. OSAS functions as the primary student contact for activities and information concerning:

- Program requirements
- Status of applications to GSE
- Academic affairs (dissertation guidelines, adding/dropping courses)
- Reinstatement (after a lapse in enrollment)
- Student life concerns (accessibility, discrimination, harassment)
- Financial aid
- Graduation requirements and dates
- Appeals (applications, grades)
- Student grievances

OSAS maintains a [New & Current Students page](#) with many helpful resources for GSE students related to the items above. [The New Student Information Guide](#) is filled with information about how and where to find information as you start your journey as a master's student in the GSE.

GSE Student Affairs Committee (GSAC): The GSE Student Affairs Committee (GSAC) is a student-run organization open to all graduate students at the [Rutgers Graduate School of Education \(GSE\)](#). The purpose of GSAC is to enrich the social, cultural, and academic climate of the Rutgers GSE through on-going sponsorship of programs and events.

Canvas

[Canvas](#) is the official learning management system for teaching and learning at Rutgers. It is used by faculty, staff, and students to access and manage online course learning materials and communicate about skill development and learning achievement. It provides for dynamic interaction across features and easily integrates multimedia technologies and social media applications. The user-interface design of Canvas is relatively simple and user-friendly, which reduces the learning curve for both faculty and students. In the School Counseling Program, Canvas is a primary tool in most classes from sharing and storage of information to discussions, collaboration, and turning in assignments. It is also used during clinical practice to support students and site supervisors.

Dedicated faculty and student support is available for Canvas training and support. If you need training guides or courses, help with your courses, or Canvas tech support, please visit the [Canvas help webpage](#). For additional information on Canvas including specific tools and features offered, please visit the [Canvas help documentation webpage](#).

Watermark SLL

Please note that we use an online platform called Student Learning & Licensure (SLL) by Watermark for management of key program assessment documents in the School Counseling Program. This includes several course assignments collected throughout the program, annual evaluations and self-assessments, and use of a time log during Practicum and Internship. **There is a \$33 course fee that will be charged in association with Practicum and Internship (both semesters) for a total of \$99 that will cover use of the platform throughout the program.** Students will receive instructions and resources via a Student Learning & Licensure (SLL) Student Overview document, along with an orientation focused on the clinical components of the platform during Practicum. Site Supervisors will also receive orientation to SLL and the overview document during Site Supervisor Orientation at the beginning of each semester.

Additional Sites of Interest

1. [Rutgers School Counseling Program](#)
2. [Graduate School of Education \(GSE\)](#)
3. [Rutgers GSE Graduate Catalog](#)
4. [Rutgers Website](#)
5. [Rutgers Office of the Registrar, New Brunswick](#)
6. [Rutgers University Libraries](#)
7. [Rutgers Student Services](#)
8. [Resources for Student Success](#)
9. [Career Exploration and Success \(CES\)](#)
10. [American Counseling Association \(ACA\)](#)
11. [American School Counselor Association \(ASCA\)](#)

Path to Degree Progressing Through the Master's Program

Recruitment Policy

The counseling faculty is committed to the recruitment of students who have the potential for success as a professional school counselor and who bring a diverse representation of society via socioeconomic level, gender, ability, race, cultural and linguistic diversity, ethnicity, sexual orientation, gender identity, religious views. The mission of the School Counseling Program includes actively seeking a diverse student body to represent our program and our profession in the culturally diverse schools our graduates work within. Additionally, we are focused on applicants who show a strong desire to work in the School Counseling field. To that end, the program's recruitment efforts include systematic efforts to recruit, enroll, and retain students who demonstrate dispositions aligned with the school counseling profession, aptitude for graduate-level study, and embrace and enhance the diversity of the program. Such efforts include, but are not limited to the following:

1. Highlighting the social justice-based mission of both the program and the GSE in our Program Information Session.
2. Removing entrance exam scores (i.e., GRE) from admissions requirements and using an adjusted applicant rating formula to value application areas that are less likely to be impacted by racism or other areas of oppression.
3. Hosting a panel discussion with a diverse group of current school counseling students during the program interview for applicants to attend.
4. Assessing outcome data related to our applicant pool, admitted students, and those who enroll in the program to assess the success of our efforts.
5. Periodically implementing a program climate survey and analyzing subsequent data to develop areas of improvement.

Application Requirements

Applicants for admission to the 60-credit Program in School Counseling must hold a bachelor's degree from an accredited college/university. A complete application consists of the application (available online), a non-refundable application fee, official transcripts, three letters of recommendation, and a personal statement. The application deadline is December 15th for the following summer/fall semester and October 1st for spring semester.

Advising

After acceptance into the program, all counseling students will be assigned an advisor. Students should set up an appointment with their advisor in their first semester of classes. Students must complete a planned program of study (see Appendix D) with their advisor before completing twelve semester hours of graduate study to ensure that prerequisites and course sequencing are adhered to. Your advisor will serve as a mentor throughout your graduate work at RU, discussing your development as a school counselor, helping you assess your readiness for clinical practice, assisting

with challenges you may encounter, and guiding your understanding of the profession beyond the classroom. In the event that a student has not yet fully demonstrated the awareness, knowledge, skills, or dispositions required to: 1) continue with additional coursework, 2) is not ready for Practicum or Internship, or 3) is having difficulty in the Program in general, the student's advisor will meet with Program faculty to discuss student progress and next steps. This may include a plan for student retention, remediation, or dismissal from the program.

Your welcome letter from the Graduate School included the name and contact information of your advisor. If you are unsure of whom you have been assigned as an advisor, please contact OSAS. **It is your responsibility to contact your assigned advisor (usually at least once per semester) regarding courses to be taken and overall progress in the program.**

Registering for Courses

During the first semester in the program, we recommend that full-time students register for the following 4 courses:

15:297:500 Orientation to the Counseling Profession

15:297:502 Foundations of Counseling in Educational Settings

15:297:613 Theories of Counseling

15:297:604 Professional Ethics

Part-time students should take 15:297:500 Orientation to the Counseling Profession . As a second course, 15:297:502 Foundations of Counseling in Educational Settings is recommended (but not mandatory) as it is foundational in the development of school counselors in training and provides a frame of reference. If, based on your schedule, you opt to take a different second course, it is recommended that you meet with you advisor to discuss how to best address sequencing, as several courses are offered only once a year.

If starting in the summer, we typically recommend only taking one class (maximum of two) regardless of student status, due to the condensed workload of the Summer Sessions.

Students who plan on attending full-time starting in the Fall or Spring semester are recommended to register for four courses (12 credits). Students are limited to a maximum of 2-3 courses in the Summer session (6-9 credits). Students planning on attending part-time must register for at least one course (3 credits) with a maximum of three courses (9 credits). Students can switch from full to part time or vice versa at any time; there is no required paperwork. However, students should inform their advisor of such changes.

The Program reserves the right to reduce the course load of any student who registers for more than the above maximum credit hours without course overload approval. In addition, students' course loads are subject to advisors and/or the Program Coordinator approval. Students can have their maximum course load limits reduced below the guidelines provided above, if such actions are deemed appropriate by the student's advisor and/or the Program Coordinator.

General Notes About Registration

You can view all courses for a given semester here: <http://sis.rutgers.edu/soc/> . There is also information about pre-requisites, get a list of course materials required, and register for courses.

- Register as soon as possible to increase the likelihood of getting into preferred courses/sections.
- Prerequisite Courses: Check to see if there are prerequisites for courses. Do not request a permit to override prerequisites; they will not be given.

Requesting Permits

Unless otherwise instructed, send an email to the Program Coordinator or the appropriate person noted below as well as your advisor:

- **Practicum and Internship:** You need a permit to enroll in any section of 15:297:627, or 628. The **Clinical Coordinator** is responsible for this permit process and will advise you of the procedure.
- Students do NOT need to request a permit for a course required or an approved elective in their concentration area.

Closed Classes/No Wait Lists

- If you are closed out of a class, please email our Program Coordinator, so we can track the number of students interested in closed courses (and copy your advisor on the message). Although we do not keep formal waitlists, if there is enough demand, we can sometimes open additional sections.
- Do **NOT** email the instructor of the course.

Student Timeline

1. Full acceptance as a graduate student in the School Counseling Program.
2. Register for your first semester of classes. Refer to your welcome letter and consult with our Program Coordinator if necessary to determine appropriate initial coursework.
3. Attend the New Student Orientation prior to your first semester of classes and review the [GSE New Student Information Guide](#) is filled with information about how and where to find information as you start your journey as a master's student in the GSE.
4. Know the academic year, for the University, for the program, and once in fieldwork for the school district.
5. Meet with your advisor and review your program of study during your first semester.
6. For full-time students in your first fall semester, for part-time students later in your Program, with advisor's review of your coursework and approval, contact the Clinical Coordinator for permission to attend the Practicum Orientation (one semester prior to when you intend to begin your Practicum fieldwork).



7. After attending the Practicum Orientation, secure a placement for practicum before the deadline date established by the Clinical Coordinator. You must have all required paperwork submitted to the Clinical Coordinator, including the Placement Site Agreement, to receive a permit to enroll in Practicum.
8. Contact the Clinical Coordinator for permission to attend the Internship Orientation one semester prior to when you intend to begin your internship.
9. The semester prior to Internship I, attend the Internship Orientation meeting. After attending the Internship Orientation, secure a placement for internship before the deadline date established by the Clinical Coordinator.
10. You must have all required paperwork submitted to the Clinical Coordinator, including the Placement Site Agreement, to receive a permit to enroll in Internship.
11. During their final semester in the program, students must apply for their diploma at: <https://grad.admissions.rutgers.edu/Diploma/Login.aspx> The Office of Student and Academic Services provides student academic progress audits to faculty advisors for all Master's Degree students. Consult with your advisor to confirm completion of all degree requirements.

Field Work

Liability Insurance

Consistent with CACREP Standards, students enrolling in Practicum or Internship are covered by professional liability insurance included by endorsement in the General Liability coverage through the Rutgers Office of Risk Management. **All students are also required to obtain their own liability insurance by the time they reach practicum.** No Practicum or Internship student is ever to be on site with students until their insurance documents have been uploaded to their course Canvas Site and approved by their university supervisor.

While lawsuits involving student counselors are relatively uncommon, any service provided to the public by a professional (or a professional in training) is vulnerable to the threat of lawsuit. Liability insurance is available to American Counseling Association (ACA) student members at no cost. Students can access the [ASCA website](#) for both student membership and liability insurance.

Clinical Instruction – Practicum and Internship

In order to participate in Practicum or Internship, students must have completed all prerequisite coursework with a grade of B or better. Students applying for internship must have successfully completed the practicum.

All practicum and internship requirements must be completed locally, or at a distance reasonable for faculty and supervisors to travel for consultation. Students should familiarize themselves with [Program in School Counseling: Clinical Manual for Practicum and Internship](#). early in their program to best prepare for the fieldwork experience.

Practicum

All students take 15:297:627 School-Based Practicum. To be eligible to be enrolled in Practicum, students must have completed at least 12 credits including 15:297:627 Introduction to Counseling & Interviewing Skills and 15:297:502 Foundations of School Counseling and have achieved a B or better in all courses. Co-requisites that must be completed or taken concurrently with practicum are 15:297:505 Group Counseling and 15:297:613 Theories of Counseling and typically 15:297:507 Multicultural Counseling: A Systemic Approach. Practicum provides the opportunity to develop helping skills, to become better acquainted with the culture of schools, and to begin to develop school counseling and guidance skills under direct supervision of a school counselor. It is the expectation of the school counseling faculty that students have completed the foundational coursework and developing deeper knowledge and skills during Practicum so that students have as much information and practice as possible before working with students. For this reason, it is required that students complete a minimum of 24 credits by the end of Practicum.

Practicum requires students to complete 100 hours of supervised fieldwork in counseling. This includes a minimum of 40 hours of direct client contact sessions and 60 hours of indirect work in the field at a placement site involving research on client issues and theoretical approaches to counseling, progress notes, case conceptualization, diagnosis and treatment planning. Of the 40 direct hours, students are required to complete a minimum of 25 hours of individual counseling and a minimum of eight (8) group hours. If group work is not offered, then this component must be satisfied during Internship. Please refer to the Program in School Counseling: Clinical Manual for Practicum and Internship for additional details.

Students must meet with their advisors to receive approval to attend the Practicum Orientation session, facilitated by the Clinical Coordinator, the semester prior to starting Practicum. Some students remain at the same supervised site for Practicum and Internships. The Clinical Coordinator sends an email each semester with the deadlines to apply for practicum. Students who do not submit the required paperwork by the deadline will have to reapply for the next semester.

Internship Requirements

Note: Successful completion (Pass) of 15:297:627 School-Based Practicum is required before enrolling in 15:297:628 Internship: School Counseling.

Students in our Ed.M. in School Counseling take two semesters (six credits) of Internship (15:297:628: Internship: School Counseling). For each semester, 300 hours are completed in an appropriate school site selected by the student and approved by the Clinical Coordinator. The site must meet the program's requirements as an approved site.

Students must submit an Internship Request Application to the Clinical Coordinator for approval to attend an Internship Orientation the semester prior to beginning Internship, by the deadline noted in the email the Clinical Coordinator sends out each semester. The Clinical Coordinator must approve the internship site, even if the student is continuing at the chosen practicum site. Students should plan on spending approximately 3 days per week at an internship site in order to complete internship hours each semester.



Students must complete a minimum of 120 direct hours of client contact per semester as described in the Program in School Counseling: Clinical Manual for Practicum and Internship. The remaining 180 hours may be indirect service (see the *Manual*). Due to the demands of internship, a reduced workload or other life changes may be necessary to satisfy this requirement. Please note, however, that requirements for loans (Federal and non-federal) usually include that students are enrolled in a specific number of credits. Please visit [Scarlet Hub](#) for the information about Federal Financial Aid.

Students must meet the following requirements prior to being granted permission to attend the Internship orientation to be approved for registration in Internship:

- a) A minimum GPA of 3.00, and must be in "good standing" in the School Counseling Program
- b) Successful completion of a minimum of 30 credits, which must include all prerequisites:
 - a. 297:501, 297:502, 297:505, 297:507, 297:508, 297:613, 291:511
- c) Successful completion (Pass) in 15:297:627 School Based Practicum
- d) Proof of professional liability insurance
- e) Written approval of potential internship site placement by the Clinical Coordinator
- f) Program Approval

Note: Successful completion (Pass) of the first semester of 15:297:628 Internship: School Counseling is required before enrolling in a second semester or 15:297:628 Internship: School Counseling.

Program Planning Considerations

Below you will find helpful information to consider in planning for progression through the program.

1. Students are responsible for: (a) becoming familiar with the procedures of the University and the GSE; (b) knowing about and meeting deadlines for registration, fieldwork, add/drop, filing for graduation; and (c) meeting with their advisor and using their advice and counsel.
2. Out-of-class requirements. Many courses require time commitments beyond actual class meetings. For example, when taking 15:297:501: Counseling & Interviewing Skills, students will need to plan on reviewing and transcribing recordings. Also, as previously noted in this document, during Practicum and Internship courses, students have a required number of hours that they must be on site and in class. We encourage students to talk with their advisors about such requirements and to plan accordingly to maximize their learning experiences.
3. Our typical course times are Monday-Thursdays starting from 3:50 PM and 10:30 PM. We also have occasional 2:30PM weekday courses, hybrid (combinations of online and in-person), and online courses. Students should be prepared to take courses at 3:50 PM, 5:40 and/or 7:30 PM during their time in the Program. The Program cannot be completed taking courses at only one of these times.
4. Prerequisites. Many courses in the School Counseling Program have pre-requisite classes that provide foundational material. The prerequisites are required and must be completed before taking the next course. We do not waive these prerequisites. You can check for pre-

requisites by **clicking on the link "View Catalog Entry" under the course listing in myRutgers.**

5. Courses listed are tentative. Please note that although we will try our best to offer courses as they are listed in this Handbook (See Appendix D for semesters when courses are offered), there are times when courses may be canceled due to low enrollment or for other unforeseen reasons. In addition, if the faculty decides to change the semester(s) in which courses are listed, the Program Coordinators will notify students via email as early as possible.

Capstone Project

As a culmination of the student's coursework, clinical work, and professional development, the internship experience includes two capstone assignments. Specific detailed instructions for both projects are provided in the Internship courses.

Capstone I, which is presented at the end of the fall semester, is a case conceptualization and treatment plan. The student presents a case conceptualization of a client that demonstrates the Intern's ability to address the role of culture and diversity in addressing the client's issue and needs and in developing a treatment/intervention plan. The case presentation will also demonstrate an understanding of relevant research and the link to best practice.

Capstone 2 is an action research project, paper, and presentation due in stages during the spring semester. According to research and the American School Counselors Association effective school counseling programs are comprehensive in scope, preventive in design, and developmental in nature. They also need to be based on data, rather than hunches. School counselors work within school communities to support student success and promote access and equity for all students. This culminating assignment reflects the development of the student's ability to gather data and assess it through a systematic framework, use data to evaluate program strengths and challenges, and support program development and/or change. The student will identify an area of concern at the internship site based on data available from within the school (e.g., lack of career planning program, parent engagement, achievement disparities, school violence). The student will then develop questionnaires for counselors, teachers, and administrators to fully understand the problem.

The analysis and proposed interventions must integrate multicultural considerations and account for socio-political barriers that influence the identified concern. The recommendations should also emphasize the role of the school counselor and the Program in School Counseling addressing the issue. The capstone paper will include: (1) a review of literature identifying and contextualizing the stated problem and empirically supported interventions, and (2) tailored recommendations for site consideration, including budget(s) necessary for implementation, timelines, evaluation criteria and corresponding surveys.

Graduation

It is the student's responsibility to complete the curriculum prescribed in the University catalog in effect, or as modified, when he/she matriculates. Students who will be completing their curriculum requirements for degrees, school personnel certification, or post-baccalaureate certificates must complete the application to graduate through their myRutgers account in order to be evaluated for completion of requirements and subsequently become eligible for degree conferment, certificate or recommendation for teacher certification. You will receive an email at your Rutgers University email address prior to your final term. This email will direct you to review the "Notes" and the "Saved" audit to be found in your Degree Works audit available through myRutgers.

Pending completion of all program requirements, students complete the certification application form available from OSAS along with payment. After graduating, OSAS then submits forms to the Office of Licensing and Credentialing in the NJ Department of Education. Graduates normally receive their NJ School Counselor Educational Services Certificate from the State within 4-6 weeks.

Upon recommendation of the faculty, the university only confers degrees after a formal Online Diploma Application has been filed. Degree candidates must file an [Online Diploma Application](#) by the following deadlines for graduate students: October 1st for an October-dated degree, January 2 for a January-dated degree, April 1 for a May-dated degree, and August 15 for an August-dated degree.

Commencement

While degrees are conferred four times a year, Rutgers University holds commencement ceremonies in May each year. Graduate students will have the option to participate in a university-wide and/or Graduate School Commencement ceremony.

Convocation

Convocations are ceremonies held by the individual Schools where students affiliated with one of our schools gather to celebrate their graduation achievement. Each School organizes its own convocation program. Information about GSE convocation ceremony will be available on the [GSE Convocation webpage](#).

Professional Organizations

In developing a professional identity as a school counselor, students participate in training that extends beyond course work and clinical instruction. Participation in the American Counseling Association (ACA), the American School Counselor Association (ASCA) and other affiliated organizations, such as the New Jersey School Counselor Association (NJSCA), its county affiliates, and the county chapters of Traumatic Loss Coalition for Youth is expected. Opportunities to participate are discussed in Foundations of School Counseling and clinical courses, and training opportunities are shared through emails from the Program Coordinator. Students are also expected



to be aware of professional and ethical standards and practice professionalism and ethical decision making in their coursework and at their sites.

Students in the School Counseling Program are encouraged to seek membership and active involvement in various professional organizations available at the university, state, regional, and national levels that are appropriate to their chosen areas of concentration. There are many benefits of membership in professional counseling organizations and counseling related organizations. For example, as a member of a professional organization, one:

- Receives the organization's publications;
- Is entitled to reduced membership rates for registration for professional meetings sponsored by the organization and usually reduced rates for resources such as books;
- Is afforded opportunities for leadership and service activities and involvement in activities pertinent to the counseling profession and consumers of our services;
- Is afforded training opportunities to expand counseling knowledge and skills, as well as research, trends, and best practices in the field;
- Is eligible for member services (e.g., professional liability insurance, legal defense funds, library resource use); and,
- Is provided with opportunities to network with other professionals who share interests and areas of expertise. In addition to the possibility of helping in job searches, networking may lead to forming research partnerships.

American Counseling Association

The primary national organization for professional counselors is the [American Counseling Association \(ACA\)](#). The ACA 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. Headquartered in Alexandria, VA, just outside Washington, DC, the ACA promotes public confidence and trust in the counseling profession so that professionals can further assist their clients and students in dealing with the challenges life presents. The ACA services professional counselors in the U.S. and 50 other countries including Europe, Latin America, the Philippines and the Virgin Islands. Also, the ACA is associated with a comprehensive network of 19 divisions and 56 branches. The primary state organization for professional counselors is the [New Jersey Counseling Association](#). The ACA also collaborates with several corporate and related organizations to enhance member services.

Within the American Counseling Association, there are 18 divisions. These divisions enhance professional identity and are organized around specific interest and practice areas. The divisions provide professional strength and satisfy the diverse needs of the counseling community.

American School Counselor Association

The [American School Counselor Association \(ASCA\)](#) is the national organization with a membership of more than 12,000 school counseling professionals that represents the profession of school counseling. ASCA focuses on providing professional development, enhancing school counseling programs, and researching effective school counseling practices. Their mission is to promote excellence in professional school counseling and the development of all students.

Through a strong government relations program, thoughtful documents have been articulated such as the Role Statement: The School Counselor, Ethical Standards for School Counselors, Position Statements, the recent release of The National Standards for School Counseling Programs, and many other publications and services. ASCA advocates for the school counseling profession.

ASCA has been instrumental in developing and recommending strong professional and ethical standards for the school counseling profession. ASCA assists counselors in delivering more effective services by providing the means and information to enhance skills, to support self-evaluation, and research to measure counselor effectiveness. ASCA speaks for school counselors at the national level through strong government relations programs and activities.

Since its founding in 1952, ASCA has provided publications, educational programs and conferences, professional development workshops, and other programs for school counselors in public and private pre-kindergarten, elementary, middle/junior high, secondary, and post-secondary schools. ASCA publishes The Professional School Counseling Journal and The ASCA School Counselor Magazine, focused on timely, research and practice-based information to support school counselors.

Association for Counselor Education and Supervision

The [Association for Counselor Education and Supervision \(ACES\)](#) is the premier organization dedicated to quality education and supervision of counselors in all work settings. ACES members are counselors, supervisors, graduate students, and faculty members who strive to improve the education and supervision of counselors in training and in practice. ACES and the regional associations host conferences to highlight research and best practices in supervision and in the training of counselors. In addition, ACES publishes a quarterly journal, Counselor Education and Supervision, which presents current issues, relevant research, proven practices, ethical standards and conversations in counselor training and supervision. ACES members have been and continue to be trailblazers in terms of the competencies for supervision, counselor training, research, multicultural competence, and advocacy. Many of the leaders of the counseling profession are members of ACES and there are always opportunities to become involved in leadership through task forces, committees, interest networks, and elected positions.

The primary purpose of the Association, in accordance with the purpose of ACA, is to advance counselor education and supervision to improve the provision of counseling services in all settings.

Association for Multicultural Counseling and Development

The [Association for Multicultural Counseling and Development](#) (AMCD) seeks to develop programs specifically to improve ethnic and racial empathy and understanding. Its activities are designed to advance and sustain personal growth and improve educational opportunities for members from diverse cultural backgrounds.

AMCD is charged with the responsibility of defending human and civil rights as prescribed by law. It encourages changing attitude and enhancing understanding of cultural diversity. Provisions are made for in-service and pre-service training for members and for others in the profession. Efforts are made to strengthen members professionally and enhance their ability to serve as behavioral change agents. Operationalization of Multicultural Counseling Competencies by AMCD represents a benchmark for the counseling profession and the American Counseling Association.

Chi Sigma Iota

[Chi Sigma Iota \(CSI\)](#) is an international academic honorary society specifically in the area of graduate programs in Counselor Education. It was established for counselors-in-training, counselor educators, and professional counselors who contribute to the realization of a healthy society by fostering wellness and human dignity and are committed to research and service through professional counseling. The CSI mission is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. The association is very active and provides opportunities for professional development for students and professionals locally and nationally.

Our Program established the Alpha Rho Upsilon Chapter of CSI in 2023. Students are encouraged to apply for membership once they meet the credit and GPA criteria. To qualify for CSI membership, students must have a minimum GPA of 3.5 and have completed a minimum of nine credits from an RU school counseling program of study. In addition, students must receive faculty endorsement. Students eligible to apply for CSI membership will receive a formal invitation from the chapter.

Assessment of Students & the Program

Rutgers School Counseling program is committed to providing quality academic and clinical experiences that prepare all students in our program to develop the knowledge, skills, and dispositions necessary to be effective, ethical, and culturally responsive school counselors in an increasingly complex and sometimes polarized environment. This requires continual evaluation of both student progress in the program the program itself.

Assessment of the Program

Program evaluation includes input from the professional community through our Advisory Committee, from employers of our graduates, from site supervisors, and from alumni through assessment of their clinical and academic experiences, personal growth, and the effectiveness of

the program. This data is gathered yearly through 3 Advisory Committee meetings and yearly surveys of employers, site supervisors, and alumni. The program also regularly gathers evaluation data from students throughout their course of study and upon completion of the program. Data is gathered at the course level through the Student Instructional Rating System, at the clinical level through evaluation of the site, site supervisor, and the site placement process, and at the program level through yearly surveys where students evaluate aspects of the program and their progress through the program.

Program faculty regularly review these outcomes, reflect on the effectiveness of various aspects of the program and then strategically adjust to better meet the needs of students, the school counseling profession, and the goals of the program.

Assessment of Students

Program faculty engage in regular assessment of individual student progress throughout the program by way of coursework, key assignments, and clinical practice, as well as dispositions and development of ethical and professional behavior. Program faculty members have an obligation to the counseling profession to prepare and only recommend for certification caring, competent, ethical (school) counselors. This includes components of academic achievement, student disposition, professionalism, and clinical practice. Students will be aware of and comply with all university policy, GSE and program guidelines as outlined in this manual and the Clinical Instruction Manual and comply with the ethical standards of practice of American School Counselor Association (ASCA), American Counseling Association (ACA) and all other relevant codes of conduct.

If a student has not met a satisfactory level of performance on program standards or benchmarks, faculty review may recommend remediation. Remediation may include but is not limited to additional course work or clinical experiences under direct supervision to address the standard in need of improvement. This will be documented in a formal process including developing a Student Remediation and Growth Plan (additional information is in the next section). In rare circumstances, the faculty identifies a student who does not meet our definition of a given standard where remediation or retention of the student is not considered an option. In such a case, a student is asked to leave the program. Any of the following violations may cause a student's dismissal from the Program:

- Violations of the Rutgers Policy on Academic Integrity (<http://academicintegrity.rutgers.edu/>)
- Violations of the University Code of Student Conduct (<http://studentconduct.rutgers.edu/university-code-of-student-conduct/violations/>)
- Failure to adhere to or inconsistencies with ACA, ASCA, and CACREP Standards and ethical codes

Benchmark Analysis Cut Scores to Ensure Satisfactory Progress

Key Assignments	Unsatisfactory	Basic	Proficient	Distinguished	Assignment Average Score for Satisfactory Progress
Mock Counseling Video Session Course Assignment	1	2	3	4	2.0
Multi-Tiered Systems of Support (MTSS) Course Assignment	1	2	3	4	2.0
Capstone 1 Course Assignment	1	2	3	4	3.0
Capstone 2 Course Assignment	1	2	3	4	3.0

Student Learning and Dispositional Assessments	Does Not Meet Expectations	Progressing Toward Meeting Expectations	Meets Expectations	Exceeds Expectations	Year 1 Assessment Average Score for Satisfactory Progress	Year 2 Assessment Average Score for Satisfactory Progress
Knowledge, Skills, and Values (KSV) Assessment	1	2	3	4	2.0	3.0
Counselor Perceptual Rating Scale (CPRS)	1-2	3-4	5-6	7	3.0	5.0
Site Supervisor Evaluation	1	2	3	4-5	2.0	3.0

Students are expected to achieve a B or better in all coursework. **Students applying for practicum and internship must have completed all pre-requisite coursework with a grade of B or better.** Please be aware that while students often have not yet received grades prior to applying for Practicum or Internship, they must have earned a B or better in all pre-requisite coursework to be enrolled in these clinical courses at the start of the course. To apply for Internship, students must have successfully completed Practicum. When earning a grade below a B, the student must meet with their faculty advisor to plan how to remediate the course.

Grading for Practicum and Internship clinical experiences will be done on a Satisfactory (Pass) or Unsatisfactory (No Credit) basis. Satisfactory is equivalent to an A, B+, or B, as all clinical courses require a B or better to progress. Specific expectations and procedures for grading of Practicum and Internship can be found in the Clinical Instruction Manual.

If you are struggling or falling behind in any of your classes, make a point of reaching out to your professor and/or academic advisor. The School Counseling program is dedicated to student success, but we cannot provide support if unaware of an issue. It is the graduate student's responsibility to contact faculty when in need of support. The professor is the best person to give advice about how

to stay on track or catch up in their courses. Failing to do this until the end of the semester leaves few options to rectify an issue before it significantly affects your grade. Whenever possible, make an appointment to meet with your professor outside of class and if the professor requests that you make an appointment be sure to follow through on making it happen.

In addition, the University provides a variety of academic support services, including in graduate writing. Resources that can help you succeed and connect with the Rutgers community can be found at success.rutgers.edu, and nearly all services and resources that are typically provided in-person are now also available remotely. The Learning Centers (LCs) provide tutoring, study groups, and review sessions for your courses. They also host workshops and provide individual academic coaching to help you further develop your study strategies and self-management skills. To learn more about how the LCs can help you succeed, visit <https://rlc.rutgers.edu/>. Students are encouraged to use these services to support your transition to graduate level work and academic development. Additional resources are noted below in the Resources section.

Faculty Review of Student Progress

Students in School Counseling will receive ongoing feedback from core faculty about their demonstrated knowledge and skills on the CACREP standards for school counseling and formal evaluation after the first year of study. Students must receive faculty approval before registering for Practicum or Internship. Students approved for internship have progressed toward effective self-evaluation by demonstrating competence in course work and practicum.

Systematic informal and formal evaluation of student progress is an important part of the Program in School Counseling. The faculty will regularly review student progress during monthly program meetings and Semi-Annual Candidate Review Meetings to ensure that students are meeting appropriate standards for academics, dispositions, and clinical and ethical practice. Depending on the severity of the identified concern, students who do not meet these standards are identified for a mid-semester review during the next semester or notified of the need to develop and be placed on a Student Remediation and Growth Plan. The growth plan documents an agreement between the faculty and the student to ensure that the student's goals are clear, support is in place, and a timeline is established. All candidates must meet benchmarks in the final semester to be eligible for program completion.

In addition to regular, monthly review of students, at the culmination of each school year for the purpose of retention, remediation, and dismissal, program faculty and students will participate in an annual review process. Each April, students will submit a reflection of personal progress and will complete a Knowledge, Skills, and Values Inventory (KSV; Appendix E) and the Counselor Perceptual Rating Scale (CPRS; Appendix F) at the end of the spring semester. As part of the assessment of dispositions, program faculty also complete the KSV and CPRS for each student. Students will be evaluated holistically based on satisfactory academic and clinical progress and appropriate dispositional and ethical behaviors. The outcome of this evaluation process will be communicated to students via their advisor. Graduating students will be evaluated by mid-April and receive final feedback by May 1st. First year and part-time students will be evaluated in May and receive feedback during the fall semester.

Student Impairment

In accordance with the [ACA Code of Ethics \(2014\)](#), faculty members must address student impairment. Student impairment impedes a student's ability to achieve the competence and professional behavior expected of all counselors. Impairment is defined as an interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional and ethical standards into one's repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning.

Identification of impairment can result in remediation, suspension, or termination from the program. Please refer to the Dispositions section of the Handbook below for further information about expectations of students throughout the program. If warranted, the School Counseling faculty reserves the right to recommend entry into personal counseling or psychotherapy as a condition of continuation in the Program.

Retention, Remediation, & Dismissal

Academic Standing for Program Retention

Students enrolled in the School Counseling Program must maintain a minimum overall GPA of 3.0 and must not earn more than one C level grade (C+ or C) throughout graduate course work. Students who earn two grades that are C level or below or who earn one F grade will be subject to dismissal. Please note, this Program policy is more restrictive than that of the Graduate School of Education. See “item c” below for additional information on requirements specific to academic grades for clinical courses. If a student receives a C level grade in any required course in the school counseling program (including electives), the following procedures must be followed:

- a. Meet with your advisor. Your advisor will work with you to determine which course(s) is most appropriate for continued registration after discussing the circumstances leading to the C level grade.
- b. Because we realize the seriousness to your academic progression and understanding of a major knowledge/skill area of the counseling profession, any student receiving a grade of “C” will need to retake the course and will be able to register for no more than one or two courses the following semester. The decision of taking one or two courses remains with the advisor, with input from the instructor of the course where the “C” was earned and signed off by the advisor, program coordinator, and the department chair.

- c. A grade below a B in clinical classes (297:501, 297:505) or an unsatisfactory grade of "No Credit" in Practicum or Internship (297:627, 297:628) requires formal remediation (see program policy on clinical course remediation in next section).

Student Remediation

The members of the School Counseling faculty endorse the American Counseling Association Code of Ethics (2014) that states that counselor educators have a responsibility to provide regular feedback to students and to dismiss students who are unable to render competent service due to academic or personal limitations. Faculty members also recognize their obligation to consult with colleagues and document their decision to refer students for assistance or to request that students be put on probation or dismissed from the program, support students in obtaining remedial assistance, and assure that students have adequate recourse to address decisions made.

If at any point in a student's program a serious form of unprofessional behavior has occurred, remediation may not be an option. Students can be removed from the program for unethical or unprofessional behavior, regardless of academic standing (see Disposition section of this Handbook). If a student is believed to be in violation of ethical or professional behavior that threatens client and/or student welfare, the student will be prohibited from seeing clients and/or working with students. All persons involved with the student's Practicum or Internship will be immediately informed of the decision.

Faculty may work on an informal basis with students in their courses who are evidencing academic, clinical, or non-academic difficulties (e.g., personal issues are affecting a student's ability to work effectively) when circumstances indicate that this method may be productive. The faculty member and student will discuss the problem(s), review appropriate measures of correction, and establish a timeline for change. In addition, the faculty member may consult with the faculty advisor and/or other program faculty. This is typically done prior to initiating formal remediation procedures except when the severity of the problem does not allow for an informal method. In such incidences, formal remediation procedures may be implemented as delineated below.

Professional Dispositions

Students must meet Rutgers University, the Graduate School of Education, and the Program in School Counseling grading standards and course requirements as well as demonstrate the following professional dispositions identified by the faculty:

1. **Professionalism:** maintaining appropriate graduate-level standards in work performance, work product, classroom behavior, and both verbal and nonverbal behavior (concerns might include late, sloppy or disorganized papers; continually late to class; digital usage not related to coursework)
2. **Interpersonal behavior:** appropriate interactions with the professor and peers that enhance the academic, social-emotional, and personal growth of all students and enhance the professor/student relationship (concerns might include: non-participation in group work; inappropriate interactions with peers in class or group work; disrespectful and/or

problematic communication with a professor or another student; talking with another student while professor is lecturing or another student is talking).

3. **Intrapersonal behavior:** attitudes, behaviors, or expressed thoughts that demonstrate that the student is functioning at a personal level which permits them to continue to make progress in class and in the program (concerns might include student impairment; lack of impulse control; poor boundaries; angry outbursts; severe anxiety; emotional dysregulation)
4. **Respect for Diversity:** demonstrates commitment to anti-oppression and anti-racism, social justice advocacy, and self-awareness of power, privilege, and marginalization; and respect for diverse world views, beliefs, and values with regard to race, ethnicity, age, gender, ability status, sexual orientation, SES, religion, national origin, and other aspects of identity (concerns might include: committing microaggressions despite being addressed by professor or students, oppressive behavior towards peers, written comments that express oppression or marginalization).
5. **Professional Ethics:** adheres to the ACA Code of Ethics, ASCA Ethical Standards for School Counselors, and the School Counseling Program expectations related to student integrity and honesty (concerns might include plagiarism, inaccurate logging of hours in practicum, misrepresentation of roles, breaching confidentiality, inappropriate interaction with site supervisor).

Remediation Related to Academic or Dispositional Issues

In circumstances where informal attempts for rectifying a situation have proven unsuccessful or when student actions warrant immediate faculty review, formal procedures for consideration of remediation, probation, and/or enforced withdrawal from the program will be initiated. These procedures are followed to ensure that the rights of the student and the integrity of the program can be protected in the process.

When a faculty member determines that an educational or dispositional problem exists that could not be resolved on an informal basis (e.g., consultation with advisor), the faculty member discusses this with the student and their student's advisor. In consultation with the program faculty, the faculty member will outline the issues in an email to the Program Coordinator. Program faculty will review the email, investigate the claims, and communicate with the student (e.g., documentation in student file; development of a Student Remediation and Growth Plan; student dismissal).

Following the investigation the program faculty will inform the student of their determination in writing. The faculty may decide any of the following consequences: No consequence.

- a. A written warning about the concern and the incident is documented in the student's file.
- b. A remediation and growth plan, which the student must successfully complete to remain in the Program.
- c. Dismissal from the Program. The dismissal recommendation is forwarded to the Department Chair and the GSE Dean's Office of Academic Affairs .

The student will receive the faculty's determination via email, and in cases of remediation, must signify 1) receipt of the decision, and 2) agreement to the implementation of the plan.

Students are subject to dismissal, probation, or continued remediation if they choose not to follow the plan or are unable to complete the requirements therein.

The student will submit any required documents/products to the designated faculty members. The designated faculty member(s) reviews the documents and determines whether the plan has been satisfactorily completed. They then make a recommendation to the Program Coordinator. and inform the student of the recommendation,

When a student is required to complete a remediation and growth plan, the written plan will include the following information:

- A description of the issue;
- Course of remediation;
- Criteria/benchmarks for completing the remediation or probationary status;
- Evaluation criteria;
- A specific time frame for meeting these criteria;
- A summary of the options available to the student (e.g., following the remediation plan, appeals, withdrawal from the program); and a description of the consequences of not meeting criteria within the timeframe.

Student Remediation and Growth Plan

The designated faculty will monitor the student's progress on the remediation plan. At the end of the specific remediation period, the designated faculty will meet to review the student's progress toward the criteria for removal of the probationary status. A decision will be made:

- A. That the student has successfully completed all requirements;
- B. To continue a probationary or remediation status (which would necessitate preparation of another set of recommendations as specified above); or,
- C. To recommend that the student be dismissed from the program (enforced withdrawal).

Remediation Related to Clinical Work

A student must have earned a grade of "B" or better in all pre-requisite work to be eligible to be enrolled in 15:297:627 School-Based Practicum and in 15:297:628 Internship. If a student earns a grade of "C+" or lower in a pre-requisite, they may not proceed to Practicum or Internship until they have retaken the course and earned a "B" or better. If a student earns a grade of "C+" or lower in a pre-requisite or does not earn a "Pass" in Practicum or Internship, the following procedures will be followed:



- A. The instructor assigning the grade of “C+” or lower in a clinical course must notify the Program Coordinator who, in turn, will notify the Chair of the department. The student will also be notified.
- B. Faculty will be assigned to develop a remediation plan. The designated faculty will meet with the student to review the circumstances leading to the grade. At that meeting, the instructor and the student’s advisor may be present. The instructor who assigned the grade of “C+” or less or “No Credit” will work with the designated faculty to develop a proposed remediation plan for the student. To continue enrollment in the next semester, a will assert that they have met with the student about the remediation plan, and that the student has agreed to follow it.
- C. The student must earn a grade of “B” or better in the remediation, thus demonstrating mastery of the deficit skills, to continue in the program. If a student earns a grade of C+ or less again, dismissal from the program will be recommended. The student must earn a grade of “Pass” in 15:297:627 School Based Practicum and 15:297:628 Internship: School Counseling, to complete the program.
- D. The student may be restricted in their additional courses with the required remediation plan; the additional course must be approved by the R&R Team, in consultation with the student’s advisor.
- E. The program faculty may recommend a remediation plan is not advisable, and the student may be dismissed from the program. An example of this may occur if a student earns a grade of “F” in a clinical course.

Student Academic Appeal Policy

Whenever possible, student academic appeals are handled within the department. If possible, the student should first discuss concerns with the course instructor. Then, if necessary, the student should take the issue to the department chair for review and mediation. The Chair will discuss the issue with the instructor and with the student, possibly jointly, and then will make a written recommendation. If the student is not satisfied with this outcome, the Chair will refer them to the appropriate committee for appeal.

Other Program Information & Program Policies

Policies outlined in this section are specific to the Ed.M. in School Counseling Program. The program is also governed by University and Graduate School of Education policies. Note that Departmental/Program policies will be developed throughout your program of study. You should constantly review your RU email account to remain current with new policies. The following policies are of present importance. The policies described below are provided in addition to the policies held by Rutgers University. In cases where the policies have differing standards, the School Counseling Program policies are more restrictive and supersede the university's policies.

Liability Insurance

As noted previously, all students are required to obtain professional liability insurance when providing counseling services; this coverage would include semesters in which students are completing 15:297:627: Practicum, 15:297:628: Internship. While lawsuits involving student counselors are relatively uncommon, any service provided to the public by a professional or a professional-in-training is vulnerable to the threat of lawsuit. Liability insurance is available to student members of [ASCA](#) at no cost.

Code of Student Conduct and Academic Integrity

The School Counseling Program is committed to developing a community of learners and scholars within an environment that fosters respect and integrity among all its members. Students have the responsibility to know and observe all requirements of the [Rutgers University Code of Student Conduct](#). Students are expected to know and adhere to the [Rutgers University Academic Integrity Policy](#). Academic dishonesty at the University involves acts that may subvert or compromise the integrity of the educational process. Specifically, any act by which a student gains or attempts to gain academic advantage through misrepresentation of themselves, or another person, by themselves, or another person's work. These acts include but are not limited to: acts that interfere with the completion, submission, or evaluation of work; cheating; fabrication or falsification of information; multiple submissions of academic work; plagiarism (including failing to fully document any use of Artificial Intelligence within student work or use of AI without faculty permission); abuse of academic material; and, complicity in academic dishonesty. Any suspected violation of the University Academic Integrity Policy must be immediately reported to the [Office of Student Conduct](#) (even if deemed minor and the faculty member will address the remediation within the course) and could be grounds for remediation and/or Program dismissal.

Faculty Endorsement

In compliance with the *ACA Code of Ethics* (2014), faculty members endorse students for practicum and internship only when students have successfully completed the prerequisite courses and if faculty members believe students are qualified to perform the duties associated with the Practicum or Internship.

Upon successful completion of the program of studies and demonstration of the requisite competencies and dispositions, faculty members endorse students for certification, licensure, and employment **in School Counseling**. Regardless of academic qualifications, supervisors do not endorse students whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

Enforced Dismissal Procedures

If the decision is to recommend that the student be dismissed from the program, this will be brought to the entire program faculty for a vote to decide whether to move forward on the recommendation. These actions require two thirds of the faculty at the meeting to be in agreement. The Program Coordinator and/or other designated persons will inform the student of the decision.

If the program faculty recommends a student for dismissal from the School Counseling Program, the Program Coordinator or advisor will inform the student and provide the following information:

- A. Specifications of the student behaviors that resulted in the recommendation for termination of her or his program of studies.
- B. A summary of any appeal options that may be available to the student.

The termination recommendation will be forwarded by the School Counseling Program to the department chairperson and the GSE Dean's Office of Academic Affairs. If a student is dismissed from the Program, they will have the right to an appeal via the Graduate School of Education. This means any dismissal will result in a minimum of one semester away from the Program while the appeal is being reviewed (e.g., if a student is dismissed during/after the Fall semester, any appeal would not be considered until next Spring semester, during which time, the student cannot enroll in courses).

University and Graduate School Policies

In addition to the policies and procedures outlined in this Handbook, all School Counseling Program students are subject to all University and Graduate School Policies. Students are strongly encouraged to familiarize themselves with these policies which cover a wide range of topics (e.g., Grade Appeals; Continuous Matriculation Requirements; Grades of Incomplete; Leaves of Absence; Time Limits to Graduate; Transfer Credits). It is beyond the scope of this Handbook to list all of these policies; however, in any instances where Program policy is more restrictive and/or differs from the University and/or Graduate School policy, we have noted it in this Handbook.

Here are links to the University Code of Student Conduct website:

[Rutgers University Code of Student Conduct](#)

Resources for Physical, Psychological, Social & Spiritual Wellness

Books and Materials: Barnes & Noble at Rutgers University, 100 Somerset Street, New Brunswick, NJ 08901. Contact number 732-246-8448 or visit the website at <https://rutgers.bncollege.com/>

Scarlet Hub One Stop Student Services Center: the One Stop Student Services Center (One Stop) at Rutgers University–New Brunswick represents an integrated and coordinated cross-functional service in the areas of financial aid, student accounts, and registration. Contact number 848-445-INFO(4636) or visit the website at <https://scarlethub.rutgers.edu/contacts/new-brunswick/>

Rutgers Learning Centers: The Learning Centers provide tutoring, study groups, and review sessions for your courses. They also host workshops and provide individual academic coaching to help you further develop your study strategies and self-management skills. To learn more about how the LCs

can help you succeed, visit <https://learningcenters.rutgers.edu/>. Students are encouraged to use these services to support your transition to graduate level work and academic development.

[Rutgers Resources for Student Success](#): provides a foundation in one place to be successful. There are resources for financial assistance, to meet academic needs, stay healthy, and be safe. Students can also connect with campus resources that support successful academic progress, develop and enhance academic skills, facilitate online learning, enhance learning and self-discovery, through participation in organizations, leadership opportunities, and support for your goals and aspirations. Visit the website at <https://success.rutgers.edu/>

[The Graduate Writing Program \(GWP\)](#): The GWP supports graduate students from across the Rutgers community in their scholarly writing goals, from coursework papers to articles and dissertations. Based on expert research in composition studies, the GWP's curriculum helps students master the genres and styles of academic writing. Additionally, students develop professional writing habits, including techniques for time management, goal setting, and resilience. Graduate students of all levels are welcome. Visit the Graduate Writing Program's web site, <https://wp.rutgers.edu/gwp/gwp-home>

[Career Exploration and Success \(CES\)](#): CES provides career-related counseling, resources, and programs to help individuals clarify academic and career goals, establish career plans, develop job-search skills, and make successful career transitions. Contact number 848-932-7997 or visit the website at <https://careers.rutgers.edu/>

[Rutgers Recreation](#): offers a variety of programs and services to students at all five of its campuses, including fitness and wellness programs, outdoor activities, and sports. Rutgers Campus Fee includes a paid membership for use of the recreation/fitness centers in New Brunswick as well as virtual and in-person Fitness & Wellness Classes. Contact number 848-445-0460 or visit the website at <https://recreation.rutgers.edu/>

[Rutgers Student Health](#): Students can make appointments online or by phone to see medical clinicians at any of 3 Health Centers-Hurtado Health on College Ave Campus, Busch-Livingston Health on Livingston Campus or Cook-Douglass Health at the Institute for Food, Health, & Nutrition on Cook Campus. See our website for our hours. Contact number 848-932-7402 or visit the website at <https://health.rutgers.edu/>

[Counseling, ADAP & Psychiatric Services](#): CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners. Contact number 848-932-7884, location 17 Senior Street, New Brunswick, NJ 08901 or visit the website at <https://health.rutgers.edu/medical-and-counseling-services/counseling-services>

[Uwill](#): offers students free, immediate access to teletherapy through an easy-to-use online platform. Visit the website at <https://app.uwill.com/>

[Violence Prevention & Victim Assistance \(VPVA\)](#): The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. Contact number 848-932-1181, address 3 Bartlett Street, New Brunswick, NJ 08901, or visit the website at /
<https://vpva.rutgers.edu/>

[Student Basic Needs/ Rutgers Student Food Pantry](#): Located on the College Avenue Campus, Basic needs include, but are not limited to, food, housing, clothing, childcare, mental health, financial resources and transportation. Contact number 848-932-5500, email basicneeds@echo.rutgers.edu or visit the website at <https://ruoffcampus.rutgers.edu/basic-needs>

[Office of Disability Services](#): Rutgers University welcomes students with disabilities into all of the University's educational programs. To receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation.

If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/documentation-guidelines>.

[Office of Veteran and Military Programs & Services \(OVMPS\)](#): OVMPS at Rutgers University aims to create a supportive and inclusive environment for military-affiliated students and their families. The OVMPS offers a variety of programs and services to help students transition through college, including academic support, well-being and equity initiatives, and professional development. Contact number 848-932-VETS(8387), email address veterans@echo.rutgers.edu. Or visit the website at <https://veterans.rutgers.edu/>

[Center for Social Justice Education & LGBT Communities \(SJE\)](#): SJE provides educational and social programs, leadership development, and policy consultation for LGBTQIA and ally students, faculty, staff, and community members. Contact number 848-445-4141 ext. 17, address Bartlett St, College Avenue Campus, New Brunswick, NJ 08901, email address socialjustice.rutgers.edu, or visit the website at <https://socialjustice.rutgers.edu/>

[Paul Robeson Cultural Center](#): At the Paul Robeson Cultural Center, students are encouraged to consider the complexities of their identity, while celebrating Blackness in all of its expressions and embodying the founding legacies of academic excellence and intersectional social justice. Contact number 848-445-3545, address 600 Bartholomew Rd., Piscataway, NJ 08854, email address prccrutgers@echo.rutgers.edu, or visit the website at <https://prcc.rutgers.edu/>

[Center for Latino Arts & Culture \(CLAC\)](#): The CLAC is dedicated to building a creative space where the Rutgers community can discover and critically explore what it means to be Latino/a in the United States. Programs and services use the arts and culture as the impetus for educational change. Every year, the CLAC works with students in ways that enhance student leadership and organizational capacity, raise awareness about Latino arts and culture, and build bridges of understanding across

difference. Contact number 848-932-1263, address 172 College Av, Piscataway, NJ 08901, or visit the website at <https://clac.rutgers.edu/>

[Asian American Cultural Center \(AACC\)](#): The Asian American Cultural Center works to foster a safe, inclusive, and supportive environment for all students at Rutgers University and community partners by providing programs and initiatives focus on issues relevant to the Asian Pacific Islander Desi American (APIDA) community. The AACC offers a myriad of social, cultural, and educational opportunities to contextualize, highlight, promote, and critically examine the unique histories, traditions and cultural identities within the APIDA diaspora. Contact number 848-445-8043, email address aacc@rutgers.edu, or visit the website at <https://aacc.rutgers.edu/>

[Faith & Spirituality at Rutgers](#): Students of all religions are welcome at Rutgers. As a public university, Rutgers is dedicated to supporting an inclusive community, where freedom of religious expression is protected and encouraged. Our campus is home to students of Christian, Muslim, Jewish, Hindu, Buddhist, and many other faiths and traditions. The Multifaith Council exists to promote and enhance Rutgers University's mission of educating the whole person. The Multifaith Council seeks to create an atmosphere in which groups and individuals affiliated with the University are engaged in the active pursuit of intellectual and spiritual truths.
<https://ruoffcampus.rutgers.edu/basic-needs/mental-physical-and-spiritual-wellness/faith-and-spirituality-at-rutgers>

Crisis Hotlines:

National Suicide Prevention Lifeline: 988 Suicide & Crisis Lifeline: call or text 988

NJ Hope Line (Suicide Prevention): 855-654-6735

National Crisis Text Line: Text KNIGHTS to 741741

[Rutgers University Police Department \(RUPD\)](#): RUPD operates 24 hours a day, 365 days a year, to provide the university community with a full range of police and security services. RUPD maintains multiple fully staffed police headquarters. In case of emergencies call RU Police Department at 732-932-7211, email address rupdcomments@ipo.rutgers.edu, or visit the website at <https://ipo.rutgers.edu/publicsafety/rupd>

Appendix A

Counseling Program Faculty

Ian Levy, Ed.D.

Assistant Professor

Program Coordinator

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Part Time Lecturer Faculty

Dr. Fannie Gordon, EdD

Dr. Cheryl Cuddihy, EdD

Dr. Sarah Springer, PhD

Appendix B

Ed.M. School Counseling Certification

First Name:

Last Name:

Email:

Student ID #:

Course #	Course Name	Credits
FIRST FALL (12 credits)		
15:297:500	Orientation to the Counseling Profession	3
15:297:502	Foundations of Counseling in Educational Settings	3
15:297:604	Professional Ethics	3
15:297:613	Theories of Counseling	3
FIRST SPRING (12 credits)		
15:297:501	Counseling Skills and Techniques	3
15:297:505	Group Counseling: Theory and Practice	3
15:297:507	Multicultural Counseling	3
15:297:627	School-based Practicum	3
FIRST SUMMER (6 credits)		
15:297:6xx	TOPICS – Psychopathology (GSAPP)	3
15:295:504	Lifespan Development	3
SECOND FALL (12 credits)		
15:297:508	Family: Systems Development	3
15:297:510	Career Counseling and Development	3
15:291:511	Introduction to Assessment, Applied Statistics, and Research	3
15:297:628	Internship: School Counseling (2 semesters)	3
SECOND SPRING (12 credits)		
15:297:512	Collaboration and Consultation in Schools and Communities	3
15:297:615	Research Methods in Counseling & Educational Settings	3
15:297:628	Internship: School Counseling (2 semesters)	3
15:297:503	Trauma Informed Approaches in Counseling and Education	3
SECOND SUMMER (6 credits)		
15:297:514	Mental Health Services for Children and Adolescents in Schools and Communities	3
Elective	Elective	3
ELECTIVE CHOICES (Please select one)		
15:293:525	Psychology of the Exceptional Child	
15:295:512	Introduction to Child Psychology: Infancy Through Adolescence	
15:295:580	Psychology of Learning	



15:297:630	Topics in Counseling	
15:310:512	Race, Ethnicity, and Society	
15:310:540	Gender and Education	
15:310:569	Queer Issues in School	
TOTAL CREDITS		60

**This course sequence is pending final internal approval with Rutgers University – 8/26/2026*

**Also note that this course sequence can be adjusted for those beginning in a summer term. Please touch base with your advisor in this instance.*

Appendix C

Program in School Counseling - Sample Program Flow for Full-Time Study

4 Fall/Spring Semester + 2 Summers

First Year		
Fall	Spring	Summer
15:297:500 Orientation to the Counseling Profession	15:297:505 Group Counseling: Theory & Practice	15:297:6xx TOPICS – Psychopathology (GSAPP)
15:297:502 Foundations in Counseling in Educational Settings	15:297:501: Counseling Skills and Techniques	15:295:504 Lifespan Development
15:297:604 Professional Ethics	15:297:507 Multicultural Counseling	
15:297:613 Theories of Counseling	15:297:627 School-Based Practicum	

Second Year		
Fall	Spring	Summer
15:297:508 Family: Systems Development	15:297:512 Collaboration & Consultation in Schools and Communities	Elective
15:291:511 Into. to Assessment, Applied Statistics, and Research	15:297:503 Trauma-Informed Approaches in Counseling & Educational Settings	15:297:514 Mental Health Services for Children and Adolescents in Schools and Communities
*15:297:628 Internship: School Counseling	*15:297:628 Internship: School Counseling	
15:297:510 Career Counseling & Development	15:297:615 Research in Counseling & Educational Settings	

**This course sequence is pending final internal approval with Rutgers University – 8/26/2026*

**Also note that this course sequence can be adjusted for those beginning in a summer term. Please touch base with your advisor in this instance.*

For Part-Time Students

It is recommended that in Year 1, part-time students take the courses in the order they are listed for each semester of the first year. In year 2, they would complete the courses listed in Year 1 and add courses from Year 2 as necessary. If there is a conflict in following this course of action, meet with your advisor to plan how to successfully navigate through the program. Failure to do this may delay your progress some courses are only offer once a year (see Appendix D).

Please note that to take Practicum in Spring 1, student must have completed 12 credits and be taking 12 credits (including Practicum), have completed all prerequisites, and be registered for all co-requisites for Practicum. Part-time students do not meet these requirements until year 2.

Pre-requisite for Core Curricular Courses*

The following curricular experiences have pre-requisite knowledge required:

- Theories of Counseling: pre-requisite- 297:501
- Practicum**: pre-requisite 297:501, 297:502, and a minimum of 12 credits completed; Must be completed or taken concurrently with practicum: 297:505, 297:613.
- Professional Ethics-prerequisites: 297:501, 297:505, 297:507, 297:613
- Resources and Consultation in School Counseling Programs: prerequisites 297:501, 297:502, 297:505, 297:507; 297:508, 297:510; 297:613
- Research Methods in Counseling & Educational Settings: prerequisites 15:291:511, 15:297:502, 15:297:507, 15:297:514, co-requisite 15:297:628 or permission of the program coordinator.
- Internship**: A minimum of 30 credits completed; prerequisites 297:501, 297:502, 297:505, 297:507, 297:508, 297:613, 291:511. Must be completed or taken concurrently with internship: 297:507, 291:520, 297:510, 297:514, 297:604.

*Please note that although we will try our best to offer courses as they are listed in this Handbook (Appendix D), there are times when courses may be canceled due to low enrollment or not offered for other unforeseen circumstances. In addition, if the faculty decides to change the semester(s) in which courses are listed, the Program Coordinators will notify students via email as soon as possible.

**To register for Internship, student must have completed a minimum of 30 credits and be in the last year of the program.



Appendix D

Certification as a School Counselor in the State of New Jersey

It is the responsibility of the student to remain informed about the process of becoming a Certified School Counselor in New Jersey. Students graduating from our former 48-credit or current 60-credit Ed.M. School Counseling program meet the coursework requirements to be certified as a School Counselor through the New Jersey State Department of Education. For more information about certification as a school counselor, contact the State Department of Education directly. Please see the information we have posted on the M.A. Counseling Community Canvas Page.

[NJ Department of Education](#)

PO Box 500 Trenton, NJ 08625-0500

(609) 292-4469

Licensure for the Professional Practice of Counseling in the State of New Jersey

While the focus of the School Counseling program is for graduates to meet the criteria for certification as School Counselors in New Jersey, the 60-credit, CACREP Accredited Ed.M.in School Counseling at Rutgers University is aligned to the eligibility requirements, and *pending final approval from the examiners' committee, will be officially considered an LAC/LPC preparation program.* to become a Licensed Associate Counselor (LAC) in the state of New Jersey. In New Jersey, LAC is the first step towards becoming a Licensed Professional Counselor (LPC). As LPC eligibility is not the primary focus of the School Counseling program, and eligibility requirements may be changed at the State level at any time, it is ultimately up to the New Jersey Professional Counselor Examiners Committee to determine your eligibility. Therefore, it is the student's responsibility to remain informed about the licensure process for Professional Counselor (LPC)/ Licensed Associate Counselor (LAC), if that is a personal goal. Please see posted information on the School Counseling Clinical Canvas Page.

[New Jersey Office of the Attorney General](#)
[Division of Consumer Affairs](#)

State Board of Marriage and Family Therapy Examiners

Professional Counselor Examiners Committee

124 Halsey Street, 8th Floor, P.O. Box 45044 Newark, New Jersey 07101

(973) 504-6415, askconsumeraffairs@dca.lps.state.nj.us



Appendix E

Student Assessment: Knowledge, Skills and Values

The following school counseling dispositions (i.e., knowledge, skills, and values) are viewed as essential to becoming an effective school counselor. Dispositions capture three overall areas for school counselors: knowledge, skills, and values. Five dispositions operationalize each area as described below:

Student:

Date:

Advisor:

Date:



STUDENT ASSESSMENT	1 =	2 =	3 =	4 =
Knowledge	Does Not Meet	Progressing Toward	Meets	Exceeds
1. Knowledgeable of the theories, interventions, strategies, and practices that are responsive to settings where they work and populations with whom they work.				
2. Ability to formulate a personal philosophy of counseling.				
3. Demonstrates an understanding of diversity and multiple perspectives in making sound and appropriate counseling interventions. At the same time, is able to use their knowledge of assessment and evaluation of individual differences appropriately.				
4. Understands the role of social, psychological, political, historical, and technological forces that affect the lives of their clients and the professional relationship.				
5. Interprets and utilizes clinical data, reports, interviews, and assessments as needed in their work.				
Skills	Does Not Meet	Progressing Toward	Meets	Exceeds
1. Applies knowledge of counseling, professional practice, and practical problem-solving appropriately and ethically.				
2. Demonstrates ability to assess, analyze, monitor, motivate, and promote client progress.				
3. Demonstrates effective spoken and written communication skills and the appropriate and relevant use of technology in work with clients.				
4. Fosters and participates in collaboration and professional partnerships with colleagues.				
5. Applies a practical problem-solving perspective sensitive to the interconnections among individuals, families, groups, community and society.				
Values	Does Not Meet	Progressing Toward	Meets	Exceeds
1. Abides by ACA ethical and legal standards in assessment, practice, and research.				
2. Appreciates individual, cultural, and linguistic differences and demonstrate respect for diverse talents and perspectives.				
3. Establishes a positive climate for change and serve as positive role models and change agents.				
4. Commits to continual personal and professional growth and competence.				
5. Affirms an ethic of caring for all people.				

Assessment Rubric
School Counseling Knowledge, Skills and Values

Criterion	1 = Does Not Meet	2 = Progressing Toward	3 = Meets	Criterion
Knowledge				
K.1	Not aware of the theories, interventions, strategies, and practices that are responsive to settings where they work and populations with whom they work.	Shows some knowledge of the theories, interventions, strategies, and practices that are responsive to settings where they work and populations with whom they work.	Knowledgeable of the theories, interventions, strategies, and practices that are responsive to settings where they work and populations with whom they work.	Very knowledgeable of the theories, interventions, strategies, and practices that are responsive to settings where they work and populations with whom they work.
K.2	Does not have the ability to formulate a personal philosophy of counseling.	Has some ability to formulate a personal philosophy of counseling.	Has the ability to formulate a personal philosophy of counseling.	Is able to formulate a personal philosophy of counseling.
K.3	Does not understand diversity and multiple perspectives and cannot make sound and appropriate counseling interventions. At the same time, is not knowledgeable of assessment and evaluation of individual differences.	Has an initial understanding of diversity and multiple perspectives. Can recognize sound and appropriate counseling interventions. Has beginning knowledge of assessment and evaluation of individual differences.	Demonstrates an understanding of diversity and multiple perspectives in making sound and appropriate counseling interventions. At the same time, is able to use knowledge of assessment and evaluation of individual differences appropriately.	Clearly understands diversity and multiple perspectives in making sound and appropriate counseling interventions. At the same time, effectively uses knowledge of assessment and evaluation of individual differences appropriately.
K.4	Does not understand the role of social, psychological, political, historical, and technological forces that affect the lives of clients and the professional relationship.	Recognizes the role of social, psychological, political, historical, and technological forces that affects the lives of clients and the professional relationship.	Understands the role of social, psychological, political, historical, and technological forces that affect the lives of clients and the professional relationship.	Clearly understands the role of social, psychological, political, historical, and technological forces that affect the lives of clients and the professional relationship.
K.5	Does not interpret and utilize clinical data, reports, interviews, and assessments as needed in work.	Partially uses and interprets aspects of clinical data, reports, interviews, and assessments in work.	Is able to interpret and utilize clinical data, reports, interviews, and assessments as needed in work.	Effectively interprets and utilizes clinical data, reports, interviews, and assessments as needed in work.



Criterion	1 = Does Not Meet	2 = Progressing Toward	3 = Meets	Criterion
Skills				
S.1	Does not apply knowledge of counseling, professional practice, and practical problem-solving appropriately and ethically.	Partially applies knowledge of counseling, professional practice, and practical problem-solving appropriately and ethically.	Applies knowledge of counseling, professional practice, and practical problem-solving appropriately and ethically.	Effectively applies knowledge of counseling, professional practice, and practical problem-solving appropriately and ethically.
S.2	Does not demonstrate an ability to assess, analyze, monitor, motivate, and promote client progress.	Demonstrates a basic, sometimes inconsistent ability to assess, analyze, monitor, motivate, and promote client progress.	Demonstrates ability to assess, analyze, monitor, motivate, and promote client progress.	Clearly demonstrates ability to assess, analyze, monitor, motivate, and promote client progress.
S.3	Does not demonstrate effective spoken and written communication skills and the appropriate and relevant use of technology in work with clients.	Partially demonstrates effective spoken and written communication skills and the appropriate and relevant use of technology in work with clients.	Demonstrates effective spoken and written communication skills and the appropriate and relevant use of technology in work with clients.	Clearly demonstrates effective spoken and written communication skills and the appropriate and relevant use of technology in work with clients.
S.4	Does not foster and participate in collaboration and professional partnerships with colleagues.	Sometimes participates in collaboration and professional partnerships with colleagues.	Fosters and participates in collaboration and professional partnerships with colleagues.	Effectively fosters and actively participates in collaboration and professional partnerships with colleagues.
S.5	Does not apply a practical problem-solving perspective sensitive to the interconnections among individuals, families, groups, community and society.	Partially applies a practical problem-solving perspective sensitive to the interconnections among individuals, families, groups, individuals, and society.	Can apply a practical problem-solving perspective sensitive to the interconnections among individuals, families, groups, community and society.	Effectively applies a practical problem-solving perspective sensitive to the interconnections among individuals, families, groups, community and society.



Criterion	1 = Does Not Meet	2 = Progressing Toward	3 = Meets	Criterion
Values				
V.1	Does not abide by ACA ethical and legal standards in assessment, practice, and research.	Is somewhat aware of ACA ethical and legal standards in assessment, practice, and research.	Is aware of ACA ethical and legal standards in assessment, practice, and research.	Abides by ACA ethical and legal standards in assessment, practice, and research.
V.2	Does not appreciate individual, cultural, and linguistic differences and demonstrate respect for diverse talents and perspectives.	Appreciates some differences and demonstrates basic respect for diverse talents and perspectives.	Appreciates individual, cultural, and linguistic differences and demonstrate respect for diverse talents and perspectives.	Understands individual, cultural, and linguistic differences and engages in culturally competent practice that demonstrates respect of diverse talents and perspectives.
V.3	Does not establish a positive climate for change and does not serve as positive role model and change agent.	Partially establishes a positive climate for change and attempts to serve as a positive role model and change agent.	Establishes a positive climate for change and serves as a positive role model and change agent.	Clearly establishes a positive climate for change and serves as positive role model and change agent.
V.4	Does not commit to continual personal and professional growth and competence.	Partially commits to continual personal and professional growth and competence.	Commits to continual personal and professional growth and competence.	Actively commits to continual personal and professional growth and competence.
V.5	Does not affirm an ethic of caring for all people.	Partially affirms an ethic of caring for all people.	Affirms an ethic of caring for all people.	Readily affirms an ethic of caring for all people.



Appendix F

Student Dispositions

Name:

Date:

Counselor Perceptual Rating Scale

Perception of Self:

<u>Disengaged</u> The student sees him/herself as rigid, aloof, and distant from others.				<u>Engaged</u> The student feels able to flexibly and actively engage others.		
1	2	3	4	5	6	7

Perception of Others:

<u>Incapable and unworthy</u> The student doubts the capacity of others to deal effectively with their lives, S/he views their efforts to solve their own problems with disrespect and mistrusts their intentions.				<u>Capable and Worthy</u> The student regards others as capable to deal with problems in their lives. S/he sees them as worthy of respect and trust.		
1	2	3	4	5	6	7

Perception of Purpose:

<u>Judgment</u> The student is concerned with judging others. The student criticizes their behaviors and finds it difficult to accept their viewpoints.				<u>Understanding and Acceptance</u> The student is concerned with warm understanding and open-minded acceptance of others and tolerance of their viewpoints.		
1	2	3	4	5	6	7

Frame of Reference:

<u>Not interested/Antagonistic toward People</u> The student is concerned with the impersonal aspects of affairs (e.g., in things, ideas, or data) and or the student is interested in people in order to manipulate them.				<u>Interested in People</u> The student is deeply interested in people. S/he is concerned with facilitating the expression of their thoughts and feelings.		
1	2	3	4	5	6	7

Redekop and Brian (2012) (Adapted from Wasicko, 2007)