## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>3</td>
</tr>
<tr>
<td>St. John’s University Mission</td>
<td>4</td>
</tr>
<tr>
<td>St. John’s University Vision</td>
<td>5</td>
</tr>
<tr>
<td>Counselor Education Program Mission</td>
<td>6</td>
</tr>
<tr>
<td>Counselor Education Program Objectives</td>
<td>6</td>
</tr>
<tr>
<td>Counseling Programs Specializations</td>
<td>7</td>
</tr>
<tr>
<td>School / School Counseling w. Bilingual Extension Mission &amp; Objectives</td>
<td>7</td>
</tr>
<tr>
<td>School / School Counseling w. Bilingual Extension Coursework Requirements</td>
<td>8</td>
</tr>
<tr>
<td>School / School Counseling w. Bilingual Extension Admission Requirements</td>
<td>9</td>
</tr>
<tr>
<td>Mental Health Counseling Mission &amp; Objectives</td>
<td>10</td>
</tr>
<tr>
<td>Mental Health Counseling Coursework Requirements</td>
<td>11</td>
</tr>
<tr>
<td>Mental Health Counseling Admission Requirements</td>
<td>12</td>
</tr>
<tr>
<td>Important Information for Incoming Students</td>
<td>14</td>
</tr>
<tr>
<td>Academic Advisement</td>
<td>19</td>
</tr>
<tr>
<td>Problems of Professional Competency</td>
<td>19</td>
</tr>
<tr>
<td>St. John’s University Policies &amp; Procedures</td>
<td>21</td>
</tr>
<tr>
<td>Helpful Information About Student Services</td>
<td>22</td>
</tr>
<tr>
<td>Appendix A: Professional Codes of Conduct</td>
<td>23</td>
</tr>
<tr>
<td>Appendix B: Professional Organization Information</td>
<td>25</td>
</tr>
<tr>
<td>Appendix C: Sample of Program Advisement Forms</td>
<td>28</td>
</tr>
</tbody>
</table>
WELCOME

Congratulations on choosing St. John’s University to pursue your graduate education and welcome to the Department of Human Services and Counseling. Our faculty is committed to helping you make this a positive educational and personal growth experience. There are three counselor preparation programs within our department: Professional School Counseling – Master of Science in Education and Advanced Certificate degrees; School Counseling with Bilingual Extension – Master of Science in Education degree; and Clinical Mental Health Counseling – Master of Science in Education degree. Each program combines theory with a best practices model so that students receive the training needed to become competent and successful professional counselors.

This Handbook is designed to assist you while you complete your graduate studies in counseling. It contains general information about departmental policies and procedures, as well as, program specific information. The policies and procedures within this Handbook may be revised at any time by the Counselor Education faculty. Should this happen, you will be informed of the changes during your meeting with your advisor.

The information contained in this Handbook is meant to supplement existing University policies, procedures, and regulations which can be found in the Graduate Bulletin 2012-2014 (http://www.stjohns.edu/academics/graduate/bulletin) and the St. John’s University Student Handbook (http://www.stjohns.edu/about/administrative-offices/operations/division-student-affairs/student-handbook). It is your responsibility to know and abide by the policies and procedures contained in both Handbooks and Graduate Bulletin. You are encouraged to discuss any questions you may have with your faculty advisor.

Again, welcome to the program. We look forward to working with you.

Graduate Counselor Education Faculty

May 2014
ST. JOHN’S UNIVERSITY MISSION STATEMENT

St. John’s University is Catholic, Vincentian, and Metropolitan.

As a university,
we commit ourselves to academic excellence and the pursuit of wisdom that flows from free inquiry, religious values and human experience. We strive to preserve and enhance an atmosphere in which scholarly research, imaginative methodology; global awareness and an enthusiastic quest for truth serve as the basis of a vital teaching-learning process and the development of lifelong learning. Our core curriculum in the liberal arts and sciences aims to enrich lives as well as professions and serves to unify the undergraduate experience. Graduate and professional schools express our commitment to research, rigorous standards, and innovative application of knowledge. We aim not only to be excellent professionals with an ability to analyze and articulate clearly what is, but also to develop the ethical and aesthetic values to imagine and help realize what might be.

St. John’s is a Catholic university,
found in 1870 in response to an invitation of the first Bishop of Brooklyn, John Loughlin, to provide the youth of the city with an intellectual and moral education. We embrace the Judeo-Christian ideals of respect for the rights and dignity of every person and each individual’s responsibility for the world in which we live. We commit ourselves to create a climate patterned on the life and teaching of Jesus Christ as embodied in the traditions and practices of the Roman Catholic Church. Our community which comprises members of many faiths, strives for an openness which is “wholly directed to all that is true, all that deserves respect, all that is honest, pure, admirable, decent, virtuous, or worthy of praise” (Philippians 4:8). Thus, the university is a place where the Church reflects upon itself and the world as it engages in dialogue with other religious traditions.

St. John’s is a Vincentian university,
inspired by St. Vincent de Paul’s compassion and zeal for service. We strive to provide excellent education for all people, especially those lacking economic, physical, or social advantages. Community service programs combine with reflective learning to enlarge the classroom
experience. Wherever possible, we devote our intellectual and physical resources to search out the causes of poverty and social injustice and to encourage solutions which are adaptable, effective, and concrete. In the Vincentian tradition, we seek to foster a world view and to further efforts toward global harmony and development, by creating an atmosphere in which all may imbibe and embody the spirit of compassionate concern for others so characteristic of Vincent.

St. John’s is a metropolitan university.
We benefit from New York City’s cultural diversity, its intellectual and artistic resources, and the unique professional educational opportunities offered by New York, Rome and other cities throughout the world where our students study and serve. With this richness comes responsibility. We seek and welcome opportunities to partner and plan with our metropolitan communities. We encourage them to use our intellectual resources and professional expertise in developing solutions that address strategic issues of mutual concern. On the local, state, national and international levels, our alumni serve as effective leaders and responsible citizens. We pledge to foster those qualities required for anticipating and responding to the educational, ethical, cultural, social, professional, and religious needs of a dynamic world.

ST. JOHN'S UNIVERSITY'S VISION STATEMENT

St. John’s University will empower diverse learners with quality education for life. Through innovative teaching, research and service we will foster rational, spirited inquiry and intelligent reflection. Our student-centered approach will be shaped by a caring, energized, nimble culture. Enlivened by our distinctive mission, our graduates will excel in the competencies and values required for leadership and service in a rapidly evolving global community. As a Catholic and Vincentian university, we will be known worldwide for addressing issues of poverty and social justice.
THE MISSION OF THE COUNSELOR EDUCATION PROGRAM
AT ST. JOHN'S UNIVERSITY

The mission of the Counselor Education Program at St. John's University, a Catholic University in the Vincentian tradition is to create a climate and curriculum that fosters the values described in the University vision and mission statements, as well as, to implement published standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). We seek to maintain our diverse population of Counselor Education students from regional, national and global communities. We are committed to a strong emphasis on diversity, advocacy, social justice and human rights as integral to our scholarly inquiry and research as we strive for a just and safe society. Finally, we are committed to ongoing self-evaluation and growth, while continuing to develop courses and programs that meet the needs of students who come to St. John's University's Counselor Education program seeking an excellent education that prepares them for their work as professional school counselors and clinical mental health counselors.

THE OBJECTIVES OF THE COUNSELOR EDUCATION PROGRAM

1. To offer systematic programs that meet CACREP standards at the graduate level in School Counseling and Clinical Mental Health Counseling.

2. To enable students to understand and integrate professional ethical standards into their own personal code of ethics.

3. To encourage collaborative study, reflection, research and the development of critical judgment that will enable students to interpret, organize and communicate principles of counseling practice.

4. To expose students to research-oriented “best practice” models that will increase their professional competence.

4. To respond appropriately to the recommendations and suggestions of advisory board members, site supervisors and professional colleagues.
5. To consult with former students and practitioners in the field.

6. To work collaboratively with program graduates, site supervisors and clinical associates to insure quality practicum and/or internship experiences for all students.

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COUNSELING PROGRAM SPECIALIZATIONS

1. School Counseling / School Counseling with Bilingual Extension Programs

The School Counseling and School Counseling with Bilingual Extension Programs have been developed as 48 credits Master of Science in Education programs that meet the academic requirements for New York State permanent certification. In both cases permanent certification also requires two years of full-time paid employment as a school counselor. Under current law both programs provide opportunities for students to obtain provisional New York State certification upon completion of 30 credits of specified coursework that includes the appropriate practicum. Students in the Bilingual School Counseling Certification must also pass the Bilingual Education Assessment (BEA) in order to obtain their certification. Students interested in school counseling certification in areas outside of New York State should investigate the certification requirements on the particular state’s website or through the American School Counselor Association (http://www.schoolcounselor.org/). Both programs can be completed on a full-time or part-time basis, and all classes are currently offered in the late afternoon or early evening.

Mission and Objectives of the School / School Counseling with Bilingual Extension Programs

Mission:
In addition to supporting the University and Counselor Education Program’s vision and mission, the School / School Counseling with Bilingual Extension Programs educate individuals who will specifically work in K – 12 school systems to address the academic, career, and social-emotional needs of all students.
Objectives:

1.1 To educate professional school counselors to be leaders in and advocates for the profession using curricula that adheres to the general and specialized Standards of the Council for Accreditation of Counseling and Related Educational Programs.

1.2 To educate skilled and competent school counselors who are capable of identifying and responding to the needs diverse clients by providing a wide range of guidance and counseling services to children, adolescents, and their families.

1.3 To train school counselors to respect diversity and to actively work towards the prevention and eradication of racism, sexism, and classism.

1.4 To train school counselors to work collaboratively within school systems to improve the quality of education for all students.

1.5 To train school counselors to utilize data to develop comprehensive, accountable counseling programs that advance the mission of their schools by addressing the academic, career, and social-emotional needs of all students.

1.6 To train school counselors to utilize research to inform their daily practices and inspire them to pursue learning throughout their professional careers.

1.7 To encourage school counselors to establish and maintain their professional identities by joining professional organizations (e.g., American Counseling Association, American School Counseling Association, New York State School Counseling Association), attending national and local conferences, and presenting at national and local conferences.

School Counseling Program Coursework Requirements

**Core Requirements (12 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 6122</td>
<td>Orientation to School Counseling</td>
</tr>
<tr>
<td>EDU 6205</td>
<td>Group Dynamics</td>
</tr>
<tr>
<td>EDU 6264</td>
<td>Counseling Skills &amp; Techniques</td>
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**School Counseling Specialization Courses (33 credits)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>EDU 6301</td>
<td>Career Development</td>
</tr>
<tr>
<td>EDU 6206</td>
<td>Psychosocial Development</td>
</tr>
<tr>
<td>EDU 6207</td>
<td>Developmental Counseling</td>
</tr>
<tr>
<td>EDU 6208</td>
<td>Counseling &amp; Personality Theories</td>
</tr>
<tr>
<td>EDU 6307</td>
<td>Research in Counseling</td>
</tr>
<tr>
<td>EDU 6530</td>
<td>Multicultural Counseling</td>
</tr>
<tr>
<td>EDU 6650</td>
<td>Consultation &amp; Evaluation in Schools</td>
</tr>
<tr>
<td>EDU 6595</td>
<td>Organization &amp; Administration of Pupil Personnel Services</td>
</tr>
<tr>
<td>EDU 6305</td>
<td>Practicum in School Counseling</td>
</tr>
</tbody>
</table>
EDU 6590 Internship in School Counseling I
EDU 6591 Internship in School Counseling II
EDU 9711 Education of Learners with Special Needs

School Counseling with Bilingual Extension Program Coursework Requirements

Core Requirements (12 credits)
EDU 6122 Orientation to School Counseling
EDU 6205 Group Dynamics
EDU 6264 Counseling Skills & Techniques

School Counseling Specialization Courses (36 credits)
EDU 6206 Psychosocial Development
EDU 6207 Developmental Counseling
EDU 6208 Counseling & Personality Theories
EDU 6301 Career Development
EDU 6307 Research in Counseling
EDU 6530 Multicultural Counseling
EDU 6650 Consultation & Evaluation in Schools
EDU 6595 Organization & Administration of Pupil Personnel Services
EDU 6305 Practicum in School Counseling
EDU 6590 Internship in School Counseling I
EDU 6591 Internship in School Counseling II
EDU 9001 Foundations of Bilingual and Second Language Education

There are no elective courses within the School Counseling or School Counseling with Bilingual Extension Program.

Exit Examination
In addition to the above course work, School Counseling & School Counseling with Bilingual Extension students must pass the Counselor Preparation Comprehensive Exam (CPCE) that is administered by the Center for Credentialing & Education, an affiliate of the National Board for Certified Counselors.

Admission Requirements:
Admission to the graduate program in School Counseling requires:

1. A baccalaureate degree from an accredited college or university with undergraduate scholastic achievement indicating reasonable assurance of success in work for an advanced degree. Normally this will be a “B” (3.0) in the general average and in the major field.
2. A minimum of 18 credits in the behavioral and social sciences and/or professional education courses. Students who do not fully meet this requirement will need to make up deficit credits by completing course work in those areas in addition to the usual program requirements;
3. Two letters of recommendation from college instructors or field supervisors;
4. An interview with counseling faculty;
5. The interest, ability, and personality to function successfully in the field of school counseling;

The School Counseling with Bilingual Extension Program has the additional requirement that candidates must demonstrate language proficiency in both English and the target language by passing the New York State Bilingual Assessment (BEA) that is administered by the New York State Education Department. The BEA is required of candidates seeking a bilingual extension to a certificate.

Mental Health Counseling Program
The *Mental Health Counseling Program* is a 60 credit graduate program leading to a Master of Science in Education degree. The New York State Department of Education Office of Professions has approved the program as license qualifying and thus it meets the education requirement for Licensed Mental Health Counselor. There are two other requirements that must be completed before an individual can become licensed to practice in New York State, namely, 3000 hours of post-degree clinical experience under supervision of a qualified, licensed mental health professional and passing the State-approved exam.

**Mission and Objectives of the Mental Health Counseling Program**

**Mission:**
Building upon the mission and vision of St. John’s University, the Mental Health Counseling Program utilizes a structured sequence of curricular and clinical experiences to foster the growth and development of graduate level professionals who will work in agencies and private practice to provide mental health services to children, adolescents, adults, and families.
Goals:

2.1 To teach mental health counselors to assume leadership and advocacy roles in the profession.

2.2 To adhere to CACREP standards.

2.3 To develop caring and competent mental health counselors who can provide efficient mental health services to children, adolescents, adults and families.

2.4 To teach mental health counselors to have the knowledge, awareness, and skills related to the counseling needs of culturally diverse clients and communities.

2.5 To educate mental health counselors regarding the etiology, diagnosis, assessment, treatment, and prevention of mental, emotional, and behavioral disorders.

2.6 To train mental health counselors to work collaboratively with treatment teams.

2.7 To inspire mental health counseling students to engage in on-going professional development.

2.8 To provide mental health counselors with in-depth knowledge of professional ethics, including an understanding of ethical issues and applications.

2.3 To encourage mental health counselors to maintain their professional identities by participating in professional organizations, attending conferences, and presenting at conferences.

Mental Health Counseling Program Requirements

Core Requirements (45 credits)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDU 6121</td>
<td>Orientation to Mental Health Counseling</td>
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<tr>
<td>EDU 6205</td>
<td>Group Dynamics</td>
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<tr>
<td>EDU 6264</td>
<td>Counseling Skills &amp; Techniques</td>
</tr>
<tr>
<td>EDU 6301</td>
<td>Career Development</td>
</tr>
<tr>
<td>EDU 6206</td>
<td>Psychosocial Development</td>
</tr>
<tr>
<td>EDU 6530</td>
<td>Multicultural Counseling</td>
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<tr>
<td>EDU 6208</td>
<td>Counseling &amp; Personality Theories</td>
</tr>
<tr>
<td>EDU 6262</td>
<td>Assessment in Counseling</td>
</tr>
<tr>
<td>EDU 6307</td>
<td>Research in Counseling</td>
</tr>
<tr>
<td>EDU 6651</td>
<td>Foundations of Mental Health Counseling &amp; Consultation</td>
</tr>
<tr>
<td>EDU 6424</td>
<td>Case Studies &amp; Community Resources</td>
</tr>
<tr>
<td>PSY 726</td>
<td>Psychopathology I</td>
</tr>
<tr>
<td>PSY 727</td>
<td>Psychopathology II</td>
</tr>
<tr>
<td>PSY 635</td>
<td>Objective Personality Assessment</td>
</tr>
<tr>
<td>EDU 6270</td>
<td>Case Conceptualization, Treatment Planning &amp; Psychopharmacology</td>
</tr>
<tr>
<td>EDU 6364</td>
<td>Counseling the Substance Abuser</td>
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</tbody>
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Internships (9 credits)

EDU 6310  Internship in Mental Health Counseling I
EDU 6311  Internship in Mental Health Counseling II
EDU 6312  Internship in Mental Health Counseling III

Elective Courses (3 credits)

Students in the Mental Health Counseling Program may select three credits in elective courses related to the student’s needs, interests, and career goals but the program director or their advisor must approve these. Courses may be selected from those offered within the department or may include approved courses from the psychology department.

Exit Examination

In addition to the above course work, Mental Health Counseling students must pass the Counselor Preparation Comprehensive Exam (CPCE) that is administered by the Center for Credentialing & Education, an affiliate of the National Board for Certified Counselors.

Admission Requirements

Admission to the graduate Mental Health Counseling Program requires:

1. A baccalaureate degree from an accredited college or university with undergraduate scholastic achievement indicating reasonable assurance of success in work for an advanced degree. Normally this will be a “B” (3.0) in the general average and in the major field.

2. A minimum of 18 credits in the behavioral and social sciences that includes a course in statistics and another in research design. Students who do not fully meet this requirement will need to make up deficit credits by completing course work in those areas in addition to the usual program requirements;

3. Two letters of recommendation from college instructors or field supervisors;

4. An interview with counseling faculty;

5. The interest, ability, and personality to function successfully in the field of mental health counseling.

Student seeking licensing in New York State as a Licensed Mental Health Counselor (LMHC) must also complete the following items post-graduation: 1) passing score on the National Mental
Health Counseling Examination (NMHCE), and 2) three thousand (3,000) hours of post-master’s clinical work under an approved licensed mental health practitioner. Post-master’s clinical hours must be completed within in three years.

DEPARTMENT AND FACULTY INFORMATION

The Graduate Program in Counselor Education is located within the Department of Human Services and Counseling within the School of Education. The Department Office is located in Sullivan Hall on the back of the fourth floor, and that is where all faculty members’ mailboxes are located. If you need to leave a message for a faculty member, you may call their extension or the department office between the hours of 8:30 am and 4:30 pm at 718 990 - 6456. You may leave written messages for all faculty members in their mailboxes in opposite the secretary’s desk. Department Bulletin Boards are located outside of behind the secretary’s desk. You will find IMPORTANT and UP-TO-DATE information on these bulletin boards, so get used to checking them. Faculty Advisor Lists are posted there. Class schedules and room locations will be posted, as well as, other information of importance and interest. The department’s secretary is Ms. Madeline Milani and her phone number is 718-990-6455.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Office</th>
<th>Phone Ext 718 990-</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Eschenauer</td>
<td>418</td>
<td>2120</td>
<td><a href="mailto:eschenar@stjohns.edu">eschenar@stjohns.edu</a></td>
</tr>
<tr>
<td>Program Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Bethea</td>
<td>416</td>
<td>1559</td>
<td><a href="mailto:betheaj@stjohns.edu">betheaj@stjohns.edu</a></td>
</tr>
<tr>
<td>Dr. Ferdinandi, Coordinator School Program</td>
<td>417</td>
<td>1561</td>
<td><a href="mailto:ferdinaa@stjohns.edu">ferdinaa@stjohns.edu</a></td>
</tr>
<tr>
<td>Dr. Li, Coordinator Bil. School Program</td>
<td>419</td>
<td>2756</td>
<td><a href="mailto:lim@stjohns.edu">lim@stjohns.edu</a></td>
</tr>
<tr>
<td>Dr. Cicco</td>
<td>DAS 343*</td>
<td>390-4068*</td>
<td><a href="mailto:ciccog@stjohns.edu">ciccog@stjohns.edu</a></td>
</tr>
<tr>
<td>Dr. Robertson, Coordinator MHC Program</td>
<td>414</td>
<td>2108</td>
<td><a href="mailto:robertsh@stjohns.edu">robertsh@stjohns.edu</a></td>
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*Staten Island Campus
INFORMATION FOR INCOMING STUDENTS

Please pay attention to the following items as you begin your program of study in counseling. You are responsible for this information.

1. **Program Completion:** Students at the Master’s degree level have five years from their date of admission to complete their program of study.

2. **Prerequisites:** You can be accepted into the program without having completed the 18 credits of prerequisites but these must be completed within your first 12 months in the program. This should be discussed with your advisor to be sure they are completed in a timely manner.

3. **Transfer Credit:** A student may request that graduate credit for previously completed graduate coursework be transferred to the St. John’s University program of study, provided that it has not been applied toward the fulfillment of requirements for another degree. At the master’s level, a maximum of six (6) semester hours of graduate credit will be accepted on a tentative basis, pending re-evaluation after the student has successfully completed 12 semester hours of graduate credit at the University.

4. **Grade Point Average:** All students are expected to maintain at least a 3.0 grade point average, which is required for graduation. Any grade below a “B” may or may not be counted towards your degree. Any field course (Practicum and/or Internship I/II) in which a student earns a grade below as “B” will not count towards your degree; all field courses with a grade below a B must be repeated. If your grade point average for a particular semester falls below 3.0, you will be put on academic probation and will sign a contract with the program Director that states that you have one semester to raise it to the expected level. If you fail to maintain the contract, you will be counseled out of the program.

5. **Advising:** Every student is assigned an advisor. It is expected that you will maintain ongoing contact with your advisor. You should meet at least one time each semester during the advisement period to select appropriate courses, class schedules, and other pertinent information. Your advisor is there to help you successfully complete the program so if you are encountering any difficulties, you should make an appointment with your advisor before the situation gets to a critical level.

6. **Class Engagement:** It is expected that students will attend and actively participate in all classes, and that assignments will be completed and submitted on time.

7. **Academic Integrity:** Cheating, plagiarism, submitting another’s work as your own, or submitting the same materials for more than one course is strictly prohibited. Students are expected to maintain the Academic Honor Pledge of St. John’s University (http://www.stjohns.edu/sites/default/files/documents/provost/office_of_the_provost.pdf). There is a zero tolerance for academic dishonesty – if you are uncertain as to what is considered plagiarism, consult the professor or the University Library. The consequences for such violations are outlined in the section of the graduate handbook entitled Judicial
Process for Violations of the Academic Honor Code found at http://www.stjohns.edu/about/administrative-offices/operations/division-student-affairs/chapter-6-policies-and-procedures#academic-regulations. These guidelines will be enforced to the fullest extent.

8. **Ethical Behavior and Professionalism:** You are preparing to enter the counseling profession, a profession that expects its members to maintain the highest level of both personal and professional standards. Therefore this behavior is expected of all students and **failure comply can lead to dismissal from the program.** Note that ignorance of the ethical codes of the profession is not an acceptable excuse for behavior. More information about ethical behavior and Problems of Professional Competency (PPC) will be addressed beginning on page 19 of this manual.

9. **Availability of Courses:** Particular courses may not be offered every semester, so it is imperative that you plan your long-term schedule with your advisor to avoid interference with your projected graduation date. Students matriculated in the School Counseling Programs normally complete their studies within two to two and a half years. The Mental Health Counseling students usually complete their studies within three to three and a half years. Remember you have a five year time frame to complete your degree.

10. **Campus Course Offerings:** The School Counseling and Mental Health Counseling Master’s Programs are offered on both the Queens and Staten Island campuses of the University. You may take courses on either campus. Fulltime Staten Island students go through the program as a cohort and the courses are offered in a specific sequence; part-time students in Staten Island must make appropriate schedule modifications with your advisor. If a student does not take a course when it is offered, (s)he must be aware that the particular course may not be offered again on that campus until it occurs in the specific sequence. The course may be offered on the Queens campus and the student is permitted to take it on that campus.

11. **University Resources:** There are a number of incredible resources available to students at St. John’s University. Some of them will be discussed later in this Handbook. They are discussed in the **St. John’s University Student Handbook** (http://www.stjohns.edu/about/administrative-offices/operations/division-student-affairs/student-handbook).

12. **University Policies & Student Responsibility:** It is your responsibility to familiarize yourself with both the **Graduate Bulletin** (http://www.stjohns.edu/academics/schools-and-colleges/bulletins/graduate-bulletin) and the **St. John’s University Student Handbook** (see link above). Failure to do so does not excuse one from the responsibilities and /or policies outlined therein.

13. **Holidays:** St. John’s University follows both the Catholic Church Holy Days calendar and the government holidays. Academic calendars can be found on the St. John’s Central web site. There is a great deal of information available on this web site so you should make it a practice to check it frequently.
14. **Malpractice Insurance:** All students are expected to have the appropriate individual malpractice insurance for the entirety of their program. Malpractice insurance is available as a component your student membership to the American Mental Health Counseling Association (AMHCA) (www.amhca.org) or the American School Counselors Association (ASCA) (www.schoolcounselor.org). Membership in either AMHCA or ASCA is required throughout your program.

15. **Financial Obligations:** The student is responsible for their financial obligations to the University. There can be significant financial and academic consequences for those who do not maintain obligations. Examples of such obligations include: include paying bills on time, avoiding late registration fees, meeting academic requirements for student loans, not taking classes out of program, and maintaining course credit loads for one’s graduate assistantship. It is the student’s responsibility to be aware of any obligations that impact their finances or enrollment. The advisor or the Counseling program is NOT responsible for notifying students of their financial obligations or restrictions, as these obligations vary for each student’s individual circumstance.

16. **Communication:** Faculty (adjunct or full time) communication with site supervisors, other faculty, etc. for academic or clinical performance, client safety, and student well being. Communication from faculty or the University may be in the form of email, phone, postal service, or in person. The student is responsible for monitoring their St. John’s email, as well as the phone and address on record.

17. **Field placements:**

**School / School Counseling with Bilingual Extension Program**
- The School and Bilingual Counseling Practicum and Internship are opportunities to gain experience in a full range of activities of the professional school counselor and the school counseling program at a school site where you will be working with students, parents and caregivers, teachers, administrators and educators. You will undertake your activities under the direct supervision of your on-site school supervisor and a St. John’s University program faculty member. Students will develop competencies in a variety of professional activities that involve both direct and indirect services. The purpose of the practicum and the internship is for the graduate student to obtain training and supervision in the practice of professional school counseling.
- By the end of the first semester in the program, full-time students will need to select an approved site for their first fieldwork experience, the practicum. It is suggested that you begin thinking about a site when you start the program. You can meet with the program’s Clinical Coordinator and your advisor regarding appropriate fieldwork sites. You can also talk to other advanced students who can give you suggestions.
- You must obtain formal written approval in the semester (Fall or Spring) prior to the term you intend to take the fieldwork. There is a Practicum and Internship form that must be completed by the site supervisor granting permission to do your fieldwork at that site and agreeing to the terms of the fieldwork experience that include granting permission for you to audio-tape client sessions (with parental approval) and to provide you with key learning experiences and supervision.
- A new Practicum and Internship form must be completed every semester even if you are planning to remain at the same site.
- You will not be able to register for either the practicum or the internships if this completed paperwork is not presented at the time of advisement for registration.
- You will not be able to register for any fieldwork course if (a) you GPA is below 3.0 or (b) if you have any “INC” grades.
- If you obtain a grade below “B” in a fieldwork course, you must repeat the course.
- Practicum courses require students to be in a K–12 site for a minimum of 100 hours of which 40 hours involve direct service to students, parents or caregivers, teachers, administrators or others in order to counsel, advice, consult or collaborate.
- Internship courses require interns to be in a K–12 site for a minimum of 300 hours for each course of which there is a minimum of 120 hours of direct service required.
- Direct services are guided by the American Counseling Association and the American School Counselor Association Codes of Ethics.
- For complete information regarding your practicum and internship requirements and for specific instructions and forms, see the School Counseling Practicum and Internship Handbook.
- Attention must be paid to your immunization and fingerprinting records. All immunizations should be up to date including a current copy of a PPD Monteuex test. If you have tested positive for tuberculosis in the past, you do not need and should not have the PPD test performed again. Instead, have your doctor do a chest X-ray and submit the results of the X-ray reading. School placements require fingerprinting, so if you have not already been fingerprinted, you must go to the Department of Education for fingerprinting. It is recommended that you do this during your first semester in the program.

Mental Health Counseling Program
- You must have completed 39 credits of the 48 core credits before you can register for an internship. The only core courses that can be taken in conjunction with field placement course are PSY 635, EDU 6270 (practicum only), EDU 6364, and an elective.
- You are required to do one practicum and two internships in the program for a total of a minimum of 700 hours. During your 100 hour practicum, you must provide direct service to clients for a minimum of 40 hours. During each 300 hour internship, you must provide direct service to clients for a minimum of 120 hours.
- Direct services are guided by the American Counseling Association and the American Mental Health Counselors Association Codes of Ethics.
- You must obtain formal written approval in the semester (Fall or Spring) prior to the term you intend to take the fieldwork. There is a Mental Health Internship form that must be completed by the site supervisor granting permission to do your fieldwork at that site and agreeing to the terms of the fieldwork internship that include providing you with key learning experiences and supervision.
- A new Mental Health Internship form must be completed every semester even if you are planning to remain at the same site.
- You will not be able to register for the internships if this completed paperwork is not presented at the time of advisement for registration.
• You will not be able to register for any fieldwork course if (a) you GPA is below 3.0 or (b) if you have any “INC” grades.
• If you obtain a grade below “B” in a fieldwork course, you must repeat the course.
• For complete information regarding your practicum and internship requirements and for specific instructions and forms, see the *Mental Health Counseling Practicum and Internship Handbook*.

18. **Additional Training for School Counseling and School Counseling with Bilingual Extension students:** New York State requires all school counselors to complete three NYS approved certification workshops on Child Abuse, Violence Prevention, and the Dignity for All Students Act (DASA) prior to applying for certification. Check at the Department or Dean’s Office for further information regarding course schedules.

19. **Faculty Office Hours:** All full-time faculty members have office hours each week. Check with the department’s secretary, Ms. Milani, for the days and times, and to make an appointment.

20. **Exit Examination:** The CPCE exam is a multiple-choice exam that demonstrates your knowledge with respect to content areas common to all counseling programs. The exam is offered two times per year: March and November. Students are eligible to take the exam when they have completed 30 credits in their respective programs but it is recommended that this option be discussed with your advisor before registering for the exam and paying the required fee. It is usually recommended that students take the exam in their next to last semester of their program. At this point you would have completed most of the course requirements and it would allow you a second opportunity to sit for the exam prior to graduation in the event that you did not pass it the first time. Information regarding the exam can be obtained on the Center for Credentialing & Education website: [http://www.cce-global.org/cpce](http://www.cce-global.org/cpce). There is no official review course for this exam but since the material is based on the program’s classes, you are advised to retain your class notes and textbooks to review prior to the exam. Professors are usually available for review sessions if asked in a timely manner. The *Graduate Bulletin* notes, “Applications for these examinations should be made in the office of the appropriate Dean no later than the dates assigned in the calendar. Late fees may apply. The individual examiners report the results of this examination in writing to the Dean, who communicates them to the individual candidates.

21. **Program Evaluation & Feedback:** Accountability and evaluation are important concepts in the field of counseling. All the counseling programs undergo periodic and on-going internal and external evaluation processes. Within the Department of Human Services and Counseling, students are given the opportunity to provide informal feedback to faculty regarding the curriculum, policies, grading, supervision, and fieldwork. The Office of Institutional Research gives each student the opportunity to provide formal feedback regarding classes through the St. John’s University on-line classroom evaluation conducted by. These on-line evaluations are completed anonymously and the aggregate results are given to the individual faculty member after the course grades are posted. It is an important self-evaluation toll for the faculty member and it provides information used by
the School of Education in making promotion, tenure, and merit pay decisions. It must be restated that the results are anonymous and that professors have no way of knowing which students submitted the evaluations. It is an important responsibility for students to approach this task in an honest and mature manner.

ACADEMIC ADVISEMENT

All students must complete a specific registration form with courses that have been pre-approved by an advisor. All matriculated students are assigned an advisor upon admission to any graduate program. Students are responsible for planning their programs in consultation with their official Advisors and for registering for coursework or maintaining matriculation each semester until the degree is awarded.

Before coming in to meet with your advisor you must download an unofficial transcript from your UIS page. Without the transcript you will not be advised. Each counseling program has its own Program Advisement Sheet which will be completed and updated each time you come in for academic advisement. Once this form is updated, your advisor will complete a registration form for the particular semester. You will sign both forms and that constitutes an agreement that these and only these courses are the ones you will register for. You will then sign the registration book that is usually kept at the secretary’s desk. It is your responsibility to sign the correct page (course number and CRN section) of the book. Failure to sign the book may result in your being asked to leave the course regardless of whether you have registered on line for the course.

Registration Step Checklist:
1. Bring a current unofficial transcript
2. Meet with advisor to select courses
3. Advisor updates your Program Advisement Sheet
4. Advisor completes registration form for new semester
5. You and your advisor sign both forms
6. You sign the Registration Book that is at the secretary’s desk
7. You register on line and pay for the courses
8. If there is any change to the courses agreed upon, you must notify your advisor before registering online or you may be asked to leave the course.

COUNSELOR EDUCATION PROGRAM POLICY FOR HANDLING PROBLEMS OF PROFESSIONAL COMPETENCY (PPC)

Students are admitted into the counselor education program through a process that attempts to identify appropriate candidates for the specialization of their choice. Once a candidate is accepted and becomes a student in the program, the student is evaluated each semester regarding the appropriateness of behaviors.
There may be times when a student’s behavior is not consistent with the relevant Ethical Standards of the American Counseling Association (ACA), American School Counselors Association (ASCA), or the American Mental Health Counselors Association (AMHCA). Occasionally students may also behave in a manner which is inconsistent with the professional behavior of a counseling student, or a counselor-in-training. These situations are called Problems of Professional Competency (PPC). PPCs are viewed quite seriously by the program faculty, and warrant faculty involvement and intervention. Counseling faculty members are called upon to be ‘gate-keepers’ of the counseling profession. This means that faculty members have a responsibility not only to our Counseling students and their wellbeing, but to the students/clients they serve currently (as counselors-in-training), as well as to the students/clients they will serve in the future (as professional counselors). PPCs are categorized in three primary areas (Brown-Rice and Furr, 2013):

(a) inadequate academic or clinical skill levels,
(b) personality and/or psychological unsuitability, and
(c) inappropriate moral character.

While there are far too many examples of Problems of Professional Competency to list, some examples may include:

- Inappropriate self-disclosure with students/clients
- Insubordination or unprofessionalism with faculty or site-supervisors
- Unwillingness to examine one’s self or past in order to understand how it is interfering with their counseling or academic performance
- Dishonesty, either directly (i.e. lying), indirectly (i.e. omission, partial disclosure, etc.), fraud (i.e. presenting false credentials), or fabrication (i.e. altering internship hours).
- Other examples

If there is an indication that a student is behaving contrary to the relevant Ethical Standards of the American Counseling Association, American School Counselors Association, or the American Mental Health Counselors Association, or in a manner that is inconsistent with professional behavior of a counseling student or practicing counselor, the following process will be followed:

1. A faculty member will inform the student about the concern and suggest ways for the student to correct the behavior. The faculty member will review the relevant Ethical Standards of ACA, ASCA or AMHCA with the student.

2. The faculty member will document all the meetings with or pertaining to the student and update the student about continuing concerns and the process that could lead to dismissal.

3. The Counselor Education Program Director will canvas the Counselor Education faculty in order to assess the seriousness and consistency of the problem.

4. If the student is at a fieldwork site, the site supervisor will be contacted by the Clinical Coordinator for an assessment of the student’s behavior at that site.
5. If the behavior does not improve, the Counselor Education faculty will discuss the student’s behavior including the site supervisor’s assessment and make decisions about the need to determine additional corrective measures, such as a remediation plan, for the student or remove the student from the program.

6. If the student is to be continued in the program by some prescribed corrective action or remediation plan, the Program Director will assign two faculty members to present this information to the student. Those two faculty members, through ongoing meetings with the student, monitor the behavior of the student. The remediation plan will be documented and will include acceptable thresholds and timelines for student improvement.

7. If the student is to be recommended for dismissal from the program, the Program Director presents the documentation to the department Chair and the Dean of the School of Education.

8. As indicated in the Student Handbook, the Dean, Chair, and Program Director will determine a course of action consistent with University guidelines.

9. The student has the right to appeal to the Faculty Committee or the Dean. In either event the decision of the Faculty Committee or Dean is final.

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**ST. JOHN’S UNIVERSITY POLICIES AND PROCEDURES**

Students are responsible for all university policies and procedures pertaining to students. Several of these policies and procedures have been addressed earlier. Full policies and procedures are available on the university website (www.stjohns.edu), including, but not limited to:

1. **Student Code of Conduct:** [http://www.stjohns.edu/about/administrative-offices/operations/division-student-affairs/office-student-conduct/ii-student-code-conduct](http://www.stjohns.edu/about/administrative-offices/operations/division-student-affairs/office-student-conduct/ii-student-code-conduct)
2. **Academic Regulations and Fairness:** [http://www.stjohns.edu/about/administrative-offices/operations/division-student-affairs/chapter-6-policies-and-procedures#academic-regulations](http://www.stjohns.edu/about/administrative-offices/operations/division-student-affairs/chapter-6-policies-and-procedures#academic-regulations)
3. **Services for Students with Disabilities:** [http://www.stjohns.edu/student-life/health-and-wellness/disabilities-services](http://www.stjohns.edu/student-life/health-and-wellness/disabilities-services)
5. **Student Health Services and Immunizations (including HIV/AIDS policy):** [http://www.stjohns.edu/student-life/health-and-wellness/student-health-services](http://www.stjohns.edu/student-life/health-and-wellness/student-health-services)
6. **Library Policies:** [http://www.stjohns.edu/libraries/general-information/library-policies](http://www.stjohns.edu/libraries/general-information/library-policies)
7. **Technology Policies:** [http://www.stjohns.edu/about/administrative-offices/operations/information-technology/computer-and-network-use-policy](http://www.stjohns.edu/about/administrative-offices/operations/information-technology/computer-and-network-use-policy)
HELPFUL INFORMATION ABOUT ST. JOHN’S UNIVERSITY STUDENT SERVICES

Campus Ministry
Campus Ministry welcomes students of all religious traditions while at the same time encouraging our Catholic students to deepen their Catholic identity and to become active participants. As a community of faith, service and friends, Campus Ministry takes seriously its unique role in expressing St. John’s distinctive Catholic and Vincentian identity as embodied in the University’s mission. St. John’s is Vincentian in tradition and because of this, we seek to instill in the University community a deep concern for the rights and dignity of every person, especially the poor and most vulnerable. There are 15 Campus Ministers present and available throughout each of our campuses to serve as guides for students in all aspects of their lives.

Queens Campus
(718) 990-6255
campusministry@stjohns.edu

Staten Island Campus
(718) 390-4475
SICampusMinistry@stjohns.edu

Campus Parking
All students who wish to park on campus are responsible for obtaining a Campus parking permit for each academic year. Permits are available at the Security office on each campus. All cars brought on campus must be registered with Security. Failure to display a valid parking permit may result in parking fines or having your car towed.

Career Center
The Career Center provides a valuable support system through which students and alumni can tap into job and career opportunities. The Center sponsors a wide variety of programs and services, including job fairs, on-campus interviews, full- and part-time employment opportunities, resume assistance, and mentor programs. The Queens Center is located in the University Center, Rm. 24 and can be reached at (718) 990 – 6375 or careers@stjohns.edu. The Staten Island Center is located in Lavelle Hall, Rm. 106 and can be reached at (718) 390 – 4438 or jobs@stjohns.edu.

Computer Labs
Computer labs are located in Marillac Hall (second floor) and the ground floor of Sullivan Hall.

Counseling and Consultation Center
The staff at the Counseling and Consultation Center currently offers short-term personal counseling on an individual, group and workshop basis to aid students in making adjustments to problems they encounter both on- and off-campus. We typically see students who (1) are experiencing academic difficulties; (2) are unsure who to see or where to go to resolve a problem; and (3) want to discuss and resolve problems of a personal nature. Counseling is provided on a strictly confidential basis with certain standard ethical and legal restrictions. The Counseling Center provides evaluation, diagnosis and referral for those students who are experiencing more than short-term personal difficulties. Psychiatric consultation is available.
when necessary. Counselors are available by appointment (within 24 hours), and immediately in case of an emergency. The Center is located on the first floor of Marillac Hall, Rm. 130 and can be reached at (718) 990 – 6384. The Staten Island Center in located in Flynn Hall and can be reached at (718) 390-4451.

Health Center
The mission of the St. John's University Health Services Office is to maintain an optimal level of well being among all members of our university community. For more information regarding locations and times, check this link: http://www.stjohns.edu/student-life/health-and-wellness/student-health-services

International Student and Scholar Services
The Office of International Student & Scholar Services helps international students with every aspect of life and learning in the U.S. Applying for visas, getting your I-20, obtaining your driver's license -- we will assist you with all your concerns. We also can refer you to other offices and departments you may need. For more information check this link: http://www.stjohns.edu/admission-aid/international-admission/international-student-and-scholar-services

StormCard Services
Your St. John’s University StormCard is your personal connection to University services, purchases and access control. In addition to serving as your college ID, the StormCard provides the ability to set up debit accounts for purchases at the campus book store, dining facilities, computer labs, copiers, printers and selected vending machines. Purchases may also be made for personal training and various ticket events! The StormCard also provides access to campus gates, buildings and events.

Queens Campus
Department of Public Safety
StormCard Office Operations Center
R.O.T.C. (McDonald Center)
168-10 Goethals Avenue
Queens, NY 11439
(718) 990-6257

Staten Island Campus
Department of Public Safety
Spellman Hall, Room 116
300 Howard Avenue
Staten Island, NY 10301
(718) 390-4487(8)
Appendix A

Codes of Ethics

Each professional organization publishes their ethical code in a pdf file that can be downloaded from the websites below.

American Counseling Association:  
http://www.counseling.org/knowledge-center/ethics

American School Counselor Association (English & Spanish versions available):  
http://www.schoolcounselor.org/school-counselors-members/legal-ethical

American Mental Health Counselor Association:  
http://www.amhca.org/about/codetoc.aspx
Appendix B
Professional Organization Information

National Counseling Organizations

American Counseling Association (ACA)

The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings. By providing leadership training, publications, continuing education opportunities, and advocacy services to nearly 45,000 members, ACA helps counseling professionals develop their skills and expand their knowledge base. www.counseling.org

ACA Mission Statement
The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.

The National Board for Certified Counselors, Inc (NBCC)

The National Board for Certified Counselors, Inc. and Affiliates (NBCC), an independent not-for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors. NBCC’s certification program recognizes counselors who have met predetermined standards in their training, experience, and performance on the National Counselor Examination for Licensure and Certification (NCE), the most portable credentialing examination in counseling. NBCC has approximately 42,000 certified counselors. These counselors live and work in the US and over 50 countries. Our examinations are used by more than 48 states, the District of Columbia, and Guam to credential counselors on a state level. www.nbcc.org

NBCC Mission
The National Board for Certified Counselors (NBCC) is the nation's premier professional certification board devoted to credentialing counselors who meet standards for the general and specialty practices of professional counseling.

American School Counselor Association (ASCA)

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications and other resources, research and advocacy to more than 26,000 professional school counselors around the globe. With a membership of more than 25,000 school counseling professionals, ASCA focuses on providing professional development, enhancing school counseling programs and researching effective school counseling
practices. ASCA is a division of the American Counseling Association.

www.schoolcounselor.org

**ASCA's Vision**
The American School Counselor Association (ASCA) is the foundation that expands the image and influence of professional school counselors through advocacy, leadership, collaboration and systemic change. ASCA empowers professional school counselors with the knowledge, skills, linkages, and resources to promote student success in the school, the home, the community, and the world.

**ASCA's Mission**
The mission of ASCA is to represent professional school counselors and to promote professionalism and ethical practices.

**American Mental Health Counselors Association (AMHCA)**
The American Mental Health Counselors Association (AMHCA) is a growing community of almost 6,000 mental health counselors. Together, we make a critical impact on the lives of Americans. AMHCA succeeds in giving a voice to our profession nationwide and in helping to serve you and your colleagues in your state. www.amhca.org

**Our Mission**
To enhance the profession of mental health counseling through licensing, advocacy, education and professional development.

**Our Vision**
To be the national organization representing licensed mental health counselors and state chapters, with consistent standards of education, training, licensing, practice, advocacy and ethics.

**Our Guiding Principles**
AMHCA members are dedicated to the principles in our Code of Ethics. As our profession and the needs of our clients change, a committee of knowledgeable, experienced professionals updates the code.

**Chi Sigma Iota – Sigma Tau Upsilon Chapter**
St. John’s University has an active local chapter of Chi Sigma Iota, the international honor society of counseling professionals and professionals-in-training. Chi Sigma Iota is dedicated to excellence in scholarship, research, and clinical practice. Students with a grade point average (GPA) of 3.5 or better on a 4.0 scale and who have completed at least nine hours of counseling courses are eligible for membership. Individuals interested in becoming members should contact the faculty advisor of the Sigma Tau Upsilon Chapter. Applications for membership are available in the department office and on the Chi Sigma Iota website: www.csi-net.org.
New York State Counseling Organizations

New York State School Counselor Association (NYSSCA)
NYSSCA is the chartered state chapter of the American School Counselor Association. www.nyssca.org

The Mission
To promote excellence in the profession of school counseling in order to enhance the development of all students. We are the primary advocate for School Counselors throughout New York.

New York Mental Health Counselors Association (NYMHCA)
NYMHCA is the state branch of the American Mental Health Counselors Association. Membership in AMHCA is encouraged but not required to join us. We are also an affiliated member of the New York Counseling Association. www.nymhca.org

The Mission
NYMHCA is the advocacy organization representing the clinical counselors of New York State! We worked to obtain licensure, and our continuing role is to protect and enhance the rights of counselors to practice our profession!

American Counseling Association of New York (ACA-NY)
ACA-NY is a not-for-profit grassroots organization that represents professional counselors and counseling students, of all specialty areas, who live or work in New York State. As a chapter of the American Counseling Association, ACA-NY extends the efforts of growing and enhancing the counseling profession at the state level.

The Mission: ACA-NY’s mission echoes ACA's mission: "to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.” www.counselingny.org
Appendix C

Sample: Programs of Study

School Counseling [SCH]

School Counseling with Bilingual Extension [EDU8]

Clinical Mental Health Counseling [CMHC]
Name of Program: School Counseling  
Number of Credits in Program: 48

Name ____________________________________ Date of Matriculation __________________ ID_________________________
Address________________________________________________________________Home Phone:_________________________
Cell Phone:__________________________ Work Phone:_________________________ email __________________

Number of credits required for degree (48 plus any additional requirements): 48 + ________ = _______

### CORE COURSES (12 credits) Must be completed before field courses are taken.

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Sem./Seq.*</th>
<th>Date Planned Sem/Year</th>
<th>Date Completed Sem/Yr/Grade**</th>
<th>Comments</th>
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<tr>
<td>6122:</td>
<td>Orientation to Counseling</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>6205:</td>
<td>Group Dynamics</td>
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<td></td>
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<tr>
<td>6264:</td>
<td>Counseling Skills &amp; Technique</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>6262:</td>
<td>Assessment in Counseling</td>
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<td>6206:</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>6307:</td>
<td>Research in Counseling</td>
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<tr>
<td>6595:</td>
<td>Organization &amp; Adm. of Pers. Serv.</td>
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<td>6530:</td>
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<td>6650:</td>
<td>Consultation &amp; Evaluation</td>
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<td>6208:</td>
<td>Counseling &amp; Personality Theory</td>
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<td>6301:</td>
<td>Career Development</td>
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<td>6591:</td>
<td>Internship in School Counseling II</td>
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<td>9711:</td>
<td>Education of Except. Individual</td>
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Fingerprinting _____________________ CPCE Exam Passed ______________

N.B. New York State provisional certification requires an approved two hour workshop on Child Abuse Identification and an approved two hour workshop on School Violence Intervention and Prevention.

Student’s Signature________________________________________ Date________________________
Advisor’s Signature________________________________________ Date_______________________
Name of Program: School Counseling Bilingual  
Number of Credits in Program: 48  

Name ____________________________________ Date of Matriculation __________________ ID __________________________
Address________________________________________________________________ Home Phone: __________________________
Cell Phone: __________________________ Work Phone: __________________________ email __________________________

Proficient in (a) English? Yes / No (b) Target Language? __________________________ Yes / No

Number of credits required for degree (48 plus any additional requirements): 48 + ________ = _______

CORE COURSES (12 credits)  Must be completed before internships are taken.

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<th>Credits</th>
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<tr>
<td>6595:</td>
<td>Organization &amp; Adm. of Pers. Serv.</td>
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<td>6306:</td>
<td>Practicum in School Counseling</td>
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<td>6530:</td>
<td>Multicultural Counseling</td>
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<tr>
<td>6650:</td>
<td>Consultation &amp; Evaluation</td>
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<td>6208:</td>
<td>Counseling &amp; Personality Theory</td>
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<tr>
<td>6301:</td>
<td>Career Development</td>
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<td>6207:</td>
<td>Developmental Counseling in Schl</td>
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<tr>
<td>6592:</td>
<td>Internship in School Counseling I</td>
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<tr>
<td>6593:</td>
<td>Internship in School Counseling II</td>
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<tr>
<td>9001:</td>
<td>Foundations of Bilingual Education</td>
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</tbody>
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Fingerprinting ______________  CPCE Exam Passed ______________

N.B. New York State provisional certification requires an approved two hour workshop on Child Abuse Identification and an approved two hour workshop on School Violence Intervention and Prevention.

Student’s Signature______________________________________ Date________________________
Advisor’s Signature_____________________________________ Date________________________
Name of Program: Clinical Mental Health Counseling           Code  CMHC
Number of Credits in Program:  60

Name ____________________________________ Date of Matriculation __________________ ID______________
Address________________________________________________________________Home Phone:______________________________________
Cell Phone:__________________________ Work Phone:_________________________ email ____________________________

Program Prerequisites (including research & statistics):

Number of credits required for degree (48 plus any additional requirements): 60 + ________ = _______

<table>
<thead>
<tr>
<th>CORE COURSES (48) Courses with * must be completed before taking field courses.</th>
<th>Sem./Seq.*</th>
<th>Date Planned</th>
<th>Date Completed</th>
<th>Comments</th>
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<tr>
<td>6121: Orientation to Mental Health Counseling*</td>
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<td>6205: Group Dynamics*</td>
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<td>6264: Counseling Skills &amp; Technique*</td>
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<td>6262: Assessment in Counseling*</td>
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<td>6651: Foundations MHC &amp; Consult*</td>
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<td>6206: Psychosocial Development*</td>
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<td>726: Psychopathology I*</td>
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<td>6301: Career Development*</td>
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<td>6307: Research in Counseling*</td>
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<td>727: Psychopathology II</td>
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<td>6424: Case Studies &amp; Comm. Resources</td>
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<td>6270: Case Concept, Trt Plan, &amp; Pharm</td>
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<td>635: Objective Personality Assessment</td>
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<td>6364: Counseling the Substance Abuser</td>
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</table>

Field Courses (9 credits) CPCE Exam Passed _______

| 6310: Practicum |  |  |  |  |
| 6311: Internship I |  |  |  |  |
| 6312: Internship II |  |  |  |  |

ELECTIVES (3 credits) The courses below are a sample of possible elective courses.

| 850: Cognitive Therapies. |  |  |  |  |
| 749: Behavior Therapy |  |  |  |  |
| 631: Psychoanalytic Psychotherapy |  |  |  |  |
| 671: Personality Assessment |  |  |  |  |
| 760: Marital & Family Therapy |  |  |  |  |
| 6125: Brief Therapy Child & Adolescent |  |  |  |  |

Student’s Signature______________________________________ Date________________________
Advisor’s Signature______________________________________ Date________________________
Counselor Education Student Handbook Agreement

I ________________________________ (Print Counseling Student Name) attest to the fact that I have read the entire St. John’s University Department of Human Services and Counseling, Counselor Education Student Handbook, and that I understand all of the contents contained therein. While Counseling faculty have provided detailed information and examples when possible, I understand that it is not possible to conceptualize or document every possible situation requiring University/Faculty intervention that may arise during the program. As such, the University and faculty may intervene as new situations arise that are not currently documented. I understand that the manual will be updated to include new information and that I will be responsible for any updates that are released.

My signature below indicates my agreement to comply with the policies designated in this handbook.

Student Name (Print): ________________________________________________________________

Student Name (Signature): _____________________________________________________________

Date: ____________________________________________________________

Note: This form must be signed and returned to your advisor within your first semester in the program. Students will not be able to register for their second semester without providing a signed copy of this form.