



THE SCHOOL OF EDUCATION

**COUNSELOR EDUCATION
DEPARTMENT
STUDENT HANDBOOK
2026-2027**

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

[Table of Contents](#)

<i>Topic</i>	<i>Page</i>
<u>Welcome</u>	3
<u>Department Contact Information</u>	4
<u>Mission, Objectives, & Land Acknowledgement</u> : University, School of Education, & Counselor Education Department (CACREP, 1.M.1, 2024)	5
<u>Key Performance Indicators</u> (CACREP 1.M.5., 2.C.1.a.)	6
<u>Professional Dispositions</u> (CACREP 1.M.5. 2.C.2.)	9
<u>Degree Requirements</u> (CACREP, 1.M.2, 2024) and Professional Counseling Certification and Licensure Requirements (CACREP, 1.M.12, 2024)	
• <u>MSEd in School Counseling</u>	10
• <u>Adv Certificate in School Counseling</u>	11
• <u>MSEd in Clinical Mental Health Counseling</u>	14
• <u>Adv Certificate in Clinical Mental Health Counseling</u>	
<u>Policies for Student Retention, Remediation, and Dismissal</u> (CACREP, 1.M.7, 2024) and Academic Appeal Policy (CACREP, M.6, 2024)	18
<u>Expectations of Students</u> (CACREP, 1.M.3, 2024)	22
<u>Student Assessment Procedures</u> (CACREP, 1.M.5, 2024)	24
<u>Department Canvas Pages</u> (CACREP, 1.M.5, 2024)	29
<u>Diversity, Equity, Inclusion, and Accessibility Policies</u> (1.M.8, 2024)	32
<u>Request for Faculty Reference and Recommendation</u> (1.M.13, 2024)	33
<u>Student Support Resources</u> ; including Personal Counseling Services (CACREP, 1.M.10, 2024); Disability Services and Reasonable Accommodation (CACREP, 1.M.9, 2024); Technology Resources (CACREP, 1.M.4, 2024)	34
<u>Opportunities for Involvement</u> (CACREP, 1.M.11, 2024)	36
<u>Appendices Index</u>	37
<u>Appendix A</u> : Ethical Codes of Professional Counseling Organizations	38
<u>Appendix B</u> : Professional Counseling Organizations (CACREP, 1.M.11, 2024)	39
<u>Appendix C</u> : Student Dispositions Evaluation	41
<u>Appendix D</u> : Technology and Digital Data Policy	42
<u>Appendix E</u> : CPCE Retake Policy	46

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, including the Master of Science in Education degree (online and on-campus programs), with an option to add Bilingual School Counseling (on-campus), as well as the Advanced Certificate Bridge (online). The Online MSED In School Counseling is part of the university's SJU Online Programs
- 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.

Please note that information on practicum and internship is not included in this handbook but is included in the Counseling Student Fieldwork Handbook, available on the Counselor Education 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 2026

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		
Dr. Gina Cicco, Associate Professor, SCH Coordinator	220B	4197	ciccog@stjohns.edu
Dr. James Bethea, Associate Professor, CMHC Coordinator	220C	1559	betheaj@stjohns.edu
Dr. Ming-hui Li, Associate Professor	220D	2756	lim@stjohns.edu
4th Floor Offices			
Dr. Qiana Spellman, Assistant Professor	414	1561	spellmaq@stjohns.edu
Dr. Nouna Jalilzadeh, Assistant Professor	415	1560	jalilzan@stjohns.edu
Dr. Zoya McCants, Assistant Professor	417	5105	mccantsz@stjohns.edu
Dr. Heather Robertson, Professor & Department Chair	418	2108	robertsh@stjohns.edu

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. Faculty also conduct office hours and advising virtually via Teams.

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, including Bilingual Option)
<https://www.stjohns.edu/academics/programs/school-counseling-master-science-education>
- M.S. Ed. in School Counseling (Online) <https://online.stjohns.edu/online-programs/online-master-science-education-school-counseling>
- 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>

KEY PERFORMANCE INDICATORS (KPI)

Key Performance Indicators (KPIs) are student learning outcomes that are connected to the required curriculum and that faculty have chosen to represent student knowledge and skills related to program objectives. You will note that KPIs are aligned with Counselor Education Department objectives (e.g., CED), or program objectives (e.g., SCH, or CMHC). KPIs are evaluated in multiple ways throughout the program, which will be addressed under “Student Assessment Procedures.”

Professional Counseling Orientation & Ethical Practice

KPI 1: continued professional development and advocacy for the counseling profession (*CED Objective #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*)

Social and Cultural Identities & Experiences

KPI 2: respect for diversity, equity, and inclusion in their academic, personal, and clinical practices (*CED Objective #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*)

Lifespan Development

KPI 3: select counseling approaches in alliance with the developmental level and cultural beliefs of the clients/students they serve (*CED Objective #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*)

Career Development

KPI 4: utilize counseling skills in a variety of modalities, including career counseling (*CED Objective #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*)

Counseling Practice & Relationships

KPI 5: utilize appropriate evidence-based counseling theories and treatment modalities (*CED Objective #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*)

Group Counseling and Group Work

KPI 6: utilize counseling skills in a variety of modalities, including group counseling (*CED Objective #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*)

Assessment and Diagnostic Processes

KPI 7: utilize counseling skills in a variety of modalities, including assessment (*CED Objective #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*)

Research and Program Evaluation

KPI 8: critical thinking, intellectual curiosity, and current knowledge of the counseling profession utilizing research and scholarship (*CED Objective #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*)

Field Work

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 (*CED Objective #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*)

Specialization – School Counseling

KPI 10 – SCH: to be effective leaders, team members and collaborators, systemic change agents and advocates in the profession (*SCH Objective #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*)

Specialization – Clinical Mental Health Counseling

KPI 10 – CMHC: utilize appropriate intake, assessment, case conceptualization, diagnosis, treatment planning, documentation, and clinical treatment (*CMHC Program Objective #2: To train CMHC students in appropriate intake, assessment, case conceptualization, diagnosis, 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)*)

PROFESSIONAL DISPOSITIONS

Professional dispositions are the commitments, characteristics, values, beliefs, and behaviors that influence the Counselor's professional growth and interactions with clients, faculty, supervisors, and peers, including working in a diverse, multicultural, and global society with marginalized populations. Professional Dispositions evaluated in multiple ways throughout the program, which will be addressed under "Student Assessment Procedures."

- PD1. Disposition 1: Openness to new ideas (including Bias, Power and Privilege)
- PD2. Disposition 2: Flexibility
- PD3. Disposition 3: Cooperativeness with Others
- PD4. Disposition 4: Willingness to Accept and Use Feedback
- PD5. Disposition 5: Awareness of Impact on Others
- PD6. Disposition 6: Initiative and Motivation
- PD7. Disposition 7: Ability to Deal with Conflict
- PD8. Disposition 8: Ability to Accept Personal Responsibility
- PD9. Disposition 9: Ability to Express Feelings Effectively and Appropriately
- PD10. Disposition 10: Attention to Ethical and Legal considerations
- PD11. Other: Punctuality – arrives on time for class/field work returns promptly from breaks and remains for duration of class.
- PD12. Other: Attendance – attends classes/ field work as scheduled; avoids excessive absences
- PD13. Other: Communication – communicates with instructors and peers in a timely and appropriate manner; engages and participates in class; for field work, this involves communication with clients/students, supervisors, and peers
- PD14. Other: Attire – presents professionally for the classroom setting (e.g., smart casual); for field work, this involves professional attire for the workplace
- PD15. Other: Documentation – completes required assignments accurately and in a timely manner; avoids late assignments and requests for extensions; for field work, this involves completing documentation required for the worksite in a timely and accurate manner.

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 program is offered on-campus and fully online.

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*

* 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. 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. The program is offered fully online via synchronous and asynchronous coursework.

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.

Professional Licensure Disclosure-*This notice is for consumer information purposes ONLY. You are entering a program that may prepare you for licensing or certification in New York State. At this time, St. John's University has not determined whether completion of this program meets educational requirements to sit for an exam or for licensure or certification eligibility in states other than New York. Also, if you move to a different state for any reason while participating in a program, please note that the St. John's program may or may not meet that state's educational requirements. Therefore, if you are considering seeking licensure or certification outside of New York after completing a St. John's program, it is strongly advised that you contact the appropriate licensing agency in that state to receive guidance.*

International students pursuing academic programs that lead to professional licensure are encouraged to confirm with the governmental or professional licensing organization in their country of residence and or country in which they intend to work as to whether a degree from St. John's University would be formally recognized for employment, certification and or licensure purposes.

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). This program is offered on-campus only.

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. The program is offered fully online via synchronous and asynchronous coursework.

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 300hour 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 MEd 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.

Postmaster'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/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.

***Professional Licensure Disclosure-**This notice is for consumer information purposes ONLY. You are entering a program that may prepare you for licensing or certification in New York State. At this time, St. John's University has not determined whether completion of this program meets educational requirements to sit for an exam or for licensure or certification eligibility in states other than New York. Also, if you move to a different state for any reason while participating in a program, please note that the St. John's program may or may not meet that state's educational requirements. Therefore, if you are considering seeking licensure or certification outside of New York after completing a St. John's program, it is strongly advised that you contact the appropriate licensing agency in that state to receive guidance.*

***International students** pursuing academic programs that lead to professional licensure are encouraged to confirm with the governmental or professional licensing organization in their country of residence and or country in which they intend to work as to whether a degree from St. John's University would be formally recognized for employment, certification and or licensure purposes.*

RETENTION, REMEDIATION, & DISMISSAL POLICIES

Retention/Matriculation: To progress successfully through your counseling program and successfully graduate from 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. **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.
3. **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, 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.
4. **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.
5. **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-success/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."

6. **Artificial Intelligence.** Students are expected to create original work in their graduate program. The use of AI tools, such as ChatGPT, may only be used for research or grammar/proofing of written work, however *any* use of AI, ChatGPT, or other tools must be disclosed at the end of any written assignment, including the name of the tool used, the extent to which the tool was used on final submission. Students must follow all university policies for AI in Research and AI Academic Integrity
<https://www.stjohns.edu/academics/artificial-intelligence-ai-st-johns-university/academic-guidelines-and-resources>
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 (<https://www.stjohns.edu/academics/academic-resources-and-programs/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. **Incomplete.** 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 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 August 2026:

- **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 \$79). 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 \$150 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.

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 members 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-success/student-conduct/academic-honor-pledge>
- University Bulletin: <https://www.stjohns.edu/academics/academic-resources-and-programs/bulletins/graduate-bulletin>

Key Performance Indicators. Students are expected to demonstrate the KPIs in alignment with established thresholds. These are evaluated in several ways throughout the program (see [Student Assessment](#)) including in their coursework and fieldwork sites. Failure to meet KPI thresholds may result in remediation or dismissal.

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, EMR, 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 Counseling Student Dossier throughout the program. Table 1 outlines the KPIs in alignment with CACREP 2.C.1.a-d. Table 2 outlines the Student Dispositions in alignment with CACREP 2.C.2.a. and b. Descriptions of these items follow the table.

Table 1. Key Performance Indicators, Evidence, and Minimum Standards

General and Specialized Curriculum Area (2.C.1.a)	Key Performance Indicator aligned with Department & Program Objectives	Evidence Item, including Minimum Performance Indicators/Thresholds (2.c.1.b.) and Multiple Measures/Points in Time (2.C.1.c)
1. Professional Counseling Orientation & Ethical Practice	KPI 1: an expectation of continued professional development and advocacy for the counseling profession (CED6)	1. Capstone 6127: Introduction to Counseling: <i>Advocacy Literature Review Paper (1st Semester, $\geq B$)</i> 2. EDU 6424 Case Studies Community Resource Handout (5 th or 6 th semester, $\geq B$) 3. Site Supervisor Evaluation Practicum - KPI1 (SCH = 2 nd Sem; MHC = 4/5 th ; ≥ 3) 4. Site Supervisor Evaluation Internship1 - KPI1 (SCH = 4 th Sem; MHC = 5/6 th ; ≥ 3)
2. Social and Cultural Identities & Experiences	KPI 2: expectation of respect for diversity, equity, and inclusion in their academic, personal, and clinical practices (CED4)	1. Capstone 6530: Multicultural Counseling: <i>Multicultural Competence Paper (2nd Semester, $\geq B$)</i> 2. EDU 6262 Instrument Review (1 st Semester, $\geq B$) 3. Site Supervisor Evaluation Practicum – KPI2 (SCH = 2 nd Sem; MHC = 4/5 th ; ≥ 3) 4. Site Supervisor Evaluation Internship1 – KPI2 (SCH = 4 th Sem; MHC = 5/6 th ; ≥ 3)
3. Lifespan Development	KPI 3: select counseling approaches in alliance with the developmental level and cultural beliefs of the clients/students they serve (CED3)	1. Capstone 6206: Psychosocial Development: <i>Final Paper - Developmental Life Story (3rd sem; $\geq B$)</i> 2. EDU 6301 Career Autobiography (2 nd sem; $\geq B$)

		3. Site Supervisor Evaluation Practicum – KPI3 (SCH = 2nd Sem; MHC = 4/5th; ≥ 3) 4. Site Supervisor Evaluation Internship1 – KPI3 (SCH = 4th Sem; MHC = 5/6th; ≥ 3)
4. Career Development	KPI 4: to utilize counseling skills in a variety of modalities, including career counseling (CED2)	1. Capstone 6301: Career Development: <i>Career Assessment Video and Paper</i> (2nd sem; $\geq B$) 2. SCH – 6590 Internship 1 – classroom guidance lesson focused on career/group (4th sem; $\geq B$). for MHC – 6652 – Last vignette focused on career (4th sem; $\geq B$) 3. Site Supervisor Evaluation Practicum – KPI4 (SCH = 2nd Sem; MHC = 4/5th; ≥ 3) 4. Site Supervisor Evaluation Internship1 – KPI4 (SCH = 4th Sem; MHC = 5/6th; ≥ 3)
5. Counseling Practice and Relationships	KPI 5: to utilize appropriate evidence-based counseling theories and treatment modalities (CED3)	1. Capstone 6208: Counseling & Personality Theory: <i>Integrative Theory Paper</i> (3rd sem; $\geq B$) 2. EDU 6264 Final Skills Video (1st sem; $\geq B$) 3. Site Supervisor Evaluation Practicum – KPI5 (SCH = 2nd Sem; MHC = 4/5th; ≥ 3) 4. Site Supervisor Evaluation Internship1 – KPI5 (SCH = 4th Sem; MHC = 5/6th; ≥ 3)
6. Group Counseling & Group Work	KPI 6: to utilize counseling skills in a variety of modalities, including group counseling (CED2)	1. Capstone 6205: Group Dynamics: <i>Final Project on Developing/ Critiquing Group Sessions</i> (1st sem; $\geq B$) 2. SCH – 6590 Internship 1 – classroom guidance lesson focused on career/group (4th sem; $\geq B$) and MHC – 6310 Practicum – One Note is a group note (5th or 6th sem; $\geq B$)
		3. Site Supervisor Evaluation Practicum – KPI6 (SCH = 2nd Sem; MHC = 4/5th; ≥ 3) 4. Site Supervisor Evaluation Internship1 – KPI6 (SCH = 4th Sem; MHC = 5/6th; ≥ 3)
7. Assessment & Diagnostic Processes	KPI 7: to utilize counseling skills in a variety of modalities, including assessment (CED2)	1. Capstone 6262: Assessment in Counseling: <i>Instrument Reviews</i> (1st sem; $\geq B$) 2. EDU 6301 – Career Assessment Video (2nd sem; $\geq B$) 3. Site Supervisor Evaluation Practicum – KPI7 (SCH = 2nd Sem; MHC = 4/5th; ≥ 3)

		4. Site Supervisor Evaluation Internship1 – KPI7 (SCH = 4 th Sem; MHC = 5/6 th ; ≥ 3)
8. Research & Program Evaluation	KPI 8: critical thinking, intellectual curiosity, and current knowledge of the counseling profession utilizing research and scholarship (CED5)	1. Capstone 6307: Research in Counseling: <i>Research Proposal</i> (2 nd sem; $\geq B$) 2. EDU 6262 Instrument Review (1 st sem; $\geq B$) 3. Site Supervisor Evaluation Practicum – KPI8 (SCH = 2 nd Sem; MHC = 4/5 th ; ≥ 3) 4. Site Supervisor Evaluation Internship1 – KPI8 (SCH = 4 th Sem; MHC = 5/6 th ; ≥ 3)
9. Field Work (2.C.1.d.)	KPI 9: 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 (CED1)	1. Video from Practicum – both SCH (2 nd sem; $\geq B$) and MH (4 th or 5 th sem; $\geq B$) Video 2. from Internship 1 – both SCH (4 th sem; $\geq B$) and MH (5 th or 6 th sem; $\geq B$) 3. Site Supervisor Evaluation Practicum – KPI9 (SCH = 2 nd Sem; MHC = 4/5 th ; ≥ 3) 4. Site Supervisor Evaluation Internship1 – KPI9 (SCH = 4 th Sem; MHC = 5/6 th ; ≥ 3)
10. School Counseling	KPI 10: SCH: to be effective leaders, team members and collaborators, systemic change agents and advocates in the profession (SCH 1)	1. Capstone EDU 6650: Consultation and 2. Evaluation: <i>School Culture Presentation</i> (3 rd sem; $\geq B$) 6595 – Case Study Presentation – interview a leader in schools (4 th or 5 th sem; $\geq B$)
		3. Site Supervisor Evaluation Practicum – KPI10SCH (SCH = 2 nd Sem; ≥ 3) 4. Site Supervisor Evaluation Internship1 – KPI10SCH (SCH = 4 th Sem; ≥ 3)
10. Clinical Mental Health Counseling	KPI 10:CMHC: utilize appropriate intake, assessment, case conceptualization, diagnosis, treatment planning, documentation, and clinical treatment (CMHC2)	1. Capstone EDU 6270: Case Conceptualization, Treatment Planning, and Pharmacology: <i>Clinical Interview Video, Psychosocial, & Treatment Plan</i> (4 th sem; $\geq B$) 2. EDU 6311 Case History Assignment – Internship 1 (5 th or 6 th sem; $\geq B$) 3. Site Supervisor Evaluation Practicum – KPI10-MHC (MHC = 4/5 th ; ≥ 3) 4. Site Supervisor Evaluation Internship1 – KPI10MHC (MHC = 5/6 th ; ≥ 3)

Table 2. Student Dispositions, Evidence, and Minimum Standards

Program	Dispositions Identified (2.C.2.a.)	Multiple Measures/Points in Time (2.C.2.b.) Minimum Performance Indicators
School Counseling (SCH) and Clinical Mental Health Counseling (CMHC)	- Openness to New Ideas - Flexibility - Cooperativeness with Others - Accept and Use Feedback - Awareness of Impact on Others - Initiative and Motivation - Ability to Deal with Conflict - Personal Responsibility Feelings Effectively - Legal & Ethical Considerations - Punctuality - Attendance - Communication - Attire - Documentation	- End of Year One – Faculty Retreat (2nd Sem; ≥ 3) - Site Supervisor Evaluation Practicum – PD1-15 (SCH = 2nd Sem; ≥ 3; MHC = 5/6th; ≥ 3) - Site Supervisor Evaluation Internship1 – PD1-15 (SCH = 4th Sem; ≥ 3; MHC = 4/5th; ≥ 3)

Description of Evidence Item and Thresholds

Measures of individual student assessment are described below. Thresholds for each area are identified at the conclusion of the description.

Academic Assignments. Students complete a capstone in all required courses. The capstone represents a culmination of knowledge from the course content and is used as an indicate of a student's overall knowledge and skills in relation to the course. In some cases, a capstone from one class may be used to meet two KPIs. In other cases, a supplemental assignment may be used as evidence to meet a KPI. For each KPI, there are at least two academic assignments collected at multiple points in time.

Minimum Threshold: Grade of a B or better

Supervisor Evaluations: Site supervisors' complete evaluations of students at the mid and final point of each semester of field placement. As of spring 2026, site supervisor evaluations have been updated to include KPIs, specialized skills, and student dispositions.

Minimum Threshold: 3 out of 5 or higher

Student Dispositions. Faculty review student dispositions for Year One students in the May Assessment Retreat. Student dispositions are also evaluated in the field supervisor evaluations.

Minimum Threshold: 3 out of 5 or higher

Counseling Student Dossier (formerly Graduate Counseling Student Portfolio): Students add evidence items throughout their academic program in Canvas. Students meet with their advisor two times during the program to review their dossier – once the semester before they start practicum, and once the semester before their start internship 2.

Program Progression Meetings (Pre-Practicum & Pre-Internship 2). Students will have two meetings with their academic advisor – beyond regular semester advising meetings – to review their Counseling Student Dossier, discuss dispositions, and their progress in the program. Specifically, the advisor confirms that all information is included and discusses academic progress, professionalism, and dispositions with students.

General Academic Progress: Students must also maintain good academic standing (3.0 GPA) in alignment with University, College, and Department standards and policies.

DEPARTMENT CANVAS PAGES

St. John's University uses Canvas for our Learning Management System (LMS). All 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

Counseling Student Dossier

Students are placed in this Canvas page toward the end of their first. This page is where the department tracks your individual progress throughout the program through Key Performance Indicators (KPI). The dossier has 12 modules and related assignments based on the ten KPIs, Program Progression Meetings, and Professional Dispositions.

KPIs 1 – 10 have four evidence items each. Students are responsible for uploading the evidence items indicated in **red** font and for achieving the indicated threshold. Students need only to upload the assignment after it has been graded by the instructor. The instructor will indicate if the student has met the threshold. Students must achieve the designated threshold in three out of the

four evidence items provided. Please note that evidence on KPIs from site supervisors' evaluations will be uploaded by the department. *If a student has not met the threshold for three out of four evidence items, they will work with their advisor to develop a plan to demonstrate learning outcomes. Plans may include oral presentations, re-doing prior assignments, or other activities. Faculty use the Remediation Plan template to develop a remediation plan with the student in their final semester to demonstrate adequate performance in these areas.*

Student dispositions will be evaluated from the First Year Student Review conducted by faculty and via site supervisor evaluations of dispositions. Students must upload their final site supervisor evaluation from Practicum and Internship 1 to their dossier to be reviewed by their advisor during their preprofessional meetings.

Pre-professional meetings are also documented in the Counseling Student Dossier after they occur. Failure to meet thresholds in all areas are evaluated by the advisor. Failure to meet thresholds may result in remediation or dismissal.

Key Performance Indicator	Item to be Uploaded and Benchmark
Professional Counseling Orientation & Ethical Practice KPI 1: continued professional development and advocacy for the counseling profession	1. Capstone 6127: Introduction to Counseling: <i>Advocacy</i> 2. <i>Literature Review Paper (1st Semester; $\geq B$)</i> 3. EDU 6424 Case Studies Community Resource Handout (5th or 6th semester, $\geq B$) Site Supervisor Evaluation Practicum - KPI1 (SCH = 2nd Sem; MHC = 4/5th; ≥ 3) 4. Site Supervisor Evaluation Internship1 - KPI1 (SCH = 4th Sem; MHC = 5/6th; ≥ 3)
Social and Cultural Identities & Experiences KPI 2: respect for diversity, equity, and inclusion in their academic, personal, and clinical practices	1. Capstone 6530: Multicultural Counseling: <i>Multicultural</i> 2. <i>Competence Paper (2nd Semester; $\geq B$)</i> 3. EDU 6262 Instrument Review (1st Semester; $\geq B$) 4. Site Supervisor Evaluation Practicum – KPI2 (SCH = 2nd Sem; MHC = 4/5th; ≥ 3) Site Supervisor Evaluation Internship1 – KPI2 (SCH = 4th Sem; MHC = 5/6th; ≥ 3)
Lifespan Development KPI 3: select counseling approaches in alliance with the developmental level and cultural beliefs of the clients/students they serve	1. Capstone 6206: Psychosocial Development: <i>Final</i> 2. <i>Paper - Developmental Life Story (3rd sem; $\geq B$)</i> 3. EDU 6301 Career Autobiography (2nd sem; $\geq B$) 4. Site Supervisor Evaluation Practicum – KPI3 (SCH = 2nd Sem; MHC = 4/5th; ≥ 3) Site Supervisor Evaluation Internship1 – KPI3 (SCH = 4th Sem; MHC = 5/6th; ≥ 3)
Career Development KPI 4: utilize counseling skills in a variety of modalities, including career counseling	1. Capstone 6301: Career Development: <i>Career</i> 2. <i>Assessment Video and Paper (2nd sem; $\geq B$)</i> SCH – 6590 Internship 1 – classroom guidance lesson focused on career/group (4th sem; $\geq B$). for MHC – 6652 – Last vignette focused on career (4th sem; $\geq B$)

	3. Site Supervisor Evaluation Practicum – KPI4 (SCH = 2nd Sem; MHC = 4/5th; ≥ 3) 4. Site Supervisor Evaluation Internship1 – KPI4 (SCH = 4th Sem; MHC = 5/6th; ≥ 3)
Counseling Practice & Relationships KPI 5: to utilize appropriate evidence-based counseling theories and treatment modalities	1. <i>Capstone 6208: Counseling & Personality Theory</i> 2. <i>Integrative Theory Paper (3rd sem; $\geq B$)</i> 3. <i>EDU 6264 Final Skills Video (1st sem; $\geq B$)</i> Site Supervisor Evaluation Practicum – KPI5 (SCH = 2nd Sem; MHC = 4/5th; ≥ 3)
	4. Site Supervisor Evaluation Internship1 – KPI5 (SCH = 4th Sem; MHC = 5/6th; ≥ 3)
Group Counseling and Group Work KPI 6: utilize counseling skills in a variety of modalities, including group counseling	1. <i>Capstone 6205: Group Dynamics: Final Project on Developing/ Critiquing Group Sessions (1st sem; $\geq B$)</i> 2. <i>SCH – 6590 Internship 1 – classroom guidance lesson focused on career/group (4th sem; $\geq B$) and MHC – 6310 Practicum – One Note is a group note (5th or 6th sem; $\geq B$)</i> 3. Site Supervisor Evaluation Practicum – KPI6 (SCH = 2nd Sem; MHC = 4/5th; ≥ 3) 4. Site Supervisor Evaluation Internship1 – KPI6 (SCH = 4th Sem; MHC = 5/6th; ≥ 3)
Assessment and Diagnostic Processes KPI 7: utilize counseling skills in a variety of modalities, including assessment	1. <i>Capstone 6262: Assessment in Counseling: Instrument Reviews (1st sem; $\geq B$)</i> 2. <i>EDU 6301 – Career Assessment Video (2nd sem; $\geq B$)</i> Site Supervisor Evaluation Practicum – KPI7 (SCH = 2nd Sem; MHC = 4/5th; ≥ 3) Site Supervisor Evaluation Internship1 – KPI7 (SCH = 4th Sem; MHC = 5/6th; ≥ 3)
Research and Program Evaluation KPI 8: critical thinking, intellectual curiosity, and current knowledge of the counseling profession utilizing research and scholarship	1. <i>Capstone 6307: Research in Counseling: Research Proposal (2nd sem; $\geq B$)</i> 2. <i>EDU 6262 Instrument Review (1st sem; $\geq B$)</i> Site Supervisor Evaluation Practicum – KPI8 (SCH = 2nd Sem; MHC = 4/5th; ≥ 3) Site Supervisor Evaluation Internship1 – KPI8 (SCH = 4th Sem; MHC = 5/6th; ≥ 3)

Field Work 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	1. Video from Practicum – both SCH (2nd sem; $\geq B$) and MH (4th or 5th sem; $\geq B$) 2. Video from Internship 1 – both SCH (4th sem; $\geq B$) and MH (5th or 6th sem; $\geq B$) 3. Site Supervisor Evaluation Practicum – KPI9 (SCH = 2nd Sem; MHC = 4/5th; ≥ 3) 4. Site Supervisor Evaluation Internship1 – KPI9 (SCH = 4th Sem; MHC = 5/6th; ≥ 3)
Specialization – School Counseling	1. Capstone EDU 6650: Consultation and Evaluation: <i>School Culture Presentation</i> (3rd sem; $\geq B$)
KPI 10 – SCH: to be effective leaders, team members and collaborators, systemic change agents and advocates in the profession	2. 6595 – Case Study Presentation – interview a leader in schools (4th or 5th sem; $\geq B$) 3. Site Supervisor Evaluation Practicum – KPI10SCH (SCH = 2nd Sem; ≥ 3) 4. Site Supervisor Evaluation Internship1 – KPI10SCH (SCH = 4th Sem; ≥ 3)
Specialization – Clinical Mental Health Counseling KPI 10 – CMHC: utilize appropriate intake, assessment, case conceptualization, diagnosis, treatment planning, documentation, and clinical treatment	1. Capstone EDU 6270: Case Conceptualization, Treatment Planning, and Pharmacology: <i>Clinical Interview Video, Psychosocial, & Treatment Plan</i> (4th sem; $\geq B$) 2. EDU 6311 Case History Assignment – Internship 1 (5th or 6th sem; $\geq B$) 3. Site Supervisor Evaluation Practicum – KPI10-MHC (MHC = 4/5th; ≥ 3) 4. Site Supervisor Evaluation Internship1 – KPI10MHC (MHC = 5/6th; ≥ 3)
Program Progression Meetings	• Pre-Practicum • Pre-Internship 1
Student Dispositions	1. First Year Student Dispositions 2. Site Supervisor Final Evaluation Practicum 3. Site Supervisor Final Evaluation Internship1

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 Student Accessibility Services. Information on accommodations 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 Student Accessibility 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: <https://www.stjohns.edu/who-we-are/public-safety/parking-program>

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 Psychological Services: The staff at the Counseling and Psychological Services 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/counseling-and-psychological-services>

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>

ID Card (see Storm Card below)

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 bookstore, 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>

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.csi-net.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

Appendix D: Technology and Digital Data Policy

Appendix E: CPCE Retake Policy

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. <https://nymhca.org/> NYMHCA is the advocacy organization representing the clinical mental health counselors of New York State.

APPENDIX C

Counselor Education Department Criteria for Professional Dispositions Evaluation

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.

Rating: 1 = Struggling, 2 = Approaching Satisfactory, 3 = Satisfactory, 4 = Approaching Exceptional, 5 = Exceptional

- PD1. Disposition 1: Openness to new ideas (including Bias, Power and Privilege)
- PD2. Disposition 2: Flexibility
- PD3. Disposition 3: Cooperativeness with Others
- PD4. Disposition 4: Willingness to Accept and Use Feedback
- PD5. Disposition 5: Awareness of Impact on Others
- PD6. Disposition 6: Initiative and Motivation
- PD7. Disposition 7: Ability to Deal with Conflict
- PD8. Disposition 8: Ability to Accept Personal Responsibility
- PD9. Disposition 9: Ability to Express Feelings Effectively and Appropriately
- PD10. Disposition 10: Attention to Ethical and Legal considerations
- PD11. Other: Punctuality – arrives on time for class/field work returns promptly from breaks, and remains for duration of class.
- PD12. Other: Attendance – attends classes/ field work as scheduled; avoids excessive absences
- PD13. Other: Communication – communicates with instructors and peers in a timely and appropriate manner; engages and participates in class; for field work, this involves communication with clients/students, supervisors, and peers
- PD14. Other: Attire – presents professionally for the classroom setting; for field work, this involves professional attire for the workplace
- PD15. Other: Documentation – completes required assignments accurately and in a timely manner; avoids late assignments and requests for extensions; for field work, this involves completing documentation required for the worksite in a timely and accurate manner

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/who-we-are/leadership-and->

[administration/administrative-offices/office-senior-vice-president-and-chief-operating-officer/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; offcolor jokes; propositions; threatening, suggestive or insulting sounds, phone calls.

Visual/NonVerbal: 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-labsand-resources/it-service-center>
- **Artificial Intelligence.** Students are expected to create original work in their graduate program. The use of AI tools, such as ChatGPT, may only be used for research or grammar/proofing of written work, however **any** use of AI, ChatGPT, or other tools must be disclosed at the end of any written assignment, including the name of the tool used, the extent to which the tool was used on final submission. Students must follow all university policies for AI in Research and AI Academic Integrity <https://www.stjohns.edu/academics/artificialintelligence-ai-st-johns-university/academic-guidelines-and-resources>

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 and will be posted on the Counselor Education Canvas page.

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 inhouse 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