



**ST. JOHN'S
UNIVERSITY**

THE SCHOOL OF EDUCATION

**COUNSELOR EDUCATION
DEPARTMENT**

**STUDENT HANDBOOK
2025-2026**

St. John's University
Counselor Education Department
80-00 Utopia Pkwy
Sullivan Hall – 4th Floor
Jamaica, NY 11439

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WELCOME

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

This Counselor Education Student Handbook is designed to assist you while you complete your graduate studies in counseling. It contains 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 and the St. John's University 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. Once you have read this handbook, please sign the attestation located on the Counselor Department Canvas page.

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

Heather C. Robertson

Heather C. Robertson, PhD, LMHC, CASAC
Professor and Department Chair
August 2025



DEPARTMENT AND FACULTY INFORMATION

The Counselor Education Department is in the School of Education. All faculty offices are located on the Queens campus in Sullivan Hall on the 2nd and 4th floor. If you need to leave a message for a faculty member, you may call their extension or the department secretary between the hours of 8:30 am and 4:30 pm. All faculty have mailboxes on 4th floor.

DEPARTMENT DIRECTORY

Department secretary, Catherine Berardi: 718-990-6455

Name/Title	Office #	Extension (718-990-XXXX)	Email
2nd Floor Counseling Lab Offices (accessible via Room 220A)	Sullivan Hall		
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Faculty Office Hours: All full-time faculty members have office hours each week after 4 PM. Faculty office hours will be posted in the hallway outside the offices, at the secretary's desk, and on syllabi. Check with the department's secretary to make an appointment or contact the faculty member directly.

Department Website: <https://www.stjohns.edu/offices-departments/counselor-education>



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 UNIVERSITY LAND ACKNOWLEDGEMENT

St. John's University occupies the ancestral lands of the Matinecock, Rockaway, Lenape, and Canarsie Peoples.

We pay respect to their elders past and present.

Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that bring us together here today. Please join us in giving voice to these truths at every opportunity



SCHOOL OF EDUCATION MISSION STATEMENT

The School of Education prepares teachers, counselors and administrators as transformational and compassionate servant-leaders who honor the dignity of all people.



ST. VINCENT DE PAUL AND OUR VINCENTIAN MISSION

Early in his ministry as a priest in 17th-century France, St. Vincent de Paul discovered that one finds God and oneself in *service to others*. Working closely with St. Louise de Marillac (1591–1660), Vincent organized hospitals for the poor, founded asylums for the orphaned, opened workshops for the unemployed, championed literacy for the uneducated, advocated for the incarcerated. As a Catholic and Vincentian university, St. John's extends Vincent's vision and continues his efforts on behalf of those in need. The University directs its resources of faith and knowledge to combat the root causes of injustice and create paths to a more equitable world.

<https://www.stjohns.edu/who-we-are/history-and-facts/vincentian-heritage>



COUNSELOR EDUCATION DEPARTMENT MISSION STATEMENT

<https://www.stjohns.edu/offices-departments/counselor-education>

The mission of the Department of Counselor Education at St. John's University is to prepare motivated, competent, culturally competent, and ethical counselors whose Vincentian inspired work will help them meet the demands of a rapidly changing society. Our students will receive quality clinical and academic experiences that will foster advocacy and research skills. Our unified and dedicated faculty will utilize the latest technology, evidenced based research, and the current Council on the Accreditation of Counseling and Related Education Programs (CACREP) accreditation standards to inform our teaching.



COUNSELOR EDUCATION DEPARTMENT OBJECTIVES

1. To train graduate students as professional counselors in School or Clinical Mental Health settings in accordance with CACREP standards, while orienting students to the role and identity of a professional counselor, legal and ethical issues of the profession, and guidelines of the American Counseling Association.
2. To train graduate students to be ethical and effective counseling practitioners and empower them to utilize counseling skills in a variety of modalities, including individual counseling, group counseling, career counseling, assessment, and consultation.
3. To train students to utilize appropriate evidence-based counseling theories and treatment modalities, and to ensure that students select counseling approaches in alliance with the developmental level and cultural beliefs of the clients/students they serve.
4. To foster an expectation of cultural awareness, social justice and responsibility among counselors-in-training following our Vincentian mission, and to hold students to an expectation of respect for diversity, equity, and inclusion in their academic, personal, and clinical practices.
5. To foster critical thinking, intellectual curiosity, and current knowledge of the counseling profession utilizing research and scholarship, while also requiring continual, critical self-reflection for internal biases and ongoing self-assessment of counselor wellness.
6. To foster an expectation of continued professional development and advocacy for the counseling profession and for the clients we serve, via active involvement in counseling organizations, ongoing training, and advocacy efforts, both throughout their program and beyond.



COUNSELOR EDUCATION PROGRAM SPECIALIZATIONS

The Counselor Education Department at St. John's University offers the following specializations:

- M.S. Ed. in School Counseling (Queens)
<https://www.stjohns.edu/academics/programs/school-counseling-master-science-education>
- Advanced Certificate in School Counseling Bridge (Online)
<https://www.stjohns.edu/academics/programs/school-counseling-bridge>
- M.S. Ed. in Clinical Mental Health Counseling (Queens),
<https://www.stjohns.edu/academics/programs/clinical-mental-health-counseling-master-science-education>
- Advanced Certificate in Clinical Mental Health Counseling (Queens),
<https://www.stjohns.edu/academics/programs/clinical-mental-health-counseling-advanced-certificate>

DEGREE REQUIREMENTS – M.S.ED. in SCHOOL COUNSELING

The School Counseling consist of a 60-credit Master of Science in Education degree, which prepares counselors-in-training for fulfilling the roles of the urban school counselors serving elementary, middle, and high school students in grades K-12 in the areas of academic, personal/social, and career development, according to the American School Counselor Association's (ASCA's) vision.

The specific roles of the school counseling professional are outlined in the ASCA website: <https://www.schoolcounselor.org/About-School-Counseling/School-Counselor-Roles-Ratios>. School counselors-in-training are required to join this professional organization, which includes a variety of professional development opportunities, subscriptions to relevant journals, and affordable student malpractice insurance, the purchase of which is a program requirement: <https://www.schoolcounselor.org/>.

The School Counseling Program consists of 20 graduate courses, including three supervised field experiences, and completion of the CPCE. The coursework is aligned with CACREP standards and it fulfills the NYS academic requirements for certification as an initial school counselor. CACREP standards for school counseling professionals are found at the following website: <https://www.cacrep.org/section-5-h-entry-level-specialized-practice-areas-school-counseling/>.

School Counseling Program Objectives

1. To educate professional School Counselors about the roles to be effective leaders, team members and collaborators, systemic change agents and advocates in the profession to improve the quality of education and access for all students.
2. To educate professional School Counselors about models of comprehensive school counseling programs in elementary, middle, and secondary settings, so as to develop

activities for a school counseling program based on the American School Counseling Association model

3. To train professional School Counselors to utilize data to develop comprehensive, accountable counseling programs that address the academic, career and social-emotional needs and development of all students.
4. To prepare skilled and multiculturally competent school counselors who are capable of identifying and responding to the needs of diverse clients and social determinants of health by providing a wide range of guidance and counseling services for children, adolescents and their parents.
5. To train professional school counselors to explore community resources, referral sources, and legal and ethical considerations specific to school counseling.

Admissions Requirements

Admission to the graduate program in School Counseling requires:

- 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.
- A minimum of 18 credits in the behavioral and social sciences and/or professional education courses. Students who do not fully meet this requirement may be provisionally admitted and will need to make up deficit credits by completing course work in those areas in addition to the usual program requirements.
- Two letters of recommendation from college instructors or field supervisors;
- The interest, ability, and personality to function successfully in the field of school counseling
- Participation in an interview with faculty and on-site writing sample.
- Graduate Record Examination is no longer required.

Course Requirements

Core Courses – 27 credits

1. 6127: Introduction to Counseling
2. 6205: Group Dynamics
3. 6264: Counseling Skills & Technique
4. 6262: Assessment in Counseling
5. 6206: Psychosocial Development
6. 6307: Research in Counseling
7. 6530: Multicultural Counseling
8. 6208: Counseling & Personality Theory
9. 6301: Career Development

Specialization Courses – 24 credits

1. 6595: Organization & Adm. of Pers. Serv.
2. 6650: Consultation & Evaluation
3. 6211: Crisis Counseling
4. 6207: Developmental Counseling in Schools
5. 6125: Brief Counseling with Children & Adolescents*

6. 6424: Case Studies and Community Resources*

7. 6364: Substance Use Counseling*

8. 9711: Education of Except. Individual

*Under review; BIL Sch Students take EDU 9001/9002

Field Work Courses – 9 credits

1. 6305: Practicum in School Counseling

2. 6590: Internship in School Counseling I

3. 6591: Internship in School Counseling II

Exit Examination

In addition to the above course work, CMHC students must pass the Counselor Preparation Comprehensive Exam (CPCE) that is administered by the Center for Credentialing and Education, an affiliate of the National Board for Certified Counselors. [See the Appendix E: CPCE Retake Policy.](#)

DEGREE REQUIREMENTS – Advanced Certificate in SCHOOL COUNSELING BRIDGE PROGRAM

The Advanced Certificate in School Counseling Bridge program is designed for students who have a Master's degree in Clinical Mental Health Counseling from a CACREP accredited program. Students complete 18 hours of approved coursework, including three fieldwork experiences to be eligible for their initial certification in School Counseling. The program is offered fully online via synchronous and asynchronous coursework. There is no exit exam for the Advanced Certificate. Please note that CACREP does not accredit Advanced Certificate programs, however the program has been approved by New York state to provide the education requirements for the initial school counselor certification.

Admissions requirements include:

1. Successful completion of a 60-credit master's degree in Clinical Mental Health Counseling, that encompasses the 8 CACREP core areas. Successful completion at the graduate level typically includes a GPA of 3.5 or higher. Master's degrees in other specializations cannot be considered. Students who lack coursework in CACREP areas may be able to utilize a program elective to fulfill these requirements.
2. A personal statement explaining their desire to pursue School Counseling initial certification.
3. Two letters of recommendation
4. Interview with faculty
5. Flexibility to engage in three semesters of daytime field work in two separate K-12 settings (elementary and secondary) during their program, including one 100-hour practicum, and two 300-hour internships. Students must complete one elementary and one secondary internship. Students must have one internship in each setting for NYS endorsement.

Course Requirements

1. EDU 6595: Organization & Adm. of Pers. Serv.
2. EDU 6305: Practicum in School Counseling
3. EDU 6650: Consultation & Evaluation
4. EDU 6207: Developmental Counseling in Schools

5. EDU 6590: Internship in School Counseling I
6. EDU 6591: Internship in School Counseling II

SCHOOL COUNSELING CERTIFICATION INFORMATION

Certification Requirements

Initial school counseling certification in New York State requires a 60-credit master's degree (including 18 hours of school counseling specific coursework), fingerprinting, completion of required workshops, and a passing score on the School Counselor CST Exam to earn initial certification. Permanent certification as a school counselor requires two years of full-time work experience in a school counselor position. For information on requirements for NYS professional certification for school counselors, please visit the New York State Department of Education website: <https://eservices.nysed.gov/teach/certhelp/search-cert-reqs>. Application fees apply.

TEACH Account: Counseling students are required to establish a TEACH account in their first semester (<https://www.highered.nysed.gov/tcert/teach/>), where they will record their completed workshops and finger printing.

Certification Support: St. John's University supports students in applying for certification and students must be endorsed by St. John's University to earn certification. Information on certification can be found at the St. John's University School of Education Certification page: <https://www.stjohns.edu/academics/schools/school-education/certification-information>.

Workshops: School Counseling Students are required to complete four workshops for New York, two of which are included in your program and two of which you complete on your own.

1. Students will complete their ***Mandated Reporter*** training in their first semester as a component of EDU 6264 Counseling Skills and Techniques. Students must save their certificate to be uploaded to their TEACH account. Adv Cert complete independently.
2. Students complete the ***School Safety*** workshop by registering for EDU 4000 in their second semester. Your advisor will instruct you on how to register for EDU 4000. This is a zero credit course which has no fee, but is required for graduation and certification.
3. ***Dignity for All Students Act (DASA)*** and ***School Violence*** workshops must be completed independently by the student before graduation. While they are not required for graduation, students cannot be endorsed for school counselor certification without them. There are fees associated with this workshop and students can follow the links on the SJU SOE certification page to find a workshop that works with their schedule and budget.

CST Exam: School counseling students must pass the School Counselor Content Specialty Test (CST) (193) to be eligible for school counselor certification and endorsement in New York.

Application fees apply. Information on the CST can be found here:

https://www.nystce.nesinc.com/TestView.aspx?f=HTML_FRAG/NY193_TestPage.html

Out of State Certification: The program is designed to meet certification requirements in New York state; certification in other states cannot be guaranteed. Students interested in certification in other states should meet with the chair early in the program to explore other state requirements. Please note that in the past, other states have required students to complete the CST exam and workshops in New York to be endorsed outside of New York.



DEGREE REQUIREMENTS – M.S.ED. in CLINICAL MENTAL HEALTH COUNSELING

The Clinical Mental Health Counseling Program is a 60-credit 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 the limited permit as a Licensed Mental Health Counselor. The Clinical Mental Health Counseling Program (CMHC) is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). A link to CACREP CMHC standards is here: <https://www.cacrep.org/section-5-c-entry-level-specialized-practice-areas-clinical-mental-health-counseling/> The program has also been approved by the Office of Addiction and Support Services (OASAS) as a qualifying curriculum for the Certified Alcoholism and Substance Abuse Counselor in Training (CASAC-T).

Clinical Mental Health Program Objectives

1. To train Clinical Mental Health Counselors (CMHC) to be competent clinicians with a strong counselor identity in accordance with American Mental Health Counselors Association (AMHCA) ethical standards, to prepare for careers as Licensed Mental Health Counselors (LMHC).
2. To train CMHC students in appropriate intake, assessment, case conceptualization, diagnosis, assessment-based treatment planning, documentation, and clinical treatment to properly serve clients, and to prepare our students for successful outcomes on the National Clinical Mental Health Counselor Examination (NCMHCE).
3. To educate CMHC students regarding the impact of addiction, the propensity of addiction to co-occur with mental health conditions, and to treat addiction in accordance with the NYS Office of Alcoholism and Substance Abuse (OASAS) standards, with the option to earn their Credentialed Alcoholism and Substance Abuse Counselor in Training (CASAC-T) credential).
4. To evaluate student's ability to provide appropriate, ethical, and evidence-based treatment that promotes client strengths and client wellness in accordance with our counselor identity, while also addressing appropriate developmental, societal, and multicultural influences on client well-being.
5. To train students to utilize community resources, referral sources, and case management services in accordance with their role as clinical mental health counselors, including situations involving trauma, crisis, or risk to client wellbeing.

Admissions Requirements

Admission to the graduate program in Clinical Mental Health Counseling requires:

- A baccalaureate degree from an accredited college or university with Undergraduate scholastic achievement indicating a 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.
- A minimum of 18 credits in psychology with a B or higher that includes a course in statistics and another in research design.
- Two letters of recommendation from college instructors or field supervisors.
- Personal statement of interest, ability, and personality to function successfully in the field of mental health counseling.
- Participation in an interview with faculty and on-site writing sample.
- An additional graduate entrance examination is **not** required.

Course Requirements

Core Courses – **27 credits** - Courses with * must be completed before taking field courses.

1. 6127: Introduction to Counseling*
2. 6205: Group Dynamics*
3. 6264: Counseling Skills & Technique*
4. 6262: Assessment in Counseling*
5. 6206: Psychosocial Development*
6. 6301: Career Development*
7. 6530: Counseling in Multicultural Settings*
8. 6208: Counseling & Personality Theory*
9. 6307: Research in Counseling *

Specialization Courses – 15 credits.

1. 6651: Foundations of Mental Health Counseling*
2. 6652: Clinical Diagnosis in Counseling*
3. 6270: Case Concept, Trt Plan, & Pharm
4. 6364: Substance Use Counseling
5. 6424: Case Studies & Comm. Resources

Field Courses – 9 credits

1. 6310: Practicum
2. 6311: Internship I
3. 6312: Internship II

Electives – 9 credits

Students have the choice of a variety of electives in the University at graduate level. Electives are approved in advance by the advisor. Students in the CMHC Fast-Track program must take EDU 6129 Psychiatric Rehabilitation Counseling program as one of their electives.

Exit Examination

In addition to the above course work, CMHC students must pass the Counselor Preparation Comprehensive Exam (CPCE) that is administered by the Center for Credentialing and Education, an affiliate of the National Board for Certified Counselors. See the [Appendix E: CPCE Retake Policy](#).

DEGREE REQUIREMENTS – Advanced Certificate in CLINICAL MENTAL HEALTH COUNSELING

The Advanced Certificate in Clinical Mental Health Counseling program is designed for students who have a Master's degree in School Counseling from a CACREP accredited program.

Students complete 24 hours of approved clinical coursework, including two fieldwork experiences to be eligible for their limited permit in mental health counseling (MHC-LP). There is no exit exam for the Advanced Certificate. Please note that CACREP does not accredit Advanced Certificate programs, however the program has been approved by New York state to provide the education requirements for the MHC-LP. Advanced Certificate Programs are not eligible for CASAC-T endorsement through the university.

Admissions requirements include:

1. Successful completion of master's degree in School Counseling, that encompasses the 8 CACREP core areas. Successful completion at the graduate level typically includes a GPA of 3.5 or higher. Master's degrees in other specializations cannot be considered.
2. A personal statement explaining their desire to pursue CMHC.
3. Two letters of recommendation
4. Interview with faculty
5. Flexibility to engage in two semesters field work during their program, including two 300-hour internships.

Course Requirements – 18 credits

1. 6651: Foundations of Mental Health Counseling
2. 6652: Clinical Diagnosis in Counseling
3. 6424: Case Studies & Comm. Resources
4. 6270: Case Concept, Trt Plan, & Pharm
5. 6364: Substance Use Counseling+
6. PSY 636: Obj. Personality Assessment+
+under review

Field Courses – 6 credits

4. 6311: Internship I
5. 6312: Internship II

CERTIFICATION INFORMATION

Mental Health Licensure Requirements

Students seeking licensing in New York State as a Licensed Mental Health Counselor (LMHC) must also complete the following items post-graduation from the MSEd or Adv Cert: 1) passing score on the National Clinical Mental Health Counseling Examination (NCMHCE), and 2) three thousand (3,000) hours of post-master's clinical work under an approved supervisor. Post-master's clinical hours are usually completed within two years of obtaining a limited permit. A limited permit can be extended for up to two additional one-year periods at the discretion of the Office of Professions. Application fees apply. For more information consult the State's webpage <https://www.op.nysed.gov/mental-health-counselors>.

Credentialed Alcohol and Substance Abuse Counseling Certification

M.S.Ed. CMHC students seeking certification in New York State as a Credentialed Alcohol and Substance Abuse Counselor in Training (CASAC-T) must also complete the following items post-graduation: 1) passing score on the IC&RC Alcohol and Drug Counselor Exam and 2) two thousand (2,000) hours of post-master's clinical work under an approved supervisor.

Application fees apply. For more information consult the State's webpage

<https://oasas.ny.gov/providers/credentialing> .

NCMHCE: The CMHC program is designed to prepare students to take the NCMHCE. Unlike school counselors, CMHC students cannot take this test until after they graduate and only with approval from New York state. Application fees apply. More information on the NCMHCE can be found here: <https://nbcc.org/exams/ncmhce>

Out of State Licensing: The program is designed to meet licensure requirements in New York state; licensure in other states cannot be guaranteed. Students interested in licensing in other states should meet with the chair early in the program to explore other state requirements.



RETENTION, REMEDIATION, & DISMISSAL POLICIES

Retention/Matriculation: To progress successfully through your counseling program and successfully graduate the program, you will need to adhere to the following policies:

1. **Program Completion:** Students at the master's degree level have five years from their date of admission to complete their program of study. Full-time MSED school counseling students (SCH) can complete the program in two years including one summer. Full-time MSED Clinical Mental Health Counseling (CMHC) students can complete the program in 2.5 years including two summers. Fast-track MSED CMHC students can complete the program in 2 years and one summer. Part-time students and Advanced Certificate students work with their advisor to develop a plan of study. Students must follow the plan of study they develop with their advisor.
2. **Prerequisites:** Some students may be accepted into the program without having completed the 18 prerequisite credits, 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. Students who do not complete these prerequisites in 12 months will not be allowed to progress in the program.
3. **Transfer Credit:** A student may request that graduate credit for previously completed graduate coursework be transferred to St. John's University, if 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 can be accepted on a tentative basis, pending evaluation**, after the student has successfully completed 12 semester hours of graduate credit at the University. Note that the core courses in each program cannot be transferred in from another university including EDU 6127, EDU 6205, EDU 6262, and EDU 6264, nor can practicum/internship/field courses.
4. **Grade Point Average:** All students must 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. Students must earn at least a B in their core classes, which include EDU 6127/6121/6122, EDU 6205, EDU 6262, and EDU 6264. If your grade point average for a particular semester falls below 3.0, you will be put on academic probation and sign a contract with the Chair 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. **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. For online synchronous classes, this includes turning on your camera and engaging in class activities.
6. **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. There is a zero tolerance for academic dishonesty. <https://www.stjohns.edu/life-st-johns/student-conduct/academic-honor-pledge>. These guidelines will be fully enforced and could result in dismissal from the program. the School of Education (SOE) has a Plagiarism policy which is outlined on the SOE Policy Website <https://www.stjohns.edu/academics/schools/school-education/about/soe-policies>, by clicking on "Plagiarism Policy."

7. **Cohort Model:** St. John's University's Counselor Education Program utilizes a cohort model. Courses may not be offered every semester, so it is imperative that you plan your schedule with your advisor to avoid interference with your projected graduation date. If a student does not take a course when it is offered, they must be aware that the course may not be offered again until it occurs in the specific sequence. *Any deviation from your plan of study must be in writing and documented in Degree Works by the Advisor.*
8. **University Policies & Student Responsibility:** It is your responsibility to familiarize yourself with the Graduate Bulletin (<http://www.stjohns.edu/academics/schools-and-colleges/bulletins/graduate-bulletin>) and the St. John's University Student Handbook (see link in item 10). Failure to do so does not excuse one from the responsibilities and policies outlined therein. More information about specific university policies is outlined on page 28.
9. **Incompletes.** Requests for an incomplete must be made in writing (or via email) to the professor before the posting of final grades. A student must have completed 75% of the work in the class to request an INC. If granted, the professor and the student will develop a written contract with due dates for all assignments.
10. **Malpractice Insurance:** All students are required to have individual malpractice insurance for the entirety of their program. Malpractice insurance is available as a component of 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. Students provide proof of malpractice insurance during each advising session.
11. **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 obligations 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. Faculty cannot advise students on financial aid or tuition payments.
12. **Program Specific Fees:** In addition to standard university tuition and fees, students in the Counseling program are responsible for selected other costs, which are listed below with current rates as of July 2024:

- **Graduate membership** in the American Mental Health Counselors Association (AMHCA) for mental health students, (currently \$84) **or** graduate membership in the American School Counselors Association (ASCA) for school counselors (currently \$69). Graduate student membership includes malpractice insurance.
- **Assessment fees** for selected courses: EDU 6301, Career Development (currently \$45)
- **Fingerprinting fees** are required by the Department of Education for school counseling students, and may be required by CMHC internship facilities (currently approximately \$100)
- **Comprehensive Exam fee** (currently \$175 via Pearson)

Please note that there are other fees affiliated with becoming a certified school counselor and/or a licensed mental health counselor, including application fees and testing fees. The most recent fees for School Counselor certification can be located on the NYS Department of Education website: <http://www.highered.nysed.gov/tcert/certificate/>. The most recent fees for Licensed Mental Health Counselors can be located on the NYS Office of Professions website: <https://www.op.nysed.gov/mental-health-counselors>

13. **Exit Examination:** The Counselor Preparation Comprehensive Examination (CPCE) is a multiple-choice exam that demonstrates your knowledge with respect to content areas common to all counseling programs. Students are eligible to take the exam when they have completed the required content area courses and initially when prompted by the department secretary. Full-time students are required to take the exam in their second fall semester after completing the required courses. Students are required to pass this exam to graduate. Students must review [Appendix E: CPCE Retake Policy](#).

The department chair and secretary will prompt students to sign up for the CPCE via email. Students must respond in a timely manner to emails regarding the CPCE as deadlines and fees could apply. Students sign up for this exam independently and select a test site, location, and date that is convenient for them. 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. The counseling honor society, Chi Sigma Iota, typically runs a preparation session 2x per year.

Information regarding the exam can be located on the Center for Credentialing & Education website: <https://www.cce-global.org/assessmentsandexams/cpce>.

Remediation/Dismissal: At times, student behavior, personal/emotional wellness, or their academic performance may impact their ability to continue in the program (see [Student Expectations](#) and [Student Assessment](#)). Depending on the severity of the issue, students may engage in the remediation process or be dismissed from the program. The following procedures 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, NBCC, ASCA or AMHCA with the student, or University policies.

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 Department Chair will consult with the faculty 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. The 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 the student's removal from the program.
6. If the student is to be continued in the program by some prescribed corrective action or remediation plan, the Department Chair will present this information to the student. The remediation plan will be documented and will include acceptable thresholds and timelines for student improvement. The student will be required to comply with the remediation plan.
7. If the student is to be recommended for dismissal from the program, the Department Chair presents the documentation to the Dean of the School of Education.
8. The Dean and Chair will determine a course of action consistent with university guidelines, Student Conduct Policies (<http://www.stjohns.edu/student-life/student-conduct/policies>) and the Academic Fairness of the School of Education (<https://www.stjohns.edu/academics/schools/school-education/about/soe-policies>)
9. The decision of the Dean and/or Academic Fairness committee is final

Academic Appeal/Grievance Process: Students who have a grievance with a faculty member regarding a course grade, assignment, or other issue are required to follow the School of Education (SOE) Grade Grievance procedure. This policy is found on the SOE Policy website <https://www.stjohns.edu/academics/schools/school-education/about/soe-policies>, by clicking on "Grade Grievance." The procedure includes both an informal and formal procedure for issuing a grade grievance.



EXPECTATIONS OF STUDENTS

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, ethical engagement, and professional disposition.

Counseling Ethics: It is expected that all students will adhere to personal and professional standards, ethical engagement, and professional disposition. Ethical codes of the Counseling Profession are outlined in [Appendix A](#). A student's failure to comply with these standards may lead to dismissal from the program. Note that ignorance of the ethical codes of the profession is not an acceptable excuse for behavior.

Academic Progress: Students are expected to maintain an overall academic GPA above a 3.0 in alignment with St. John's University policies. In alignment with the School of Education Graduate Bulletin (<https://www.stjohns.edu/academics/academic-resources-and-programs/bulletins/graduate-bulletin>), students below a 3.0 will be placed on academic probation and failure to raise one's GPA above a 3.0 will result in academic dismissal.

Academic Integrity: Students are expected to maintain academic integrity throughout their program in compliance with University standards including, but not limited to:

- Student Code of Conduct: <http://www.stjohns.edu/student-life/student-conduct/code-conduct>
- Academic Honor Pledge: <https://www.stjohns.edu/life-st-johns/student-conduct/academic-honor-pledge>
- University Bulletin: <http://www.stjohns.edu/academics/schools-and-colleges/bulletins/graduate-bulletin>

Professional Dispositions: Students are expected to maintain professional conduct and dispositions. These are evaluated in several ways throughout the program (see [Student Assessment](#)) including in their coursework and fieldwork sites. Failure to maintain professional conduct and dispositions may result in remediation or dismissal. Professional dispositions also include compliance with the Technology and Digital Data Policy outlined in [Appendix D](#).

Communication & Technology: Faculty and university officials may communicate with students via Canvas, email, mail, or phone regarding academic assignments or other matters. Faculty (adjunct or full time) communicate with site supervisors and other faculty regarding academic or clinical performance, client safety, and student well-being. Counselor Education students are required to use a variety of technological resources, including but not limited to email, Canvas, Microsoft Office products, Teams, and others. Students are required to have access to audio, video, and recording capabilities on their laptop or electronic device.

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. 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. These on-line evaluations are anonymous, and the aggregate results are given to the individual faculty member and chair after the course grades are posted. It is an important self-evaluation tool for faculty, and it provides information used by the School of Education in important 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.

Confidentiality: Confidentiality is a foundational pillar of the counseling profession. Students maintain confidentiality in all counseling settings, including when working with mock clients or actual students/clients during fieldwork. Specifically, 1) students only use client initials and/or pseudonyms when referencing clients/students during actual/mock sessions, including written or verbal communication; 2) Any assignments, including logs, journals, clinical samples, etc. are anonymized and contain NO identifying information; 3) Digital data (including TMH, EMF, and assignments) is maintained in accordance with the Technology and Digital Data Policy in [Appendix D](#), and 4) Peer-practice sessions (e.g., Skills, Group, video assignments with peers) are held to the same confidentiality standards as clients/students at the internship site. Failure to maintain confidentiality may result in a PPC.

Academic Advising & Registration: 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. 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 encounter any difficulties, you should make an appointment with your advisor before the situation gets to a critical level.

All students complete a registration process two times per year with courses that have been pre-approved during your advising session. Before meeting with your advisor, you must provide a copy of your malpractice insurance. Without a copy of your malpractice insurance, you will not be advised. Program advising will be monitored via Degree Works. Your advisor will complete a registration form for the semester which constitutes an agreement that these courses are the only ones you will register for.

Handbook Compliance: Students are expected to adhere to the policies outlined in this handbook and to sign an attestation to their agreement with each updated version of handbook revisions. They are also responsible for adhering to the Fieldwork Handbook requirement guidelines.



STUDENT ASSESSMENT PROCEDURES

St. John's University's Counselor Education department engages in multiple measures of student and program assessment in compliance with CACREP Standards 2.C. (Individual Student Assessment) and 2.D. (Program Effectiveness). The Counselor Education department has identified program objectives that align with courses in your program. In addition, your course objectives align with CACREP curricular requirements. For each of the CACREP foundational curriculum areas, as well as one of the specialization areas (SCH and CMHC), as well as one field placement course, the department has identified Key Performance Indicators (KPIs) that are measured via Capstone Projects, which are compiled into a Capstone Portfolio at the completion of the program.

Student Assessment and Evaluation

Student performance is assessed through multiple measures throughout the program including:

1. **Individual Course Performance:** including course assignments, attendance and participation, teamwork and group work, collaboration with peers, respect for diversity, capstone assignment, and final course grade. Faculty members notify the department chair of any student grades below B (including B- and lower).
2. **Professional Dispositions/Problems of Professional Competency (PPC):** Beyond academic performance, students are evaluated on professional behavior that is reflective of a counseling student, or a counselor-in-training. Inconsistent behaviors are referred to as problems of professional competency (PPC) and may include: 1) inadequate academic or clinical skills, 2) personal or psychological unsuitability for the profession, and 3) inappropriate moral character. PPCs are addressed as they arise and in compliance with remediation and dismissal policies. Professional dispositions are characteristics and qualities that are indicative of a professional counselor. These are evaluated by site supervisors in alignment with their semester evaluations. [Appendix C](#) includes the Student Dispositions evaluation.
3. **Student Concerns Faculty Meetings (~3x a semester):** Counselor education department faculty meet approximately three times during each semester for department meetings. A standing item on the department agenda is "Student Concerns: Academic, Personal/Social, Professional." Faculty discuss student concerns at these meetings and, if needed, the chair or faculty will follow up with students or monitor their progress.
4. **Fieldwork Supervisor Evaluation:** Students enrolled in fieldwork, including Practicum, Internship 1, and Internship 2, receive formal, documented supervisor feedback 2x per semester which is reviewed by the instructor. Students that average a 2 or lower in their field work will be contacted by the program coordinator to develop a remediation plan in consultation with the site supervisor. More information on fieldwork is available in the Fieldwork Handbook. Site supervisor evaluations also include professional dispositions.

5. **Fieldwork Portfolio:** Students enrolled in fieldwork, including Practicum, Internship 1, and Internship 2 complete a portfolio each semester including audio or video tapes of their counseling skills. These portfolios are reviewed by the instructor to assess the student's counseling skills and capacity to be a professional counselor
6. **Capstone Portfolio:** Beginning in fall 2025, all students (both new and continuing) are responsible for linking their Capstone Assignment in each class to their Capstone Portfolio in Canvas. As part of the graduation audit, the advisor will review the Canvas Portfolio with the student to ensure all projects are completed. Items included in the Capstone Portfolio are outlined in [Appendix F](#).
7. **Overall Semester GPA.** Faculty and the department chair monitor students' overall GPAs each semester to ensure students remain above a 3.0 GPA. Students whose GPA falls below a 3.0 are contacted by the chair to discuss a remediation plan.
8. **CPCE/Exit Exam:** Students are required to complete the CPCE as a graduation requirement. Student CPCE scores are used in both individual and programmatic evaluations. See Appendix E for more information on the CPCE.

Program Evaluation/Academic Quality Indicators

The Counselor Education department is also responsible for monitoring academic quality and engaging in systematic program evaluation/improvement. Students may be interested in learning elements of our program evaluation and departmental goals which include:

1. **Recruit, Support, and Retain** a diverse and qualified cohort of students in both School and Clinical Mental Health Counseling from admission to graduation, as evidenced by enrollment, retention, and graduation data
2. **Academic Excellence**, as evidenced by student performance, student GPA, eligibility for Chi Sigma Iota honor society, and teaching evaluations.
3. **Professional Counselor Competence**, as evidenced by exit exam scores, performance on state and national exams such as the School Counselor CST, the National Counselor Exam (NCE), and the National Clinical Mental Health Counselor Exam (NCMHCE)
4. **Counselor Employability** as evidenced by outcome reports from Career Services.

Students, alumni, site supervisors, and employers are asked to provide feedback on our overall department goals, objectives, and their program experience through our Stakeholder Surveys that are submitted every two-three years by the department. Information from our Stakeholders is posted on our accreditation website.

More information on our departmental goals, annual reports, thresholds, and outcomes can be found at the Counselor Education department and accreditation website:

<https://www.stjohns.edu/academics/schools/school-education/about/accreditation-information>



DEPARTMENT CANVAS PAGES and KPIs

St. John's University uses Canvas for our Learning Management System (LMS). All of your courses will have a corresponding Canvas page, although the extent to which faculty utilize Canvas may vary. In addition to Canvas pages aligned with your courses, you will be enrolled in two additional Canvas pages for Counselor Education students. You should accept the invitation to these pages when invited and check them regularly for announcements and other information.

Counselor Education Department Canvas Page

Students are added to this page after the first day of class, and will be a member of this page throughout their time in the program. They will be removed following graduation. This page contains important department documentation, outlined in individual modules. Specifically those modules include:

- Malpractice Insurance Information (upload your malpractice insurance here)
- Counselor Education Orientation Information (items from orientation)
- Counselor Education Department Handbook (copy of handbook and attestation)
- Field Work Paperwork Assignments – All students (where students upload their practicum, internship 1, and internship 2 paperwork)
- Field Work School Counseling (paperwork for SCH students)
- Field Work CMHC Counseling (paperwork for CMHC students)
- Site Supervisor Information (for all site supervisors)
- Important University Links

Graduate Counseling Student Portfolio Canvas Page & Key Performance Indicators

Students are placed into this page toward the end of their first semester (or later for those who entered before Fall 2025). This page is where the department tracks your individual progress throughout the program through Key Performance Indicators (KPI). For each KPI, you have a corresponding Capstone Assignment (see Appendix F) which you are responsible for uploading. Faculty enter other elements for each KPI including Capstone grade, course grade, and CPCE score on individual section. Program progression meetings are also tracked via this page.

All KPIs are described on the Canvas page and a listing of KPIs are included below. KPIs align with department and program objectives as outlined on the Canvas page.

- *KPI 1: continued professional development and advocacy for the counseling profession*
- *KPI 2: respect for diversity, equity, and inclusion in their academic, personal, and clinical practices*
- *KPI 3: select counseling approaches in alliance with the developmental level and cultural beliefs of the clients/students they serve*
- *KPI 4: utilize counseling skills in a variety of modalities, including career counseling*
- *KPI 5: to utilize appropriate evidence-based counseling theories and treatment modalities*
- *KPI 6: utilize counseling skills in a variety of modalities, including group counseling*
- *KPI 7: utilize counseling skills in a variety of modalities, including assessment*

- *KPI 8: critical thinking, intellectual curiosity, and current knowledge of the counseling profession utilizing research and scholarship*
- *KPI 9: train professional counselors in School or Clinical Mental Health settings in accordance with CACREP standards, while orienting students to the role and identity of a professional counselor, legal and ethical issues of the profession*
- *KPI 10 – SCH: to be effective leaders, team members and collaborators, systemic change agents and advocates in the profession*
- *KPI 10 – CMHC: utilize appropriate intake, assessment, case conceptualization, diagnosis, treatment planning, documentation, and clinical treatment*



DIVERSITY, EQUITY, INCLUSION, AND ACCESSIBILITY

Policies

The Counselor Education department, in alignment with professional organizations such as the American Counseling Association, the American Mental Health Counseling Association, and the American School Counseling Association, expects that students embrace elements of diversity, equity, inclusion, and accessibility as a component of their professional training.

RESPECT is the University's bias response team. It comprises students, faculty, administrators, and staff who serve to host community-building circles and provide direct support to any individual impacted by prejudice-based aggression. This may include providing assistance with reporting bias, guidance through the investigative process, and access to safety and support resources. When appropriate, it may also include facilitating restorative conversations between affected parties to promote healing and learning outcomes. Their website contains information on reporting bias and restorative justice: <https://www.stjohns.edu/equity-and-inclusion/respect>

Reporting Bias: The University's [Policy 704](#) defines acts of bias. They are words or actions that are motivated by bias against a person or group's race, color, ethnicity, national origin, gender, sex, gender identity, gender expression, sexual orientation, disability, religion, age, veteran status, or any other legally protected characteristic. Students, faculty, and staff can report bias online: <https://www.stjohns.edu/equity-and-inclusion/respect/bias-reporting>

Accommodations for Individuals with Disabilities: Under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, colleges are required to provide reasonable accommodations for documented disabilities. Such documentation should be on file at the office of Accessibility Services. Information on Disability Services can be found on their website <https://www.stjohns.edu/life-st-johns/health-and-wellness/student-accessibility-services> and they can be reached via email at disabilityservices@stjohns.edu. Be sure to include your X number in any email correspondence. Any requests for academic accommodation must be sent via the office of Disability Services.

Resources

St. John's University and the Counselor Education department are committed to diversity, equity, inclusion, and accessibility. University resources on Equity and Inclusion are summarized on the following webpage: <https://www.stjohns.edu/equity-and-inclusion>, including:

- **Student Accessibility Services:** <https://www.stjohns.edu/life-st-johns/health-and-wellness/student-accessibility-services>
- **The LGBTQ+ Center:** <https://www.stjohns.edu/equity-and-inclusion/university-lgbtq-resources/lgbtq-center>
- **The Office of Multicultural Affairs:** <https://www.stjohns.edu/equity-and-inclusion/office-multicultural-affairs>



REQUESTING FACULTY RECOMMENDATIONS & REFERENCES

The end goal for most students entering the graduate program in counseling is employment as a professional counselor. Students in our program have strong employment rates post-graduation. Some students decide to pursue additional education in the field of Counseling, either at the doctoral level or within a counseling specialty. As such, students may request a faculty letter of recommendation, to list counseling faculty as references, or request additional forms of faculty endorsement. These recommendations/referrals/endorsements often require faculty knowledge of both academic and personal characteristics.

Please note:

1. From the beginning of their program through the end, students should be seeking opportunities to form strong faculty relationships. Examples of such opportunities include strong academic performance, solid participation in class, thoughtful discussion and critical thinking, strong supervisor evaluations, positive professional disposition, receiving feedback well, motivation to learn, working well with peers, demonstrating cultural awareness, engaging in research, or participation in program activities.
2. Faculty members may elect ***not*** to provide recommendation/referral/endorsement based on student relationship or student performance. A faculty member who does not feel as if they know the student well enough to provide a recommendation/referral/endorsement, ***or*** those who feel they cannot do so positively, may decline, or deny the student's request.
3. Requests from students are typically made in writing (e.g. email, recommendation form, etc.) to the faculty members and include appropriate deadlines.
4. Students are required to give faculty members ample time to both respond to the request, and if in agreement, to provide the recommendation/referral/endorsement. Students must be cognizant of the time of year (e.g., beginning of the semester, end of the semester, etc.) and faculty workload when making such requests.
5. Students who are seeking licensure or certification in a different state and require verification of education credentials should contact the department chair.



STUDENT SUPPORT RESOURCES

Accessibility Services: Student Accessibility Services provides support services for students with documented disabilities needing accommodations: <https://www.stjohns.edu/life-st-johns/health-and-wellness/student-accessibility-services>

Bookstore: On-campus and online resources for students who want to purchase apparel, snacks, school supplies, and textbooks. Located in bottom level of Marillac Hall.

<https://www.stjohns.edu/life-st-johns/student-services/bookstore>

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. 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. <https://www.stjohns.edu/who-we-are/faith-mission-ministry/campus-ministry>

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. For more information, go to: <http://www.stjohns.edu/public-safety/parking-program#applypark>

Career Center: The Career Center provides a valuable support system to tap into job and career opportunities. The Center sponsors programs and services, including job fairs, on-campus interviews, full- and part-time employment opportunities, resume assistance, and mentor programs. The Queens Center is in the CCK Hall and can be reached at (718) 990 – 6375 or careers@stjohns.edu. Career Center resources can be accessed via Handshake in SJU Sign On, or via the following link: <https://www.stjohns.edu/life-st-johns/career-development>

IT Support: Information technology support can be found at the following link: <https://www.stjohns.edu/office-information-technology>. Students are responsible for adhering to all campus technology policies.

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. Counseling is provided on a strictly confidential basis with certain standard ethical and legal restrictions. Counselors are available by appointment (within 24 hours), and immediately in case of an emergency. <https://www.stjohns.edu/life-st-johns/health-and-wellness/center-counseling-and-consultation>

Equity and Inclusion: St. John's is dedicated to diversity, equity, and inclusion in our campus community and offers a variety of resources and programs for students and faculty. Learn about the office of Multicultural Affairs, our commitment to becoming an antiracist institution, and

university LGBTQ+ resources at our website. <https://www.stjohns.edu/equity-and-inclusion>

Financial Aid: Students with questions about financial aid and financial resources should contact Financial Aid. Be sure you are viewing information for “graduate student” financial aid and tuition. <http://www.stjohns.edu/admission-aid/tuition-and-financial-aid>

Financial Services/Student Financial Services: Supports students and families with information to navigate the financial aid and payment process. Again, be sure you are viewing information for “graduate student” financial aid and tuition.

<https://www.stjohns.edu/admission/tuition-and-financial-aid>

Health Services/Student Health Services: 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. <https://www.stjohns.edu/life-st-johns/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 – the office will assist you with all your concerns. <https://www.stjohns.edu/admission/international-admission/international-student-and-scholar-services>

Library: The library provides a variety of on-campus and online resources to support students with their academic needs, research, and scholarship. <https://www.stjohns.edu/libraries> Students are responsible for adhering to all university policies.

Public Safety and Security: The department of Public Safety provides safety and security services to the community 24 hours per day, every day of the year. Students are encouraged to save the Campus Safety number in their mobile devices 718-990-5252 should they require assistance on campus. <http://www.stjohns.edu/public-safety>

Registrar: The Registrar provides services and support to students with issues of registration and student records. <https://www.stjohns.edu/academics/office-registrar>

Storm Card Services: Your St. John's University Storm Card is your college ID, and can be set up with debit accounts for purchases at the campus book store, dining facilities, computer labs, copiers, printers and selected vending machines. The Storm Card also provides access to campus gates, buildings and events. <https://www.stjohns.edu/life-st-johns/student-services/stormcard>

University Writing Center: The University Writing Center provides a place where all University students, faculty, and staff are welcome to discuss their writing with trained writing consultants. Our undergraduate and graduate consultants are active in professional organizations and present their research at regional and national conferences. University. St. Augustine Hall (University Library) Room 150; 718-990-2171 or writingcenter@stjohns.edu



OPPORTUNITIES FOR INVOLVEMENT

Students are encouraged to embrace the St. John's community and the wealth of professional opportunities that exist in the counseling profession. Students are encouraged to be actively involved in both state and national counseling organizations that are listed in [Appendix B](#). Several of your faculty members currently or have previously served as leaders of these state organizations. Students are required to join either AMHCA (CMHC students) or ASCA (School Counseling students).

You are also encouraged to maintain high academic and professional standards, and to seek membership in our **Sigma Tau Upsilon Chapter of Chi Sigma Iota** (CSI, <https://www.csinet.org/>). CSI is a national counseling honor society and invitations to join are extended to students who obtain a 3.5 GPA in their first semester in the program, while also exhibiting professional competency. CSI hosts a variety of professional development events on campus, and participates in local advocacy events.

Finally, St. John's University is rich with opportunities for involvement and service. Students are encouraged to contact faculty about collaborative research efforts or connect with the many service organizations on campus. St. John's Counseling faculty members have organized service projects for Counseling students both in the NYC region, as well as at our Rome campus.

More information about Campus Life can be found on the website. For Queens campus, visit <https://www.stjohns.edu/life-st-johns>. Please note that some student organizations may be restricted to undergraduate students.



APPENDICES

Appendix A: Professional Counseling Organization Codes of Ethics

Appendix B: Professional Counseling Organization Information

Appendix C: Professional Dispositions – Student Evaluation Matrix

Appendix D: Technology and Digital Data Policy

Appendix E: CPCE Retake Policy

Appendix F: Capstone Assignments

APPENDIX A **PROFESSIONAL COUNSELING ORGANIZATIONS CODES OF ETHICS**

Each professional organization publishes their ethical code in a pdf file that can be downloaded from the websites below. Students are responsible for adhering to the codes of ethics from the appropriate professional counseling organization.

All counseling students:

American Counseling Association: <http://www.counseling.org/>

School Counseling students:

American School Counselor Association (English & Spanish versions available):

<https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities>

Clinical Mental Health Counseling students:

American Mental Health Counselor Association: <https://www.amhca.org/publications/ethics>

Students who elect to earn their Nationally Certified Counselor (NCC) credential:

National Board of Certified Counselors (NBCC)

<https://nbcc.org/assets/Ethics/NBCCCodeofEthics.pdf>

CMHC Students who elect to earn their CASAC-T:

New York State Office of Alcoholism and Substance Abuse Services (OASAS)

Credentialed Alcoholism & Substance Abuse Counselor (CASAC) Canon of Ethics

<https://oasas.ny.gov/credentialing/casac-canon-principles>

APPENDIX B **PROFESSIONAL COUNSELING 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

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

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

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

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. www.nymhca.org NYMHCA is the advocacy organization representing the clinical mental health counselors of New York State.

APPENDIX C
STUDENT DISPOSITIONS EVALUATION

Counselor Education Department
Criteria for Professional Dispositions Evaluation
Rating: 1 = Unacceptable; 2 = Acceptable; 3 = Optimal

Adapted from:

McAdams, C. R. III., Foster, V.A., & Ward, T. J. (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education & Supervision*, 46, 212-229.

College of William and Mary. (2017). 2017-2018 *Counselor Education Student Handbook*.
https://education.wm.edu/documents/handbooks_catalogs/CounHandbook.pdf

Disposition 1: Openness to new ideas (including Bias, Power and Privilege)			N/A
1	2	3	
<ul style="list-style-type: none"> Was dogmatic about own perspective and ideas. Ignored or was defensive about constructive feedback. Showed little or no evidence of incorporating constructive feedback received to change own behavior. 	<ul style="list-style-type: none"> Was amenable to discussion of perspectives other than own. Accepts constructive feedback without defensiveness. Some evidence of effort to incorporate relevant feedback received to change own behavior. 	<ul style="list-style-type: none"> Solicited others' opinions and perspectives about own work. Invited constructive feedback, and demonstrated interest in others' perspectives. Showed strong evidence of incorporation of feedback received to change own behavior. 	
Disposition 2: Flexibility			N/A
1	2	3	
<ul style="list-style-type: none"> Showed little or no effort to recognize changing demands in the professional & interpersonal environment. Showed little or no effort to flex own response to changing environmental demands. 	<ul style="list-style-type: none"> Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. Effort to flex own response to new environmental demands was evident but 	<ul style="list-style-type: none"> Showed accurate effort to recognize changing demands in the professional & interpersonal environment. Showed accurate effort to flex own response to changing environmental demands as needed. 	

<ul style="list-style-type: none"> Refused to flex own response to changing environmental demands despite knowledge of the need for change. Was intolerant of unforeseeable or necessary changes in established schedule or protocol. 	<ul style="list-style-type: none"> sometimes inaccurate. Flexed own response to changing environmental demands when directed to do so. Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them. 	<ul style="list-style-type: none"> Independently monitored the environment for changing demands and flexed own response accordingly. Attempts to understand needs for change in established schedule or protocol to avoid resentment. Accepted necessary changes in established schedule and attempted to discover the reasons for them. 	
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Disposition 3: Cooperativeness with Others			N/A
1	2	3	
<ul style="list-style-type: none"> Showed little or no engagement in collaborative activities. Undermined goal achievement in collaborative activities. Was unwilling to compromise in collaborative activities. 	<ul style="list-style-type: none"> Engaged in collaborative activities but with minimum allowable input. Accepted but rarely initiated compromise in collaborative activities. Was concerned mainly with own part in collaborative activities. 	<ul style="list-style-type: none"> Worked actively toward reaching consensus in collaborative activities. Was willing to initiate compromise in order to reach group consensus. Showed concern for group as well as individual goals in collaborative activities. 	

Disposition 4: Willingness to Accept and Use Feedback			N/A
1	2	3	
<ul style="list-style-type: none"> Discouraged feedback from others through defensiveness and anger. Showed little or no evidence of incorporation of feedback of supervisory feedback received. 	<ul style="list-style-type: none"> Was generally receptive to supervisory feedback. Showed some evidence of incorporating supervisory feedback into own views and behaviors. Showed some defensiveness to 	<ul style="list-style-type: none"> Invited feedback by direct request and positive acknowledgement when received Showed evidence of active incorporation of supervisory feedback received into own 	

<ul style="list-style-type: none"> Took feedback contrary to own position as a personal affront. Demonstrated greater willingness to give feedback than receive it. 	<ul style="list-style-type: none"> critique through 'over-explanation of own actions—but without anger. Demonstrated greater willingness to receive feedback than to give it. 	<ul style="list-style-type: none"> views and behaviors. Demonstrated a balanced willingness to give and receive supervisory feedback. 	
Disposition 5: Awareness of Impact on Others			N/A
<p>1</p> <ul style="list-style-type: none"> Words and actions reflected little or no concern for how others were impacted by them. Ignored supervisory feedback about how words and actions were negatively impacting others. 	<p>2</p> <ul style="list-style-type: none"> Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment. 	<p>3</p> <ul style="list-style-type: none"> Effort toward recognition of how own words and actions impacted others Initiates feedback from others regarding impact of own words and behaviors Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change. 	
Disposition 6: Initiative and Motivation			N/A
<p>1</p> <ul style="list-style-type: none"> Often missed deadlines. Rarely participated in class activities. Often failed to meet minimal expectations Displayed little or no initiative and creativity in assignments. 	<p>2</p> <ul style="list-style-type: none"> Missed the max. allowable classes and deadlines. Usually participated in class Met only the minimal expectations in assigned work Showed some initiative and creativity in assignments. 	<p>3</p> <ul style="list-style-type: none"> Met all attendance requirements and deadlines. Regularly participated in class activities Met or exceeded expectations in work. Consistently displayed initiative and creativity in assigned work 	
Disposition 7: Ability to Deal with Conflict			N/A
<p>1</p> <ul style="list-style-type: none"> Was unable/unwilling to consider other viewpoints Showed no willingness to 	<p>2</p> <ul style="list-style-type: none"> Attempted but sometimes had difficulty grasping conflicting points of view. 	<p>3</p> <ul style="list-style-type: none"> Always willing and able to consider others' points of view. Almost always willing to 	

<ul style="list-style-type: none"> examine own role in conflict. Ignored supervisory advisement if not in agreement with own position. Showed no effort at problem solving. Displayed hostility when conflicts were addressed. 	<ul style="list-style-type: none"> Would examine own role in a conflict when directed to do so. Was responsive to supervision in a conflict if it was offered. Participated in problem solving when directed. 	<ul style="list-style-type: none"> examine own role in a conflict. Was consistently open to supervisory critique about own role in a conflict. Initiated problem solving efforts in conflicts. Actively participated in problem solving efforts. 	
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Disposition 8: Ability to Accept Personal Responsibility	N/A						
<table border="1"> <thead> <tr> <th data-bbox="360 720 388 756">1</th> <th data-bbox="736 720 763 756">2</th> <th data-bbox="1135 720 1163 756">3</th> </tr> </thead> <tbody> <tr> <td data-bbox="204 756 540 1205"> <ul style="list-style-type: none"> Refused to admit mistakes or examine own contribution to problems. Lied, minimized or embellished the truth to extricate self from problems. Consistently blamed others for problems without self-examination. </td><td data-bbox="572 756 931 1205"> <ul style="list-style-type: none"> Was willing to examine own role in problems when informed of need to do so. Was accurate and honest in describing own and others' roles in problems. Might blame initially, but was open to self-examination about own role in problems </td><td data-bbox="948 756 1323 1275"> <ul style="list-style-type: none"> Monitored own level of responsibility in professional performance. Invited constructive critique from others and applied it toward professional growth. Accepted own mistakes and responded to them as opportunity for self-improvement. Avoided blame in favor of self-examination. </td></tr> </tbody> </table>	1	2	3	<ul style="list-style-type: none"> Refused to admit mistakes or examine own contribution to problems. Lied, minimized or embellished the truth to extricate self from problems. Consistently blamed others for problems without self-examination. 	<ul style="list-style-type: none"> Was willing to examine own role in problems when informed of need to do so. Was accurate and honest in describing own and others' roles in problems. Might blame initially, but was open to self-examination about own role in problems 	<ul style="list-style-type: none"> Monitored own level of responsibility in professional performance. Invited constructive critique from others and applied it toward professional growth. Accepted own mistakes and responded to them as opportunity for self-improvement. Avoided blame in favor of self-examination. 	
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Disposition 9: Ability to Express Feelings Effectively and Appropriately	N/A						
<table border="1"> <thead> <tr> <th data-bbox="360 1332 388 1368">1</th> <th data-bbox="736 1332 763 1368">2</th> <th data-bbox="1135 1332 1163 1368">3</th> </tr> </thead> <tbody> <tr> <td data-bbox="204 1368 540 1890"> <ul style="list-style-type: none"> Showed no evidence of willingness and ability to articulate own feelings. Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. Acted out negative feelings (through negative behaviors) rather than articulating them. </td><td data-bbox="572 1368 931 1900"> <ul style="list-style-type: none"> Showed some evidence of willingness and ability to articulate own feelings, but with limited range. Showed some evidence of willingness and ability to acknowledge others' feelings -- sometimes inaccurate. Expressions of feeling usually appropriate to </td><td data-bbox="948 1368 1323 1900"> <ul style="list-style-type: none"> Was consistently willing and able to articulate the full range of own feelings. Showed evidence of willingness and accurate ability to acknowledge others' feelings. Expression of own feelings was consistently appropriate to the setting Initiated discussion of own feeling in supervision. </td></tr> </tbody> </table>	1	2	3	<ul style="list-style-type: none"> Showed no evidence of willingness and ability to articulate own feelings. Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. Acted out negative feelings (through negative behaviors) rather than articulating them. 	<ul style="list-style-type: none"> Showed some evidence of willingness and ability to articulate own feelings, but with limited range. Showed some evidence of willingness and ability to acknowledge others' feelings -- sometimes inaccurate. Expressions of feeling usually appropriate to 	<ul style="list-style-type: none"> Was consistently willing and able to articulate the full range of own feelings. Showed evidence of willingness and accurate ability to acknowledge others' feelings. Expression of own feelings was consistently appropriate to the setting Initiated discussion of own feeling in supervision. 	
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<ul style="list-style-type: none"> • Expressions of feeling were inappropriate to the setting • Was resistant to discussion of feelings in supervision. 	<p>the setting-- responsive to supervision when not.</p> <ul style="list-style-type: none"> • Willing to discuss own feelings in supervision when directed. 		
Disposition 10: Attention to Ethical and Legal considerations			N/A
<p>1</p> <ul style="list-style-type: none"> • Engaged in dual relationships with clients. • Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. • Endangered the safety and the wellbeing of clients. • Breached established rules for protecting client confidentiality. • Violated University policy or standard ethical code 	<p>2</p> <ul style="list-style-type: none"> • Was responsive to supervision for occasional personal professional boundary confusion in verbal interactions with clients. • Was responsive to supervision for occasional insensitivity to diversity in professional interactions. • Used judgment that could have put client safety and wellbeing at risk. • Used judgment that could have put client confidentiality at risk 	<p>3</p> <ul style="list-style-type: none"> • Maintained clear personal/professional boundaries with clients. • Demonstrated consistent sensitivity to diversity. • Satisfactorily ensured client safety and well-being; • Appropriately safeguarded the confidentiality of clients. 	
Disposition 11: Empathy & Compassion			N/A
<p>1</p> <ul style="list-style-type: none"> • Fails to demonstrate empathy and compassion for individuals, groups or circumstances faced by clients/students, as well as peers, faculty, & supervisors • Demonstrates unkind and unprofessional behavior toward others including, gossip, insults, exclusionary behavior, 	<p>2</p> <ul style="list-style-type: none"> • Makes efforts to demonstrate empathy and compassion for others, yet may struggle at times to recognize the need • Demonstrates attempts to empathize with others, yet may do so inconsistently • Understands the importance of empathy and compassion in human interaction 	<p>3</p> <ul style="list-style-type: none"> • Consistently seeks opportunities to understand others in order to better demonstrate empathy and compassion. • Regularly demonstrates empathy and compassion when communicating with others • Understands the essential nature of empathy and 	

<p>or other behavior that may be deemed hurtful</p> <ul style="list-style-type: none"> • Fails to understand the importance of empathy and compassion in human interaction. • When concerned with fellow student's behavior or wellbeing, does not address it with student or faculty 	<ul style="list-style-type: none"> • May discuss with faculty member concerns for fellow student's behavior or wellbeing 	<ul style="list-style-type: none"> • compassion in human interaction, and seeks opportunity to foster it • Respectfully discusses with faculty and fellow student concern for fellow counseling student's behavior or wellbeing. 	
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12. Description of other disposition concern not addressed above:

APPENDIX D
TECHNOLOGY AND DIGITAL DATA POLICY
COUNSELOR EDUCATION DEPARTMENT

Scope: This policy addresses: Online counseling ethics, Department online presence, University harassment policies – online and electronic communication, Telemental health counseling during field work, Digital data, and Problems of Professional Competency (PPC).

Introduction: The Counselor Education Program is aware of the impact that technology, digital data and communication has on today's society including St. John's students, and the clients/students served as professional counselors. While these forums provide many benefits, they also have the potential to be damaging and dangerous. Members of the St. John's community, and those in the Counselor Education program, have a responsibility to act ethically, professionally, and responsibly in both online and in-person forums, and be responsible for digital data. This policy addresses all social media platforms (e.g., Facebook, LinkedIn, Snapchat, etc.), electronic communications (e.g., email, text, chat rooms, Canvas discussions, Teams, etc.), and digital data (e.g., audio and video recordings; client/student digital records, and assignment submission), as well as emerging technologies not limited to those listed here.

Counseling Codes of Ethics

Several counseling codes address the use of online technology and the expectation of ethical and professional behavior. Students must read, review, and adhere to these policies as a student in the Counselor Education program. Links to these codes can be found in Appendix A of the Counselor Education Student Handbook.

- **American Counseling Association (ACA)** 2014 Code of Ethics. Section H: Distance Counseling, Technology, & Social Media.
- **American School Counselors Association (ASCA)** 2022 Ethical Standards for School Counselors. A.5.h. Boundaries; A.15 Technical & Digital Citizenship, A.16 Virtual/Distance School Counseling
- **American Mental Health Counseling Association (AMHCA)** 2020 Code of Ethics. Section 1.B.6. The Use of Technology Supported Counseling and Communications (TSCC)

Department Presence Online

As of August 2022, the Counselor Education Department only maintains one online group (Linked In) beyond the department/program website, and the dissemination of information via Canvas and email. The Sigma Tau Upsilon chapter of Chi Sigma Iota maintains Facebook and LinkedIn pages monitored by the chapter advisor.

Students are not permitted to open, start, create, or develop an online presence that is intended to represent the St. John's University community, the Counselor Education department, or specific programs within the department, without prior written approval of a St. John's University department chair, or designee. Creating such accounts without authorization may be considered a problem of professional competency and warrant remediation.

University Harassment Policy - Online & Electronic Communication

The University Policy 704 against Bias, Discrimination and Harassment can be found at the following link: <https://www.stjohns.edu/about/administrative-offices/human-resources/policy->

[704-policy-against-bias-discrimination-and-harassment](#), and addresses critical elements of online presence and electronic communication. Key elements are addressed below (*emphasis added*). Students are encouraged to review the full policy online.

Scope: “All members of the University Community may use this procedure. For the purpose of this policy, the University Community includes, but is not limited to, all faculty, administrators, staff (*including student workers*), *students, alumni, interns*, members of the Board of Trustees, and members of University-sponsored advisory committees. Non-community members (e.g., visitors to the University, vendors and service-providers) who are visiting campus, participating in a program or activity, or interacting with University Community members also may be covered by this policy.”

“The University will hold individuals who engage in discrimination or harassment accountable, as well as supervisors who knowingly allow such behavior to continue or who fail to report behavior that they suspect may violate this policy to the Office of Human Resources.”

Definitions **“Bias Incident:** A verbal or physical action committed against or directed toward a person or to a person’s property because of the person’s actual or perceived race, color, national or ethnic origin, sex, sexual orientation, gender, gender identity and gender expression, disability, religion, age, alienage or citizenship status, veteran status, or any other legally protected basis. **Discrimination:** This includes employment and educational decisions made on the basis of personal characteristics that are protected by law. **Discriminatory Harassment:** Any conduct that creates an unwelcoming or hostile environment for people because of their personal characteristics that are protected by law. **Sexual Harassment:** Sexual harassment is a form of discrimination and violates the law. It includes unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature.”

Examples: **“Verbal:** Repeated sexual innuendoes; racial or sexual epithets; derogatory slurs; off-color jokes; propositions; threatening, suggestive or insulting sounds, phone calls. **Visual/Non-Verbal:** Derogatory posters, cartoons, or drawings; suggestive objects or pictures; graphic commentaries; leering; obscene gestures or exhibitionism; transmission of such offensive material through the mail or *using any electronic medium (e.g. text messages, email, a social networking service or the Internet)*. **Physical:** Unwanted physical contact, including touching, patting, pinching, hugging, brushing against another’s body; interference with an individual’s normal physical movements; attempted sexual assault or sexual assault”

Telemental Health Services during Field Work

Students are permitted to conduct telemental health (TMH) sessions with clients and/or students during field work within the appropriate parameters designated below:

1. The student must receive appropriate ***training in TMH technology*** and procedures for conducting TMH sessions via the field work site.
2. The student ***uses only secure and encrypted technology*** to conduct TMH sessions, as well as Electronic Medical Records (EMR) or record keeping systems.
3. The student has ***access to an onsite supervisor at all times*** during TMH sessions, including via phone, chat, or in-person access.

4. The student **may NOT utilize any personal contact information** including personal or SJU emails, personal phone numbers, or personal social media accounts to conduct sessions or engage in client general communication.

Digital Data (including assignments and student records)

Students may create or access digital data while enrolled in the program. Students will also be responsible for destroying digital data on occasion. Specifically, the following guidelines apply:

- **Creating Data:** Students create digital data when they complete assignments, such as papers, journals, videos, logs, or other including those that reference actual or mock clients/students. All digital assignments should only be submitted to the professor via secure, two-factor authorization St. John's University systems (e.g., Sign On, Okta, Canvas, etc.). As a reminder – all assignments that reference clients or students must be anonymized, having had any identifying information on the client or student removed BEFORE submission. All video recordings must be made and submitted on SJU authorized systems (e.g., Teams or Panopto); pseudonyms must be used for digital recordings.
- **Accessing Data:** Students store all assignments on SJU authorized systems including Canvas and OneDrive. Information should only be sent via these systems or SJU email addressed. At no point in time should external, non-SJU systems be utilized for file storage (e.g., non-SJU cloud storage), email (e.g., non-SJU email addresses), or recordings (e.g. non-SJU recording systems). Data should ONLY be house on SJU two-factor authorized systems.
- **Destroying Data:** Students are responsible for destroying video and/or audio recordings as directed by the faculty member. For help on securing destroying digital data, please contact the IT help center: <https://www.stjohns.edu/office-information-technology/technology-labs-and-resources/it-service-center>

Professional Dispositions and Problems of Professional Competency (PPC)

Students are reminded that online behavior is evaluated within the context of a student's professional disposition, and inappropriate or unprofessional online behavior may be considered a problem of professional competency. Examples of electronic communication or social media activity which may be considered problematic include:

- Utilizing any online community or unauthorized electronic communication with clients, students, or client/student family members that the student serves; this includes using the Internet or social media to search, follow, or engage with these persons
- Posting or distributing any discriminatory, derogative, inappropriate or offensive pictures, images, or language, including online class discussion boards, SJU sponsored platforms, or platforms not sponsored by the University
- Threatening or discriminatory communication in any online communication or setting.
- Stalking, harassing, excessively repetitive, or repeatedly unwanted online communication; this may include constant emails, texts, or other communications, such that the recipient feels threatened or is made uncomfortable by the communication
- Sexual misconduct, including cyber stalking and cyber sexual-assault.

APPENDIX E
CPCE RETAKE POLICY
St. John's University – School of Education
Counselor Education Department
Comprehensive Exam Policies

INTRODUCTION

The Counselor Education department utilizes a comprehensive exam as a component of earning an MSED in School Counseling (SCH) or Clinical Mental Health Counseling (CMHC). This exam serves as a summative assessment of the students' overall counseling knowledge, and as part of our program assessment plan for the Council on the Accreditation of Counseling and Related Education Programs (CACREP). The Counselor Education utilizes the ***Counselor Preparation Comprehensive Exam (CPCE)*** as our comprehensive exam (comp), published by Center for Credentialing in Education (CCE).

SCHEDULING

Students should take their CPCE after they have completed the nine courses that align with the CACREP general curriculum, including EDU 6127, 6205, 6264, 6262, 6208, 6206, 6301, 6530, and 6307. Students sign up for the exam through the department secretary and approval is granted by the department chair. Once approved, students are sent instructions on how to schedule the exam at a test center or at home. **The test center is recommended.** The current rate (May 2024) for the exam is \$175 paid to the test publisher, CCE. The publisher may change rates at any time. ***Students must take the CPCE at least one semester before graduation to allow for retakes.***

SCORING

The CPCE is a national exam. Two times per year, CCE sends the university national statistics on counseling student scores that are used to determine departmental passing scores. The formula used for a passing score on the CPCE at St. John's University's Counseling programs is ***the mean national score on the CPCE, minus one standard deviation. For example,*** mean scores *typically* fall around 87-90 points and standard deviations *typically* range from 15-17 points. So, if the mean score was an 87 and the standard deviation was a 17, a passing score would be a 70. Please note that the passing score may vary two times per year.

RETAKES

Any score below a passing score will require a retake. The reason that students take the CPCE at least one semester before graduation is to allow sufficient time for retakes before graduation. Students who do not pass may elect to take one of the following exams as their retake:

- **CPCE** – using grading standards outlined above. The department may calculate the highest grade in each content area when the CPCE is used for retakes.
- **National Counseling Exam (NCE)** – using NCE grading standards (not SJU grading standard). The student MUST provide the grade report to the department for evaluation.
- **Content Specialty Test (CST) for School Counselors – SCH students only** – using NYS grading standards (not SJU grading standards). The student MUST provide the grade report to the department for evaluation.

Frequently Asked Questions (FAQ)

Q: How should I prepare for the CPCE?

A: Students MUST prepare for the CPCE in advance of taking the exam. The exam may be challenging, and students should not take the exam lightly. Please leave sufficient time to prepare before taking the exam. As of fall 2023, students should utilize the review book required for EDU 6127 and consider attending the CPCE preparation sessions offered 2x per year by CSI.

Q: Why is the test center recommended for the CPCE over taking the test at home?

A: When students take the test at home, they must wait 90 days before they can schedule any retake exam. When they take the exam at the test center, they must wait 30 days. In the event a student does not pass the exam, the test center allows more flexibility for retakes.

Q: If I need to retake it, do I have to pay again for a retake?

A: Yes. Whether you elect to take the CPCE again, the NCE, or the CST, there will be additional fees associated with those tests. Traditionally the NCE rate is higher than the CPCE rate.

Q: Can I take the NCE or the CST instead of taking the CPCE?

A: No. The CPCE is the comprehensive exam that is utilized by the department. All students take the CPCE. The NCE and CST are only options for those who require a retake.

Q: My grade was so close, and I only missed the passing score by 1 or 2 points, do I still need to retake it?

A: Yes. Because the department already allows the flexibility of minus one standard deviation (-1 SD), any score below a passing score requires a retake. Scores that are more than one SD below the mean fall in the lowest 16% of scores nationally and need to be retaken.

Q: What happens if I do not pass a second time?

A: Students who do not pass a second time will work with the department to be given an in-house exam by the department chair, which may include oral and/or written test questions.

Q: If I do not pass, how will this impact my graduation?

A: If you do not pass, you must retake the exam with sufficient time for us to receive the score BEFORE your graduation. If we do not have passing comp scores before graduation, the student's graduation be postponed until a passing or sufficient alternative score is obtained.

Questions about this policy can be directed to the department chair: Heather C. Robertson, Ph.D. at robertsh@stjohns.edu

APPENDIX F
CAPSTONE PORTFOLIO ASSIGNMENTS
(BEGINNING FALL 2025)

Core Courses/Capstone Assignments

1. 6127: Introduction to Counseling: *Advocacy Literature Review Paper*
2. 6205: Group Dynamics: *Final Project on Developing/Critiquing Group Sessions*
3. 6301: Career Development: *Career Assessment Video and Paper*
4. 6262: Assessment in Counseling: *Instrument Reviews*
5. 6206: Psychosocial Development: *Final Paper - Developmental Life Story*
6. 6307: Research in Counseling: *Research Proposal*
7. 6530: Multicultural Counseling: *Multicultural Competence Paper*
8. 6208: Counseling & Personality Theory: *Integrative Theory Paper*

Specialization Course Assignment

9. Specialization Course
 - a. CMHC – EDU 6270: Case Conceptualization, Treatment Planning, and Pharmacology: *Clinical Interview Video, Psychosocial, & Treatment Plan*
 - b. SCH - EDU 6650: Consultation and Evaluation: *School Culture Presentation*

Fieldwork Course Assignment

10. Internship 2
 - a. CMHC - EDU 6311: *Internship 1 Final Portfolio*
 - b. SCH - EDU 6590: *Internship 1 Final Portfolio*

Important Notes

- All assignments should be linked to their Canvas Capstone Portfolio beginning in the fall of 2025.
- Students will be notified when the Canvas Capstone Portfolio is activated and students can begin uploading assignments to Canvas.
- Students should have received a B or better in the above-named assignment before adding it to their portfolio; Students receiving less than a B in these capstone assignments should discuss opportunities to revise their assignments with the instructor, if able.
- Changes to these assignments may be made in consultation with the department chair
- Updates to these assignments may be made at any time and students will be notified of changes to assignments
- Students must upload capstone assignments at the completion of each semester, and all capstone assignments must be linked to their portfolio by the semester before graduation in order to be reviewed by their advisor as a part of their graduation audit.

Note: You will be required to sign-off in Canvas that you have read and understand the Counselor Education Program Handbook. Questions about this handbook should be directed to the Department Chair: Dr. Heather Robertson (robertsh@stjohns.edu).