



WILLIAM PATERSON UNIVERSITY
College of Education

**Department of Special Education,
Professional Counseling, and
Disability Studies**

PROFESSIONAL COUNSELING PROGRAM

**Clinical Mental Health Counseling
and
School Counseling
Concentrations**

Graduate Program Handbook

Effective August 2025

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William Paterson University College of Education
Department of Special Education, Professional Counseling, & Disability Studies Professional
Counseling Program Student Handbook

Introduction

Welcome to the Master of Education (M.Ed.) in Professional Counseling in the Department of Special Education, Professional Counseling, and Disability Studies at William Paterson University. The Professional Counseling Program offers two concentrations: Clinical Mental Health Counseling and School Counseling. The Professional Counseling Graduate Handbook will give you the information you need to help you succeed in the program.

Graduate Student Responsibilities and Expectations

Graduate studies are more rigorous than undergraduate studies and students bear more responsibility for their academic achievements. The following is a general list of expectations the Professional Counseling Program faculty have for graduate students. Individual faculty will provide additional responsibilities for specific courses in course syllabi.

William Paterson University Professional Counseling Program graduate student responsibilities include, but are not limited to:

- Being prepared with materials as outlined on course syllabi
- Knowing semester schedules, assignment due dates and times, class meeting times, and classroom locations
- Independently obtaining any materials, content, or assignments missed due to class absence or late arrival
- Writing papers in APA format
- Demonstrating graduate level writing skills (i.e., research papers, literature reviews, online postings [this includes spelling and grammar])
- Demonstrating dispositions appropriate for the counseling profession, including ethical standards

Program Mission

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited Professional Counseling Program offers students a 60-credit MEd in Professional Counseling, specializing in Clinical Mental Health Counseling or School Counseling. Program faculty seek to prepare, educate, and mentor ethical and competent professional counselors who are culturally responsive, knowledgeable of lifespan development, and optimize client/student wellness. Students have opportunities to enhance their self-awareness and build professional identities as counselors; gain skills in advocating for clients/students and the counseling profession; develop collaboration skills with other providers; and practice their clinical and school counseling skills in a diverse and technological society.

Program Objectives

1. To provide professional counselors with a knowledge base that encompasses the eight core curriculum areas as delineated by CACREP and the State of New Jersey.
2. To encourage professional counselors to develop cultural responsiveness and to advocate for, and meet the intersectional needs of, diverse clients/students.
3. To prepare professional counselors who can provide competent and effective direct services to clients/students across the life span in clinical mental health and school settings.

4. To prepare professional counselors who exhibit sound ethical decision making in their counseling practice, as well as their consultation in clinical mental health and school settings.
5. To prepare professional counselors to consider wellness, strength-based approaches, and prevention in their counseling practice.
6. To prepare professional counselors to access and apply evidenced based research in their counseling practice.
7. To prepare professional counselors to conceptualize client/student issues from a holistic, bio-psychosocial, and wellness perspective.
8. To prepare professional counselors who exhibit professional dispositions appropriate for the counseling profession.

Program Learning Outcomes

(Program learning outcomes are demonstrated by the program's critical assessments.)

1. The counselor trainee will demonstrate a knowledge base that encompasses the eight core curriculum areas as delineated by CACREP and the State of New Jersey as evidenced by performance on the pre-internship benchmark exam (PIB).
2. The counselor trainee will demonstrate cultural responsiveness and advocate for, and meet the intersectional needs of, diverse clients/students as evidenced by the PIB and the evaluation of the counselor trainee's performance in Practicum and Internship.
3. The counselor trainee will demonstrate the ability to provide competent and effective direct services to clients/students across the life span in clinical mental health and school settings as evidenced by evaluation of the counselor trainee's performance in Foundations and Techniques of Counseling (CSP 6010), Practicum (CSP 6300 for School Counseling concentration or CSP 6320 for Clinical Mental Health Counseling concentration) and Internship I and II (CSP 6860 and CSP 6870).
4. The counselor trainee will demonstrate sound ethical decision making in their counseling practice, as well as their consultation in clinical mental health and school settings, as evidenced by the comprehensive case study project.
5. The counselor trainee will demonstrate wellness, strength-based approaches, and prevention in their counseling practice by the evaluation of the counselor trainee's performance in Practicum and Internship evaluations.
6. The counselor trainee will demonstrate access and apply evidenced based research in their counseling practice as evidenced by PIB and the comprehensive case study project.
7. The counselor trainee will demonstrate the ability to conceptualize client/ student issues from a holistic and bio-psychosocial perspective as evidenced by the comprehensive case study project and PIB.
8. The counselor trainee will exhibit professional dispositions appropriate for the counseling profession as evidenced by evaluation of the counselor trainee's performance in all coursework, including Practicum and Internship.

Program Critical Assessments/Evaluations

1. Pre-internship Benchmark Exam (PIB)
2. Comprehensive Case Study Project (CSP 6200)/ Comprehensive Case Study Project (CSP 6220)
3. Evaluation of Counseling Trainee's performance in Foundations and Techniques in Counseling (CSP 6010)
4. Evaluation of Counselor Trainee's performance in Practicum (CSP 6300 for School Counseling concentration or CSP 6320 for Clinical Mental Health Counseling concentration)
5. Evaluation of Counseling Intern performance in Internship I and II (CSP 6860 and 6870)

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Clinical Mental Health Counseling Concentration

The CACREP accredited Clinical Mental Health Counseling concentration at William Paterson University is a 60-semester hour program leading to a Master of Education degree in Professional Counseling with a concentration in Clinical Mental Health Counseling and eligibility as a Licensed Associate Counselor (LAC), the first step towards obtaining the Licensed Professional Counselor (LPC) credential in the state of New Jersey. A passing score on the National Counselor Examination is required to apply for the LAC and/or LPC. More information on the LAC and LPC may be obtained at the State of New Jersey website at <https://www.njconsumeraffairs.gov/pc>. Graduates of the program are eligible to sit for the National Counselor Examination (NCE), which also leads to becoming a National Certified Counselor (NCC). To obtain NCC certification you must pass the NCE and graduate from a CACREP accredited program such as the one at William Paterson University. More information on the NCC may be obtained from the NBCC website at www.nbcc.org or from your academic advisor.

School Counseling Concentration

The CACREP accredited School Counseling concentration at William Paterson University is a 60-semester hour program leading to a Master of Education degree (M.Ed.) in Professional Counseling

with a concentration in School Counseling. After completing all requirements, graduates are eligible for certification as a school counselor in the state of New Jersey. Graduates of the program are also eligible to sit for the National Counselor Examination (NCE), which leads to becoming a National Certified Counselor (NCC). To obtain NCC certification you must pass the NCE and graduate from a CACREP accredited program such as the one at William Paterson University. More information on the NCC may be obtained from the NBCC website at www.nbcc.org or from your academic advisor.

Department Office

The office of the Department of Special Education, Professional Counseling, and Disability Studies is located at 1600 Valley Road, Suite 3010. All faculty member offices are located in Suite 3010. The phone number for the main desk in the office is (973) 720-2118. If you need assistance when the office is closed, you may leave a voicemail message and someone will return your call as soon as possible.

Program Admissions

To be considered for admissions into the M.Ed. in the Professional Counseling Program, applicants must first meet the requirements for admission to the University (see the William Paterson University Graduate Catalogue for details). Admissions decisions for the Professional Counseling Program are made by a committee of program faculty.

Applicants are evaluated on four criteria:

1. undergraduate GPA and/or graduate GPA
2. written essay following the provided prompt
3. two letters of recommendation
4. an interview with counseling faculty

Each criterion is given a numerical value (see rubrics below). If an applicant scores a total of 10 or less, they will not be admitted to the program. If a student scores a total of 12 or more, they will be admitted (though the applicant may be deferred to the next semester depending on course availability). If the applicant scores a total between 10.1 and 11.9, the applicant might be asked to take a non-degree course before an admissions decision is made per the discretion of program faculty.

For admissions to the Professional Counseling Program, eligible candidates must have:

- A bachelor's degree from an accredited college or university
- A cumulative undergraduate grade point average of at least 2.75 on a 4.00 scale or a master's degree with a graduate grade point average of 3.00 on a 4.00 scale from an accredited college or university. (If a student has a GPA below 2.75 without having a graduate GPA, the student may try raising their GPA score by taking at least 12 credits in advanced undergraduate courses [it is suggested the applicant consult with counseling faculty before taking courses]. If the student can achieve a GPA in those courses of a 3.5 or better, they may resubmit their application for consideration.)
- An essay (prompt will be found on the program website)
- An interview with counseling faculty
- Two professional recommendations

Admissions Rubric

GPA = 6 pts. total
 Essay = 5 pts. total
 Letters = 3 pts. Total
 Interview = 4 pts. total

GPA Points for Rubric

2.75-2.99 = 3 pts.
 3.00-3.24 = 4 pts.
 3.25-3.49 = 5 pts.
 3.50-4.00 = 6 pts.

Essay Rubric

	#	Need improvement = 1	Progressing = 2	Competent = 3	Advanced = 4
Written expression		Ideas are not clearly expressed and or many grammatical and mechanical errors	Ideas are clearly expressed, some grammatical and mechanical errors	Ideas are clearly expressed and well developed, minimal grammatical and mechanical errors meeting program expectation	Ideas are clearly expressed and well developed, minimal grammatical and mechanical errors exceeding program expectation
Understanding of the Counseling Profession		Poor insight and understanding of the counseling profession	Presents some understanding of the counseling profession	Presents a clear understanding of the counseling profession meeting program expectations	Presents a clear understanding of the counseling profession exceeding program expectations
Conceptualization of benefits and outcomes of professional counseling		Poor insight and understanding benefits and outcomes of professional counseling	Demonstrates ability to recognize some benefits and outcomes of professional counseling	Demonstrates ability to recognize benefits and outcomes of professional counseling meeting program expectations	Demonstrates ability to recognize the benefits and outcomes of professional counseling exceeding program expectations
Conceptualization of social and cultural barriers to professional counseling		Poor insight and understanding regarding barriers to obtaining professional counseling and considering multiple perspectives	Makes minimal appropriate comments regarding barriers to obtaining professional counseling and minimally considering multiple perspectives	Makes appropriate comments regarding barriers to obtaining professional counseling and considering multiple perspectives meeting program expectations	Makes appropriate comments regarding barriers to obtaining professional counseling and considering multiple perspectives exceeding program expectations

Essay Rubric Points

1-2 = 1 pt.
 3-5 = 2 pts.
 6-9 = 3 pts.
 10-13 = 4 pts.
 14-16 = 5 pts.

Letters of Recommendation

	#	Need improvement = .5	Progressing = 1	Competent = 1.5
Letter 1		Non-professional	Professional/recommended	Professional/Highly recommended
Letter 2		Non-professional	Professional/recommended	Professional/Highly recommended

Letters of Recommendation Points (1.5 point per letter for 3pts. Total)

Professional letter/Highly recommended = 1.5 pts.
 Professional letter/recommended = 1 pt.
 Nonprofessional = .5 pts.

Interview Rubric

	#	Need improvement = 1	Progressing=2	Competent =3	Advanced =4
Verbal expression		Ideas are not clearly expressed mechanical errors	Ideas are expressed minimally, with little depth or o examples	Ideas are clearly expressed and well developed with minimal examples	Ideas are clearly expressed and well developed with relevant examples.
Quality of Answers		Presents answers inconsistent with professional counseling, showing limited potential for growth toward aptitude and success in graduate school and professional counseling.	Presents some quality answers consistent with professional counseling, with progressing aptitude and potential for success in graduate school and professional counseling.	Presents quality answers consistent with professional counseling, showing aptitude and potential for success in graduate school and professional counseling.	Presents high quality answers consistent with professional counseling, showing exceptional aptitude and potential for success in graduate school and professional counseling.
Professional Dispositions		Demonstrates dispositions inconsistent with professional counseling and graduate school from initial contact through the interview process, demonstrating that these could not improve with feedback and more attention.	Demonstrates dispositions inconsistent with professional counseling and graduate school from initial contact through the interview process, demonstrating that these could improve with feedback and attention	Demonstrates dispositions that are somewhat consistent with professional counseling and graduate school, and demonstrates ability to improve as necessary, from initial contact through the interview process.	Demonstrates high quality professional dispositions consistent with professional counseling and graduate school from initial contact through the interview process.

Interview Rubric Points

3-4	= 1 pt.
5-6	= 2 pts.
7-9	= 3 pts.
10-12	= 4 pts.

Please be advised that these requirements may be subject to change.

Advising

Program Directors serve as academic advisors to all Professional Counseling Students. All new students are informed of their advisor upon admittance to the program. Students must correspond with academic advisors as soon as possible. Regular communication with advisors helps students develop a strong working relationship and allows advisors to help students in the most effective way. Contact your advisor directly to schedule an appointment.

Advisors develop a Plan of Study (PoS), which can be found in the back of the handbook, for each student that outlines all their courses from their first semester until graduation. CSP 6010 Foundations and Techniques in Counseling must be taken at the beginning of the course sequence during the first semester of the program. All matriculated students must have a Plan of Study before registering for classes. To create a PoS, advisors will consider the following in collaboration with the student:

- Students' program goals and area(s) of study.
- Students' tentative timeframe for completion of the M.Ed. requirements within the six (6)-year statute of limitations for obtaining the degree. (e.g., full-time, part-time).

Any prior coursework may also be considered:

- Any graduate-level coursework taken as a non-degree student at William Paterson University prior to admittance to the counseling program must be reviewed with your advisor before being incorporated into your program. (Students **may** be allowed to take up to six (6) semester hours as a non-degree student at the discretion of the Program. Non-degree students must have director permission before registering for courses. It is recommended that you apply for matriculation as soon as possible.)
- Any graduate-level coursework taken at a university other than William Paterson University must be reviewed by your advisor and accepted by the Professional Counseling Program faculty, Department Chairperson, and the Dean of the College of Education before the credits can be incorporated into the program. (Students **may** be allowed to transfer up to six (6) semester hours. Only courses taken at a CACREP accredited institution will be considered at the discretion of program faculty.)

Upon its completion, advisors will issue the Plan of Study and provide the Professional Counseling Graduate Program Handbook, as well as information about the mandatory New Student Orientation. Students should review their Plan of Study (PoS) with program advisors and program mentors throughout the program to ensure completion of all required courses. Students should contact their program advisor when they need to make changes to their PoS. **The Plan of Study is a roadmap for the degree. If students deviate from their PoS without consulting with their advisor, students may not graduate at the scheduled time.**

Transfer Credit Policy

A maximum of six (6) credits from other CACREP accredited institutions **may** be credited toward the Master of Education degree at the discretion of the program director, provided that:

- The student applies for transfer credit at the time of matriculation.
- The work was taken in graduate courses for graduate credit at a CACREP accredited school.
- The work was taken within the last six years.
- The grade received was a B+ or better.
- The work does not duplicate any work, graduate or undergraduate, for which credit was previously given.
- The work has not been applied toward an academic degree at any other institution.
- The work has been taken at an accredited college or university.
- The work is applicable to the student's program as determined by the counseling faculty
- Certain courses are not eligible for transfer, including, but not limited to CSP 6010, CSP 6300, CSP 6320, CSP 6860, and CSP 6870.

Program Planning

Program planning guides for both the Clinical Mental Health Counseling concentration and the School Counseling concentration are included in this handbook and on the Professional Counseling Program's website. These guides outline the requirements of the program, including the required core courses in the program and available electives.

While planning their program in collaboration with their advisor, students should allow balance between work and school load, especially during Internship. Full time students (nine [9] credits per semester) should not expect to maintain full time employment. Students may not take more than nine (9) credits in any one semester and may only take six (6) credits during Internship.

Credit Load

Credit load for fall and spring semesters range from a minimum of three (3) to a maximum of nine (9) credits in the Professional Counseling Program. Full-time status means a student is enrolled in nine (9) graduate credits per semester. Part-time status means that a student is enrolled in three (3) to eight (8) graduate credits per semester. In order to complete the program within the six (6)-year time limit, a minimum of six (6) credits per semester is recommended. In the Professional Counseling program students may not take more than nine (9) credits in any one semester and may only take six (6) credits during Internship I and II.

Additional Program Options

Students who are interested in adding an additional Professional Counseling Program track to their concentration should meet with their advisor as soon as possible. Advisors will work with students to incorporate any additional required courses within their graduation timeline when possible. Students may have to complete additional credits to meet the requirements of the additional program. Additional programs may require additional internship experiences.

Available tracks and programs are: Clinical Mental Health Counseling, School Counseling, Student Assistance Coordinator, and Director of School Counseling Services. Students should contact their advisor for additional information.

Graduate Assistantships

The University grants a limited number of Graduate Assistantships that are appointed through the Provost's Office located on the first floor of Raubinger Hall. A graduate assistantship is an academic award that carries a stipend and a waiver of tuition and fees. They are awarded competitively based on qualifications.

Graduate assistants must be enrolled full-time, and they are required to work at their respective placement a total of 20 hours per week. See the Graduate Assistantships website for additional requirements and information: <https://www.wpunj.edu/admissions/graduate/prospective-students/graduate-assistantships.html>

Financial Assistance

Students should review the WPUNJ Graduate Tuition and Fees for current tuition rates and funding options. <https://www.wpunj.edu/studentaccounts/tuition-and-fees/graduate-tuition-and-fees.html>

The Eric and Lenore Hummel Award

The Eric and Lenore Hummel Foundation offers an annual financial award to graduate students. To be considered for the award, students must have completed a minimum of 12 credits in their degree program, maintain a cumulative GPA of at least 3.5, and have demonstrated a record of outstanding academic achievement. Application details and deadlines will be announced via wpunj email each Spring semester.

Registration

Refer to your Plan of Study to select courses from the core and elective courses. Tentative course schedules are published each semester online from the Office of Registration at <http://www.wpunj.edu/registrar/> and can be viewed in your WPCconnect. Students should consult their

Plan of Study prior to registration and contact their advisors if they have questions or need to change a course. Course permissions are required to register for all courses. Program directors issue permits for registration based on Plans of Study prior to the start of registration. For further registration information and procedures, please check the Office of Registration website.

Background Checks

The WPUNJ Professional Counseling Program requires all students to complete a background check to participate in Practicum and Internship. Background checks are required post-graduation when working in school districts, as well as when seeking state licensure. Therefore, this is something that all graduates will eventually need to complete upon gaining employment and/or seeking a counseling license. If students have questions or concerns about background checks, students are welcome to contact their program advisor or program mentor. Students may also reach out to the Office of Student Protection, which can provide additional assistance and guidance (<https://www.nj.gov/education/crimhist/>). Students are required to complete this in their first semester.

Faculty Mentor

Students are assigned a mentor upon their first semester in the program. The faculty mentor meets with the student at designated times throughout the program to provide additional support. The mentor reviews students' plan of study, academic progress, program requirements, and professional dispositions in the program. Students can ask questions and obtain feedback. Mentor meetings are documented via progress letters and students receive a copy of these letters. Students can request to meet with their mentors at any time throughout the program.

New Student Orientation Meeting

The New Student Orientation meeting for new students will be held each semester during CSP 6010. Announcements of new student orientation meetings, as well as announcements of other information for program students, will be sent via wpunj email at the beginning of the semester. Attendance at this meeting is required for all new counseling students. If a student is unable to attend the orientation meeting, they must communicate with the directors to make arrangements to attend the following semester. If a student fails to attend the orientation in their first two semesters, it will result in a Student of Support Plan.

Required Technology Resources and Competencies

To meet the academic and professional expectations of the Professional Counseling Program, students are required to have access to essential technology and demonstrate foundational digital competencies. These skills and tools support coursework, clinical training, communication, and ethical practice in a digitally integrated field.

Required technology resources and competencies include, but is not limited to:

- Access to and proficiency with word processing, spreadsheet, and presentation software (e.g., Microsoft Office; Google Workspace).
- Access to a computer (laptop or desktop) with reliable internet to support video conferencing, online research, and Learning Management System access.
- Access to a computer with video conferencing platforms (e.g., Zoom, Microsoft Teams) and capability.
- Familiarity Blackboard Ultra, the university's Learning Management System (LMS) system, to access course materials, engage in discussions and other activities, and submit

assignments. WPUNJ [Instruction & Research Technology](#) department is a resource for this and offers related webinars.

- Competence in conducting scholarly research using academic databases. Research databases can be found on the [David & Lorraine Cheng Library](#) website. Librarians offer assistance and instruction on related topics, such as using databases, managing citations, and APA writing.
- Competence in professional digital communication, including email etiquette and timely responses.
- Access to a digital voice recording device for practicum and internship (phones, tablets, laptops are not permitted).
- Adherence to ethical standards related to technology use in counseling, including confidentiality, privacy, and the use of secure systems in telehealth or digital client records. This is relevant to Practicum and Internship.
- All College of Education students have an Anthology account. Each course will have selected assignments, including professional dispositions, that must be submitted to Anthology. For help with these accounts, please submit a Help Desk ticket on WPCConnect. More information on Anthology please see: <https://www.wpunj.edu/coe/chalk-wire.html>

Students are encouraged to utilize university resources for technical support and training to strengthen these skills and ensure successful progress through the program.

Diversity, Equity, and Inclusion

The Counselor Education Program is committed to fostering a learning environment that values and upholds diversity, equity, and inclusion as foundational to the development of ethical and culturally sustaining counselors. We affirm the dignity and worth of all individuals and strive to prepare students to serve diverse populations with integrity, compassion, and cultural humility.

We recognize that systemic inequities and social injustices impact access to education, mental health care, and well-being. As such, we intentionally work to recognize and eliminate barriers within our program and in the communities we serve. Our program embraces diversity in all its forms including but not limited to race, ethnicity, nationality, socioeconomic status, gender identity and expression, sexual orientation, age, ability, language, religion, and worldview.

Program Objectives

1. Integrate Multicultural and Social Justice Competencies throughout the curriculum, supervision, and clinical experiences.
2. Incorporate diverse perspectives, voices, and cultural frameworks into coursework.
3. Support students in developing multicultural and social justice counseling competencies.
4. Recruit and retain diverse faculty and students by using inclusive admissions and hiring practices, mentorship, and support systems.
5. Create inclusive learning environments that promote dialogue, critical reflection, and respect for differing perspectives and identities.
6. Provide and/or seek ongoing DEI professional development for faculty, supervisors, and students, including annual training and reflective practices.
7. Assess climate and outcomes through regular feedback from students, faculty, and stakeholders to ensure continuous improvement.
8. Encourage ongoing professional development to ensure teaching and supervision practices remain inclusive and current.

Student Support and Accountability

- Admissions, advising, and field placement processes are designed to support equity and reduce barriers to participation.
- The program seeks to recruit and retain students and faculty from diverse backgrounds.
- Financial, academic, and wellness supports are available to promote student success.
- Discriminatory behavior, harassment, or bias incidents will be addressed through established university procedures with a clear, supportive process for reporting and remediation.
- All students are expected to demonstrate cultural responsiveness, ethical integrity, and a commitment to social justice. This is assessed in part by professional dispositions and violations may result in remediation or dismissal as outlined in the program handbook.
- All members of the program community are expected to treat each other with dignity and respect.
- Discrimination, harassment, or expressions of bias based on identity will not be tolerated and may result in corrective action or dismissal as outlined in university and program policies.

Students who experience or witness discrimination, harassment, or exclusionary practices are encouraged to report concerns to the Program Directors, any faculty, or appropriate campus office. Students can access [WPUNJ's Student Equity & Inclusion Policies & Procedures](#) for related policies and procedures. Students are encouraged to visit [The Office of Student Diversity and Inclusion](#). Should students experience discrimination, harassment, or bias related to their identity they should contact [Title IX](#) and [Counseling, Health, and Wellness Center](#).

Student with Disabilities & Accessibility Resource Center

If aspects of the instruction or design of this course create barriers to your full participation or to an accurate assessment of achievement, such as time-limited exams, it is the responsibility of the student to identify themselves and request assistance from the Accessibility Resource Center and to provide the instructor with a list of accommodations approved by the office of the Accessibility Resource Center. Accommodations are mandated by the Americans with Disabilities Act. If you have a disability, or suspect that you have a disability, the first step is to contact the Accessibility Resource Center Room 134 University Commons/Speert Hall (973-720-2853) and <https://www.wpunj.edu/accessibilityresourcecenter/>). Appropriate accommodations will be generated based upon evidence of a documented disability. Please be aware that students with disabilities are responsible for meeting the same standards for mastery of course content as students without disabilities.

Accommodations Statement

Students' well-being and success in this program is important. Faculty is committed to providing accommodations to help students with disabilities navigate the program successfully. Students are expected to work with the WPUNJ Accessibility Resource Center and communicate accommodations needs with faculty. Faculty will incorporate the accommodation plan into coursework, as needed.

Counseling, Health, & Wellness Center

[The Counseling, Health, & Wellness Center](#) offers mental health services to all WPUNJ students at no cost. The Counseling Center is staffed with professional counselors, psychologists, social workers, a psychiatrist consultant, and supervised graduate students. They offer a wide range of services related to facilitating students' personal, social, and intellectual growth, as well as adjustment to and engagement within the university community, assisting with identifying and

working through personal barriers, normal developmental issues and stressors, and clinical problems which could impede academic success.

Graduate school can be a rewarding but also rigorous experience that can come with added stress. The WPUNJ Professional Counseling Program curriculum includes reflective assignments aimed to foster increased self-awareness. Though faculty members are counselors, they are not counselors to students. [The Counseling, Health, & Wellness Center](#) (or other counseling centers with qualified and licensed mental health counselors) can serve as a resource for students if they find that course work and course content lead them to reflect about their own mental health wellness.

Grading System

Students' academic standing is expressed in a cumulative grade point average (GPA) is based on a 4.00 system. University policies require graduate students to maintain a 3.00 GPA. The grading system for graduate courses is as follows:

A = 4.00 quality points per credit hour
 A- = 3.70 quality points per credit hour
 B+ = 3.30 quality points per credit hour
 B = 3.00 quality points per credit hour
 B- = 2.70 quality points per credit hour
 C+ = 2.30 quality points per credit hour
 C = 2.00 quality points per credit hour
 P = Pass
 F = Fail; 0.00 quality points per credit hour
 WD = Withdraw
 IN = Incomplete grade
 (for information about incomplete grades, please see the University Graduate Catalog)

Aligned with WPU policy, please be aware that students must maintain a 3.00 average to be retained in the counseling program. The program also requires students to complete particular courses with a B or better to be retained in the program. Students who are in danger of not meeting these requirements will meet with course faculty, and the program director as needed, to discuss options. Students have the right to appeal grades through the WPU Grade Appeal Policy. Please see the university policy for more information.

Clinical Mental Health Counseling concentration students must complete the following courses with a B or better:

- Foundations and Techniques in Counseling (CSP 6010).
- Case Studies in Counseling (CSP 6210)
- Advanced Skills and Techniques in Clinical Mental Health Counseling (CSP 6320)

School Counseling concentration students must complete the following courses with a B or better:

- Foundations and Techniques in Counseling (CSP 6010).
- Foundations of School Counseling (CSP 6200)
- Advanced Skills and Techniques in School Counseling (CSP 6300)

Academic Probation

In line with WPU policy, any student whose grade point average falls below a 3.00 is automatically placed on academic probation and may not enroll for more than two courses in the subsequent semester. A student whose GPA does not reach 3.00 after the completion of these two courses will be dismissed from the University, and thus the Professional Counseling Program. Please refer to the University Graduate Catalog for information on academic dismissal.

The University and/or the professional counseling faculty are under no obligation to warn students about academic deficiencies or to alert them in advance to probation or dismissal when their GPA falls below the required minimum. Students dismissed from the University will not be extended the privilege of taking courses in the University unless officially reinstated. Dismissal decisions may be appealed in writing to the Dean of the College of Education.

In addition to maintaining a 3.0 GPA, students are required to maintain satisfactory grades in their coursework. Therefore, students may have up to two grades below the grade of B- (e.g., two C+, two C, or one C+ and one C). If students have three or more grades below the grade of B- (e.g., three C+, three C, or any combination), they will be dismissed from the program.

In the Professional Counseling program, grades C- or below is failure. Failing a course will result in dismissal from the Professional Counseling Program. Failed courses may not be repeated.

Grade Appeal

Students have the right to appeal grades. For a grade appeal, please follow the procedures found at [Grade Appeal Policy](#). Students may not appeal program decisions due to failed courses or program dismissals through the WPUNJ enrollment management appeal procedure. The WPUNJ enrollment management appeal is available for students for related enrollment issues.

Academic Appeal Process

In accordance with the university [grade appeal policy and procedures](#), students are eligible to apply for an academic appeal for any grades they believe are incorrect or unjust. Per the policy, appeals must be submitted in writing within 10 days accompanied by supporting documentation to the course instructor to request a meeting and begin the process. Should the issue not be resolved, the process will continue to the department chair, department committee, and dean's committee, as necessary. Should the appeal be unsuccessful the grade will stand. If any grade is overturned there are a variety of outcomes to include but not limited to regrading the assignment, a grade of Incomplete, or a remediation plan.

Professional Dispositions

In addition to student's academic responsibilities of the Professional Counseling Program and William Paterson University, students are expected to conduct themselves in an ethical, responsible, and professional manner. Students are expected to follow the ethical codes of the counseling profession outlined by the American Counseling Association and setting specific codes (i.e. American School Counselor Association).

Demonstrating positive professional dispositions is a critical part of student responsibility. Assessing student dispositions is faculty's responsibility for the field of professional counseling. Students are rated regarding professional dispositions in each course every semester and accounts for 10% of final grades. Feedback can be provided by faculty each semester, to support student growth. Faculty

will discuss students' dispositions during meetings. If this results in feedback to be shared with students, faculty mentors will relay this information to the student during their faculty mentor meeting or at a different time per faculty mentors' discretion. The purpose of the feedback is to support students in further developing their professional disposition in preparation for continued success in the program and in the field.

Students who do not meet criteria for professional dispositions in a course may have a meeting scheduled with the course instructor, Program Director, and/or Professional Counseling Program Faculty. In addition, faculty discuss concerns demonstrated by students on an ongoing basis during monthly program meetings. If concerns arise regarding student dispositions during a course or related to programmatic requirements and communications, program faculty follow the procedures of the Student Support Referral process. *Minimum expectation is to earn a 2.5/3 or better.

Below is the rubric followed in each course when evaluating students' dispositions.

William Paterson University Professional Counseling Program Dispositions Students Course _____

Disposition	Not Observed (0)	Needs Work (1)	Progressing (2)	Competent (3)
Counselor in training contributes to a positive climate in the university classroom (Participates actively in class discussion and assignments, works effectively with others, shows respect and cultural humility in consideration for the thoughts and feelings of others, as well as their worldviews)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselor in training demonstrates competence in written and spoken language within the field of counseling (Communicates effectively verbally, demonstrates an ability to write in a clear and organized manner, utilizes APA format appropriately, demonstrates good grammar, spelling skills in all written materials and student adheres to the University Academic Integrity Policy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselor in training demonstrates is committed to reflection, assessment, and learning as an ongoing process (Reflects on own actions, is able to synthesize information giving and demonstrates an ability to apply information to own practice, modifies behaviors when presented with new information and effectively receives and utilizes feedback)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselor in training demonstrates a level of responsibility appropriate for counseling (Attends all classes, participates fully and actively in required professional tasks including attending all required program meetings such as New Student Orientation, arrives on time, comes to class well prepared, reads and takes responsibility for all class materials including syllabus, class notes, and class readings, takes initiative in carrying out professional responsibilities and in communicating with professors, peers, and supervisors)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselor in training is a thoughtful and responsive listener (Solicits feedback that demonstrates an understanding of program and professional goals and objectives, receives feedback in a positive manner and makes necessary adjustments, listens and responds to others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselor in training is sensitive to community and cultural norms in the context of the university classroom, internship placement, and other community settings and appreciates the values of human diversity, showing respect for others perspectives and ideas (Uses language that demonstrates sensitivity to others, listens to other's perspectives and opinions in a respectful manner, exhibits an understanding of the complexities of race, power, gender, class, sexual orientation, age, and differing physical and mental abilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counselor in training values the development of critical thinking and independent problem solving (Identifies, analyzes, and evaluates complex issues, solves problems both independently and in cooperation with others and sets and achieves high standards for self and others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If counselor in training scores not observed or needs work in any area, please explain deficiencies in these areas (add additional paper if necessary):

Faculty

Date

Leave of Absence

Per university policy, graduate students who wish to take a leave of absence from their studies can do so in consultation with their advisor without the need to formally apply with the university. Students are able to take a leave of absence for two years, though after the two-year mark students are withdrawn from the university if they do not return. In this instance students would need to re-apply to the program. Any student who needs to take a leave of absence must notify their advisor in advance so that the plan of study can be altered and updated reflecting their return date. Please be aware of leave of absence term deadlines, as well as degree completion deadlines. Students do not need to apply for a leave of absence if they are on leave for less than two years but should consult with their Program Advisor.

Readmit Policy

Graduate students not enrolled in courses for more than two years are considered academically withdrawn and are required to apply for readmission prior to resuming graduate study. Students are not guaranteed readmittance. The point during the program in which students began their leave may impact when, or if, students can restart the program. Course work six years or older will be reviewed by your advisor and counseling faculty and may be required to be retaken. Please see the University Graduate Catalog for further information.

Professional Organizations & Professional Activities

Student participation in professional counseling organizations is highly encouraged. Applications for membership in the American Counseling Association (ACA), the New Jersey Counseling Association (NJCA), the American School Counseling Association (ASCA) and the New Jersey School Counseling Association (NJSCA) are available on organization websites.

Faculty will disseminate information about professional development opportunities such as webinars or professional involvement appropriate for students as they become available. Students are encouraged to communicate professional goals with faculty, as well as any involvement they wish to have with professional counseling organizations, to identify student activities and opportunities.

Chi Sigma Iota (CSI)

[Chi Sigma Iota](#) is an international counseling honor society for counseling students, counseling professionals, and counselor educators. The mission of Chi Sigma Iota is to promote the counseling field through strong professional identity, advocacy, leadership, scholarship, and excellence in counseling. Chi Sigma Iota recognizes the high achievement in academic and clinical excellence in professional counseling.

Membership in Chi Sigma Iota is extended to current graduate students in counselor education programs who have completed at least nine (9) credit hours and have earned at least a 3.5 GPA.

Current professional counselors who graduated from an accredited counseling program can also apply for membership pending they earned a cumulative GPA of at least 3.5. Per the CSI bylaws, candidates should also demonstrate standards of personal and professional excellence and promote CSI's mission.

The WPUNJ Professional Counseling Program's local chapter is [Alpha Beta Chi](#). The chapter formally invites eligible members to consider membership during the spring semester. Each spring, the chapter holds a formal induction ceremony for all new members who joined within that academic

year. During the ceremony inductees will be given certificates of membership and recognition pins. Benefits of membership include being part of an international counseling honor society that recognizes academic achievement and excellence in counseling, as well as promotes professional identity. Members also have access to complimentary professional development resources such as complimentary continuing education webinars, Chi Sigma Iota publications, the CSI counselors' bookshelf, and counselor and supervisor directories. There are also various leadership developments and trainings.

Alpha Beta Chi has regular chapter meetings organized by the executive board and leadership committees. Students are encouraged to attend meetings and find ways to be active. Our chapter has regular initiatives to increase membership, support students, engage in the community, and promote wellness.

Program Retention

To be retained in the Professional Counseling program students must maintain a GPA of 3.00. In addition, there are specific courses that must be completed with at least B. Some of these are dependent upon students' program concentration. All students must successfully complete CSP 6010 Foundations and Techniques in Counseling with a grade of B or better. CSP 6010 Foundations and Techniques in Counseling must be the first course taken in the program. Students in the School Counseling Concentration must pass CSP 6200 Foundations of School Counseling and CSP 6300 Advanced Skills and Techniques in School Counseling with a grade of B or better. Students in the Clinical Mental Health Counseling Concentration must pass CSP 6210 Case Studies in Counseling and CSP 6320 Advanced Skills and Techniques in Clinical Mental Health Counseling with a grade of B or better. In these courses, students are expected to earn a 2.5/3 on all KPIs to meet minimum expectations.

Students must meet all program critical assessments to maintain their position in the program. For example, successfully completing the PIB comprehensive exam and other course assignments (KPIs and professional dispositions) that serve as critical assessments, and competency in Practicum and Internship evaluations. Students are expected to display appropriate professional dispositions and abide by ACA code of ethics. For all courses, other than noted above, students are expected to earn a 2.25/3 on all KPIs to meet minimum expectations.

Remediation

Should students' positions in the program be at risk, the Professional Counseling Program faculty follow due process to notify them and remediate issues. Academic remediations might be initiated for the following reasons grades below B-, poor performance in classes, attendance issues, lack of proficiency in counseling skills, not meeting expectations on KPIs, removal from practicum and internship site. Areas of non-academic concern that may lead to remediation include, but are not limited to, unprofessional behavior and dispositions, unethical behavior, not meeting program due dates and requirements, and personal difficulties that affect the student's ability to appropriately relate to clients/students. There may be additional academic and non-academic concerns that result in remediation.

Counseling faculty will meet on a regular basis to discuss students who are having difficulties in academic and clinical instruction or non-academic issues to develop options for these students. When a student falls below the grade requirement, their advisor will meet with the student to discuss options. In addition to the regular review of students who are having difficulty in academic or clinical instruction, the faculty will meet to discuss the progress of all other degree-seeking counseling students at regular intervals through program mentorship meetings during which faculty mentors will review grades, plan of study, and dispositions with the student. If necessary, faculty

will develop a plan of action for any student who is not meeting their potential or is inappropriate for the Professional Counseling Program.

Our remediation plan includes two steps. The first step begins when a faculty member submits a Student Support Referral. A meeting is set up between the student and the student's instructor. If that meeting is not productive, if the student does not meet with the professor, or if the issues persist a Student Support conference will be held with at least three faculty members in attendance (to include the program director) and a specific Student Support Plan will be developed with the student. If the student chooses not to accept the Student Support Plan, they may begin the appeals process. Please see Academic Policies on the web at [Grade Appeal Policy and Procedure](#). Remediation Plans may include, but are not limited to, additional coursework, additional fieldwork, a change in concentration, or exit from the Professional Counseling program.

Dismissal

The Professional Counseling Program has academic and non-academic requirements to successfully complete the program. If these requirements are not met and remediation is not successful, students will be dismissed from the program. These include, but are not limited to, a) not maintaining a minimum GPA of 3.0, b) three grades below a B-, c) not earning a B or better in required courses, d) failure of program critical assessments or course KPIs, including professional dispositions, e) dismissal from practicum or internship sites, f) failure to adhere to ACA Code of Ethics, g) issues of academic integrity per WPU Policy, and h) and any other professional misconduct.

Students will be notified of dismissal by the Department Chair and will have access to the University Appeal Process. Please see Academic Policies on the web at [Grade Appeal Policy and Procedure](#).

Pre-Internship Benchmark Exam (PIB)

All students in the Professional Counseling program must pass the Pre-Internship Benchmark Exam (PIB) before entering their internship experience. The Counselor Preparation Comprehensive Examination (CPCE) is given in the Spring semester before students' practicum/internship. Details of the exam will be distributed to students after they are cleared to take the exam. There is a fee to take the exam. If a student fails the exam, they may take the exam one more time before their internship begins (students will need to pay for the retake). If they fail the exam a second time, student will need to successfully complete a remediation plan before they may begin Internship I.

Internship may be delayed up to one year if the student fails the exam twice. In the event a student fails the remediation, or if a student rejects the remediation plan, the student will not be eligible to meet the requirements of the program and thus be dismissed from the program. Students can file an appeal in accordance with the university grade appeal policy.

Practicum and Internship

There is a mandatory Practicum and Internship meeting, for students in both concentrations, held in the fall semester before students take Practicum. During the meeting, students are informed of necessary information to apply, secure an appropriate site, and submit documentation for their practicum and internship placements. Other necessary information for preparing for, and navigating practicum and internship, is reviewed per the Practicum and Internship Handbooks. Paperwork deadlines will also be provided at the meeting. All required documentation, found in the handbooks, is also discussed. Handbooks can be found on the program website.

During the meeting due dates for practicum and internship paperwork are provided. If

documentation is not completed in full and submitted by the due date, practicum and/or internship will be delayed, and the student's plan of study will be revised. Specific information on requirements for Practicum and Internship is listed in the handbooks available on the professional counseling website.

[Clinical Mental Health Counseling](#) [School Counseling](#)

Practicum

Students will apply for practicum and must submit required documentation, including contracts and supervisor information the semester prior to their practicum course. Faculty must approve practicum sites before students can begin. School Counseling students enroll in practicum (CSP 6300) during the Spring semester. Clinical Mental Health Counseling students enroll in practicum (CSP 6320) during the summer semester. Practicum must be passed prior to Internship. Practicum consists of 100 hours in the field with 40 hours in direct service with clients. Practicum requires recorded sessions with clients. See further details in the Practicum/Internship Handbook.

Internship

Students will apply for internship and must submit required documentation, including contracts and supervisor information two semesters prior to the Internship I course. All students must successfully complete 48 credits including prerequisites and pass practicum, to enroll in Internship I. Internship consists of an intensive, two (2) semester, field-based experience at a school and/or clinical mental health setting. Students are required to secure their own field placements. The counseling faculty must approve these placements. Students may obtain a list of possible placement sites from program directors. CSP 6860 Internship in Counseling I requires 300 hours at an internship placement with 120 in direct service to clients, as does CSP 6870 Internship in Counseling II. Both courses require recorded sessions with clients. Prerequisites for Internship are listed in the Program Planning Guides (sample located at the back of this handbook). Students who do not complete the required hours, will not be eligible to pass the course. See further details in the Practicum/Internship Handbook.

Removal from Internship Site

In the event a student is asked to leave an internship placement, the faculty will meet with representatives of the internship site to determine the cause of the removal. The faculty will then meet with the student to develop a Student Support Plan for the opportunity of a second internship placement. This plan may include the student having to wait until the following year to continue in internship depending on reasons for removal from the site. If the student is removed from a second site, it will result in dismissal from the program. In the case of serious ethical, legal, or clinical violations, the student will be dismissed from the program after consultation with representatives from the site and with the Dean of the College of Education. See further details in the Practicum/Internship Handbook.

Liability Insurance

Students enrolled in their practicum (CSP 6300 or CSP 6320) and in Internship (CSP 6860 and CSP 6870) must obtain liability insurance through the American Counseling Association (ACA) before beginning their field experience. ACA offers liability insurance for practicum and internship students as part of the dues for student members. No other insurance will be accepted. Students must maintain their liability insurance through the completion of Internship II. More information

may be obtained by the ACA website at www.counseling.org. See further details in the Practicum/Internship Handbook.

Lab Procedure

If an instructor uses the classroom lab equipment for individual or triadic sessions, students are notified in advance. The recording equipment is used to provide counseling candidates with feedback on their individual counseling skills by the course instructor. It allows the student to receive the feedback on specific skills. There is a locked and secure centralized control room in the lab that houses the main operating system, for which only faculty have access. The main computer that controls all the recording system is password protected, and each faculty has unique access to the system and can only access the recordings that are associated with their classes and assignments. This technology software, *Interact*, is HIPAA compliant.

Protected Health Information (PHI)

This policy is established to ensure the protection and confidentiality of Protected Health Information (PHI) for clients served by graduate counseling students, as well as to maintain the privacy of students' own health information where applicable. The policy aligns with the Health Insurance Portability and Accountability Act (HIPAA), FERPA, and relevant professional ethical standards.

This policy applies to: all graduate counseling students engaged in clinical work (practicum/internship), faculty and supervisors overseeing clinical activities, and administrative staff involved in clinical records.

Definitions

- **PHI (Protected Health Information):** Any individually identifiable health information, whether oral, written, or electronic, related to a client's health condition, treatment, or payment.
- **Client:** Any individual receiving counseling services through the program.
- **Student Counselor:** A graduate student enrolled in the counseling program who provides clinical services under supervision.

Student Responsibilities

- Students must complete HIPAA training before beginning any clinical work.
- PHI must only be accessed, used, or disclosed as required for the provision of care or supervision.
- Notes, recordings, and case documentation must be stored in secure, password-protected systems or locked filing cabinets. These documents do not leave the site.
- No PHI shall be transmitted via unsecured methods (e.g., personal email, texting, non-encrypted devices).
- Students must de-identify all client information in academic or supervision settings unless prior written consent is obtained. This includes any written work that is submitted.
- AI or ChatGPT may not be used for clinical notes as this could be considered a breach of PHI.

Faculty and Supervisor Responsibilities

- Ensure all students are trained on HIPAA and PHI confidentiality before clinical placement.
- Provide clear guidance on ethical handling of PHI during supervision and case documentation.
- Report and investigate any breaches or suspected breaches of PHI.

Client Rights

- Clients must be informed of their privacy rights via a HIPAA Notice of Privacy Practices at the beginning of services.
- Clients have the right to request access to or corrections of their PHI.
- Informed consent must be obtained for any recordings, research use, or third-party disclosures.

Student Health Records

Student health records (when applicable) are protected under FERPA and handled separately from academic or clinical records. PHI related to a student (e.g., mental health services received through campus counseling) will not be accessible to faculty or peers without explicit consent.

Breach of PHI

Any unauthorized access, use, or disclosure of PHI must be reported immediately to the Program Directors. A breach investigation will be conducted and corrective action implemented, which may include disciplinary measures or termination of clinical privileges.

Recording Policy

Information contained in lectures, class discussions and other oral classroom communication are protected under federal copyright laws and/or Family Educational Rights and Privacy Act (FERPA). Unauthorized recording, downloading, file sharing or distribution of any part of a recorded lecture, class discussion or other oral classroom communication, or using the material for any purpose other than as an aid to an individual student's learning may be considered a violation of the William Paterson University [Copyright Policy](#) and subject to disciplinary sanction. Unauthorized activities noted in this policy may also be a violation of William Paterson University Information Technology Policies.

Certification and Licensure

The School Counseling concentration fulfills the academic requirements for New Jersey School Counselor certification. Students must apply for certification before graduation. Applications are available online and will be distributed during the spring semester to eligible applicants. The School Counseling concentration also fulfills the requirements for the National Certified Counselor (NCC) certification offered by the National Board for Certified Counselors (NBCC). Clearance for the National Counselor Exam (NCE) is offered for William Paterson University students enrolled in the program during their last semester of internship. A passing score on the National Counselor Exam (NCE) is required for certification as an NCC.

The Clinical Mental Health Counseling concentration fulfills the requirements for the National Certified Counselor (NCC) certification offered by the National Board for Certified Counselors (NBCC) and the academic requirements for the LPC credential. Clearance for the National Counselor Exam (NCE) is offered for William Paterson University students enrolled in the program during their last semester of internship. A passing score on the National Counselor Exam (NCE) is required for certification as an NCC.

The NCE is the first step towards licensure as a Licensed Professional Counselor (LPC) in the state of New Jersey. If you are in the clinical mental health counseling concentration also seeking the school certification additional requirements and field experience is necessary. See your advisor for further information.

Endorsements

On passing the NCE, students in the Professional Counseling program are endorsed for National Certification as Certified Counselors (NCC) when they have completed the 60 credit School Counseling Master's program or the 60 credit Clinical Mental Health Counseling Master's program and their transcripts, application, and fee are sent to the National Board of Certified Counselors (NBCC). School counseling concentration students are endorsed for the state school counselor certification when they complete all coursework necessary for this certification and application for certification is made through the William Paterson University College of Education Office of Certification. Beyond this, students may seek the recommendation of professors in the program when they are seeking other credentials or employment.

Letters of Recommendation

Letters of recommendation for certification, licensure, or employment may be obtained from individual counseling faculty at the discretion of the faculty member. Faculty reserve the right to refuse such requests when they believe they are unfamiliar with the student's work and skills or when they have reason to believe the student should not be endorsed for credentials or employment for particular reasons. Should a concern arise about a student's suitability for the profession while that student is taking a course, the course instructor is obliged to hold a Student Support conference. If the instructor is a part-time faculty member, they should report their concern to the program directors and set up a meeting with the directors and the student in question.

Graduation Requirements

To graduate, a student must successfully complete the following:

- At least 60 semester hours with a GPA of 3.00 or better. Students must obtain a grade of B or better in CSP 6010. The student's program must include three semester hours of Practicum and six semester hours of Internship. Students should check the Graduate Catalog for graduate application deadlines. In addition, school counseling students must pass CSP 6200 Foundations of School Counseling and CSP 6300 Advanced Skills and Techniques in School Counseling with a grade of B or better and clinical mental health counseling students must pass CSP 6210 Case Studies in Counseling and CSP 6320 Advanced Skills and Techniques in Clinical Mental Health Counseling with a grade of B or better.
- Foundations and Techniques (CSP 6010) evaluation
- Pre-Internship Benchmark Exam (PIB)
- Practicum/internship evaluation (CSP 6300 or CSP 6320, CSP 6860 and CSP 6870)
- Comprehensive Case Study Project (CSP 6200 and CSP 6220)

List of Counseling Courses

School and Clinical Mental Health Required Courses

CSP 6010 Foundations and Techniques of Counseling
 CSP 6030 Multicultural Counseling
 CSP 6040 Assessment and Appraisal in Counseling
 CSP 6050 Ethical and Legal Issues in Counseling
 CSP 6060 Individual Counseling: Theories and Practice
 CSP 6080 Career Counseling across the Life Span
 CSP 6090 Human Development across the Life Span
 CSP 6100 Group Counseling: Theory and Practice
 CSP 6160 Research in Counseling
 CSP 6210 Case Studies in Counseling
 CSP 6260 Theories and Techniques of Family and Couples Counseling
 CSP 6420 Introduction to Play and Creative Therapies
 CSP 6510 Counseling for Addictions: Applications for School and Mental Health Settings
 CSP 6540 Clinical Supervision in Clinical Mental Health and School Settings

School Counseling Required Courses

CSP 6200 Foundations of School Counseling
 CSP 6300 Advanced Skills and Practicum for School Counseling
 CSP 6860 Internship in Counseling I
 CSP 6870 Internship in Counseling II

Clinical Mental Health Counseling Required Courses

CSP 6220 Foundations of Clinical Mental Health Counseling
 CSP 6320 Advanced Skills and Practicum for Clinical Mental Health Counseling
 CSP 6860 Internship in Counseling I
 CSP 6870 Internship in Counseling II

Students in both the Clinical Mental Health Counseling concentration and the School Counseling concentration need six credits of electives.

Elective Counseling Courses

CSP 6200 Foundations of School Counseling
 CSP 6300 Advanced Skills and Practicum for School Counseling
 CSP 6220 Foundations of Clinical Mental Health Counseling
 CSP 6320 Advanced Skills and Practicum for Clinical Mental Health Counseling
 CSP 6520 Clinical Management of Addictions
 CSP 6910 Human Sexuality
 CSP 6930 Telehealth Counseling
 CSP 6940 Counseling for Grief and Loss
 CSP 6950 LGBTQIA+ Clients
 CSP 6960 School Law and Mental Health Codes
 CSP 6980 Creativity in Counseling

WPUNJ Counseling Program Course Conversion for State Licensure Application

Electives are marked with an E after the number. You must list at least 45 hours spread over these nine areas.

LPC Content Area	WPUNJ Course
Counseling theory and practice	CSP 6060, 6260, 6510, 6940E
The helping relationship	CSP 6010, 6420, 6300, 6320, CSP 6980E
Human growth and development, Maladaptive behavior	CSP 6090, 6210, 6910E, 6940E
Lifestyle and career development	CSP 6080
Group dynamics	CSP 6100
Appraisal of individuals	CSP 6040
Social and cultural foundations	CSP 6030, CSP 6950E
Research and evaluation	CSP 6160
The counseling profession	CSP 6050, 6220, 6540, 6930E, 6960E

William Paterson University
Department of Special Education and Counseling
Program Planning Guide for Clinical Mental Health Counseling Students
 Effective August 2025

The Clinical Mental Health Counseling concentration at William Paterson University is a 60-semester hour program leading to a Master of Education degree in Professional Counseling with a concentration in clinical mental health counseling and eligibility as a Licensed Associate Counselor (LAC), the first step towards obtaining the Licensed Professional Counselor (LPC) credential in the state of New Jersey. (Note: a passing score on the National Counselor Exam is required to apply for the LAC and/or LPC.)

This guide has been prepared to help you understand the requirements of the Clinical Mental Health Counseling concentration. Please use this guide in conjunction with meetings with your advisor to plan out your graduate program. **This guide is not to be used in lieu of consultation with your advisor.** It is your responsibility to check with your advisor to ensure that the program that you have planned meets all requirements and regulations necessary to complete the program.

The Clinical Mental Health Counseling concentration at William Paterson University follows the standards and guidelines set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the National Board of Certified Counselors (NBCC). Course work follows eight core competence areas. These eight areas are as follows:

1. Professional Counseling Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. Research and Program Evaluation

In addition to these core areas, the Clinical Mental Health Counseling concentration requires course work that addresses:

1. Foundations of Mental Health Counseling
2. Mental Health Service Delivery and Care Continuum
3. Regulations, Ethics, and Policy
4. Assessment and Treatment Planning
5. Intervention and Collaboration Strategies
6. Advocacy and Support

The sections below list the core program courses and Clinical Mental Health Counseling required courses. The required courses consist of 54 semester hours. Students will take an additional six credits of electives to complete their program.

CSP 6010 Foundations and Techniques in Counseling (3)

Prerequisite: Permission of Director

CSP 6030 Multicultural Counseling (3)

Prerequisite: Permission of Director

CSP 6040 Assessment and Appraisal in Counseling (3)

Prerequisite: Permission of Director

CSP 6050 Ethical and Legal Issues in Counseling (3)

- Prerequisite: CSP 6010 & Permission of Director
- CSP 6060 Individual Counseling: Theories and Practice (3)
Prerequisite: Permission of Director
- CSP 6080 Career Counseling across the Life Span (3)
Prerequisite: Permission of Director
- CSP 6090 Human Development across the Life Span (3)
Prerequisite: CSP 6010 & Permission of Director
- CSP 6100 Group Counseling: Theory and Practice (3)
Prerequisite: CSP 6010, CSP 6030, CSP 6060, & Permission of Director
- CSP 6160 Research in Counseling (3)
Prerequisite: CSP 6010, CSP 6040, & Permission of Director
- CSP 6210 Case Studies in Counseling (3)
Prerequisite: CSP 6010, CSP 6030, CSP 6040, CSP 6060, CSP 6090, & Permission of Director
- CSP 6220 Foundations of Clinical Mental Health (3)
Prerequisite: Permission of Director
- CSP 6260 Theories and Techniques of Family & Couples Counseling (3)
Prerequisite: CSP 6010, CSP 6060, & Permission of Director
- CSP 6320 Advanced Skills and Practicum for Clinical Mental Health Counseling (3)
Prerequisite: CSP 6010, CSP 6030, CSP 6050, CSP 6060, CSP 6210, & Permission of Director
- CSP 6420 Introduction to Play and Creative Therapies (3)
Prerequisites: CSP 6010, 6060, & Permission of Director
- CSP 6510 Counseling for Addictions: Applications for School and Mental Health Settings (3)
Prerequisite: Permission of Director
- CSP 6540 Clinical Supervision in Clinical Mental Health and School Settings (3)
Prerequisite: CSP 6010, CSP 6060, & Permission of Director
- CSP 6860 Internship in Counseling I (3)
Prerequisite: Permission of Director, Completion of Core and Concentration Courses, & successful completion of PIB
- CSP 6870 Internship in Counseling II (3)
Prerequisite: Permission of Director, Completion of Core and Concentration Courses, & successful completion of PIB
- And two electives chosen with your advisor.

William Paterson University
Department of Special Education, Professional Counseling, & Disability Studies
Program Planning Guide for the Professional Counseling School Counseling Concentration
 Effective August 2025

The School Counseling concentration at William Paterson University is a 60- semester hour program leading to a Master in Education degree. Graduates who have successfully completed the educational requirements may apply for the New Jersey School Counselor certificate.

This guide has been prepared to help you understand the requirements of the School Counseling concentration. Please use this guide in conjunction with meetings with your advisor to plan out your graduate program. This guide is not to be used in lieu of consultation with your advisor. It is your responsibility to check with your advisor to ensure that the program that you have planned meets all requirements and regulations necessary to complete the program.

The School Counseling concentration at William Paterson University follows the standards and guidelines set by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the National Board of Certified Counselors (NBCC) and the state of New Jersey.

Course work follows eight core competence areas. These eight areas are as follows:

1. Professional Counseling Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. Research and Program Evaluation

In addition to these core areas, the School Counseling program requires course work that addresses:

1. Models of Effective School Counseling and Collaboration
2. Program Development and Curriculum Design
3. Counselor Leadership and Advocacy
4. Crisis Response and Student Support
5. Student Development and Mental Health Support
6. Academic and Postsecondary Readiness

The sections below list the core program courses and school counseling required courses. The required courses consist of 54 semester hours. Students will take an additional six credits of electives to complete their program.

CSP 6010 Foundations and Techniques in Counseling (3)

Prerequisite: Permission of Director

CSP 6030 Multicultural Counseling (3)

Prerequisite: Permission of Director

CSP 6040 Assessment and Appraisal in Counseling (3)

Prerequisite: Permission of Director

CSP 6050 Ethical and Legal Issues in Counseling (3)

Prerequisite: CSP 6010 & Permission of Director

CSP 6060 Individual Counseling: Theories and Practice (3)

Prerequisite: Permission of Director

CSP 6080 Career Counseling across the Life Span (3)

- Prerequisite: Permission of Director
- CSP 6090 Human Development across the Life Span (3)
Prerequisite: CSP 6010 & Permission of Director
- CSP 6100 Group Counseling: Theory and Practice (3)
Prerequisite: CSP 6010, CSP 6030, CSP 6060, & Permission of Director
- CSP 6160 Research in Counseling (3)
Prerequisite: CSP 6010, CSP 6040, & Permission of Director
- CSP 6210 Case Studies in Counseling (3)
Prerequisite: CSP 6010, CSP 6030, CSP 6040, CSP 6060, CSP 6090, & Permission of Director
- CSP 6200 Foundations of Clinical Mental Health (3)
Prerequisite: Permission of Director
- CSP 6260 Theories and Techniques of Family & Couples Counseling (3)
Prerequisite: CSP 6010, CSP 6060, Permission of Director
- CSP 6300 Advanced Skills and Practicum for Clinical Mental Health Counseling (3)
Prerequisite: CSP 6010, CSP 6030, CSP 6050, CSP 6060, CSP 6080, & Permission of Director
- CSP 6420 Introduction to Play and Creative Therapies (3)
Prerequisites: CSP 6010, 6060, & Permission of Director
- CSP 6510 Counseling for Addictions: Applications for School and Mental Health Settings (3)
Prerequisite: Permission of Director
- CSP 6540 Clinical Supervision in Clinical Mental Health and School Settings (3)
Prerequisite: CSP 6010, CSP 6060, & Permission of Director
- CSP 6860 Internship in Counseling I (3)
Prerequisite: Permission of Director, Completion of Core and Concentration Courses, & successful completion of PIB
- CSP 6870 Internship in Counseling II (3)
Prerequisite: Permission of Director, Completion of Core and Concentration Courses, & successful completion of PIB
- And two electives chosen with your advisor.

Schedule of Course Offerings

Courses offered Fall and Spring Semesters

CSP 6010, Foundations and Techniques in Counseling
 CSP 6030, Multicultural Counseling
 CSP 6040, Assessment and Appraisal in Counseling
 CSP 6050, Ethical and Legal Issues in Counseling
 CSP 6060, Individual Counseling, Theories and Practice
 CSP 6080, Career Development across the Life Span
 CSP 6100, Group Counseling: Theories and Practice
 CSP 6160, Research in Counseling
 CSP 6200, Foundations of School Counseling
 CSP 6210, Case Studies in Counseling
 CSP 6220, Foundations of Mental Health Counseling
 CSP 6300, Advanced Skills and Practicum in School Counseling (Spring semester only)
 CSP 6420, Introduction to Play and Creative Therapies
 CSP 6510, Counseling for Addictions: Applications for School and Mental Health Settings
 CSP 6860, Internship in Counseling I (Fall semester only)
 CSP 6870, Internship in Counseling II (Spring semester only)
 CSP 6960: School Law and Mental Health Codes (Spring semester only)

Courses offered in Winter Session

CSP 6865, Internship Supervision

Courses offered every Summer

CSP 6090, Human Development across the Life Span
 CSP 6220, Foundations of Mental Health Counseling
 CSP 6320, Advanced Skills and Practicum for Clinical Mental Health Counseling
 CSP 6420, Introduction to Play and Creative Therapies
 CSP 6540, Clinical Supervision in Clinical Mental Health and School Settings

Electives offered on a rotating cycle:

CSP 6520 Clinical Management of Addictions
 CSP 6910 Human Sexuality
 CSP 6930 Telemental Health
 CSP 6940 Counseling for Grief and Loss
 CSP 6950 Counseling Lesbian, Gay, Bisexual, Transgender, Questioning, Intersex, Asexual Clients (LGBTQIA)
 CSP 6980 Creativity in Counseling

Please note that this schedule of course offerings is subject to change without notice

Revised August 2025 by:

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