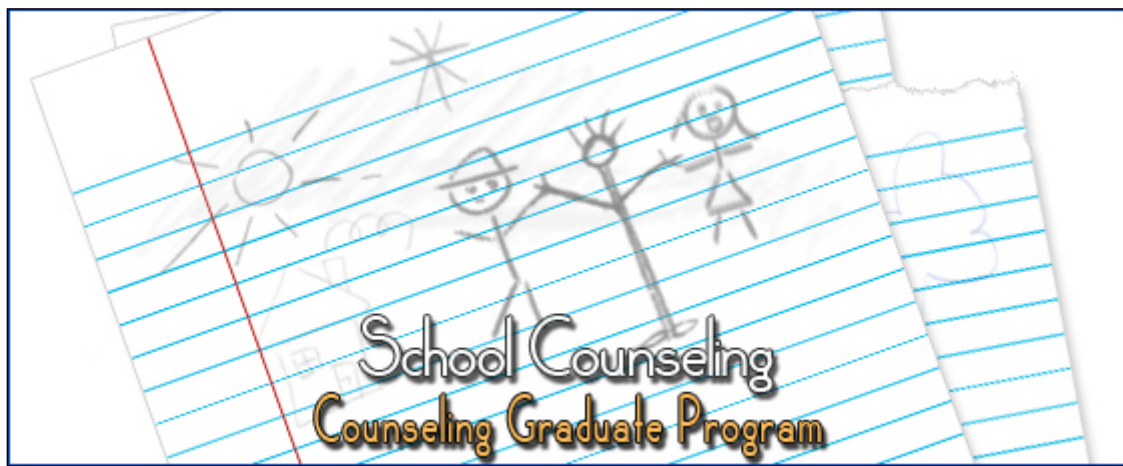




COUNSELING GRADUATE PROGRAM STUDENT HANDBOOK 2015-2016



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INTRODUCTION

Welcome! This handbook is intended to provide you with information you will need to navigate your way through the Counseling Graduate Program at SUNY New Paltz. We hope you find it useful. For most students, the transition from being an undergraduate to being a graduate student is surprising, exciting, and intellectually stimulating. However, it can also be difficult. The quantity and quality of work expected at the graduate level exceeds that expected at the undergraduate level. Graduate studies tend to be more rigorous and involve more independent work than undergraduate studies. Courses also tend to be more challenging because they are taught at a higher level and cover material in greater depth.

In addition to academic work, counseling training can be very personally demanding. Counseling is a profession that requires continual self-reflection and examination of one's own thoughts, feelings, motivations, and experiences. Being prepared and open to do this work is an important component of successfully completing counselor training.

The contacts you make in graduate school are the beginnings of your professional network and it is important that you cultivate strong ties while at SUNY New Paltz. We hope you will work closely with the faculty and your fellow students to succeed in graduate study.

Welcome!

Sincerely,

Melanie S. Hill, Ph.D.
Program Director
Mental Health Counseling and School Counseling Program
State University of New York at New Paltz

COUNSELING GRADUATE PROGRAM OVERVIEW

The Counseling Graduate Program offers of two degrees, the M.S. in Mental Health Counseling and the M.S. in School Counseling, and one Advanced Certificate in Mental Health Counseling.

DEGREE DESCRIPTIONS

MENTAL HEALTH COUNSELING

The Counseling Graduate Program offers a 60-credit Master of Science in Mental Health Counseling, which serves both students looking to become licensed as mental health counselors and those seeking to eventually proceed into doctoral programs. The curriculum covers mental health counseling practice and research, in addition to necessary coursework in human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program development, and professional orientation. Practicum and internship experiences provide unique, varied, and intense hands-on mental health counseling training experiences under supervision of licensed professionals. The degree can be completed full-time in two years, including summer classes. It is registered with the State Education Department as meeting the educational requirements necessary for mental health counseling licensure in New York. Detailed information on the Licensure and Practice of the Mental Health Professions in New York is available from the Office of the Professions (OP) at <http://www.op.nysed.gov/mhclhc.htm>.

Degree Code: 290

SCHOOL COUNSELING

The Counseling Graduate Program offers a 60-credit Master of Science in School Counseling, which prepares students for certification as school counselors. The degree includes a core curriculum and specialization courses. The curriculum covers school counseling practice and research, in addition to necessary coursework in human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program development, and professional orientation. Practicum and internship experiences provide unique, varied, and intense hands-on school counseling training experiences that meet state certification requirements. The degree meets New York State requirements for certification in school counseling. It can be completed full-time in two years, including summer classes. Detailed information on the certification of school counselors in New York is available from the State Education Department (SED) at <http://www.highered.nysed.gov/tcert>.

Degree Code: 295

ADVANCED CERTIFICATE IN MENTAL HEALTH COUNSELING

The 24-credit** Advanced Certificate in Mental Health Counseling is a bridge program that addresses the needs of two distinct cohorts, both requiring supplemental coursework and training to qualify for licensure as mental health counselors in New York State. Students with 36- or 48-credit degrees in mental health counseling will accrue the additional credits needed to meet the 60-credit education requirement for licensure, while those with 36 to 60-credit degrees in other areas of counseling (or a closely related helping-professions discipline) will acquire the specialized courses and fieldwork necessary to retrain as mental health counselors. All students will complete the 12-credit practicum/internship sequence (COU530, COU771, COU772), which includes more than 600 hours of supervised mental health counseling experience, plus 12 additional credits based on review of their prior graduate transcripts and identification of specific courses needed to fulfill licensure requirements.

Consistent with the mission of the State University of New York at New Paltz, the advanced certificate program provides students with a challenging, student-centered, and personalized learning environment that enables them to gain knowledge, skills, and confidence to contribute productively to their profession and communities. For those professionals interested in “retooling” within the broad field of counseling, the advanced certificate program facilitates mid-career changes in specialization to meet professional goals and local regional needs.

** Graduates of the SUNY New Paltz M.S. in School Counseling degree require only 18 credits to complete this advanced certificate.

Degree Code: 291

GENERAL MISSION STATEMENT

The Counseling Graduate Program at SUNY New Paltz trains highly skilled mental health and school counselors knowledgeable in both the practice and science of counseling. The program’s climate combines rigorous academic standards along with a collegial and supportive mentoring environment that conceptualizes students as emerging professionals. The program is committed to academic and personal development of counseling trainees within an atmosphere that values cultural and intellectual diversity. The program’s goal is to prepare mental health and school counselors who:

- Possess the knowledge and skills necessary to practice as highly competent counselors
- Demonstrate intellectual curiosity and a commitment to continually expanding their counseling knowledge and proficiency
- Understand and model the professional standards and ethics of their profession
- Attend to their own personal growth, as well as that of their clients, through utilizing supervision, valuing interpersonal feedback, and engaging in ongoing self-evaluation
- Show mastery of the research process and understand its central role in counseling practice and conducting program evaluation
- Are open-minded and respectful of multicultural and intellectual diversity
- Use their counseling knowledge to function as compassionate and caring practitioners, advocates, and leaders within their profession and within the communities they serve

MENTAL HEALTH COUNSELING MISSION STATEMENT

In addition to the criteria outlined in the general mission statement, the **mission of the Mental Health Counseling program** is to produce graduates who:

- Function as highly skilled and ethical counselors in individual, couples, and group settings
- Demonstrate mastery of major counseling theories and skills and show the ability to utilize them therapeutically in clinical settings
- Have strong foundational knowledge in the area of human growth and development and are able to use this knowledge to inform their therapeutic work with individuals, couples, and groups
- Value and respect diversity and demonstrate multicultural competency working with therapy clients from diverse backgrounds
- Show mastery of skills necessary to work therapeutically with clients who have experienced crises, disasters, and trauma
- Possess an adjustment-oriented approach that emphasizes not only diagnosis and remediation of pathology, but also prevention, wellness, early intervention, and advocacy.

SCHOOL COUNSELING MISSION STATEMENT

In addition to the criteria outlined in the general mission statement, the **mission of the School Counseling program** is to produce graduates who:

- Function as highly skilled and ethical counselors able to work effectively in a variety of school settings with students of different ages
- Demonstrate mastery of major counseling theories and skills and show the ability to utilize them appropriately and effectively within schools
- Have strong foundational knowledge in the area of human growth and development and are able to use this knowledge to inform their understanding of the students with whom they work
- Value and respect diversity and demonstrate multicultural competency working with students from diverse backgrounds
- Attend to and understand the system of teachers, parents, administrators, and community members that makes up a school setting and are able to work with these various constituencies effectively
- Are able to utilize data to effectively assess and evaluate student academic achievement, career, and personal/social development as well as the school counseling program as it relates to their school's broader mission
- Possess an adjustment-oriented approach that emphasizes not only addressing administrative responsibilities of school counselors, but also their role as counselors providing intervention and advocacy in both preventative and remedial forms for the students they serve.

EXPECTATIONS FOR STUDENT PROFESSIONAL, PERSONAL, AND ACADEMIC DEVELOPMENT

The Counseling Graduate Program emphasizes professional, personal, and academic development as essential to counselor education. Students must not only (a) excel academically, but must (b) **adhere to the professional and ethical standards of the profession**, (c) **demonstrate adequate counseling skills and competencies**, and (d) **attend to their personal development as it impacts their ability to work effectively and ethically as counselors**.

Students in the program are expected to attend to their own social and emotional functioning. Counseling training requires that trainees be self-reflective, open to new and challenging ideas, willing to examine their own assumptions, able to receive feedback, and generally willing to engage in personal growth. At times this may involve examining one's own life experiences and facing one's own emotional issues. Willingness to do this important personal work is an integral part of any counselor's training.

Therefore, graduation from the program requires that students successfully complete the academic, laboratory skill application (e.g., role plays), and practicum/internship experiences with regard to both clinical and personal development. Students must, in the professional judgment of the faculty and clinical supervisors, (a) meet the necessary academic standards, (b) understand and behave in **accordance with the professional and ethical standards of the profession**, (c) **meet the requisite counseling competencies and skills to work as an effective professional counselor**, and (d) **be free from any psychological impairment that may act as a barrier to effective professional counseling**. The counseling faculty and clinical supervisors will evaluate students based on these criteria and students must consent to this in writing prior to commencing their coursework.

The appendix includes descriptive criteria for each of the following professional performance criteria that counseling trainees will be held to. **These criteria cover twelve basic areas on which student progress will be regularly reviewed as students proceed through the program.** These twelve areas are:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations
10. Initiative and motivation
11. Development of Professional Skills and Competencies
12. Psychological Functioning and Self-Management

These twelve criteria are presented in greater detail, along with operational examples, in Appendix A. However, it is important to keep in mind that these operational definitions are meant to be examples and are not an exhaustive list of potential behaviors on which students can be evaluated. They are drawn directly from the following sources:

Lamb, D. H., & Swerdlik, M. E. (2003). Identifying and responding to problematic school psychology supervisees: The evaluation process and issues of impairment. *The Clinical Supervisor, 22*(1), 87-98.

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

When students fail to meet these criteria, remediation or dismissal from the program may result. See the section of this handbook on “Evaluation and Retention Policy” to see how these are evaluated throughout the program and “Procedures for Reviewing Student Competency” for details on procedures for addressing circumstances where students fail to meet these descriptive criteria.

PERSONAL COUNSELING

Counseling graduate students are encouraged by the faculty to seek personal counseling services for themselves during the time they are enrolled in the counselor preparation program. In keeping with the philosophy of counseling that counseling services can be helpful to all persons, not just individuals who have emotional or mental disorders, but for individuals who are functioning effectively as well, graduate students are encouraged to learn about themselves from being a client in a counseling relationship. In addition to self-exploration, being a client provides counseling students with the opportunity to experience what they ask their clients to do, which helps counseling students to empathize more fully with clients who seek counseling services.

A distinction is made between advisement and counseling. Advisement focuses on academic and professional goals and growth whereas counseling assists people with personal concerns and psychological adjustment. Although Graduate Counseling faculty members are qualified to fulfill both functions, ethics of the counseling profession prohibit them from engaging in dual relationships with their students. Because faculty members are asked to evaluate students' academic and professional growth, they are asked to refrain from providing personal counseling services to students and their family members. Students who would like to seek professional counseling may consult with Counseling Program faculty regarding other services and referrals. Requests for personal counseling referrals are encouraged and will not be judged negatively by the counseling faculty.

FACULTY

There are six core faculty members in the Counseling Graduate Program:

- DR. LAURIE BONJO**, ASSISTANT PROFESSOR
OFFICE: JFT 1000A; PHONE: (845) 257-2372, E-MAIL: BONJOL@NEWPALTZ.EDU
- DR. MICHAEL GAYLE**, ASSOCIATE PROFESSOR
OFFICE: JFT 320; PHONE: (845) 257-3473, E-MAIL: GAYLEM@NEWPALTZ.EDU
- DR. JAMES HALPERN**, PROFESSOR
OFFICE: JFT 214A; PHONE: (845) 257-3479, E-MAIL: HALPERNJ@NEWPALTZ.EDU
- DR. MELANIE HILL**, ASSOCIATE PROFESSOR, PROGRAM DIRECTOR
OFFICE: JFT 318; PHONE: (845) 257-3475; E-MAIL: HILLM@NEWPALTZ.EDU
- DR. JONATHAN RASKIN**, PROFESSOR
OFFICE: HUM 13; PHONE: (845) 257-3471; E-MAIL: RASKINJ@NEWPALTZ.EDU
- DR. JONATHAN RUST**, ASSOCIATE PROFESSOR
OFFICE: JFT 302A; PHONE: (845) 257-2373; E-MAIL: RUSTJ@NEWPALTZ.EDU

The Counseling Graduate Program is housed in the Psychology Department, where there are 20 full-time faculty members. The non-counseling members of the Psychology Department are:

- DR. MARYALICE CITERA**, ASSOCIATE PROFESSOR
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- DR. CLIFFORD EVANS**, LECTURER
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- DR. PHYLLIS FREEMAN**, PROFESSOR EMERITUS
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- DR. GLENN GEHER**, PROFESSOR AND DEPARTMENT CHAIR
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- DR. KATHLEEN GEHER**, LECTURER
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DR. KARLA VERMEULEN, ASSISTANT PROFESSOR
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ADMISSIONS

STEPS FOR APPLYING

Applying for graduate study at the State University of New York at New Paltz is a simple process. The Graduate School offers two different methods of application for its many programs: online application and the more traditional paper application process.

Our school uses a Self-Managed Application Process for both web applicants and paper applicants. Prospective students must collect all of the materials required and forward them to the Graduate School in ONE complete packet. The following steps will guide you to successfully complete your admissions process.

To apply using online or by paper application, go to this site and follow the instructions: <http://www.newpaltz.edu/graduate/applications.html>

APPLICATION DEADLINE

The Counseling Graduate Program only admits students for the fall semester. Application review begins February 1 and continues until the class is filled. For best chance of fall admission, applications should be completed by February 1. Applications received after February 1 will only be reviewed if openings in the fall class remain.

ADMISSIONS REQUIREMENTS FOR M.S. IN MENTAL HEALTH AND SCHOOL COUNSELING

The following constitute the minimum requirements necessary for an applicant to receive serious consideration for admission to either the M.S. in Mental Health Counseling or M.S. in School Counseling:

1. Baccalaureate degree from a regionally accredited institution.
2. Minimum grade point average of 3.0 for all undergraduate work or strong evidence of recent academic achievement.
3. Satisfactory performance (preferably a combined score of 1000 or higher) on the Graduate Record Examination (GRE) General Test. GRE registration information is available at www.gre.org.
4. Successful completion of nine (9) undergraduate credits in psychology or related social sciences.
5. Successful completion of coursework covering inferential statistics and research methods. Applicants are encouraged to include with their applications catalog course descriptions of the coursework covering this material. This coursework may be part of, or in addition to, the nine (9) undergraduate credits in psychology or related social sciences.
6. Completed Graduate Application, available in paper or online formats at www.newpaltz.edu/graduate/steps.html. In the "Statement of Objectives" section, applicants should include relevant material demonstrating how their academic, professional, and personal experiences make them strong candidates for graduate training in counseling.
7. Official transcripts of all undergraduate and graduate work.
8. Three letters of recommendation. Recommenders should address the relevant academic, professional, and personal experiences that make the applicant a strong candidate for graduate training in counseling.
9. *Optional*: Inclusion of supplemental materials (resume/vitae, papers, other relevant written materials, etc.) that enhance the applicant's case for admission.
10. *International Applicants*: The TOEFL is required of all international applicants and any applicant whose undergraduate degree is from a country where English is not the main language of instruction. The required minimum TOEFL score is 550 (213 computer based/80 internet based). TOEFL registration information is available at www.toefl.org.

All application materials should be submitted to the Graduate School, as per the instructions on the Graduate Application.

Admission to SUNY New Paltz is based on academic qualifications, without regard to race, color, sex, disability, age, marital status, or religion.

ADMISSIONS REQUIREMENTS FOR ADVANCED CERTIFICATE IN MENTAL HEALTH COUNSELING

The following constitute the minimum requirements necessary for an applicant to receive serious consideration for admission to the advanced certificate bridge program in mental health counseling:

1. Master's degree in counseling or closely related mental health field from a regionally accredited institution.
2. A grade of "B" or better in at least five (5) of the following prerequisite courses or their equivalents at other institutions:
 - COU510 Counseling Theories
 - COU515 Counseling Skills
 - COU520 Career Development, Counseling & Assessment
 - COU525 Multicultural Counseling
 - COU540 Psychopathology
 - COU545 Group Dynamics & Counseling
 - COU550 Couples & Family Counseling
 - COU555 Assessment
 - PSY527 Human Growth & Development
3. Minimum grade point average of 3.0 for all graduate work.
4. Completed application for admission. In the "Statement of Objectives" section, applicants should include relevant material demonstrating how their academic, professional, and personal experiences make them strong candidates for re-specializing in mental health counseling.
5. One set of official transcripts of all undergraduate and graduate coursework.
6. Three letters of recommendation.
7. International students must meet these additional university-wide requirements for admission:
 - Satisfactory completion of first university degree
 - Submission of official university transcript in native language with English translation/evaluation by member of The National Association of Credential Evaluation Services
 - TOEFL score of 80 (Internet-based exam) or 6.5) on the IELTS or Demonstrated English Proficiency

Applicants evaluated as having satisfactorily met the above requirements may be asked to interview as part of the admissions process.

M.S. IN MENTAL HEALTH COUNSELING DEGREE

MENTAL HEALTH COUNSELING DEGREE REQUIREMENTS (60-CREDITS)

METHODOLOGY CORE (6 CREDITS)

One of these two classes (3 credits): PSY 501 – Analysis of Variance
PSY 503 – Correlation & Multiple Regression
PSY 507 – Research Methods (3 credits)

HUMAN GROWTH AND DEVELOPMENT REQUIREMENT (3 CREDITS)

PSY 527 – Human Growth and Development (3 credits)

HUMAN GROWTH AND DEVELOPMENT ELECTIVES (6 CREDITS)

Choose two of the following classes:
PSY 516 – Organizational Psychology (3 credits)
PSY 528 – Infancy & Early Childhood (3 credits)
PSY 529 – Adulthood (3 credits)
PSY 531 – Middle Childhood & Adolescence (3 credits)
PSY 556 – Contemporary Social Psychology (3 credits)
PSY 560 – Cognitive Processes (3 credits)
PSY 570 – Cognitive Neuroscience (3 credits)

MENTAL HEALTH COUNSELING SPECIALIZATION (36 CREDITS)

COU 510 – Counseling Theories (3 credits)
COU 515 – Counseling Skills (3 credits)
COU 520 – Career Development, Counseling, and Assessment (3 credits)
COU 525 – Multicultural Counseling (3 credits)
COU 530 – Foundations of Mental Health Counseling (4 credits)
COU 540 – Psychopathology (3 credits)
COU 545 – Group Dynamics and Counseling (3 credits)
COU 550 – Couple & Family Counseling (3 credits)
COU 555 – Assessment (3 credits)
COU 771 – Ethics & Professional Orientation: MHC Internship 1 (4 credits)
COU 772 – Ethics & Professional Orientation: MHC Internship 2 (4 credits)

ELECTIVES (9 CREDITS)

Two courses chosen under advisement from the following:
ANY other three-credit courses from the lists above which have NOT been used to fulfill one of the above requirements;
OR ANY other three-credit Counseling (COU) or Psychology (PSY) graduate courses not listed above, including: COU 565 Disaster Mental Health, COU 585 Contemporary Issues in Counseling, or PSY 576 Families in Transition;
OR thesis of three or six credits

CHILD ABUSE REPORTING SESSION

Must be taken on or off campus and documentation submitted to SUNY New Paltz so that proof of having completed this training can appear on the student's transcript.

MENTAL HEALTH COUNSELING TWO-YEAR PLAN OF STUDY

FALL 1 (12 CREDITS)

- COU 510 Counseling Theories (3)
- COU 515 Counseling Skills (3)
- COU 520 Career Development, Counseling, and Assessment (3)
- PSY 501 ANOVA (3) or PSY 503 Correlation & Multiple Regression (3)
- Complete Child Abuse Identification Workshop [can also be completed during Winter Break between Fall 1 and Spring 1]

SPRING 1 (13 CREDITS)

- COU 525 Multicultural Counseling (3)
- COU 530 Foundations of Mental Health Counseling (4)
- COU 540 Psychopathology (3)
- PSY 507 Research Methods (3)

SUMMER 1 (6 CREDITS)

- Elective (3)
- Elective (3)

FALL 2 (13 CREDITS)

- COU 545 Group Dynamics and Counseling (3)
- COU 771 Ethics & Professional Orientation: MHC Internship 1 (4)
- PSY 527 Human Growth & Development (3)
- Human Growth & Development Elective (3)

SPRING 2 (13 CREDITS)

- COU 550 Couple and Family Counseling (3)
- COU 555 Assessment (3)
- COU 772 Ethics & Professional Orientation: MHC Internship 2 (4)
- Human Growth & Development Elective (3)

SUMMER 2 (3 CREDITS)

- Elective (3)

MENTAL HEALTH COUNSELING THREE-YEAR PLAN OF STUDY

FALL 1 (9 CREDITS)

- COU 510 Counseling Theories (3)
- COU 515 Counseling Skills (3)
- COU 520 Career Development, Counseling, and Assessment (3)
- Complete Child Abuse Identification Workshop [can also be completed during Winter Break between Fall 1 and Spring 1]

SPRING 1 (10 CREDITS)

- COU 525 Multicultural Counseling (3)
- COU 530 Foundations of Mental Health Counseling (4)
- COU 540 Psychopathology (3)

SUMMER 1 (3 CREDITS)

- Elective (3)*

FALL 2 (9 CREDITS)

- COU 545 Group Dynamics and Counseling (3)
- PSY 501 ANOVA (3) or PSY 503 Correlation & Multiple Regression (3)
- PSY 527 Human Growth & Development (3)

SPRING 2 (9 CREDITS)

- COU 550 Couple and Family Counseling (3)
- COU 555 Assessment (3)
- PSY 507 Research Methods (3)

SUMMER 2 (3 CREDITS)

- Elective (3)*

FALL 3 (7 CREDITS)

- COU 771 Ethics & Professional Orientation: MHC Internship 1 (4)
- Human Growth & Development Elective (3)

SPRING 3 (7 CREDITS)

- COU 772 Ethics & Professional Orientation: MHC Internship 2 (4)
- Human Growth & Development Elective (3)

SUMMER 3 (3 CREDITS)

- Elective (3)*

* Electives can also be completed during fall or spring semesters if the student does not wish to take summer courses or simply prefers the courses offered during those semesters

M.S. IN SCHOOL COUNSELING DEGREE

SCHOOL COUNSELING DEGREE REQUIREMENTS (60-CREDITS)

METHODOLOGY CORE (6 CREDITS)

One of these two classes (3 credits): PSY 501 – Analysis of Variance OR
PSY 503 – Correlation & Multiple Regression
PSY 507 – Research Methods (3 credits)

HUMAN GROWTH AND DEVELOPMENT REQUIREMENT (3 CREDITS)

PSY 527 – Human Growth and Development (3 credits)

HUMAN GROWTH AND DEVELOPMENT ELECTIVES (6 CREDITS)

Choose two of the following classes:
PSY 516 – Organizational Psychology (3 credits)
PSY 528 – Infancy & Early Childhood (3 credits)
PSY 529 – Adulthood (3 credits)
PSY 531 – Middle Childhood & Adolescence (3 credits)
PSY 556 – Contemporary Social Psychology (3 credits)
PSY 560 – Cognitive Processes (3 credits)
PSY 570 – Cognitive Neuroscience (3 credits)

SCHOOL COUNSELING SPECIALIZATION (39 CREDITS)

COU 510 – Counseling Theories (3 credits)
COU 515 – Counseling Skills (3 credits)
COU 520 – Career Development, Counseling, and Assessment (3 credits)
COU 525 – Multicultural Counseling (3 credits)
COU 535 – Foundations of School Counseling (4 credits)
COU 540 – Psychopathology (3 credits)
COU 545 – Group Dynamics and Counseling (3 credits)
COU 555 – Assessment (3 credits)
COU 781 – Ethics & Professional Orientation: SC Internship 1 (4 credits)
COU 782 – Ethics & Professional Orientation: SC Internship 2 (4 credits)
SPE 565 – Teaching in Inclusive Classrooms (3 credits)
Choose one: EDS546 – Conflict Resolution in Education (3 credits)
EDS741 – Social and Emotional Learning for Social Change (3 credits)

ELECTIVES (6 CREDITS)

Two courses chosen under advisement from the following:
ANY other three-credit courses from the lists above which have NOT been used to fulfill one of the above requirements; OR ANY other three-credit Counseling (COU) or Psychology (PSY) graduate courses not listed above; OR thesis of three or six credits; OR ANY of these courses from Education.
EDS 581 – Issues of Racism and Sexism in Education
EDS 735 – Experiential Workshop Design
SPE 732 – Learning Environments for Childhood Learners with Disabilities *
SPE 742 – Learning Environments for Adolescent Learners with Disabilities *
SPE 750 – Collaboration Strategies for Educators
SPE 761 – Working with Families of Children with Disabilities
* Enrollment is contingent on space availability in the class; check with the course instructor.

CHILD ABUSE REPORTING, SCHOOL VIOLENCE PREVENTION AND DIGNITY FOR ALL STUDENTS SESSIONS

Must be taken on or off campus and documentation submitted to SUNY New Paltz so that proof of having completed these trainings can appear on the student's transcript.

SCHOOL COUNSELING TWO-YEAR PLAN OF STUDY

FALL 1 (12 CREDITS)

- COU 510 Counseling Theories (3)
- COU 515 Counseling Skills (3)
- COU 520 Career Development, Counseling, and Assessment (3)
- PSY 501 ANOVA or PSY 503 Correlation & Multiple Regression (3)
- Child Abuse Identification Workshop & SAVE/School Violence Prevention Workshop [can also be completed during Winter Break between Fall 1 and Spring 1]

SPRING 1 (13 CREDITS)

- COU 525 Multicultural Counseling (3)
- COU 535 Foundations of School Counseling (4)
- COU 540 Psychopathology (3)
- PSY 507 Research Methods (3)

SUMMER 1 (6 CREDITS)

- One of these (3):
 - EDS 546 Conflict Resolution in Education
 - EDS 741 Social and Emotional Learning for Social Change
- Elective (3)
- DASA Training [can also be completed during Winter Break between Fall 1 and Spring 1]

FALL 2 (13 CREDITS)

- COU 545 Group Dynamics and Counseling (3)
- COU 781 Ethics & Professional Orientation: SC Internship 1 (4)
- PSY 527 Human Growth & Development (3)
- Human Growth & Development Elective (3)

SPRING 2 (13 CREDITS)

- COU 555 Assessment (3)
- COU 782 Ethics & Professional Orientation: SC Internship 2 (4)
- SPE 565 Teaching in Inclusive Classrooms (3)
- Human Growth & Development Elective (3)

SUMMER 2 (3 CREDITS)

- Elective (3)

SCHOOL COUNSELING THREE-YEAR PLAN OF STUDY

FALL 1 (9 CREDITS)

- COU 510 Counseling Theories (3)
- COU 515 Counseling Skills (3)
- COU 520 Career Development, Counseling, and Assessment (3)
- Child Abuse Identification Workshop & SAVE/School Violence Prevention Workshop [can also be completed during Winter Break between Fall 1 and Spring 1]

SPRING 1 (10 CREDITS)

- COU 525 Multicultural Counseling (3)
- COU 535 Foundations of School Counseling (4)
- COU 540 Psychopathology (3)

SUMMER 1 (3 CREDITS)

- One of these (3):
 - EDS 546 Conflict Resolution in Education
 - EDS 741 Social and Emotional Learning for Social Change
- DASA Training [can also be completed during Winter Break between Fall 1 and Spring 1]

FALL 2 (9 CREDITS)

- COU 545 Group Dynamics and Counseling (3)
- PSY 501 ANOVA or PSY 503 Correlation & Multiple Regression (3)
- PSY 527 Human Growth & Development (3)

SPRING 2 (9 CREDITS)

- COU 555 Assessment (3)
- PSY 507 Research Methods (3)
- SPE 565 Teaching in Inclusive Classrooms (3)

SUMMER 2 (3 CREDITS)

- Elective (3) [can also be completed during any fall or spring semester]

FALL 3 (7 CREDITS)

- COU 781 Ethics & Professional Orientation: SC Internship 1 (4)
- Human Growth & Development Elective (3)

SPRING 3 (7 CREDITS)

- COU 782 Ethics & Professional Orientation: SC Internship 2 (4)
- Human Growth & Development Elective (3)

SUMMER 3 (3 CREDITS)

- Elective (3) [can also be completed during any fall or spring semester]

ADVANCED CERTIFICATE REQUIREMENTS

REQUIRED COURSES (12 CREDITS)

- COU 530 – Foundations of Mental Health Counseling (4 credits)
- COU 771 – Ethics & Professional Orientation: MHC Internship 1 (4 credits)
- COU 772 – Ethics & Professional Orientation: MHC Internship 2 (4 credits)

SUPPLEMENTARY COURSES (12 CREDITS; 6 CREDITS IF A SUNY NEW PALTZ M.S. IN SCHOOL COUNSELING GRADUATE)

4 supplementary courses (3 credits each) based on advisement following transcript review; only 2 courses required if a SUNY New Paltz M.S. in School Counseling graduate

CHILD ABUSE REPORTING SESSION

Must be taken on or off campus and documentation submitted to SUNY New Paltz so that proof of having completed this training can appear on the student's transcript.

ADVANCED CERTIFICATE PLAN OF STUDY

Courses are typically offered on a Spring → Summer → Fall → Spring schedule, as follows:

SPRING 1 (7 CREDITS)

- COU 535 Foundations of School Counseling (4)
- Supplementary course, based on advisement (3)

SUMMER 1 (3 CREDITS)

- Supplementary course, based on advisement (3)

FALL (7 CREDITS)

- COU 771 Ethics & Professional Orientation: MHC Internship 1 (4)
- Supplementary course, based on advisement (3)

SPRING 2 (7 CREDITS)

- COU 782 Ethics & Professional Orientation: SC Internship 2 (4)
- Supplementary course, based on advisement (3)

NOTE: SUNY New Paltz M.S. in School Counseling graduates only take 2 supplementary courses, based on advisement.

INFORMATION FOR NEW STUDENTS

ORIENTATION

Incoming students will be invited to a graduate New Student Orientation that is held every August just before classes start. In the meantime, here is some information to help incoming students with registration, email, parking, and I.D. cards.

ADVISING

All incoming students are assigned an adviser from among the full time faculty in their program area. Students should meet regularly with their advisers as they progress through the Counseling Graduate Program. Advisers should serve as a source of information and support to incoming students. Advisers should also be consulted at registration time in order to make sure students register for appropriate coursework. In cases where a student selects a thesis adviser, the thesis adviser typically takes over the full-time advising role from the original adviser. The thesis adviser can be, but does not have to be, the same individual assigned as the student's original adviser. For more on thesis advisers, see the section of this handbook on thesis procedures.

Upon acceptance into the program, students should consult with their advisers or the Director of their graduate area right away in order to complete their Degree Plan of Study.

DEGREE PLAN OF STUDY

The Degree Plan of Study form is the means by which graduate students outline their intended academic course of study and plan their timeframe for degree completion. Once students receive their letters of matriculation from the Dean of the Graduate School, they should meet with the Director of the Counseling Program to complete the appropriate Degree Plan of Study. If this is not possible (e.g., when newly accepted students are geographically too far away to meet with their advisers or their advisers are on leave or away for the summer), it is okay for students to complete the Degree Plan of Study during the first two weeks of their first semester. Once a Degree Plan of Study has been filed, any changes must be made by either (1) completing a "Request for Change in Plan of Study" form (available from academic advisers or the Graduate School); or (2) filing a new Degree Plan of Study form. Failure to submit the Degree Plan of will prevent students from being cleared to graduate.

Degree Plan of Study forms can be obtained online at the Counseling Graduate Program website: http://www.newpaltz.edu/psychology/graduate/counseling_forms.html

Degree Plan of Study forms require students to list the courses they have successfully completed, those they may be currently registered for, and those they intend to complete. Non-required credits (i.e., any classes beyond those necessary to complete the degree) should not be listed on the degree plan in case students wish to apply them to another degree at a later date. When the Degree Plan of Study form is complete, it must be signed by the student, his or her Adviser, the Department Chair, and the Dean of Graduate Studies.

Any alterations in courses taken require the filing of a Request for Change in Degree Plan of Study form, available on the Counseling Graduate Program website:

http://www.newpaltz.edu/psychology/graduate/counseling_forms.html

MY.NEWPALTZ.EDU

The SUNY New Paltz portal, my.newpaltz.edu, provides personalized content for students, faculty and staff of the university. Students can register for most of their courses, as well as get instant access to their grades, current class schedule, financial records, and other important academic information.

Setting up your [my.newpaltz](http://my.newpaltz.edu) account is easy. Go to <http://my.newpaltz.edu/> and enter your SUNY New Paltz ID number (N00000000) in the “User Name” box (which you received in your acceptance letter). Memorize your ID number, as you will need it throughout your career at New Paltz. Your default password is the lower case “s” followed by the last 6 digits of your social security number. If you did not supply a social security number during the application process, then your default password is the lower case “s” followed by your birth date (e.g., sMMDDYY). You can, and should, change your password after you login. This is the same login you use for Blackboard, NPmail, and the open computer labs throughout campus.

REGISTRATION

Registration is most easily completed on-line, preferably as soon as possible. In order to register, you must activate your [my.newpaltz](http://my.newpaltz.edu) account (see instructions above under the “[my.newpaltz](http://my.newpaltz.edu)” heading). If you are having problems logging in due to your user ID and password, please contact the Student Help Desk at 257-3597, via e-mail at helpdesk@newpaltz.edu or in person in Humanities 103.

Once you have access to your account, you may register online via my.newpaltz.edu. The “Student Registration Guide” provides step-by-step instructions for web registration and may be found in the Student Information section of my.newpaltz.edu.

First semester mental health and school counseling students should choose from among these courses when registering. If attending full-time, register for all of these classes; if attending part-time, choose one to three of these classes:

FALL 1 (12 CREDITS)

- COU 510 Counseling Theories (3)
- COU 515 Counseling Skills (3)
- COU 520 Career Development, Counseling, and Assessment (3)
- PSY 501 ANOVA (3) or PSY 503 Correlation & Multiple Regression (3)

EMAIL ACCESS

There are several ways to access your Google Hawkmal (@newpaltz) email, both on and off campus. New Paltz students are REQUIRED to check their campus email and to use it for ALL campus business.

- NP Email: <http://csc.newpaltz.edu/e-mail/hawkmal/accessing-hawkmal/>

EMAIL ALIAS: If you are a student here for the first time, your username will be the letter N followed by eight numbers. If your username (which you used to login to your e-mail account) is like this, then you can sign up for an alias based on your name. To do so:

- Login to my.newpaltz.edu
- Click on Student Services
- Click on E-mail Alias Request under the Computer Services section.
- You will be given some choices (based on your name and/or common nicknames for those with the same first name as yours) for your alias.

Once you choose the alias, it will be setup within 24 hours. You will receive an e-mail notice when it is setup. You will still have to use the username starting with N0 to login, but will receive e-mail sent to that as well as the new alias in your normal e-mail account.

This information is also available at <http://acs.newpaltz.edu/email/>

BLACKBOARD

All SUNY New Paltz students have access to Blackboard, an Internet resource personalized to each student's needs (<http://www.blackboard.newpaltz.edu>). When you log on to Blackboard, you will find links to each of your current classes, any campus organizations to which you belong, the graduate program, and other relevant information. Students are encouraged to log into Blackboard regularly. Blackboard links often provide opportunities to participate in class or club related discussions. Your login ID is your SUNY New Paltz e-mail user name; your password is "s" followed by the last six digits of your social security number. Passwords cannot be changed at this time.

ACADEMIC COMPUTING

The Office of Academic Computing provides many services for students, including: "N" drive storage space, wireless access information, wireless printing, access to campus computer labs, terminal services, space to create a personal website, downloads (including free anti-virus software), and Second Life access.

For details, see the Academic Computing website: <http://acs.newpaltz.edu/>

PURCHASING BOOKS ONLINE

The Counseling Graduate Program knows that course books are often quite expensive. The Internet and some advance planning may be of help. Some professors post their syllabi on Blackboard or their personal web sites well in advance of the start of each semester. This potentially allows you to get a head start on tracking down course materials and may even give you time to order new or used course books online at better prices than may be available locally. The key is to leave ample time for the books to get shipped to you before the term begins.

MANDATED TRAINING SESSIONS

CHILD ABUSE REPORTING TRAINING

Students in both the **Mental Health Counseling** and **School Counseling** degree programs must complete a child abuse reporting session **prior to practicum**. This session can be taken on campus at SUNY New Paltz, online, or from any approved training provider. For a list of approved providers, see <http://www.op.nysed.gov/training/camemo.htm>. To take the training online, go to <http://www.childabuseworkshop.com/>.

For the on-campus workshop, pick up a registration form at SCB 105. For more information, contact Deb Gould in SCB 105 at (845) 257-2874. She will assist students in making sure that proof of workshop completion is documented on their transcripts once the workshop is completed.

Otherwise, take the workshop on-line at www.childabuse.com and enter the registration code NewPaltz9 for the same rate as on-campus. This code only works for SUNY New Paltz students.

Students who take the workshop online or off-campus from an approved provider should have proof of workshop completion put on their transcript by sending copies of their workshop certificates of completion to Records & Registration in HAB 19 or faxing them to the attention of Elizabeth Shuipis at (845) 257-3103.

SCHOOL VIOLENCE PREVENTION AND INTERVENTION TRAINING

Students in the **School Counseling** degree program must complete a child abuse reporting session **prior to practicum**. This session can be taken on campus at SUNY New Paltz, online, or from any approved training provider. For a list of approved providers, see <http://www.highered.nysed.gov/tcert/certificate/save.html>. To take the training online, go to <http://www.violenceworkshop.com/>.

For the on-campus workshop, pick up a registration form at SCB 105. For more information, contact Deb Gould in SCB 105 at (845) 257-2874. She will assist students in making sure that proof of workshop completion is documented on their transcripts once the workshop is completed.

Otherwise, take the workshop on-line at www.violenceworkshop.com and enter the registration code NewPaltz9 for the same rate as on-campus. This code only works for SUNY New Paltz students.

Students who take the workshop online or off-campus from an approved provider should have proof of workshop completion put on their transcript by sending copies of their workshop certificates of completion to Records & Registration in HAB 19 or faxing them to the attention of Elizabeth Shuipis at (845) 257-3103.

DASA (DIGNITY FOR ALL STUDENTS ACT TRAINING)

Prior to graduating, students in the **School Counseling** program must complete the Dignity for All Students Act training (DASA). Workshops will be offered (a) toward the end of each semester on-campus (<http://www.newpaltz.edu/schoolofed/certification.html>) and (b) throughout the semester at our local BOCES Center for School Safety 845/255-8989, 175 Rte 32 North, New Paltz, NY 12561, <http://www.ulsterbooces.org/SchoolSafety.cfm?subpage=763>. Registration forms will be available the month prior to the workshop.

If you complete an off-campus training, you must have your DASA workshop documented on your permanent record for graduation by sending a copy of your workshop certificate of completion to Records and Registration in Haggerty Administration Bldg, Rm 19, or by faxing it to 845/257-3103, attn.: Rita Cancelliere, or by emailing it to recreg@newpaltz.edu.

ASSISTANTSHIPS AND OTHER FUNDING

TEACHING ASSISTANSHIPS

Teaching Assistantship (TA) positions are available to a limited number of students each year. Selection for these positions is competitive. Assistantship duties involve aiding faculty in teaching either undergraduate PSY275 Psychological Statistics or PSY311 Psychological Research Methods. Currently, the position is a 20-hour a week commitment and entails a six-credit tuition scholarship per semester plus a stipend. Candidates for TA positions are chosen by the directors of the Psychology and Counseling Graduate Programs in consultation with the program admission committees.

UNDERGRADUATE ADVISING

Undergraduate Advising (UA) positions are Student Temporary Service positions that report to the Chair of the Psychology Department. This position is responsible for (a) holding regular office hours (approximately 10-12 hours/week; times TBD based on schedules), (b) meeting with undergraduate students and signing them up for the psychology major and other programs, (c) helping oversee the psychology subject pool (connected with the undergraduate program), (d) assisting with Open House and other events to represent the Department, and (e) other similar tasks associated with helping our undergraduate programs and students succeed. One-year renewal, along with some summer work, possible. This position provides great experience and opportunities

regarding the functioning of an academic department and advising/counseling of young adults in a university context. Currently, UA employees are paid an hourly wage, which is determined each academic year. Candidates for UA positions are chosen by the Chair of the Psychology Department with input from the directors of the two graduate programs. Position openings will rotate between the MA Psychology graduate program and the MS Counseling Graduate program. To apply for the position, submit a letter of interest and a resume to Glenn Geher, Psychology Department Chair.

OTHER POSITIONS

The [Career Resource Center](#), the [Disability Resource Center](#), [Academic Advising](#), and the [Psychology Department](#) all offer jobs to students in the Department's graduate programs. As with all funded positions in the department, applications are solicited on an invitation only basis, although students are encouraged to verbally inform the Psychology and Counseling Graduate Programs Office of their interest. As with GSA positions, other job opportunities within in the Psychology Department are Student Temporary Service positions.

SCHOLARSHIPS

The [New York Mental Health Counselors Association](#) offers a [Scholarship Award](#) to outstanding graduates of counseling-related programs. The [SUNY New Paltz Foundation](#) also has scholarships, some of which may be appropriate for graduate students. Students conducting research should consider applying for a [Research and Creative Projects grant](#) from the [Graduate School](#). More generally, [Financial Aid](#) has information on [scholarships](#) and [loans](#).

PRACTICUM AND INTERNSHIP

MENTAL HEALTH COUNSELING PRACTICUM AND INTERNSHIP

OVERVIEW

Mental Health Counseling students complete intensive supervised practicum and internship experiences during which they actively work with clients and students in mental health-related training settings. The counseling practicum and internship constitute the students' primary applied training experiences and involve accruing many hours of direct client contact under supervision of trained professionals.

Students are expected to complete a total 700 hours for their practicum and internship experiences *combined*. As a practitioner-scholar oriented program, we believe these experiences are central to the education at SUNY New Paltz. The practicum is the fieldwork experience that occurs during the second semester of the student's first year. The experience is designed to reflect the student's initial experience working with clients. The internship begins the following year and involves an increase in the expectation for direct client contact and additional responsibilities. Both the practicum and internship experience carry with it the expectation of increasingly independent practice but under close supervision.

MENTAL HEALTH COUNSELING PRACTICUM REQUIREMENTS

1. **Duration:** during the Spring semester, January – May.
2. **Time:** Mental Health Counseling Practicum students are expected to complete 100 hours of on-site counseling-related work, at least 40 hours of which must be spent in direct counseling service.
 - a. Direct Service is defined as any therapeutic contact with clients. This includes individual, family, and group sessions held, as well as such diverse activities as psycho-educational presentations and therapeutic consultations (e.g., planning out-of-session behavior modification with parents of minor clients).
 - b. If the student counselor engages in co-counseling with another counselor, the student counselor must facilitate at least 50% of the session to count toward the direct hours requirement.
 - c. One hour of group counseling counts the same as one hour of individual counseling, regardless of how many individuals there are in the group being facilitated.
3. **Supervision:** there is a minimum requirement of **one hour a week** of onsite individual or triadic supervision with the student and the site supervisor. Students should not schedule a client meeting if they do not have direct access to a

supervisor; students should have immediate access to a supervisor in case an emergency should arise.

- a. The site supervisor must have:
 - i. a Master's degree or higher in a discipline related to mental health counseling,
 - ii. a minimum of two years post-masters clinical experience, and a license in their discipline.
 - b. Students are expected to participate in other learning opportunities such as case conferences and staff meetings.
 - c. The supervisor will complete an evaluation of the student at the middle and end of each semester. The program will provide forms for the supervisor evaluations.
4. **Audio/Video recording:** students are expected to bring recorded samples of their work to their university with permission for release signed by clients.
 5. **Practicum Site Agreement:** the contract lists the specifics of the training experience. It includes the days of the week to be worked, the activities that the student will be engaged in, the name and credentials of the supervisor and the specific learning goals to be pursued during the placement.
 6. **Time Log-** Students are required to keep weekly and end of semester time logs, prepared by the student and verified by their practicum on-site supervisor, that document direct contacts with clients and other activities attended by students such as case conferences, in-service trainings and consultations with other care providers. Time logs will be retained by the College and should not contain any client-identifying information.

ADMISSION INTO THE MENTAL HEALTH COUNSELING PRACTICUM

Prerequisites:

- Matriculated student in either the Mental Health Counseling or Advanced Certificate in Mental Health Counseling Program.
- Completion of the following courses with a minimum grade of a B:
 - COU510: Counseling Theories
 - COU515: Counseling Skills
 - COU520: Career Development, Counseling, and Assessment

Applying for practicum. Students who meet the prerequisite requirements and wish to begin practicum must submit a Practicum Application prior to the mid-point in the fall semester. By the end of the fall semester, the counseling core faculty, along with any other instructors teaching the core counseling courses, meet to review all students who have applied for entry into the practicum. Students are assessed in terms of their (a) academic performance, (b) professional development, (c) counseling skills, and (d) personal development. A "Developmental Feedback Form" is completed, which includes numerical ratings of student performance in these four areas, as well as written feedback. Counseling Faculty Advisors will meet with their advisees to share and discuss the feedback on this form. Students are provided a copy of the form, another copy is placed in the student files. Any student who is not making satisfactory progress in any of the four areas by the end of

the semester is held back from proceeding to practicum; further, the remediation process is initiated in order to address the deficits.

Importantly, placement sites always reserve the right to determine which students will be placed at their site. At any time before or during a placement, should a site determine that a student is not fit to continue with a placement, then the site can dismiss the student from the placement.

MENTAL HEALTH COUNSELING INTERNSHIP OVERVIEW

The internship experiences in Mental Health Counseling meet New York State requirements for licensure. Students complete their internship training at either on-campus or off-campus sites. Off-campus fieldwork sites have been developed to broaden the learning experiences available to students.

Current fieldwork placement opportunities include:

- Children’s Home of Poughkeepsie (Poughkeepsie)
- Dutchess County Community College Counseling and Career Services (Poughkeepsie)
- Hudson Valley Health Alliance, Oncology Unit (Kingston)
- Institute for Family Health (Various Hudson Valley Locations)
- Occupations, Inc.
- Step One (Highland or Ellenville)
- Sullivan Correctional Facility
- SUNY New Paltz Psychological Counseling Center
- Ulster Greene ARC

MENTAL HEALTH COUNSELING INTERNSHIP REQUIREMENTS

1. **Duration:** during the academic calendar year, from August – May.
2. **Time:** Mental Health Counseling Internship students are expected to complete 600 hours of on-site counseling-related work, at least 240 hours of which must be spent in direct counseling service.
 - a. Direct Service is defined as any therapeutic contact with clients. This includes individual, family, and group sessions held, as well as such diverse activities as psycho-educational presentations and therapeutic consultations (e.g., planning out-of-session behavior modification with parents of minor clients).
 - b. If the student counselor engages in co-counseling with another counselor, the student counselor must facilitate at least 50% of the session to count toward the direct hours requirement.
 - c. One hour of group counseling counts the same as one hour of individual counseling, regardless of how many individuals there are in the group being facilitated.
3. **Supervision:** there is a minimum requirement of **one hour a week** of onsite individual or triadic supervision with the student and the site supervisor. Students should not schedule a client meeting if they do not have direct access to a

supervisor; students should have immediate access to a supervisor in case an emergency should arise.

- a. The site supervisor must have:
 - i. a Master's degree or higher in a discipline related to mental health counseling,
 - ii. a minimum of two years post-masters clinical experience, and a license in their discipline.
 - b. Students are expected to participate in other learning opportunities such as case conferences and staff meetings.
 - c. The supervisor will complete an evaluation of the student at the middle and end of each semester. The program will provide forms for the supervisor evaluations.
4. **Audio/Video recording:** students are expected to bring recorded samples of their work to their university with permission for release signed by clients.
 5. **Internship Site Agreement:** the contract lists the specifics of the training experience. It includes the days of the week to be worked, the activities that the student will be engaged in, the name and credentials of the supervisor and the specific learning goals to be pursued during the placement.
 6. **Time Log-** Students are required to keep weekly and end of semester time logs, prepared by the student and verified by their internship on-site supervisor, that document direct contacts with clients and other activities attended by students such as case conferences, in-service trainings and consultations with other care providers. Time logs will be retained by the College and should not contain any client-identifying information.

Note: Although each off-campus placement will have somewhat different requirements, it is expected that the specified hours designated above will be the same across all sites. Specific requirements for established off-campus environments will be completed by the on-site supervisor and according to guidelines established by SUNY New Paltz.

ADMISSION INTO MENTAL HEALTH COUNSELING INTERNSHIP

Prerequisites:

- Matriculated student in either the Mental Health Counseling or Advanced Certificate in Mental Health Counseling Program.
- Completion of the following courses with an S:
 - COU530: Foundations in Mental Health Counseling

Applying for internship. Students who meet the prerequisite requirements and wish to begin internship must submit an Internship Application prior to the mid-point in the semester. By the end of the relevant semester, the counseling core faculty, along with any other instructors teaching the core counseling courses, meet to review all students who have applied for entry into internship. Students are assessed in terms of their (a) academic performance, (b) professional development, (c) counseling skills, and (d) personal development. A "Developmental Feedback Form" is completed, which includes numerical ratings of student performance in these four areas, as well as written feedback. Counseling

Faculty Advisors will meet with their advisees to share and discuss the feedback on this form. Students are provided a copy of the form, another copy is placed in the student files. Any student who is not making satisfactory progress in any of the four areas by the end of the semester is held back from proceeding to internship; further, the remediation process is initiated in order to address the deficits.

In order to take the internship classes, a student must be offered an internship placement by an approved site. Even if given the go-ahead by the faculty, students are never guaranteed internship placements; the offer of a placement is always at the discretion of the training sites.

Importantly, placement sites always reserve the right to determine which students will be placed at their site. At any time before or during a placement, should a site determine that a student is not fit to continue with a placement, then the site can dismiss the student from the placement. Further, all students completing the first semester of their year-long internship will be evaluated before being allowed to proceed to the second semester.

MENTAL HEALTH COUNSELING INTERNSHIP SELECTION PROCESS

Below is a step-by-step overview of the intern selection process.

Intern Selection Process (with tentative dates for 2014-2015):

- **February 23:** Students will begin contacting approved sites for interviews.
- **March 13:** Developmental Feedback Request Forms due.
- **March 27:** All interviewing must be completed.
- **April 1:** Sites will submit (preferably via email) to the Counseling Director their rank-ordered preferences for students they wish to offer placements, indicating how many placements they have available and who is on their "wait list".
- **April 10:** Students will communicate to the Counseling Director which of their placement offers they wish to accept.
- The Counseling Director will work with any students left unplaced after **April 10** to see if they can be matched with any sites that still have openings.

Note: Receiving an internship placement is dependent on the student successfully completing her/his Spring 2015 coursework and being deemed ready to proceed to internship by the program. In the rare instance where a student is not ready, the Counseling Director will communicate with the site where the placement was supposed to take place to explain the situation and why the student cannot be allowed to proceed to the placement.

SCHOOL COUNSELING PRACTICUM AND INTERNSHIP

OVERVIEW

The M.S. in School Counseling Program at the State University of New York at New Paltz is a 60 credit program that prepares students to be elementary, middle, and high school counselors. As an important component of their training, students complete two distinct clinical experiences while enrolled in the program: a semester-long practicum and a year-long internship.

In order to best facilitate the learning experiences for students pursuing their M.S. in School Counseling, the following site expectations have been developed.

- The school counseling program should be built upon the tenets of the ASCA National Model for School Counseling or the New York State Comprehensive K-12 School Counseling Program.
- Sites will provide students with a primary school counseling supervisor who is certified in New York State as a School Counselor, and is willing to provide the student with a minimum of one hour of face-to-face individual supervision per week.

Each school counseling placement should provide students with opportunities to observe, co-facilitate, and lead various school counseling activities. Sample school counseling activities include:

- Collaborating with parents, teachers, and school administrators
- Classroom Guidance Lessons
- Evaluation of Classroom Guidance Lessons
- Individual Counseling (academic, career, and personal/social-emotional)
- Group Counseling
- School-wide programming
- Attending Child Study meetings
- Participating in a Peer Mediation Program
- Attending District-wide School Counselor Meetings
- Attending and participating in Committee on Special Education Meetings
- Participating in child study or school-based assessment team meetings

SCHOOL COUNSELING PRACTICUM REQUIREMENTS

1. **Duration:** during the Spring semester, January – May.
2. **Time:** School Counseling Practicum students are expected to complete 100 hours of on-site training over the semester, with at least 40 of these hours being direct service working with students.
 - a. Direct Service is defined as any therapeutic contact with students. This includes individual, family, and group sessions held, as well as such diverse activities as psycho-educational presentations and consultations (e.g., planning out-of-session behavior modification with parents of students).
 - b. If the student counselor engages in co-counseling with her/his supervisor or another counselor, the student counselor must facilitate at least 50% of the session to count toward the direct hours requirement.
 - c. One hour of group counseling counts the same as one hour of individual counseling, regardless of how many individuals there are in the group being facilitated.
3. **Supervision:** there is a minimum requirement of **one hour a week** of onsite individual or triadic supervision with the counselor trainee and the site supervisor. Counselor trainees should not schedule a student meeting if they do not have direct access to a supervisor; counselor trainees should have immediate access to a supervisor in case an emergency should arise.
 - a. The site supervisor must:
 - i. have a Master's degree or higher in a discipline related to school counseling,
 - ii. be tenured and have permanent certification in their discipline.
 - b. Counselor trainees are expected to participate in other learning opportunities such as case conferences and staff meetings.
 - c. The supervisor will complete an evaluation of the student at the middle and end of each semester. The program will provide forms for the supervisor evaluations.
4. **Audio/Video recording:** students are expected to bring recorded samples of their work to their university with permission for release signed by parent/guardian and assent from the student.
5. **Practicum Site Agreement:** the contract lists the specifics of the training experience. It includes the days of the week to be worked, the activities that the student will be engaged in, the name and credentials of the supervisor and the specific learning goals to be pursued during the placement.
6. **Time Log-** Students are required to keep weekly and end of semester time logs, prepared by the student and verified by their practicum on-site supervisor, that document direct contacts with clients and other activities attended by students such as case conferences, in-service trainings and consultations with other care providers. Time logs will be retained by the College and should not contain any client-identifying information.

Note: Although each off-campus placement will have somewhat different requirements, it is expected that the specified hours designated above will be the same across all sites. Specific requirements for established off-campus environments will be completed by the on-site supervisor and according to guidelines established by SUNY New Paltz.

ADMISSION INTO THE SCHOOL COUNSELING PRACTICUM

Prerequisites:

- Matriculated student in School Counseling Program.
- Completion of the following courses with a minimum grade of a B:
 - COU510: Counseling Theories
 - COU515: Counseling Skills
 - COU520: Career Development, Counseling, and Assessment

Applying for practicum. Students who meet the prerequisite requirements and wish to begin practicum must submit a Practicum Application prior to the mid-point in the fall semester. By the end of the fall semester, the counseling core faculty, along with any other instructors teaching the core counseling courses, meet to review all students who have applied for entry into the practicum. Students are assessed in terms of their (a) academic performance, (b) professional development, (c) counseling skills, and (d) personal development. A “Developmental Feedback Form” is completed, which includes numerical ratings of student performance in these four areas, as well as written feedback. Counseling Faculty Advisors will meet with their advisees to share and discuss the feedback on this form. Students are provided a copy of the form, another copy is placed in the student files. Any student who is not making satisfactory progress in any of the four areas by the end of the semester is held back from proceeding to internship; further, the remediation process is initiated in order to address the deficits.

During the Fall semester, the school counseling faculty reaches out to all school districts with which we have an affiliation agreement to determine if any school counselors from these districts would be interested in supervising one or more practicum students for the Spring semester. Once we have this information, we inform our potential practicum students of these opportunities and ask them to list their top five choices of where they would like to perform their practicum experience. We try to match students with their highest choice possible. At that point, the school counseling faculty contact the potential supervisors and let them know that we have a student(s) interested in performing their practicum at the supervisors’ school site.

Once the school counseling supervisors have been informed of the students’ interest, the students are told to contact the supervisor. It is at the supervisor’s discretion to conduct an interview with the potential practicum supervisee(s) and to inform the school counseling faculty who, if any, of the school counseling practicum students they would like to take on as a supervisee. The potential school counseling supervisor is never obligated to take on a student as a supervisee and should inform the school counseling faculty if they have doubts about or decide not to work with a particular student after interviewing her/him.

Importantly, placement sites always reserve the right to determine which students will be placed at their site. At any time before or during a placement, should a site determine that a student is not fit to continue with a placement, then the site can dismiss the student from the placement.

SCHOOL COUNSELING INTERNSHIP REQUIREMENTS

1. **Duration:** during the academic calendar year, from August – May.
2. **Time:** School Counseling Interns are expected to complete 600 hours of training over the two semesters, with at least 240 of those hours being direct service to students.
 - a. Direct Service is defined as any counseling contact with students. This includes individual, family, and group sessions held, as well as such diverse activities as psycho-educational presentations and therapeutic consultations (e.g., planning out-of-session behavior modification with parents of students).
 - b. If the student counselor engages in co-counseling with her/his supervisor or another counselor, the student counselor must facilitate at least 50% of the session to count toward the direct hours requirement.
 - c. One hour of group counseling counts the same as one hour of individual counseling, regardless of how many individuals there are in the group being facilitated.
3. **Supervision:** there is a minimum requirement of **one hour a week** of onsite individual or triadic supervision with the intern and the site supervisor. Interns should not schedule a client meeting if they do not have direct access to a supervisor; interns should have immediate access to a supervisor in case an emergency should arise.
 - a. The site supervisor must:
 - i. have a Master's degree or higher in a discipline related to school counseling,
 - ii. be tenured and have permanent certification in their discipline.
 - b. Interns are expected to participate in other learning opportunities such as case conferences and staff meetings.
 - c. The supervisor will complete an evaluation of the intern at the middle and end of each semester. The program will provide forms for the supervisor evaluations.
4. **Audio/Video recording:** interns are expected to bring recorded samples of their work to their university with permission for release signed by clients.
5. **Internship Site Agreement:** the contract lists the specifics of the training experience. It includes the days of the week to be worked, the activities that the student will be engaged in, the name and credentials of the supervisor and the specific learning goals to be pursued during the placement.
6. **Time Log-** Students are required to keep weekly and end of semester time logs, prepared by the student and verified by their internship on-site supervisor, that document direct contacts with clients and other activities attended by students such as case conferences, in-service trainings and consultations with other care providers. Time logs will be retained by the College and should not contain any client-identifying information.

ADMISSION INTO SCHOOL COUNSELING INTERNSHIP

Prerequisites:

- Matriculated student in the School Counseling Program.
- Completion of the following courses with B grade or better:
 - COU535: Foundations in School Counseling

Applying for internship. Students who meet the prerequisite requirements and wish to begin internship must submit an Internship Application prior to the mid-point in the semester. By the end of the relevant semester, the counseling core faculty, along with any other instructors teaching the core counseling courses, meet to review all students who have applied for entry into internship. Students are assessed in terms of their (a) academic performance, (b) professional development, (c) counseling skills, and (d) personal development. A “Developmental Feedback Form” is completed, which includes numerical ratings of student performance in these four areas, as well as written feedback. Counseling Faculty Advisors will meet with their advisees to share and discuss the feedback on this form. Students are provided a copy of the form, another copy is placed in the student files. Any student who is not making satisfactory progress in any of the four areas by the end of the semester is held back from proceeding to internship; further, the remediation process is initiated in order to address the deficits.

In order to take the internship classes, a student must be offered an internship placement by an approved site. Even if given the go-ahead by the faculty, students are never guaranteed internship placements; the offer of a placement is always at the discretion of the training sites.

Importantly, placement sites always reserve the right to determine which students will be placed at their site. At any time before or during a placement, should a site determine that a student is not fit to continue with a placement, then the site can dismiss the student from the placement. Further, all students completing the first semester of their year-long internship will be evaluated before being allowed to proceed to the second semester.

SCHOOL COUNSELING INTERNSHIP SELECTION PROCESS

Below is a step-by-step overview of the intern selection process.

During the Spring semester, the school counseling faculty reaches out to all school districts with which we have an affiliation agreement to determine if any school counselors from these districts would be interested in supervising one or more internship students for the subsequent academic year (Fall and Spring semesters). Once we have this information, we inform our potential internship students of these opportunities and ask them to list their top five choices of where they would like to perform their internship experience. We try to match students with their highest choice possible. At that point, the school counseling faculty contact the potential supervisors and let them know that we have a student(s) interested in performing their internship at the supervisors’ school site.

Once the school counseling supervisors have been informed of the students’ interest, the students are told to contact the supervisor. It is at the supervisor’s discretion to

conduct an interview with the potential internship supervisee(s) and to inform the school counseling faculty who, if any, of the school counseling internship students they would like to take on as a supervisee. The potential school counseling supervisor is never obligated to take on a student as a supervisee and should inform the school counseling faculty if they have doubts about or decide not to work with a particular student after interviewing her/him.

Note: Receiving an internship placement is dependent on the student successfully completing her/his Spring 2014 coursework and being deemed ready to proceed to internship by the program. In the rare instance where a student is not ready, the Counseling Director will communicate with the site where the placement was supposed to take place to explain the situation and why the student cannot be allowed to proceed to the placement.

PROFESSIONAL IDENTITY

Students are expected to develop a professional identity as a counselor. This means affiliating with and getting involved with appropriate professional organizations.

COUNSELING AND RELATED ORGANIZATIONS

American Counseling Association (ACA) www.counseling.org

“As the world’s largest association representing professional counselors in various practice settings, the American Counseling Association stands ready to serve over 53,000 members with the resources they need to make a difference. From webinars, publications, and journals to Conference education sessions and legislative action alerts, ACA is where counseling professionals turn for powerful, credible content and support.”

Annual Conference in March.

American Mental Health Counselors Association (AMHCA) www.amhca.org

“The American Mental Health Counselors Association (AMHCA) is a growing community of nearly 7,000 clinical 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.”

Annual Conference in July.

New York Mental Health Counselors Association (NYMHCA) <http://www.nymhca.org/>

“NYMHCA is the advocacy organization representing the clinical counselors of New York State! Our continuing role is to protect and enhance the rights of counselors to practice our profession!” Local Hudson Valley chapter: <http://www.nymhcahudsonvalley.org/>

Bi-Annual Conference in April.

American School Counselor Association (ASCA) www.schoolcounselor.org

“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 32,000 professional school counselors around the globe”

Annual Conference in June/July.

New York State School Counselor Association (NYSSCA) <http://www.nyssca.org>

“NYSSCA’s mission is to unite, represent, and support professional school counselors in New York State as they provide academic, personal/social, and career services for their students.” Annual Conference in November.

LIABILITY AWARENESS AND MALPRACTICE INSURANCE

In light of the prevailing legal climate and increased litigation in the United States today, it is increasingly apparent that counseling trainees must have adequate liability coverage for themselves during their training period. Therefore, each student must present evidence of adequate personal liability coverage. Students must have insurance coverage in the minimum amount of \$1,000,000 incident/\$1,000,000 aggregate.

Student membership in the American Counseling Association makes students eligible for free malpractice insurance that meets or exceeds the above requirements. See the student page of the ACA website for details: <http://www.counseling.org/Students/>.

In providing this information about ACA's free insurance for student members, SUNY New Paltz is not endorsing or recommending this coverage. It is the student's responsibility to evaluate the insurance available prior to choosing a particular company. The student may choose to use his/her own personal insuring agent if that company can provide satisfactory coverage.

Students will be asked to present evidence of coverage at the first class meeting of each course involving a training component. Evidence of coverage consists of a photocopy of the cover page of the insurance policy that shows the student's name, social security number, policy number, and dates of coverage. Courses where proof of insurance is required are: COU 530, 535, 771, 772, 781, and 782.

If a change occurs in a student's insurance during clinical course work, the student is required to notify immediately the current instructor(s).

EVALUATION AND RETENTION POLICY

OVERVIEW

The American Counseling Association (ACA) Code of Ethics and Standards (2009) states that "[counselor educators]... assist students and supervisees in securing remedial assistance when needed, seek professional consultation and document their decisions to dismiss or refer students for assistance, and ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures" (Section F.9.b). Therefore, students in the Counseling Program at SUNY New Paltz are evaluated on a regular basis on both academic and non-academic standards.

ACADEMIC STANDARDS

- Only two courses below B- (2.67 on the 4.00 scale) will be counted toward a graduate degree. Matriculated students with four or more grades below B- will forfeit their matriculated status.
- A cumulative B average (GPA of 3.0) or better must be maintained across all graduate level courses. See section on Academic “Good Standing” for policies if these requirements are not maintained.
- The “Replace Course Grading Option” is available to matriculated graduate students as a *one-time*, single course option, subject to the approval of the program director.

NON-ACADEMIC STANDARDS

The section “Expectations for Student Professional, Personal, and Academic Development” states that in addition to their academic performance, students will be evaluated on three criteria:

1. Ability to understand and adhere to the counseling **profession’s professional and ethical standards of behavior**;
2. Ability to demonstrate adequate **counseling skills and competencies**; and
3. **Freedom from any psychological impairment** that may act as a barrier to their ability to provide effective professional counseling.

All students will be evaluated on these criteria throughout their matriculation in the respective counseling programs. A student’s acceptance in the program does not guarantee his or her fitness to remain in the program. Students who cannot or choose not to adhere to or meet these criteria will be subject remediation and/or dismissal from the respective programs.

The following section presents a detailed outline of:

1. how and when students can be expected to be evaluated;
2. faculty and students’ responsibility as well as students’ rights;
3. policies and procedures on how faculty will identify and will work with students’ who exhibit some type of deficiency;
4. the procedures for how such issues will be adjudicated;
5. how such issues may be resolved (i.e., remediation or dismissal from program).

STUDENT EVALUATION PROCESS

Members of the faculty formally evaluate student fitness and performance at **four points** as the students’ progress through the program: (a) prior to progressing to practicum, (b) prior to progressing to internship, (c) at the midpoint between Internship I and Internship II, and (d) prior to graduation. The faculty make judgments as to the students’ professional fitness and performance based on observations of course performance, evaluations of students’ performances in simulated practice situations, supervisor’s evaluations of student’s performances in clinical situations, and their adherence to their discipline’s code of ethics. Students will be evaluated on (a) academic performance, (b) professional development, (c) counseling skills, and (d) personal development using the twelve criteria described in the section entitled “Expectations for Student Professional, Personal, and Academic Development”. Faculty will identify additional help students may need to be successful, as

well as recognize outstanding achievements of students in their work utilizing the “Developmental Feedback Form”.

PROCEDURES FOR REVIEWING STUDENT COMPETENCY*

*Note: These procedures for reviewing student competency are used by the counseling faculty to evaluate (a) students’ understanding and adherence to professional and ethical behavior, (b) their demonstration of their mastery over the relevant professional skills and competencies, and (c) their social-emotional and interpersonal functioning as relevant to their work as counselors. These procedures are separate and distinct from the Procedure for Requesting Graduate Academic Appeals put forth by the Graduate School (http://www.newpaltz.edu/graduate/Request_for_Graduate_Academic_Appeal.pdf) which “deals with inequitable application of academic policy, affords recourse to a student who has evidence, or believes that evidence exists, to show that an inappropriate grade has been assigned or other inappropriate formal academic action has been taken.”

Syllabi: On the first day of each class, professors will specifically address—both in class and in their syllabi—how students will be evaluated in areas other than their academic performance. Generally this evaluation will include (a) students’ understanding and adherence to professional and ethical behavior, (b) their demonstration of their mastery over the relevant professional skills and competencies, and (c) their social-emotional and interpersonal functioning as relevant to their work as counselors.

Step 1: If at any time during the semester, a faculty member identifies a concern with a student, the *faculty member will meet with the student on an informal basis* to see if some informal remediation can resolve the issue. Faculty members will attempt to identify and address any concerns with a student’s performance as early as possible in the semester.

Step 2: If the issue cannot be resolved in this manner, the faculty member will initiate the *Student Professional Competency Review* procedure by filling out the “Call for Student Professional Competency Evaluation” and the relevant sections of the “Professional Counseling Performance Evaluation Form.”

1. The faculty member will provide the “Call for Student Professional Competency Evaluation” to the counseling program director and department chair.
2. The counseling program director will in turn designate a “Faculty Review Committee” consisting of three counseling core faculty members. The purpose of the Faculty Review Committee is to assess the student’s performance and recommend a course of action to the student and counseling program director.
3. The program director will then inform the student in writing that the review committee will be meeting (giving the student approximately two weeks’ notice) and that the student’s presence is required. The student will be allowed to bring a representative to the meeting with whom the student can consult, but who may not speak during the meeting.
4. At the conclusion of the meeting, the Faculty Review Committee will, in a timely manner, recommend one of three courses of action:
 - a. The student’s professional and interpersonal functioning is okay and the student can continue in the program with **no remediation** or further concern.

- b. The student should undergo some form of **remediation**.
 - i. The form of remediation is determined by the committee.
 - ii. Examples of remediation include but are not limited to: course repetition, denial of advancement to sequenced courses, recommendation to receive personal counseling, increased supervision, reduced clinical load, written warnings, placement on formal probation, advisement to take a leave of absence, disciplinary action, receiving tutoring, attending special seminars, extra assignment or coursework, attending peer support groups, and repetition of practicum/internship.
 - iii. If the review committee and the counseling program director recommend that the student receive some type of remediation and the student agrees to this recommendation:
 - 1. a time-based and outcome focused plan will be developed in which clearly documentable steps and actions to be taken by the student (and perhaps faculty) to help student remediate the issue.
 - 2. A date for a follow-up review procedure is identified to determine if the student has met the goals and expectations of the remediation.
 - 3. At the date indicated, the counseling faculty as a whole determines the student's future status in the program based on their assessment of whether the remediation has been successful. They inform the student and department chair about whether they believe the remediation has worked, further remediation is required, or the student should be dismissed from the program. If the remediation is successful, then the student continues with the program under no further sanction. If it has not been successful, then the counseling faculty either implements additional remediation (returning the process to Step 2) or moves to dismiss the student from the program.
 - 4. If the counseling faculty chooses to dismiss the student from the program, the counseling faculty will reported this to the student, department chair, and the Deans of Liberal Arts and Sciences and the Graduate School in writing. If the student does not agree with the program director's decision and also believes that the proper procedures for the review have not been followed, the student may appeal to the department chair (Step 4, described below).
 - c. The student should be **dismissed** from the program.
- 5. After the review committee meets, they inform the counseling program director and department chair, simultaneously, of their decision.
 - 6. The counseling program director officially informs the student in writing of the committee's decision. A copy of this is also provided to the department chair and the graduate dean.

Step 3: If the student does not agree with the program's recommendation, the student may appeal the decision to the *counseling program director*, who will review and either uphold or revise the decision. The program director informs the student, the committee, the department chair and the graduate dean of his/her decision regarding the student appeal in writing.

Step 4: If the student does not agree with the program director's decision, the student may appeal to the *department chair*. The department chair examines whether the procedure outlined herein has been followed.

1. The chair, after relevant fact finding, only has the authority to overturn the decision based on the program's failure to abide by the remediation procedure. If procedure has been followed, the chair must uphold the program director's decision.
2. If the chair concludes the procedures have not been properly followed, then the case is referred simultaneously to the Dean of Liberal Arts and Sciences and the Dean of the Graduate School. These Deans meet together, consult and then inform the program director of their decision regarding the student appeal in writing. The program director will then communicate the decision to the student in writing.

Step 5: If the student does not agree with the psychology department chair's decision, the student may appeal simultaneously to the *Deans of Liberal Arts and Sciences and the Graduate School*. They will meet together and consult with the relevant parties to make a joint determination. The Deans decision regarding the student appeal will be communicated to the program director, who will then communicate the decision to the student in writing.

Step 6: If either the student or the counseling program director do not agree with the decision made by the Deans of Liberal Arts and Sciences and the Graduate School, either may appeal the Deans' decision to the Provost/Vice President for academic Affairs. The Provost/Vice President for Academic Affairs will have the ultimate authority in rendering a judgment in cases presented to him or her through the above process. The Provost/Vice President for Academic Affairs will inform the student in writing of the decision.

STUDENT EVALUATION OF PROGRAM

All currently enrolled students have the opportunity to evaluate individual courses and instructors throughout their enrollment. Further, they will be given the opportunity to evaluate their on-site supervisors and practicum/internship placements. Graduates are contacted shortly after they graduate, and periodically thereafter to solicit their opinions about the program, faculty, department, and clinical experiences. Graduates and students currently enrolled in the program are encouraged to provide up-to-date contact information.

ENDORSEMENT POLICY

Students' requests for endorsement are to be directed to the program director. Decisions about the appropriateness of an endorsement for professional credentialing and/or employment will be based on the student's area of specialization, training and/or coursework completed. These requests will be addressed on an individual basis relevant to the specific endorsement being sought and the qualifications of the student requesting the endorsement. Under no circumstances will students be endorsed for employment outside their area(s) of demonstrated competence.

PROFESSIONAL ETHICS

Students are expected to be familiar with and abide by the following ethics codes, available on each organization's website:

- American Counseling Association (ACA): <http://www.counseling.org/>
- American Psychological Association (APA): <http://www.apa.org/>

SOJOURNER TRUTH LIBRARY

OVERVIEW

Sojourner Truth Library is a learning library: a gateway to knowledge and global resources; an inviting place where students and faculty learn, conduct research, and engage in joint inquiries, with an array of innovative, outstanding information services, and the expertise to prepare students for lifelong learning.

LIBRARY RESOURCES FOR COUNSELING STUDENTS

The library offers in person and online services that are essential resources for graduate students.

The library home page, including the online catalog and access to relevant search databases, can be found at: <http://lib.newpaltz.edu>

INTERLIBRARY LOAN (ILL)

If the Sojourner Truth Library does not have the article or book you need, you may request it through interlibrary loan. The Interlibrary Loan Office receives thousands of requests for information each semester, and psychology majors are responsible for the vast majority of the material obtained by the ILL. Graduate students ask for the greatest proportion of the psychology literature that is borrowed from other libraries. With this in mind, here are a few helpful hints that will enable you to obtain the journal articles you need for your thesis and other projects.

- ILL requests are most easily made on-line at:
<http://137.140.20.68/illiad/logon.html>.

- Plan ahead! Start requesting early and build time into your research schedule for information gathering. Remember, the peak request times for the ILL Office are March/April and October/November.
- Pace your requests. A few items a week are easier for the ILL Staff to honor than 25 all at once.
- Misinformation slows the process and frustrates the ILL Staff. Check your citations and verify that the Library doesn't own the material.
- For frequently asked questions about ILLiad see:
<http://137.140.20.68/illiad/FAQ.html>

INDEPENDENT STUDY

The primary purpose of independent study is to enable students to assist a professor on a research project, develop their own research project, or pursue knowledge in an area not covered by a regularly offered course. Research training is an essential part of graduate school. Research experience is often the most heavily weighted selection criterion used by Ph.D. programs after other factors (such as GPAs and GREs) are considered.

In doing an independent study, students work closely with a faculty member. For independent studies involving research, students will be expected to get involved with all aspects of the research project including: developing the research question, designing the research methodology, executing the research study, and coding and analyzing data.

To initiate an independent study project, the student should consult with a potential faculty sponsor about the possibility of such a project. If the faculty member and student agree upon an independent study experience (including the nature of the project, the student's role, and the number of credits), the student completes the Independent Study form, detailing the project and his or her anticipated tasks. The student also must attach a sample reading list and an internal SUNY New Paltz transcript. After the instructor has outlined the basis of evaluation, signatures of the student, sponsoring faculty member, Psychology Chairperson, and Dean are required for the student to register for the course.

No more than six independent study credits can be applied towards one's graduate degree.

You may not put an independent study on your Degree Plan of Study until all paperwork for it has been submitted and approved.

More on independent studies can be found later in this handbook in the section outlining Graduate School policies. Please pay special attention to the following policy of the Graduate School regarding independent study projects:

"Because an independent study presupposes a serious interest on the part of the student to study and to research a particular problem or area, it is expected that the instructor and student will devote sufficient time to consider the project in advance to ensure that it is both worthwhile and feasible."

INDEPENDENT STUDY PROPOSALS THAT VIOLATE THIS POLICY—AND WHICH THEREFORE DO NOT MEET THE PEDAGOGICAL STANDARDS OF THE GRADUATE SCHOOL—WILL NOT BE APPROVED.

THESIS

For additional Graduate School policies regarding thesis, see the Graduate School Handbook.

Thesis is optional for those completing the M.S. in Mental Health Counseling or the M.S. in School Counseling. The primary purpose of the thesis is to allow a student to conduct a research project in a particular field of study. Either three or six credits may be awarded for a thesis. A literature review thesis will earn three credits; an empirical thesis will earn six credits. The stages of the thesis process are detailed below.

CHOOSE A TOPIC AND THESIS ADVISER

- The first thing a student does is to identify a thesis topic and ask an appropriate full-time Department of Psychology faculty member to serve as a thesis adviser. Of course, familiarity with the faculty and their respective areas of research is critical in successfully navigating this task.
- Students should consider how their research interests match those of the faculty. The best theses usually derive from ongoing student-faculty collaborations, which generally predate beginning work on the thesis.
- Students need to balance choosing a topic that interests them and making sure that there is someone on the faculty knowledgeable enough about their topic area to competently advise them on it. Thus, in their first semester in the program, students should be getting to know different faculty members in anticipation of choosing a thesis topic and adviser.
- Once a student has asked a faculty member to serve as adviser, the faculty member has agreed to serve as adviser, and the student and faculty member have begun detailed discussions about the thesis project to be completed, the student is ready to:

DEVELOP A THESIS PROSPECTUS

- The student, with guidance from the thesis adviser, writes a Thesis Prospectus. The purpose of the Thesis Prospectus is to briefly summarize (2-5 pages plus a preliminary reference list) the proposed content and direction of the thesis. For those doing a literature review thesis, the Thesis Prospectus may be very similar to the later Thesis Proposal and may serve both purposes if deemed appropriate by the adviser.
- For a literature review thesis, the proposal should consist of a brief overview of the paper, the area of research it will review, the student's point of view on the research being reviewed, and a preliminary list of references to be cited in the thesis. For an empirical thesis, the proposal should consist of a brief overview of the problem to be studied, the methods planned for the study, the likely means of analyzing data, and a preliminary list of references to be cited in the thesis.
- When the adviser indicates to the student that the Thesis Prospectus is satisfactory, the student is ready to:

INITIATE APPROPRIATE PAPERWORK AND ENROLL IN THESIS CREDITS

- The student enrolls in thesis credits after completing and submitting a Graduate Thesis Request Form. The Thesis Prospectus should be submitted along with the Graduate Thesis Request Form.
- Once this form is submitted, the student is ready to:

ASSEMBLE A THESIS COMMITTEE

- The Thesis Committee consists of the thesis adviser and two committee members (or “readers”).
- The student disseminates the Thesis Prospectus to potential readers.
- The potential readers should be given a minimum of 2 weeks to read over the Thesis Prospectus before being asked to agree to be readers.
- Criteria for selecting readers:
 - At least one reader must be a full-time Department of Psychology faculty member.
 - With approval from the thesis adviser, the second reader can be an affiliated psychology faculty member, from another department, or from another university.
 - Readers from other universities should only be selected when their specific expertise justifies their involvement. Their responsibilities to the thesis committee are the same as for any other reader. Ideally, they should attend all thesis-related meetings in person, but when this is not feasible arrangements should be made for them to participate by speakerphone in all such meetings. Like any other readers, they must approve the thesis proposal and final thesis.
- Once the student has found two potential readers who, after examining the Thesis Prospectus, agree to serve as Thesis Committee members, the student must:

DEVELOP A THESIS PROPOSAL

- The student, with guidance from the thesis adviser, writes a formal Thesis Proposal. For a literature review thesis, the proposal should consist of a brief overview of the paper, the area of research it will review, the student’s point of view on the research being reviewed, and a preliminary list of references to be cited in the thesis. For a literature review thesis, the proposal may be very similar to the Prospectus. For an empirical thesis, the proposal should consist of a full Introduction section (including review of the relevant theory and research, and specific study hypotheses), the methods planned for the study, the likely means of analyzing data, and a preliminary list of references to be cited in the thesis.
- Thesis Proposals have no set length. Literature review proposals are typically no more than 5-10 double-spaced pages in length and may be very similar to the Thesis Prospectus, while experimental proposals are often longer and outline the methodology and analyses to be employed.
- A Psychology Thesis Template (in Microsoft Word format) has been developed to assist students with the formatting of their theses. This template can be downloaded from the online version of the Graduate Handbook.
- The adviser must indicate to the student that the proposal is satisfactory before the student distributes the proposal to the rest of the committee.

HOLD A THESIS PROPOSAL MEETING

- Before the student proceeds with the thesis, the Thesis Proposal needs to be discussed by the student and the Thesis Committee in a formal Thesis Proposal Meeting, whose date and place will be arranged by the student with the help of the thesis adviser.
- Committee members should be given a minimum of 2 weeks to read over the thesis proposal before the Thesis Proposal Meeting.
- At the Thesis Proposal Meeting, the student briefly presents the thesis topic to the committee, whose members in turn give feedback to the student in order to facilitate the student's progress on the thesis.
- The Thesis Proposal Meeting provides an opportunity for the student and Thesis Committee to discuss the project and plan for its successful completion. This planning includes discussion of how each committee member can assist the student as the thesis project unfolds; making sure the student and all committee members share an understanding of what each of their responsibilities will be is always helpful in insuring the thesis moves ahead smoothly and effectively.
- At the end of the proposal meeting, the Thesis Committee and student agree on a time frame for completion of the thesis.
- Once all planning issues have been addressed, the student and Thesis Committee sign a Thesis Proposal Approval Form. Students attach a copy of the proposal to this form. Students also attach a tentative schedule for completing the thesis to this form, which is agreed to by the Thesis Committee.
- The student submits the Thesis Proposal Approval Form and the attached proposal and schedule to the Psychology and Counseling Graduate Programs Office.
- Once the Thesis Proposal Meeting is completed and the Thesis Proposal Approval Form submitted, the student is ready to:

COMPLETE THE RESEARCH / WRITE THE THESIS

- The student consults with the thesis adviser regularly on the progress of the thesis project.
- Successive drafts of the thesis should be submitted to the thesis adviser. Depending on the role the Thesis Committee members adopt at the Thesis Proposal Meeting, drafts may also be submitted to the Thesis Committee on an ongoing basis.
- Meetings between the student and committee members may also take place throughout the completion of the project, as needed.
- The thesis write-up should follow the library's guidelines in the General Instructions for Preparation, Format, and Submission of Theses to the Sojourner Truth Library. References should be cited in APA Style based on the PUBLICATION MANUAL OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION (5th ed., 2000).
- For an empirical thesis, the write-up must include a summary of the study (Abstract), the background and rationale for the study and its hypotheses (Introduction), the methodology used (Methods), the findings (Results), a discussion section (Discussion), and references (References).
- For a literature review thesis, the format of the write-up should be decided in consultation with one's thesis adviser.
- When the adviser believes the thesis is ready for final review by the Thesis Committee, the student distributes the "pre-orals draft" to committee members.
- After the readers finish reading the "pre-orals draft," the adviser consults with them to determine if all are in agreement that the thesis is ready to be defended. If there is not

agreement, the adviser takes feedback from the readers back to the student and another revision is made; this process continues until all three committee members feel the thesis is ready to be defended.

- Once the student and the Thesis Committee concur that the thesis is ready to be defended, then the student ought to:

SCHEDULE THE ORAL DEFENSE OF THESIS MEETING

- The Oral Defense of Thesis (i.e., for M.A. Psychology students, the required Oral Comprehensive Exam) provides an opportunity for the student and faculty to engage in a scholarly discussion of the student's thesis. It generally lasts about 60 to 90 minutes, though it may take longer. Thus, a two-hour block should be scheduled in case the meeting is longer than anticipated. Important points about the Oral Defense are as follows:
 - A copy of the most recent thesis draft needs to be provided to all Thesis Committee members well in advance. Students defending in the fall semester must submit the thesis to committee members by November 1. Students defending in the spring semester must submit the thesis to committee members by April 1. Regardless of when during the semester the defense is scheduled, the student must provide a hard copy of the thesis draft to all committee members at least two weeks before the scheduled oral defense meeting.
 - The student and Thesis Committee must attend the Oral Defense, but the student and adviser can agree to allow other members of the campus community to sit in on the meeting.
 - During the Oral Defense, the student orally presents the thesis to the committee. There is no set time limit, but student presentations usually last somewhere between fifteen and twenty minutes.
 - The student presentation is followed by discussion and questions from the committee.
 - After all questions have been answered, the student is asked to leave and the committee discusses the student's performance. The Thesis Committee decides whether the student has passed the Oral Defense; agreement among committee members must be unanimous. Students can receive one of four grades:

PASS: *the thesis is fine as is and no additional changes are necessary. Please note that this grade is rarely obtained, as there are typically at least some necessary revisions.*

PASS WITH MINOR REVISIONS: *the thesis requires some minor changes, with the Thesis Committee entrusting the adviser to see that the student incorporates these changes into the manuscript; the committee members do not wish to review the manuscript again.*

PASS WITH REVISIONS: *the thesis requires significant changes; the student does not need to hold another oral defense meeting, but the readers wish to review the manuscript again before signing off on it.*

FAIL: *the thesis requires both significant changes and another oral defense meeting; the thesis project reverts to the "Complete the Research / Write the Thesis" stage.*

- A student can only defend the thesis twice. If a student fails the Oral Defense twice, the student is no longer eligible for their master's degree.
- After the committee evaluates the student's performance on the Oral Defense, the student is called back into the room and informed of the results by the thesis adviser.
- If the student has passed the Oral Defense with a "Pass" or "Pass with Minor Revisions," then the student has all committee members (1) sign the thesis signature page, and (2) sign the Electronic Thesis Approval Form. If the student has passed with a "Pass with Revisions," then the committee waits until appropriate changes have been made before signing the signature page and the Electronic Thesis Approval Form. If the student has failed the defense, then no signatures are given and the student and committee plan how to proceed. Please note that the signature page must be printed on 20% rag or cotton paper.
- If the student has received any of the three passing oral defense grades, then the thesis committee chair signs the Oral Defense of Thesis Results Form and within 24 hours submits one copy to the Graduate School (campus mail: HAB 804; fax: 257-3284) and the other copy to the Psychology and Counseling Graduate Programs Office.

SUBMISSION OF COMPLETED THESIS

- A copy of the thesis (including the signature page signed by all committee members) on paper made with a minimum of 20% cotton fiber must be submitted to the library, along with a \$25 check for the binding fee made payable to "SUNY New Paltz I.F.R.A. Account #900404-0920." The thesis should be delivered to the Collection Development Office (STL Main Floor, Room 36), which is open Monday through Friday from 8:30 a.m. and 5:00 p.m.; the telephone number for this office is (845) 257-3731.
- A second copy of the thesis, identical to the first, must be submitted to the Psychology and Counseling Graduate Programs Office in JFT 316. This copy can be a photocopy of the first copy or an exact replica of the original reprinted from a computer. It can be printed on either 20% rag or cotton paper or plain white copy paper. An original or photocopied version of the signed signature page must be part of this second copy.
- It is the student's responsibility alone to make sure that copies of the thesis are delivered to the library and Psychology and Counseling Graduate Programs Office. It is not the responsibility of the Psychology Department or the thesis advisor to submit a student's thesis to the library and Psychology and Counseling Graduate Programs Office. It is expected that students will submit their theses themselves.
- M.A. in Psychology, M.S. in Mental Health Counseling, and M.S. in School Counseling students must also submit an electronic copy of their theses to the library. This allows students throughout the SUNY system (and potentially beyond) to access student theses for research purposes. Electronic submission of thesis requires that the student submit to the library a CD or DVD with the thesis on it, as well as a printed and signed copy of the Electronic Thesis Approval Form. Details about allowable file formats for electronic thesis submission are included in the Electronic Thesis Approval Form.
- Further details on library requirements for thesis submissions are available online at <http://lib.newpaltz.edu/policies/masters.html>.
- The student may now: CELEBRATE!

PRACTICAL ISSUES

- Students who have registered for thesis credits but do not complete their theses by the end of the semester for which they registered should be assigned an “H” grade (“Hold”) for the thesis until the thesis requirements have been met. Instructors should not assign final grades for theses until the Library has informed the department that the thesis submitted has been accepted.
- Graduate students who have finished their required coursework, who are not registering for any other credits, and who are using campus facilities (i.e., laboratories, studios, library, etc.) to complete their theses will be required to register for a 1-credit course. The 1-credit course, “Continued Registration” (PSY799), will permit students to obtain a valid student ID card enabling them access to needed facilities and equipment. Credits earned may not be counted toward degree requirements.
- Students who, for whatever reason, need to change thesis advisers in the middle of a thesis project need to consult with the director of their particular graduate program and, if necessary, the Department Chair. Sometimes a change in advisers will necessitate that a student changes thesis topics.
- Time limit: Students have five years from the date they matriculate to complete all requirements for their graduate degrees, including the thesis. Extensions will only be granted under the most extenuating circumstances.

STUDENT SUPPORT SERVICES

The Counseling Graduate Program is happy to make necessary accommodations if you are a student with special needs. More generally, students are encouraged to make use of campus resources pertaining to their physical, psychological, and social well being. Below is a list of campus resources students should feel free to utilize. Let us know if you have questions about any of them.

| | |
|---------------------------------|----------|
| Disability Resource Center | 257-3020 |
| Student Health Center | 257-3400 |
| Psychological Counseling Center | 257-2920 |
| Career Resource Center | 257-3265 |
| University Police | 257-2222 |

As graduate students, many of you may find yourselves working in one or more of the offices above. If you feel this may interfere with your ability to use these services, feel free to raise this issue with your adviser, a trusted faculty member, or a member of the staff in any of these offices. We will be happy to help work with you to make sure you receive whatever services are necessary.

DEGREE APPLICATION

The semester before graduation, students must file an Application for Master Degree or Certificate of Advanced Study with the Records and Registration Office, which is in the basement of the Haggerty Administration Building (Room 19; phone: 257-3110). The coursework the student has completed must match that listed on the Degree Plan of Study; if it does not match, a Request for Change in Degree Plan of Study form or a new Degree Plan of Study form must be filed. The degree application form is available here: <http://www.newpaltz.edu/advising/appformastersdegree.pdf>

Applying for graduation. Students are asked to submit a graduation application (Request for Developmental Feedback Form) prior to Thanksgiving (if graduating in the fall semester) or Spring Break (if graduating in the spring semester). By the end of the semester, the counseling core faculty meets to review all students who have applied to graduate. Students are assessed in terms of their academic performance, professional development, and personal development. A "Student Assessment Form" is completed, which includes numerical ratings of student performance in the three areas, as well as written feedback. Advisors meet with their advisees to share the feedback on this form and provide students a copy of it. Another copy is placed in the student files. Any student who is not making satisfactory progress in all three areas by the end of the semester may be delayed in graduating; further, the remediation process is initiated in order to address the deficits.

GRADUATION

In the semester prior to graduation students must complete an Application for Master Degree or Certificate of Advanced Study (see Degree Application information above). Further details available on the graduation information page of the Records and Registration website: <http://www.newpaltz.edu/registrar/graduation.html>

Students have completed the degree requirements when their files contain:

- A. Evidence of a final undergraduate transcript showing a Bachelor degree award
- B. A filed Degree Plan of Study with all of the courses completed
- C. Successful completion of the thesis and the oral presentation/defense of the thesis, as evidenced by a copy of the Report of Oral Comprehensive Exam Form
- D. A completed copy of the thesis submitted on appropriate paper to the library (with \$25 binding fee)
- E. The completed Degree Application

If anything is missing from a student's file, the student will be sent notification. A student whose file is incomplete will not be allowed to graduate. It is the student's responsibility to make sure his or her file is complete.

LICENSURE AND CERTIFICATION

MENTAL HEALTH COUNSELING LICENSURE

New York State Licensure Information

The practice of mental health counseling or use of the title “licensed mental health counselor” or the title “mental health counselor” or any derivative thereof within New York State requires licensure as a mental health counselor, unless otherwise exempt under the law. Our program is registered with New York State as meeting the educational requirements for licensure. For details on applying for a license in New York (including fee information, New York State Law information, and the Regulations of the Commissioner of Education), see the Office of the Professions website:

<http://www.op.nysed.gov/prof/mhp/mhclic.htm>

To qualify for a license as a “licensed mental health counselor” in New York State you must:

- be of good moral character;
- be at least 21 years of age;
- meet education requirements;
- complete coursework or training in the identification and reporting of child abuse offered by a New York State approved provider;
- meet experience requirements; and
- meet examination requirements.

You must file an application for licensure and the other forms indicated, along with the appropriate fee, to the Office of the Professions at the address specified on each form. It is your responsibility to follow up with anyone you have asked to send us material.

To apply for licensure, you must:

- file the application for the Licensed Mental Health Counselor (Form 1)
- pay the application and registration fee (\$345)
- have the college or university from which you completed your graduate program verify that you received a master’s or higher degree in counseling that includes course content required in the law and regulations (Form 2 and transcript),
- apply for a limited permit to meet the requirements for supervised experience and examination in a setting acceptable to the Department (Form 5 and \$70 fee)
- pass the National Clinical Mental Health Counseling Examination (NCHMCE) from the National Board for Certified Counselors (NBCC)
- have your employer or supervisor document that you completed 3,000 client contact hours of supervised experience in mental health counseling after receipt of the qualifying degree, acceptable to the Department (Form 4 and 4B), and

- complete the two-hour Department-approved course in child abuse identification and reporting or the exemption (Form 1CE).

Licensure Requirements in Other States

Licensure requirements for other states may vary. You will need to check on the specific requirements of the state you are interested in for details.

The Counseling Graduate Program area of the “Psychology and Counseling Graduate Programs” Blackboard site contains a “Licensure Toolkit” for mental health counseling students seeking assistance with the licensure process.

SCHOOL COUNSELING CERTIFICATION

School counselors achieve teacher certification in New York.

Teacher Certification Requirements: How and When

The New York State Education Department (NYSED) requires teachers to obtain certification before they can teach. **Remember, it is your responsibility to stay current on deadlines for graduation, certification tests and requirements.** The steps to become recommended for certification by SUNY New Paltz involve the following:

Academic Preparation

You must complete one of our NCATE approved programs of study in education, including an acceptable academic major, the required pedagogical coursework, student teaching placements and a conferred degree upon graduation.

Teaching Certificate Application

When you start your Fieldwork Observations, open a TEACH account and apply for your Teaching Certificate at <http://www.highered.nysed.gov/tcert/teach/login.htm>.

Student Application Information Sheets with step-by-step directions (and Program Codes) will show you how to register, log-in, and apply for the appropriate teaching certificate. You can only use the specific Program Code that corresponds to your registered degree and program at SUNY New Paltz.

Fingerprint Clearance

Students must be cleared for Fieldwork Observations. This means 2 semesters before Student Teaching for Elementary Ed. and 3 semesters before for Adolescence Ed. Fingerprint Processing packets are available in SCB 112 and 128. Start by applying for clearance with NYSED at www.highered.nysed.gov/tcert/ospra/. See this site for further directions and options for having your fingerprints processed by cards or LiveScan: <http://www.newpaltz.edu/schoolofed/FINGERPRINT%20PROCESS%20Directions-1.pdf>

Then you can be fingerprinted at your hometown police station or at the state trooper station on Route 299 (your best bet!), but NOT at the New Paltz Village Police Station. Afterward, send the complete packet to NYSED. When your TEACH account indicates that your fingerprints have cleared, (“Fingerprint Information: Your DCJS and FBI results have

been received.”), print out a copy of this report with your account data and bring it to the Introduction to Student Teaching Meeting (one year prior to Student Teaching) to qualify for placement. If you have any questions about this process, please check www.highered.nysed.gov/tcert/faqfin.htm and <http://www.highered.nysed.gov/tcert/ospra/ospra100.htm> or call 518-473-2998.

Child Abuse Identification Workshop

This training needs to be completed for your Fieldwork Observations. For the on-campus workshop, pick up a registration form at SCB 105. Otherwise, take the workshop on-line at www.childabuseworkshop.com and enter the registration code NewPaltz9 for the same rate as on-campus. This code only works for SUNY New Paltz students. For more information, contact Deb Gould in SCB 105 at 845-257-2874.

SAVE/School Violence Prevention Workshop

This training needs to be completed for your Fieldwork Observations. For the on-campus workshop each semester, pick up a registration form at SCB 105. Otherwise, take the workshop on-line at www.violenceworkshop.com and enter the registration code NewPaltz9 for the same rate as on-campus. This code only works for SUNY New Paltz students. For more information, contact the Mid-Hudson Teacher Center, 62 Plattekill Avenue, at 845-257-2885.

Dignity for All Students Act (DASA) Training

Prior to graduating, students in the School Counseling program must complete the Dignity for All Students Act training (DASA). On-campus workshops will be offered toward the end of each semester and at our local BOCES Center for School Safety (845/255-8989, 175 Rte 32 North, New Paltz, <http://www.ulsterboces.org/SchoolSafety.cfm?subpage=763>). Registration forms will be available the month prior to the workshop. Check the School of Education website for an updated schedule of on-campus DASA trainings: <http://www.newpaltz.edu/schoolofed/certification.html>. If you complete an off-campus training, you must have your DASA workshop documented on your permanent record for graduation by sending a copy of your workshop certificate of completion to Records and Registration in Haggerty Administration Bldg, Rm 19, or by faxing it to 845/257-3103, attn.: Rita Cancelliere, or by emailing it to recreg@newpaltz.edu.

Additional guidance on the certification process is available online at <http://www.newpaltz.edu/psychology/graduate/school.html> or <http://www.newpaltz.edu/schoolofed/certification.html>

GRADUATE SCHOOL ACADEMIC POLICIES AND PROCEDURES

The material in this section is adapted from the *Graduate Catalog*. For a more complete overview of Graduate School policies and procedures, see the *Graduate Catalog* at: [http://www.newpaltz.edu/graduate/2008-2010 Graduate School-pgs1-40 05-28-09.pdf](http://www.newpaltz.edu/graduate/2008-2010%20Graduate%20School-pgs1-40%2005-28-09.pdf)

Consistent with its mission as a public institution of higher education SUNY New Paltz sponsors a broad spectrum of opportunities and services for graduate students in its service region. Although there is a stringent set of criteria for matriculation in a degree program, most students will have access to post-baccalaureate study at New Paltz. Although enrollment in some courses is restricted to matriculated students, many courses have prerequisites, and many others are open and available to students with graduate standing regardless of their field of preparation.

Graduate studies at New Paltz presupposes a rigorous course of study at a higher level and in greater depth than at the undergraduate level. Matriculated students follow a prescribed program, the “plan of study”, and must remain in academic good standing. Other students may register for courses for which they are qualified without regard to a “plan.”

Non-matriculated students who subsequently apply for matriculation are considered in a manner similar to undergraduate transfer students. That is, graduate credits earned prior to matriculation will be evaluated by the department to determine which, if any, may be applied to the degree. Factors to be considered in evaluating these credits include the grade received, the accreditation status of the school, and, for rapidly changing fields, the currency of skills and information covered in the courses.

The non-matriculated classification includes visiting students, students in the last term of their baccalaureate study, and others who do not plan to work toward a degree. On request, the College will provide an official transcript of all graduate courses completed and the grades earned. No official status or obligation pertains to non-matriculated students.

DEFERRAL POLICY

The following deferral policy is applicable to some programs. Please check with your departmental advisor to see if this policy applies to you. Graduate program acceptance and matriculation is for the semester indicated in the student’s acceptance letter. Students who do not enroll in the semester for which they are accepted forfeit their place in the program. Students who have forfeited acceptance into a program have up to one year to request that their acceptance be reinstated. However, granting this request remains at the discretion of the program and the Dean of the Graduate School. After that point, it will be necessary to reapply. The Request for Deferral of Matriculation may be downloaded from our website at: <http://www.newpaltz.edu/graduate/forms.html>.

PLAN OF STUDY

The Plan of Study is to be signed by the student, the student's academic advisor(s), the department chair, and is approved by the Dean of the Graduate School. Secondary Education graduate students must have their plans approved by the Education and Content area advisors. Only two courses below B- (2.67 on the 4.00 scale) will be counted toward a graduate degree. Matriculated students with four or more grades below B- will forfeit their matriculated status. ***Please note that undergraduate courses cannot be listed on a graduate Plan of Study.***

An official Plan of Study must be forwarded to the Graduate School for final approval by the Dean by end of the student's first semester of coursework following matriculation. Subsequent minor revisions to the plan may be made using the "Request for Change in Plan of Study" form which is available from the academic advisor(s) or from the Graduate School website at: <http://www.newpaltz.edu/graduate/forms.html>. If the student requires more extensive revision to his/her original plan of study, then a replacement plan should be filed with the Dean of the Graduate School.

ADVISING

Candidates for graduate degrees are assigned an advisor who will assist in developing a plan of study to reflect the student's interests and career plans and to fulfill degree requirements. Students should not select elective coursework without consulting their advisor or developing a plan of study.

ACADEMIC "GOOD STANDING"

Academic Good Standing is defined as a cumulative GPA between 3.0 and 4.0.

Academic Warning is defined as a cumulative GPA between 2.75 and 2.99, after nine credits of graduate coursework. Students placed on academic warning will receive a letter from the Graduate School and must make appointments to meet with their academic advisor and the Dean of the Graduate School. After two consecutive semesters of academic warning, a student's registration is barred and the block is only removed after the student meets with the Dean of the Graduate School. If the student's academic status does not return to good standing after the third consecutive semester, the student may be academically dismissed.

Academic Probation is defined as a cumulative GPA between 2.50 and 2.74 after nine credits of graduate coursework. Students placed on academic probation will receive a letter from the Graduate School and must make appointments to meet with their academic advisor and the Dean of the Graduate School. While in this academic status, the student's transcript will be marked with a probation indicator. If a student fails to meet with the Dean, he/she will be blocked from future registration. Students will be academically dismissed after two consecutive semesters of academic probation.

Academic Dismissal is incurred once a student has earned a cumulative GPA below 2.5, after twelve credits of graduate coursework. Students will also be dismissed after three consecutive semesters of academic warning or after two consecutive semesters of academic

probation. Once a student has been academically dismissed, the student is deregistered from current coursework and future registration is prohibited. This action also means that the student cannot matriculate into another graduate program at SUNY New Paltz.

| GPA | Academic Standing | Comments |
|------------|------------------------------------|---|
| 3.00-4.00 | Good Standing | |
| 2.75-2.99 | Academic Warning—1st semester (W1) | Registration is not affected. |
| 2.75-2.99 | Academic Warning—2nd semester (W2) | Registration is prohibited. Student must meet with Dean of The Graduate School before he/she will be allowed to register. |
| 2.50-2.74 | Academic Probation (AP) | Future registration is prohibited. A probation indicator will be noted on the student's transcript. |
| 2.49 and ↓ | Academic Dismissal (AD) | Registration is prohibited and student is deregistered from coursework. |

ACADEMIC INTEGRITY

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students found guilty of any form of academic dishonesty are subject to disciplinary action.

Cheating is defined as giving or obtaining information by improper means in meeting any academic requirements. The use for academic credit of the same work in more than one course without knowledge or consent of the instructor(s) is a form of cheating and is a serious violation of academic integrity. Forgery is defined as the alteration of college forms, documents, or records or the signing of such forms or documents by someone other than the proper designee.

Plagiarism is the representation, intentional or unintentional, of someone else's words or ideas without attribution or as one's own. Since words in print are the property of an author or publisher, plagiarizing is a form of larceny punishable by fine. When using another person's words in a paper, students must place them within quotation marks or clearly set them off in the text and give them appropriate footnoting. When students use only the ideas and change the words, they must clearly identify the source of the ideas. Plagiarism, whether intentional or unintentional, therefore, is a violation of the property of the author plagiarized and of the implied assurance by the students when they hand in work that the work is their own. If students have any questions about what constitutes plagiarism, it is their responsibility to clarify the matter by conferring with the instructor.

Faculty members must report in writing cases of cheating, plagiarism or forgery to their department chair, academic Dean and Associate Dean for Student Affairs. Faculty members are also responsible for making the initial determination of the academic penalty to be

imposed in cases of cheating, plagiarism, or forgery and for informing in writing the department chair, the academic Dean, and the student of the alleged violation and the proposed penalty. The academic penalty may range, for instance, from failure of a specific piece of work in a college course to failure of the course itself.

Cases requiring disciplinary and/or grade appeal action will be adjudicated in accordance with *Procedures for Resolving Academic Integrity Cases*, a copy of which is available in the office of the Dean of the Graduate School, the office of the Provost for Academic Affairs, and in the academic Dean's office.

GRADUATE APPEALS PROCEDURE

The appeal system, which deals with inequitable application of academic policy, affords recourse to a student who has evidence, or believes that evidence exists, to show that an inappropriate grade has been assigned or other inappropriate formal academic action has been taken.

The following steps should be taken to initiate and process an academic appeal. It is imperative that the individual student recognizes the responsibility for taking the initiative in the appeal and for processing the appeal through each step of the procedure. It is the student's decision whether or not to proceed to each step of the procedure.

Step 1: The student must consult with the instructor concerning the problem. If a satisfactory resolution of the problem is not achieved and the student wishes to go to step 2, the student must request a signed and dated acknowledgement of the consultation from the instructor. A handwritten note is sufficient.

Step 2: The student must consult with the *chair of the department offering the course*. If a satisfactory resolution of the problem does not result from this consultation and the student wishes to go to step 3, the student must request a signed and dated acknowledgement of the consultation from the chair. A handwritten note is sufficient.

Step 3: The student must go to the *Dean of the School offering the course* in question, complete the "Student Form for Academic Appeals," and arrange a meeting with the Dean. If no satisfactory resolution is achieved after consultation with the Dean, the student may initiate step 4. The student must request a signed and dated acknowledgement of the consultation from the Dean.

Step 4: The student should forward to the Graduate Council, via the Dean of the Graduate School (HAB 804), an explanatory cover letter, a copy of the "Student Form for Graduate Academic Appeals," and any pertinent documentation.

Step 5: The Graduate Council will review the material submitted. After due consideration of the issues, the Council will decide whether further action is justified and the nature of such action. The Council may request a consultation with the student at this step; however, consultation should not be considered routine. The Council may also request a consultation with other individuals involved in the appeal or may request any other information needed for clarification of the issues. The Council will inform the student of its decision in writing.

Step 6: The Graduate Council will recommend to the Provost/Vice President for Academic Affairs such action as he/she deems appropriate to resolve the appeal. A copy of this recommendation will be forwarded to the student.

Step 7: The Provost/Vice President for Academic Affairs will have the ultimate authority in rendering a judgment in cases presented to him or her through the above process. The Provost/Vice President for Academic Affairs will inform the student in writing of the decision.

STUDENT FORM FOR GRADUATE ACADEMIC APPEALS

This form is to be filled out with the assistance of the appropriate representative of the Dean's office and only after the instructor and the chair of the department have been consulted, and if the problem has not been resolved. The Student Form for Graduate Academic Appeals may be downloaded from our website at:

<http://www.newpaltz.edu/graduate/forms.html>

NOTE: Three (3) copies of this form will be needed (appropriate Dean, Graduate Council, [via the Dean of the Graduate School—HAB 804], student) if the appeal has not been resolved by the Dean.

COURSE-NUMBERING SYSTEM

The first three letters identify the department of origin of the course; the third digit denotes the level; the last two digits identify the course in the department's course taxonomy.

500-LEVEL COURSES

These are graduate courses designed to build upon the knowledge and skills achieved in an undergraduate field of specialization.

700-LEVEL COURSES

These are advanced courses designed specifically to extend in depth and specialization the knowledge and skills of the student who has an extensive background in the subject area. Appropriate prerequisites are indicated for these courses.

Graduate students do not receive credit for any course below the 500 level.

GRADING SYSTEM

Student performance in most courses is evaluated by letter grades according to the following scale: grades of A, A- which is outstanding work of consistently high order; B+ for work which is distinctly above average; B which is average work; B-, C+ for below average work; C, C-, D+, D, or D- for less than marginal work; F is failing.

The computation of student grade point averages is based upon the following point values:

| | | | |
|---------------------|-------------|---------------------|-------------|
| <i>A</i> | <i>4.00</i> | <i>C</i> | <i>2.00</i> |
| <i>A-</i> | <i>3.67</i> | <i>C-</i> | <i>1.67</i> |
| <i>B+</i> | <i>3.33</i> | <i>D+</i> | <i>1.33</i> |
| <i>B</i> | <i>3.00</i> | <i>D</i> | <i>1.00</i> |
| <i>B-</i> | <i>2.67</i> | <i>D-</i> | <i>0.67</i> |
| <i>C+</i> | <i>2.33</i> | <i>F</i> | <i>0.00</i> |

The mark of I (Incomplete) is awarded at the discretion of the instructor and on the request of the student only when the student has completed at least three-quarters of the required work for a course and where a personal emergency prevents the student from finishing the work on schedule. Students must complete the course work by midterm of the next semester they are registered or the I will be converted to an F.

A student who does not register for one calendar year after the semester or summer session in which the incomplete was awarded will have the incomplete converted to a “permanent incomplete” (I*) if the course is not completed, or an extension not granted, and the instructor does not change the grade within a calendar year of granting the incomplete. The “permanent incomplete” can never be changed, but a student may graduate with the mark on his/her record.

The mark of H (Hold) is used only in those few courses for which it has been approved, such as where the work begun for a Thesis in a given semester is continued into the following semester. The grade given at the end of the second semester automatically replaces the H given for the first semester. The mark of H is also frequently assigned, instead of an I, when the coursework in “Thesis” is incomplete.

Students may not graduate with an H or an I mark on their record. There is one exception to this rule. A student with an incomplete in a course which was taken in his/her last semester at New Paltz and which is not needed to fulfill any college, curriculum, major, or minor requirement may request a permanent incomplete (I*). This request must be made in writing to the Registrar, HAB 13, and, if the permanent incomplete is granted, the mark can never be changed. This exception does not apply to the mark of H.

CALCULATION OF GRADE POINT AVERAGE

All SUNY New Paltz graduate courses on the student’s graduate transcript regardless of matriculation status are used to calculate the GPA.

S/F OPTION

Graduate students may not elect the S/F Option (formerly listed as the S/U Option) for graduate classes.

Graduate students who take an undergraduate class outside of their disciplinary area may petition the Dean of the Graduate School for the S/F option (formerly listed as the S/U Option) for this class. This option will be granted once for any graduate student.

REPLACE COURSE GRADING OPTION

Matriculated graduate students may elect to repeat a course under the “Replace Course Grading Option.” The “Replace Course Grading Option” is available to matriculated graduate students as a *one-time*, single course option, subject to the approval of their advisor or department chair, and the Dean of the Graduate School. Under this option, when the course is repeated, only the second grade will be calculated in a student’s cumulative grade-point average.

WITHDRAWAL FROM A COURSE

A student may withdraw from a course until the date specified in the academic calendar with the payment of a fee. The relevant dates are specified in the academic calendar which appears in the Schedule of Classes. A course withdrawal after that date will be permitted only for compelling non-academic reasons; students should consult with the office of the appropriate Dean of the faculty for detailed information. No record of course enrollment will appear on the transcript if a course is dropped during the course-change period. A grade of W will be recorded for withdrawals from courses after the course-change period and until the course withdrawal deadline date. A grade of F* will be recorded for any student who informally drops a course without following the procedure outlined above. The signature of the instructor and last date of attendance must be on the withdrawal form.

SECOND DEGREE AT SAME LEVEL

Under certain conditions, students may earn a second degree at the same level. Students may pursue a second master’s degree once the first degree has been awarded. Petitions for a second degree are referred to the Dean of the Graduate School by the Department Chair of the discipline in which the second degree is proposed. The following regulations apply:

1. The plan of study of the second degree must be substantially different from the plan of study of the first degree so as to constitute, in the judgment of the faculties concerned, a new discipline.
2. Normally, at least two-thirds of the credits of the second degree, or a minimum of 24 credits, whichever is greater, must be credits that were not included in the first degree.
3. All relevant degree requirements, including residency requirements, must be satisfied for both degrees.

FIELDWORK/SELECTED TOPICS COURSES

Selected topics courses are regularly scheduled courses that focus on a particular subject. They may be offered by any department. Descriptions of selected topics courses are printed in the Schedule of Classes each semester.

Fieldwork courses are approved experiences offered by individual academic departments to enable students to enrich their academic program with applied work in their field of study. Fieldwork courses may be offered by any department. Permission of the instructor, the chairperson, and the Dean of the Faculty are required to enroll in a fieldwork course. The Fieldwork request form may be downloaded from the Registrar’s website at:

<http://www.newpaltz.edu/registrar/forms.html>

INDEPENDENT STUDY

The primary purpose of an independent study is to enable the student to pursue knowledge and understanding in an area not covered by a regularly offered course or to a greater depth than is possible through an existing course. Independent study places the major responsibility for learning directly upon the student, who must have sufficient maturity to identify and resolve a problem through extensive and rigorous research, to search for and to integrate information from a variety of sources, to interpret the data, and to express clearly the meaning of the whole. It is essentially a tutorial course involving close and frequent contact between the student and an instructor.

Because an independent study presupposes a serious interest on the part of the student to study and to research a particular problem or area, it is expected that the instructor and student will devote sufficient time to consider the project in advance to ensure that it is both worthwhile and feasible.

Any single independent study may be offered for 1, 2, 3 or 4 semester credit hours. Up to 6 semester credit hours in independent study may be applied to graduate degrees. All independent study requests must be approved in advance by the instructor, the advisor, the department chairperson and the Dean of the Faculty. The Independent Study request form may be downloaded from the Registrar's website at:
<http://www.newpaltz.edu/registrar/forms.html>

NON-MATRICULATED STUDENT CREDIT LIMIT

Registration is blocked for any non-matriculated student after six to nine graduate credits. The student is required to sign a waiver in the Graduate School in order to remove the block. He/She must obtain the permission (through signature) of the department chair or the appropriate academic dean before registering for courses beyond the 6-9 credit limit. Should the student be accepted for matriculation, only 6-9 graduate credits may be transferred to the graduate degree program. The Non-matriculated Student Waiver may be downloaded from our website at: <http://www.newpaltz.edu/graduate/forms.html>

RESIDENCE AND TRANSFER CREDIT POLICY

Residence credit is defined as credit earned in courses offered by New Paltz full-time or adjunct professors in a regular or summer session. Twenty-four semester hours of graduate study normally constitute the minimum residence credit requirement for graduate degrees.

On the recommendation of the department, up to nine transfer credits (some departments may accept fewer) may be applied to the degree at the time of matriculation, subject to the following conditions:

- The course was taken at the graduate level at an accredited institution.
- A grade of B or better was earned in the course.
- The course was taken before matriculation at New Paltz.
- Courses may be no older than seven years.

For transfer credits to be posted to the New Paltz transcript, these conditions must be met. The Graduate School requires an **official** copy of the transcript, the course must be listed on an approved Plan of Study (or amended Plan of Study) and a New Paltz equivalent course must be assigned by the department. The Graduate Credit Transfer Request form may be downloaded from our website at: <http://www.newpaltz.edu/graduate/forms.html>

- F. Transfer credits may be given after matriculation under special circumstances with permission of the Dean of the Graduate School.

GRADUATE CREDITS TAKEN WHILE AN UNDERGRADUATE AT NEW PALTZ, BUT NOT REQUIRED FOR THE UNDERGRADUATE DEGREE

On the recommendation of the department and with the approval of the Dean of the Graduate School, SUNY New Paltz graduate students may transfer to their graduate program up to nine (9) graduate credits taken as an undergraduate at SUNY New Paltz, that were not used to fulfill requirements for their undergraduate degree. These courses must be listed on the Plan of Study as approved transfer credits. Courses may be no older than seven years. The Graduate Credit Transfer Request form may be downloaded from our website at: <http://www.newpaltz.edu/graduate/forms.html>

TIME LIMIT FOR COMPLETION OF DEGREE

All requirements for a graduate degree in counseling, including transfer credits, must be met within five years of the completion date of the first course listed on the plan of study. After that date, students' matriculation status may be cancelled. If the time limit expires, students must write to the department with a request, and a projected completion date. If the department recommends approval, the coordinator sends this request to the Dean of the Graduate School for consideration. The Request for Extension of Time form may be downloaded from our website at: <http://www.newpaltz.edu/graduate/forms.html>

NOTE: Students are expected to consult college publications to determine deadlines for various procedures related to their academic programs. These include course withdrawals, graduation notification, registration, and payments.

CULMINATING ASSESSMENTS

The requirements for a master's degree may include at least one of the following: passing a comprehensive exam, writing a thesis based on independent research, giving an oral defense of the thesis, or completing an appropriate special project or internship.

APPENDICES

The pages that follow include copies of the many are the forms you will need as you progress through the program. Printable copies of these forms, along with a downloadable Microsoft Word template for students to use for theses, are available online via the Graduate School (<http://www.newpaltz.edu/graduate/forms.html>) or Counseling Program websites (http://www.newpaltz.edu/psychology/graduate/counseling_forms.html). You will find these forms in the pages that follow:

- Descriptive Criteria for Professional Performance Review Policy Standards
- Credit Course Registration and Student Census
- Deferral of Matriculation
- Degree Plan of Study: Mental Health Counseling (290)
- Degree Plan of Study: School Counseling (295)
- Degree Plan of Study: Advanced Certificate in Mental Health Counseling (291)
- Request for Change in Degree Plan of Study
- Practicum Application Form
- Internship Application Form
- Graduation Application Form
- Developmental Feedback Form
- Call for Student Professional Competency Review
- Professional Counseling Competency Performance Evaluation
- Supervisor's Evaluation (Mental Health Counseling)
- Supervisor's Evaluation (School Counseling)
- Audio/Video Recording Forms
- Practicum & Internship Site Agreements
- Practicum & Internship Time Logs
- Request for Graduate Credit Transfer
- Request for Extension of Time
- Request for Withdrawal/Leave of Absence
- Request for Graduate Academic Appeal
- Independent Study
- Graduate Thesis Request
- Thesis Proposal Approval
- Report of Oral Comprehensive Exam (Thesis Defense)
- Electronic Thesis Approval
- Library Instructions for Preparation of Theses
- Application for Master's Degree or Certificate of Advanced Study
- Certification Application Information (School Counseling)
- Understanding and Acknowledgement of Counseling Graduate Program Policies

The Thesis Template in Microsoft Word is available online only:

http://www.newpaltz.edu/psychology/graduate/counseling_forms.html

Other important forms are available at <http://www.newpaltz.edu/advising/forms.html>

APPENDIX

Descriptive Criteria for Professional Performance Review Policy Standards (Revised 5/05)

| | | |
|---|---|---|
| 1. Openness to new ideas (1 = <i>closed</i> to 5 = <i>open</i>) | | |
| <p>Was dogmatic about own perspective and ideas.</p> <p>Ignored or was defensive about constructive feedback.</p> <p>Showed little or no evidence of incorporating constructive feedback received to change own behavior.</p> | <p>Was amenable to discussion of perspectives other than own.</p> <p>Accepts constructive feedback without defensiveness.</p> <p>Some evidence of effort to incorporate relevant feedback received to change own behavior.</p> | <p>Solicited others' opinions and perspectives about own work.</p> <p>Invited constructive feedback and demonstrated interest in others' perspectives.</p> <p>Showed strong evidence of incorporation of feedback received to change own behavior.</p> |
| 2. Flexibility (1 = <i>inflexible</i> to 5 = <i>flexible</i>) | | |
| <p>Showed little or no effort to recognize changing demands in the professional & interpersonal environment.</p> <p>Showed little or no effort to flex own response to changing environmental demands.</p> <p>Refused to flex own response to changing environmental demands despite knowledge of the need for change.</p> <p>Was intolerant of unforeseeable or necessary changes in established schedule or protocol.</p> | <p>Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate.</p> <p>Effort to flex own response to new environmental demands was evident but sometimes inaccurate.</p> <p>Flexed own response to changing environmental demands when directed to do so.</p> <p>Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.</p> | <p>Showed accurate effort to recognize changing demands in the professional & interpersonal environment.</p> <p>Showed accurate effort to flex own response to changing environmental demands as needed.</p> <p>Independently monitored the environment for changing demands and flexed own response accordingly.</p> <p>Attempts to understand needs for change in established schedule or protocol to avoid resentment.</p> <p>Accepted necessary changes in established schedule and attempted to discover the reasons for them.</p> |
| 3. Cooperativeness with others (1 = <i>uncooperative</i> to 5 = <i>cooperative</i>) | | |
| <p>Showed little or no engagement in collaborative activities.</p> <p>Undermined goal achievement in collaborative activities.</p> <p>Was unwilling to compromise in collaborative activities.</p> | <p>Engaged in collaborative activities but with minimum allowable input.</p> <p>Accepted but rarely initiated compromise in collaborative activities.</p> <p>Was concerned mainly with own part in collaborative activities.</p> | <p>Worked actively toward reaching consensus in collaborative activities.</p> <p>Was willing to initiate compromise in order to reach group consensus.</p> <p>Showed concern for group as well as individual goals in collaborative activities.</p> |
| 4. Willingness to accept and use feedback (1 = <i>unwilling</i> to 5 = <i>willing</i>) | | |
| <p>Discouraged feedback from others through defensiveness and anger.</p> <p>Showed little or no evidence of incorporation of supervisory feedback received.</p> | <p>Was generally receptive to supervisory feedback.</p> <p>Showed some evidence of incorporating supervisory feedback into own views and behaviors.</p> | <p>Invited feedback by direct request and positive acknowledgement when received.</p> <p>Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.</p> |

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APPENDIX (Continued)

Descriptive Criteria for Professional Performance Review Policy Standards (Revised 5/05)

| | | |
|---|--|---|
| 4. Willingness to accept and use feedback (1 = <i>unwilling</i> to 5 = <i>willing</i>) (Continued) | | |
| <p>Took feedback contrary to own position as a personal affront.</p> <p>Demonstrated greater willingness to give feedback than receive it.</p> | <p>Showed some defensiveness to critique through "over-explanation of own actions"—but without anger.</p> <p>Demonstrated greater willingness to receive feedback than to give it.</p> | <p>Demonstrated a balanced willingness to give and receive supervisory feedback.</p> |
| 5. Awareness of own impact on others (1 = <i>unaware</i> to 5 = <i>aware</i>) | | |
| <p>Words and actions reflected little or no concern for how others were impacted by them.</p> <p>Ignored supervisory feedback about how words and actions were negatively impacting others.</p> | <p>Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.</p> <p>Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.</p> | <p>Effort toward recognition of how own words and actions impacted others.</p> <p>Initiates feedback from others regarding impact of own words and behaviors</p> <p>Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.</p> |
| 6. Ability to deal with conflict (1 = <i>unable</i> to 5 = <i>able</i>) | | |
| <p>Was unable or unwilling to consider others' points of view.</p> <p>Showed no willingness to examine own role in a conflict.</p> <p>Ignored supervisory advisement if not in agreement with own position.</p> <p>Showed no effort at problem solving.</p> <p>Displayed hostility when conflicts were addressed.</p> | <p>Attempted but sometimes had difficulty grasping conflicting points of view.</p> <p>Would examine own role in a conflict when directed to do so.</p> <p>Was responsive to supervision in a conflict if it was offered.</p> <p>Participated in problem solving when directed.</p> | <p>Always willing and able to consider others' points of view.</p> <p>Almost always willing to examine own role in a conflict.</p> <p>Was consistently open to supervisory critique about own role in a conflict.</p> <p>Initiated problem-solving efforts in conflicts.</p> <p>Actively participated in problem-solving efforts.</p> |
| 7. Ability to accept personal responsibility (1 = <i>unable</i> to 5 = <i>able</i>) | | |
| <p>Refused to admit mistakes or examine own contribution to problems.</p> <p>Lied, minimized, or embellished the truth to extricate self from problems.</p> <p>Consistently blamed others for problems without self-examination.</p> | <p>Was willing to examine own role in problems when informed of the need to do so.</p> <p>Was accurate and honest in describing own and others' roles in problems.</p> <p>Might blame initially, but was open to self-examination about own role in problems.</p> | <p>Monitored own level of responsibility in professional performance.</p> <p>Invited constructive critique from others and applied it toward professional growth.</p> <p>Accepted own mistakes and responded to them as opportunity for self-improvement.</p> <p>Avoided blame in favor of self-examination.</p> |
| 8. Ability to express feelings effectively and appropriately (1 = <i>unable</i> to 5 = <i>able</i>) | | |
| <p>Showed no evidence of willingness and ability to articulate own feelings.</p> | <p>Showed some evidence of willingness and ability to articulate own feelings, but with limited range.</p> | <p>Was consistently willing and able to articulate the full range of own feelings.</p> |
| (Continued on next page) | | |

APPENDIX (Continued)

Descriptive Criteria for Professional Performance Review Policy Standards (Revised 5/05)

| 8. Ability to express feelings effectively and appropriately (1 = <i>unable</i> to 5 = <i>able</i>) (Continued) | | |
|--|--|--|
| Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. | Showed some evidence of willingness and ability to acknowledge others' feelings—sometimes inaccurate. | Showed evidence of willingness and accurate ability to acknowledge others' feelings. |
| Acted out negative feelings (through negative behaviors) rather than articulating them. | Expressions of feeling usually appropriate to the setting—responsive to supervision when not. | Expression of own feelings was consistently appropriate to the setting. |
| Expressions of feeling were inappropriate to the setting. | Willing to discuss own feelings in supervision when directed. | Initiated discussion of own feelings in supervision. |
| Was resistant to discussion of feelings in supervision. | | |
| 9. Attention to ethical and legal considerations (1 = <i>inattentive</i> to 5 = <i>attentive</i>) | | |
| Engaged in dual relationships with clients. | Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients. | Maintained clear personal-professional boundaries with clients. |
| Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. | Was responsive to supervision for occasional insensitivity to diversity in professional interactions. | Demonstrated consistent sensitivity to diversity. |
| Endangered the safety and the well-being of clients. | Used judgment that could have put client safety and well-being at risk. | Satisfactorily ensured client safety and well-being. |
| Breached established rules for protecting client confidentiality. | Used judgment that could have put client confidentiality at risk. | Appropriately safeguarded the confidentiality of clients. |
| 10. Initiative and motivation (1 = <i>poor initiative and motivation</i> to 5 = <i>good initiative and motivation</i>) | | |
| Often missed deadlines and classes. | Missed the maximum allowable classes and deadlines. | Met all attendance requirements and deadlines. |
| Rarely participated in class activities. | Usually participated in class activities. | Regularly participated in class activities. |
| Often failed to meet minimal expectations in assignments. | Met only the minimal expectations in assigned work. | Met or exceeded expectations in assigned work. |
| Displayed little or no initiative and creativity in assignments. | Showed some initiative and creativity in assignments. | Consistently displayed initiative and creativity in assigned work. |

Note. Column 1 = unacceptable professional performance; Column 2 = acceptable professional performance; Column 3 = excellent professional performance.

11. Development of Professional Skills and Competencies

| | | |
|--|--|---|
| <p>Showed little or no evidence of understanding various counseling theories and their hypothetical use with clients/students.</p> | <p>Demonstrated average understanding of counseling theories, yet had difficulty hypothetically applying their use with clients/students.</p> | <p>Showed accurate understanding of counseling theories and demonstrated a clear ability to apply their use with clients/students.</p> |
| <p>Inadequately demonstrated ability to learn and apply counseling skills and competencies in a classroom/laboratory environment.</p> | <p>Demonstrated some difficulty in understanding and applying counseling skills and competencies in classroom/laboratory environment.</p> | <p>Adequately demonstrated ability to learn and apply counseling skills and competencies in a classroom/laboratory environment.</p> |
| <p>Inadequately demonstrated ability to establish rapport and build therapeutic alliance with clients/students.</p> | <p>Demonstrated an ability to establish rapport and build a therapeutic alliance with clients/students with some effort.</p> | <p>Demonstrated adequate ability to establish rapport and build therapeutic alliance with clients/students.</p> |
| <p>Inadequately demonstrated ability to use appropriate counseling skills/interventions with clients/students.</p> | <p>Demonstrated some difficulty in terms of ability to use appropriate counseling skills/interventions with clients/students.</p> | <p>Adequately demonstrated ability to use appropriate counseling skills/interventions with clients/students.</p> |
| <p>Showed an inability to effectively integrate and apply case conceptualization skills and theory to working with students/clients.</p> | <p>Demonstrated an ability to integrate and apply case conceptualization skills to work with clients/students. However, showed some inflexibility in seeing cases from different theoretical orientations.</p> | <p>Adequately demonstrated ability to integrate and appropriately apply case conceptualization skills in working with clients/students, and to use multiple theoretical orientations.</p> |
| <p>Demonstrated inability to develop and use appropriate intervention strategies based on theory.</p> | <p>Showed some difficulty in developing and using intervention strategies based on theory.</p> | <p>Developed and used appropriate intervention strategies based on theory.</p> |

Development of Professional Skills and Competencies (ctd.)

| | | |
|--|---|--|
| <p>Exhibited lack of understanding of and/or ineffective use of assessment data (i.e., interviews, psychosocial history, observational report data, standardized test data) in conceptualizing clients'/students' issues and in working with clients/students.</p> | <p>Demonstrated some difficulty in understanding and effectively using assessment data in conceptualizing clients'/students' issues and in working with clients/students.</p> | <p>Demonstrated appropriate ability in understanding and effectively use assessment data in conceptualizing clients'/students' issues and in working with clients/students.</p> |
| <p>Did not demonstrate an ability or willingness to explore oneself as a racial/cultural being, including examining and understanding one's cultural values and biases.</p> | <p>Exhibited some resistance to or lack of understanding about how to explore oneself as a racial/cultural being, including examining and understanding one's cultural values and biases.</p> | <p>Exhibited an open and willing attitude towards exploring oneself as a racial/cultural being, including examining and understanding one's cultural values and biases.</p> |
| <p>Did not demonstrate an understanding of how one's cultural background and biases may affect the counseling process.</p> | <p>Demonstrated some difficulty in understanding how one's cultural background and biases may affect the counseling process.</p> | <p>Demonstrated an adequate understanding of how one's cultural background and biases may affect the counseling process.</p> |
| <p>Demonstrated inadequate ability to integrate relevant information regarding cultural and individual differences in human diversity into meaningful and coherent conceptualizations and interventions.</p> | <p>Exhibited some difficulty in ability to integrate relevant information regarding cultural and individual differences in human diversity into a meaningful and coherent conceptualizations and interventions.</p> | <p>Demonstrates adequate ability to integrate relevant information regarding cultural and individual differences in human diversity into meaningful and coherent conceptualizations and interventions.</p> |

12. Psychological Functioning and Self-Management

| | | |
|--|--|--|
| <p>Demonstrated ineffective ability to recognize and manage personal stress, which interfered with learning and/or working with clients/students.</p> | <p>Recognized personal stress. However, demonstrated some issues with ability to effectively manage it. With assistance found strategies to deal with stress. Issues not seen as significantly impairing work with clients/students.</p> | <p>Demonstrated effective ability to cope and manage personal stress.</p> |
| <p>Denied, did not recognize, or did not know how to deal with issues with one's own psychosocial and/or emotional functioning when they negatively affected personal and professional functioning; and took no steps to act accordingly when pointed out.</p> | <p>Did not recognize or did not know how to deal with issues with one's own psychosocial and/or emotional functioning when they negatively affected personal and professional functioning. However, when pointed out, took relevant and immediate steps to address the issues.</p> | <p>Recognized when own psychosocial and/or emotional issues may have negatively affect personal and professional functioning and took step to act accordingly.</p> |

CREDIT COURSE REGISTRATION AND STUDENT CENSUS

**Continuing Education or Graduate Student
CREDIT COURSE REGISTRATION & STUDENT CENSUS**
Registrar's Office/State University of New York at New Paltz

Mail this form to:
Registrar's Office
State University of New York at New Paltz
500 Hawk Drive
New Paltz, New York 12561-2438

Check appropriate box:
 Non-matriculated undergraduate
 Matriculated graduate student
 Non Matriculated graduate

Semester and Year:
 Summer I Fall
 Summer II Spring
 Year: _____

REGISTRATION FORMS SENT BY MAIL MUST BE RECEIVED IN THE RECORDS & REGISTRATION OFFICE TWO WEEKS BEFORE THE START OF THE SEMESTER OR THEY WILL BE RETURNED UNPROCESSED.

PLEASE PRINT CLEARLY

Last Name: _____ First Name: _____ MI: _____
 Student ID #: _____ or SS#: (Optional) _____

Have you changed your name since last registration? No Yes Previous name: _____

Current Permanent Mailing Address: _____
 Apartment, dormitory, number and street _____
 City/Town _____ State _____ Zip Code _____

Current Local Mailing Address: _____
 Apartment, dormitory, number and street _____
 City/Town _____ State _____ Zip Code _____

Please check here if this is a new address:

Please check here if this is a new address:

Is this your first registration at SUNY New Paltz? Yes No If yes, then you must fill out the other side of this form.

Check box if you have been: A. Convicted of a felony B. Dismissed from a college for disciplinary reasons

DESIRED PROGRAM
Indicate below the courses you wish to take. Students must select classes which do not conflict in days and times.

| WL | Course No. | Sec. No. | Course Title | RU | CR | M | T | W | H | F | Sa | Time | Off-Campus Location (if any) |
|----|------------|----------|--------------|----|----|---|---|---|---|---|----|------|------------------------------|
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TOTAL WORKLOAD DESIRED

ALTERNATE COURSES List alternate courses making sure that they fit in your schedule.

| WL | Course No. | Sec. No. | Course Title | RU | CR | M | T | W | H | F | Sa | Time | Off-Campus Location (if any) |
|----|------------|----------|--------------|----|----|---|---|---|---|---|----|------|------------------------------|
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I understand any deliberate falsification or omission of data may result in dismissal. All information submitted is therefore true to the best of my knowledge.

Student's Signature: _____

Is this your first registration at SUNY New Paltz?
 Yes No What is the last semester attended? Semester _____ Year _____

MMR QUESTION/STATEMENT
Do you have a measles, mumps, rubella form on file with the Student Health Center at New Paltz? yes no
 If no, contact the Health Center at 257-3400.

Indicate your high school experience (check appropriate box):
 Graduated from high school in: Month _____ Year _____
 Received a high school equivalency diploma
 Currently enrolled in high school
 Not currently enrolled in high school and do not have a diploma

If you have attended another college(s), which one did you most recently attend before coming here?
 Name of college _____ Location of college _____
 It is a two-year four-year college. It is state supported private.

Please check each degree you have earned:
 A.A.S. A.S. Certificate of Advanced Study
 B.A.S. Bachelor's _____ (year) _____
 A.A. Master's _____ (year) _____
 Other _____

Date of Birth: _____ / _____ / _____
 Month _____ Day _____ Year _____
 Sex: Male Female

Ethnicity:
 1 White, Non-Hispanic 3 Hispanic 5 American Indian or Native Alaskan
 2 Black, Non-Hispanic 4 Asian or Pacific Islander 6 Non-Resident Alien

Residence:
 I have been a permanent resident of New York State for the last twelve months and of _____ County.
 I am a permanent resident of a state or territory of the U.S. other than New York _____
 I am not a U.S. citizen. My country of citizenship is _____ My Visa type is: _____

71 Student (F-1 or I-20) 81 Visitor for Pleasure (B-2)
 72 Exchange Visitor (J-1) 80 Permanent Resident 78 Other

If you wish to identify yourself as a physically or learning disabled person, please contact the Disability Resource Center (SUB 205) 257-3020

Who to contact in case of an emergency:

Last Name _____ First _____ MI _____
 Apartment, number and street _____
 City/Town _____ State _____ Zip Code _____

Parent Spouse
 Guardian Other

(Area Code) Home telephone number _____
 (Area Code) Business telephone number _____

DEFERRAL OF MATRICULATION



1 Hawk Drive ■ New Paltz, NY 12561-2443 ■ (845) 257-3947 ■ fax (845) 257-3284

REQUEST FOR DEFERRAL OF MATRICULATION

| | |
|--|-------------------------|
| Name _____ | Date _____ |
| Address _____ <small>Last First</small> | Student ID N _____ |
| City _____ State _____ Zip _____ | Major _____ |
| | Concentration _____ |
| | Advisor _____ |
| | Semester Accepted _____ |

Deferral Policy:
Graduate program acceptance and matriculation is for the semester indicated in the student's acceptance letter. Students who do not enroll in the semester for which they are accepted forfeit their place in the program. Students who have forfeited acceptance into a program have up to one year to request that their acceptance be reinstated. However, granting this request remains at the discretion of the program. After that point, it will be necessary to reapply.

Request a deferral of matriculation for one semester or one year.

From _____ To _____

Briefly describe your reason for requesting a deferral of matriculation:

I certify that I understand the conditions of this request.

Student's Signature _____ Date _____

Submit completed form to the Department Chair / Graduate Program Director for Approval

Approved: One Semester One Year
 Denied

Signature _____ Date _____

Department Representative: Submit completed form to The Graduate School for final approval

Concurrence Denial
 Other _____

Dean's Signature _____ Date _____

REPLACE COURSE GRADING OPTION



THE GRADUATE SCHOOL

1 Hawk Drive • New Paltz, NY 12561-2443 • (845) 257-3947 • fax (845) 257-3284

REPLACE COURSE GRADING OPTION

| | |
|---|---|
| Name _____ Address _____ City _____ State _____ Zip _____ | Date _____ Student ID N _____ Major _____ Concentration _____ Advisor _____ Semester Accepted _____ |
|---|---|

Replace Course Grading Option:

The "Replace Course Grading Option" is available to matriculated graduate students as a *one-time*, single course option. Approval to use this option must be obtained from the student's academic advisor or department chair and from the Dean of the Graduate School. Under this option, when the course is repeated, only the second grade will be calculated in the student's cumulative grade-point average.

Briefly describe your reason for requesting the replace course grading option:

Course to be replaced:

| 1 | TERM | COURSE NUMBER | COURSE NAME | GRADE | CREDITS |
|---|------|---------------|-------------|-------|---------|
| | | | | | |

Replace the above course with grade earned from:

| 2 | TERM | COURSE NUMBER | COURSE NAME | GRADE | CREDITS |
|---|------|---------------|-------------|-------|---------|
| | | | | | |

I certify that I understand the conditions of this request.

Student's Signature: _____ Date: _____

Submit completed form to the Graduate Advisor or Department Chair for Approval

Approved Denied

Signature: _____ Date: _____

Return completed form to The Graduate School for final approval

Concurrence Denial
 Other _____

Signature: _____ Date: _____

1 HAWK DRIVE • NEW PALTZ, NEW YORK • 12561-2443
 (845) 257-3285 • fax (845) 257-3284

printed on recycled paper

DEGREE PLAN OF STUDY: MENTAL HEALTH COUNSELING



DEGREE PLAN OF STUDY: 60-CREDIT M.S. IN MENTAL HEALTH COUNSELING (290)

Student _____ ID Number _____ Email _____
 Address _____ Phone _____ Adviser _____

MANDATORY TRAINING

Child Abuse Reporting Date:

MENTAL HEALTH COUNSELING REQUIREMENT

| ELEVEN REQUIRED COURSES (36 CREDITS) | SEMESTER | GRADE |
|--|----------|-------|
| COU 510 Counseling Theories (3) | FA | |
| COU 515 Counseling Skills (3) | FA | |
| COU 520 Career Dev, Couns, & Assess (3) | FA | |
| COU525 Multicultural Counseling (3) | SP | |
| COU 530 Foundations of MHC (4) | SP | |
| COU 540 Psychopathology (3) | SP | |
| COU 545 Group Dynamics & Counseling (3) | FA | |
| COU 550 Couple & Family Counseling (3) | SP | |
| COU 555 Assessment (3) | SP | |
| COU 771 Ethics & Prof Orient: MHC Internship 1 (4) | FA | |
| COU 772 Ethics & Prof Orient: MHC Internship 2 (4) | SP | |

METHODOLOGY REQUIREMENT

| TWO COURSES (6 CREDITS) | SEMESTER | GRADE |
|--|----------|-------|
| <input type="checkbox"/> PSY 501 ANOVA <u>OR</u> <input type="checkbox"/> PSY 503 Regression (3) | FA | |
| PSY 507 Research Methods (3) | SP | |

HUMAN GROWTH & DEVELOPMENT REQUIREMENT

| ONE REQUIRED COURSE (3 CREDITS) | SEMESTER | GRADE |
|--|----------|-------|
| PSY 527 Human Growth and Development (3) | FA | |

HUMAN GROWTH AND DEVELOPMENT ELECTIVES

| CHOOSE TWO OF THESE COURSES (6 CREDITS) | SEMESTER | GRADE |
|--|----------|-------|
| PSY 516 Organizational Psychology (3) | | |
| PSY 528 Infancy & Early Childhood (3) | | |
| PSY 529 Adulthood (3) | | |
| PSY 531 Middle Childhood & Adolescence (3) | | |
| PSY 556 Contemporary Social Psychology (3) | | |
| PSY 560 Cognitive Processes (3) | | |
| PSY 570 Cognitive Neuroscience (3) | | |
| Other: | | |

ELECTIVES (* indicates repeatable course)

| THREE COURSES (9 CREDITS) | | |
|-------------------------------------|--|--|
| COU 565 Disaster Mental Health (3) | | |
| * COU 585 Contemp Issues (3)/Title: | | |
| * COU 585 Contemp Issues (3)/Title: | | |
| PSY 576 Families in Transition (3) | | |
| Other: | | |
| Other: | | |

APPROVED TRANSFER COURSES (9 CREDITS MAX)

| NUMBER & TITLE | TRANSFERRED FROM | COUNTS AS | GRADE |
|----------------|------------------|-----------|-------|
| | | | |
| | | | |
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SIGNATURES

| | | | |
|---------|------|------------------|------|
| STUDENT | DATE | COORDINATOR | DATE |
| ADVISER | DATE | GRAD SCHOOL DEAN | DATE |

One copy to the Graduate School (HAB 804), one to the Counseling Graduate Program, and one to the Student / Form updated 13 June 2011

DEGREE PLAN OF STUDY: SCHOOL COUNSELING



DEGREE PLAN OF STUDY: 60-CREDIT M.S. IN SCHOOL COUNSELING (295)

Student _____ ID Number _____ Email _____
 Address _____ Phone _____ Adviser _____

MANDATORY TRAININGS

| | |
|----------------------------|-------|
| Child Abuse Reporting | Date: |
| School Violence Prevention | Date: |

SCHOOL COUNSELING REQUIREMENT

| ELEVEN REQUIRED COURSES (39 CREDITS) | SEMESTER | GRADE |
|---|----------|-------|
| COU 510 Counseling Theories (3) | FA | |
| COU 515 Counseling Skills (3) | FA | |
| COU 520 Career Dev, Couns, & Assess (3) | FA | |
| COU525 Multicultural Counseling (3) | SP | |
| COU 535 Foundations of SC (4) | SP | |
| COU 540 Psychopathology (3) | SP | |
| COU 545 Group Dynamics & Counseling (3) | FA | |
| COU 555 Assessment (3) | SP | |
| COU 781 Ethics & Prof Orient: SC Internship 1 (4) | FA | |
| COU 782 Ethics & Prof Orient: SC Internship 2 (4) | SP | |
| SPE 565 Teaching in Inclusive Classrooms (3) | | |
| <input type="checkbox"/> EDS 546 Conflict Res QB <input type="checkbox"/> EDS 741 Affective Ed | | |

METHODOLOGY REQUIREMENT

| TWO COURSES (6 CREDITS) | SEMESTER | GRADE |
|--|----------|-------|
| <input type="checkbox"/> PSY 501 ANOVA QB <input type="checkbox"/> PSY 503 Regression (3) | FA | |
| PSY 507 Research Methods (3) | SP | |

HUMAN GROWTH & DEVELOPMENT REQUIREMENT

| ONE REQUIRED COURSE (3 CREDITS) | SEMESTER | GRADE |
|--|----------|-------|
| PSY 527 Human Growth and Development (3) | FA | |

HUMAN GROWTH AND DEVELOPMENT ELECTIVES

| CHOOSE TWO OF THESE COURSES (6 CREDITS) | SEMESTER | GRADE |
|--|----------|-------|
| PSY 516 Organizational Psychology (3) | | |
| PSY 528 Infancy & Early Childhood (3) | | |
| PSY 529 Adulthood (3) | | |
| PSY 531 Middle Childhood & Adolescence (3) | | |
| PSY 556 Contemporary Social Psychology (3) | | |
| PSY 560 Cognitive Processes (3) | | |
| PSY 570 Cognitive Neuroscience (3) | | |
| Other: | | |

ELECTIVES (* indicates repeatable course)

| TWO COURSES (6 CREDITS) | SEMESTER | GRADE |
|--|----------|-------|
| COU 565 Disaster Mental Health (3) | | |
| * COU 585 Contemp Issues (3)/Title: | | |
| * COU 585 Contemp Issues (3)/Title: | | |
| EDS 581 Issues of Racism and Sexism in Education (3) | | |
| EDS 735 Experiential Workshop Design (3) | | |
| SPE 750 Collaboration Strategies for Educators (3) | | |
| SPE 761 Families of Children with Disabilities (3) | | |
| PSY 576 Families in Transition (3) | | |
| Other: | | |

APPROVED TRANSFER COURSES (9 CREDITS MAX)

| NUMBER & TITLE | TRANSFERRED FROM | COUNTS AS | GRADE |
|----------------|------------------|-----------|-------|
| | | | |
| | | | |

SIGNATURES

| | | | |
|---------|------|------------------|------|
| STUDENT | DATE | COORDINATOR | DATE |
| ADVISER | DATE | GRAD SCHOOL DEAN | DATE |

One copy to the Graduate School (HAB 804), one to the Counseling Graduate Program, and one to the Student / Form updated 13 June 2011

DEGREE PLAN OF STUDY:
ADVANCED CERTIFICATE IN MENTAL HEALTH COUNSELING (291)

Student _____ ID Number _____

Email _____ Phone _____ Adviser _____

MANDATORY TRAINING

Child Abuse Reporting | Date: _____

REQUIRED COURSES

| THREE REQUIRED COURSES (12 CREDITS) | SEMESTER | GRADE |
|--|----------|-------|
| COU 530 Foundations of MHC (4) | SP | |
| COU 771 Ethics & Prof Orient: MHC Internship 1 (4) | FA | |
| COU 772 Ethics & Prof Orient: MHC Internship 2 (4) | SP | |

ELECTIVES (* indicates repeatable course)

| FOUR COURSES (12 CREDITS) | NOTE: Only 2 courses (6 credits) required M.S. in School Counseling earned from SUNY New Paltz | |
|---|--|--|
| <input type="checkbox"/> COU 510 Counseling Theories (3) | FA | |
| <input type="checkbox"/> COU 515 Counseling Skills (3) | FA | |
| <input type="checkbox"/> COU 520 Career Dev, Couns, & Assess (3) | FA | |
| <input type="checkbox"/> COU 525 Multicultural Counseling (3) | SP | |
| <input type="checkbox"/> COU 540 Psychopathology (3) | SP | |
| <input type="checkbox"/> COU 545 Group Dynamics & Counseling (3) | FA | |
| <input type="checkbox"/> COU 550 Couple & Family Counseling (3) | SP | |
| <input type="checkbox"/> COU 555 Assessment (3) | SP | |
| <input type="checkbox"/> PSY 527 Human Growth and Development (3) | FA | |
| <input type="checkbox"/> Other: COU585 Contemp Issues in Couns | SUM | |
| <input type="checkbox"/> Other: | | |
| <input type="checkbox"/> Other: | | |
| <input type="checkbox"/> Other: | | |

REQUEST FOR CHANGE IN DEGREE PLAN OF STUDY

REQUEST FOR CHANGE IN PLAN OF STUDY

THE GRADUATE SCHOOL/STATE UNIVERSITY OF NEW YORK AT NEW PALTZ

Date: _____

Student: _____

TO: The Graduate School

SS#:

FROM: _____
Advisor's signature

Address: _____

City: _____ State: _____ Zip: _____

Program: _____

Concentration: _____

Change from: (Must list course # and title)

To: (Must list course # and title)

| | | |
|-------|---|-------|
| _____ | ▶ | _____ |
| _____ | ▶ | _____ |
| _____ | ▶ | _____ |
| _____ | ▶ | _____ |

The following are still lacking: GRE/MAT scores Teaching certificate Official baccalaureate transcript

Concurrence: _____
Dean of the Graduate School

Date: _____

09/04

26-039

PRACTICUM APPLICATION FORM

Student: _____ Adviser: _____ Date: _____

Email Address: _____ Contact Phone Number: _____

I am requesting permission to proceed to [Mental Health/School Counseling] (circle one) Practicum. I confirm that I have successfully completed the introductory core courses (COU510, COU515, COU520) by the end of _____ semester, as evidenced by receiving a B or better in each individual course and maintaining a 3.0 overall GPA upon completion of these courses.

In addition to the academic expectations, I am also aware that I am to be evaluated based on my ability to (a) adhere to the professional and ethical standards of the profession, (b) demonstrate adequate counseling skills and competencies, and (c) attend to my personal development as it impacts my ability to work effectively and ethically as a counselor.

I confirm that the information in this application is accurate and to my knowledge contains the most current information.

Present GPA _____

Course Specific Information: **(an unofficial transcript also needs to be attached to this application for review).**

| COURSE | SEMESTER/YEAR ENROLLED AND COMPLETED | FACULTY INSTRUCTOR | GRADE Or Expected Grade |
|--|--------------------------------------|--------------------|-------------------------|
| COU510: Counseling Theories | | | |
| COU515: Counseling Skills | | | |
| COU520: Career Development, Counseling, & Assessment | | | |
| | | | |
| SAMPLE: COUXXX | Fall 2010 | Dr. Jane Doe | A |

Briefly describe areas of strength (making sure to attend to academic performance, professional, and personal development):

Briefly describe areas for improvement (making sure to attend to academic performance, professional, and personal development):

Student Signature: _____

Print Student Name: _____

INTERNSHIP APPLICATION FORM

Student: _____ Adviser: _____ Date: _____

Email Address: _____ Contact Phone Number: _____

I am requesting permission to proceed to [Mental Health/School Counseling] (circle one) Internship. I confirm that I have successfully completed the COU530 Foundations of School Counseling or COU 535 Foundations of Mental Health Counseling by the end of _____ semester, as evidenced by receiving a B or better in each individual course and maintaining a 3.0 overall GPA upon completion of these courses.

In addition to the academic expectations, I am also aware that I am to be evaluated based on my ability to (a) adhere to the professional and ethical standards of the profession, (b) demonstrate adequate counseling skills and competencies, and (c) attend to my personal development as it impacts my ability to work effectively and ethically as a counselor.

I confirm that the information in this application is accurate and to my knowledge contains the most current information.

Present GPA _____

Course Specific Information: **(an unofficial transcript also needs to be attached to this application for review).**

| COURSE | SEMESTER/YEAR ENROLLED AND COMPLETED | FACULTY INSTRUCTOR | GRADE Or Expected Grade |
|---|--|-----------------------|-------------------------------|
| COU530: Foundations in Mental Health Counseling <u>or</u> COU535: Foundations in School Counseling | | | |
| | | | |
| SAMPLE: COUXXX | Fall 2010 | Dr. Jane Doe | A |

Briefly describe areas of strength (making sure to attend to academic performance, professional, and personal development):

Briefly describe areas for improvement (making sure to attend to academic performance, professional, and personal development):

Student Signature: _____

Print Student Name: _____

GRADUATION APPLICATION FORM

Student: _____ Adviser: _____ Date: _____

Email Address: _____ Contact Phone Number: _____

I am requesting permission to proceed to Graduation. I confirm that I have successfully completed all of the coursework necessary including COU771/772 Internship in Mental Health Counseling or COU781/782 Internship in School Counseling by the end of _____ semester, as evidenced by receiving a B or better in each Internship course and maintaining a 3.0 overall GPA upon completion of these courses.

In addition to the academic expectations, I am also aware that I am to be evaluated based on my ability to (a) adhere to the professional and ethical standards of the profession, (b) demonstrate adequate counseling skills and competencies, and (c) attend to my personal development as it impacts my ability to work effectively and ethically as a counselor.

I confirm that the information in this application is accurate and to my knowledge contains the most current information.

Present GPA _____

Course Specific Information: (an **unofficial transcript AND an updated plan of study** also needs to be attached to this application for review).

| COURSE | SEMESTER/YEAR ENROLLED AND COMPLETED | FACULTY INSTRUCTOR | GRADE Or Expected Grade |
|---|--|-----------------------|----------------------------------|
| COU771: Internship in Mental Health Counseling I <u>or</u> COU781: Internship in School Counseling I | | | |
| COU772: Internship in Mental Health Counseling II <u>or</u> COU782: Internship in School Counseling II | | | |
| | | | |
| SAMPLE: COUXXX | Fall 2010 | Dr. Jane Doe | A |

Briefly describe areas of strength (making sure to attend to academic performance, professional, and personal development):

Briefly describe areas for improvement (making sure to attend to academic performance, professional, and personal development):

Student Signature: _____

Print Student Name: _____

DEVELOPMENTAL FEEDBACK FORM

Student: _____ Adviser: _____ Date: _____

Student requesting to proceed to: Practicum / Internship 1 / Internship 2 / Graduation

Feedback to the student is from the entire counseling faculty and based on these criteria:

4 exceeds standard / 3 meets standard / 2 approaches standard / 1 does not meet standard

Additional comments are also provided.

_____ Academic Performance:

_____ Professional Development:

_____ Counseling Skills:

_____ Personal development:

Student and advisor signatures confirming this information has been reviewed with adviser:

Student: _____ Date: _____

Advisor: _____ Date: _____

CALL FOR STUDENT PROFESSIONAL COMPETENCY REVIEW

SUNY New Paltz Counseling Programs
Call for Student Professional Competency Review

Student's Name_____ Instructor_____

Student ID #_____ Course_____

1. Describe and explain the concerns you have regarding the above student's professional counseling competencies. Also fill out and attach the Professional Counseling Performance Evaluation form

2. Describe the previous steps you have taken to remediate these issues with the student.

3. By submitting and signing this form, you are formally requesting that the Counseling Program's Faculty Review Committee meet to assess this student's professional development and performance and to recommend a course of action to the student and counseling program director.

Instructor's Signature_____ Date_____

PROFESSIONAL COUNSELING COMPETENCY PERFORMANCE EVALUATION

Professional Counseling Performance Evaluation Form

| Rating Scale | | | | |
|---|---|---|---|---|
| N- No Opportunity to Observe | I- Inconsistently or minimally meets criteria for program level | | | |
| D- Does not meet criteria for program level | C- Consistently meets criteria at program level | | | |
| I. Counseling Skills and Abilities | | | | |
| 1. Demonstrates the ability to establish relationships in such a manner that a working alliance can be created. | N | D | I | C |
| 2. Demonstrates effective communication skills including: | | | | |
| a. Creates appropriate structure –setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc. | N | D | I | C |
| b. Understands content –understanding the primary elements of the client’s story. | N | D | I | C |
| c. Understands context –understanding the uniqueness of the story elements and their underlying meanings. | N | D | I | C |
| d. Responds to feelings –identifying affect and addressing those feelings in a therapeutic manner. | N | D | I | C |
| e. Displays congruence –genuineness; external behavior consistent with internal affect. | N | D | I | C |
| f. Establishes and communicates empathy –takes the perspective of the individual without over identifying, and communicating this experience to the individual. | N | D | I | C |
| g. Demonstrates effective non-verbal communication (e.g., use of head, eyes, hands, feet, posture, voice, attire, etc.) | N | D | I | C |
| h. Demonstrates immediacy –communicates by staying in the here and now. | N | D | I | C |
| i. Displays appropriate timing –responds at the optimal moment | N | D | I | C |
| j. Demonstrates intentionality –responds with a clear understanding of the therapist’s therapeutic intention. | N | D | I | C |
| k. Demonstrates appropriate self-disclosure –skillful and carefully – considered for a specific strategic purpose. | N | D | I | C |
| 3. Demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively. | N | D | I | C |
| 4. Collaborates with an individual to establish clear therapeutic goals. | N | D | I | C |
| 5. Facilitates movement toward the individual’s goals. | N | D | I | C |
| 6. Demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner. | N | D | I | C |
| 7. Creates a safe environment. | N | D | I | C |
| 8. Demonstrates analysis and resolution of ethical dilemmas. | N | D | I | C |

| II. Professional and Ethical Responsibility | | | | |
|---|---|---|---|---|
| 1. Conducts self in an ethical manner so as to promote confidence in the counseling profession. | N | D | I | C |
| 2. Relates to peers, professors, and others in a manner consistent with stated professional standards. | N | D | I | C |
| 3. Demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships. | N | D | I | C |
| 4. Demonstrates application of legal requirements relevant to counseling training and practice. | N | D | I | C |
| 5. Recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise. | N | D | I | C |
| 6. Takes responsibility for compensating for her/his deficiencies. | N | D | I | C |
| 7. Takes responsibility for ensuring other's welfare when encountering the boundaries of her/his expertise. | N | D | I | C |
| 8. Provides only those services and applies only those techniques for which she/he is qualified by education, training and experience. | N | D | I | C |
| 9. Maintains clear personal-professional boundaries with clients. | N | D | I | C |
| 10. Demonstrates consistent sensitivity to diversity. | N | D | I | C |
| 11. Appropriately safeguarded the confidentiality of clients. | N | D | I | C |
| III. Personal and Psychological Development | | | | |
| A. Maturity | | | | |
| 1. Demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others. | N | D | I | C |
| 2. Demonstrates honesty, fairness, and respect for others | N | D | I | C |
| 3. Demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work. | N | D | I | C |
| 4. Demonstrates the ability to receive, integrate and utilize feedback from peers, teachers and supervisors | N | D | I | C |
| 5. Exhibits appropriate levels of self-assurance, confidence, and trust in own ability. | N | D | I | C |
| 6. Follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists. | N | D | I | C |
| B. Openness | | | | |
| 1. Solicits others' opinions and perspectives about own work. | N | D | I | C |
| 2. Invites constructive feedback and demonstrated interest in others' perspectives. | N | D | I | C |
| 3. Shows strong evidence of incorporation of feedback received to change own behavior | N | D | I | C |
| C. Cooperativeness | | | | |
| 1. Works toward reaching consensus in collaborative activities. | N | D | I | C |
| 2. Willing to initiate compromise in order to reach group consensus. | N | D | I | C |
| 3. Shows concern for group as well as individual goals in collaborative activities. | N | D | I | C |

| | | | | |
|--|---|---|---|---|
| D. Flexibility | | | | |
| 1. Shows accurate effort to recognize changing demands in the professional & interpersonal environment. | N | D | I | C |
| 2. Shows accurate effort to flex own response to changing environmental demands as needed. | N | D | I | C |
| 3. Independently monitored the environment for changing demands and flexed own response accordingly. | N | D | I | C |
| 4. Accepts necessary changes in established schedule and attempted to discover the reason for them. | N | D | I | C |
| E. Initiative and Motivation | | | | |
| 1. Meets all attendance requirements and deadlines. | N | D | I | C |
| 2. Regularly participates in class activities. | N | D | I | C |
| 3. Meets or exceeds expectations in assigned work. | N | D | I | C |
| 4. Displays initiative and creativity in assigned work. | N | D | I | C |
| F. Ability to Express Feelings Effectively | | | | |
| 1. Consistently willing and able to articulate the full range of own feelings. | N | D | I | C |
| 2. Expression of own feelings consistently appropriate to the setting | N | D | I | C |
| 3. Initiates discussion of own feelings in supervision. | N | D | I | C |
| G. Willingness to Accept and Use Feedback | | | | |
| 1. Invites feedback by direct request and positive acknowledgement when received. | N | D | I | C |
| 2. Shows evidence of active incorporation of supervisory feedback received into own views and behaviors. | N | D | I | C |
| 3. Demonstrates a balanced willingness to give and receive supervisory feedback. | N | D | I | C |
| H. Awareness of Impact on Others | | | | |
| 1. Recognizes how own words and actions impact others. | N | D | I | C |
| 2. Initiates feedback from others regarding impact of own words and behaviors. | N | D | I | C |
| 3. Incorporates feedback regarding impact of own words and behaviors to effect positive change | N | D | I | C |
| I. Ability to Deal with Conflict | | | | |
| 1. Willing and able to consider others' points of view. | N | D | I | C |
| 2. Willing to examine own role in a conflict. | N | D | I | C |
| 3. Open to supervisory critique about own role in a conflict. | N | D | I | C |
| 4. Actively participates in problem-solving efforts. | N | D | I | C |
| J. Ability to Accept Personal Responsibility | | | | |
| 1. Monitors own level of responsibility in professional performance. | N | D | I | C |
| 2. Invites constructive critique from others and applies it toward professional growth. | N | D | I | C |
| 3. Accepts own mistakes and responded to them as opportunity for self-improvement. | N | D | I | C |
| 4. Avoids blame in favor of self-examination. | N | D | I | C |

SUPERVISOR'S EVALUATION (MENTAL HEALTH COUNSELING)

EVALUATION OF FIELDWORK SITE SUPERVISOR

Practicum Internship 1 Internship 2 (circle appropriate class)

Counselor Trainee: _____

Date: _____

Site: _____

Supervisor: _____

Evaluation: _____ Mid Term _____ Final

Please use the following scale in your evaluation of the Counselor Trainee:

| Rating Scale | |
|--|--|
| N- No Opportunity to Observe | M- Minimally meets criteria for program level (upper 25%, but not upper 10%) |
| D- Does not meet criteria for program level (lower half) | C- Consistently meets criteria at program level (upper 10%, but not upper 1 or 2%) |
| I- Inconsistently meets criteria for program level (upper half, but not upper 25%) | E- Exceeds criteria at program level (upper 1 or 2%) |

A. PROFICIENCY IN COUNSELING & CONSULTATION:

- ___ 1. Behavior indicates an interest in client's problem rather than approaching client in mechanical, perfunctory manner.
- ___ 2. Portrays self-confidence and is genuinely relaxed and comfortable in the counseling session rather than rigid in counseling behavior.
- ___ 3. Is accepting of client and non-judgmental rather than lecturing and moralizing in counseling sessions.
- ___ 4. Can express thoughts and feelings clearly in counseling.
- ___ 5. Utilizes counseling theories and techniques appropriate to treatment plan.
- ___ 6. Demonstrates skills in group counseling.
- ___ 7. Integrates practical experience with theoretical knowledge.
- ___ 8. Demonstrates skill in treatment planning and record keeping.
- ___ 9. Demonstrates skill in consulting with on-site agency staff.
- ___ 10. Demonstrates skill in consulting with "significant others" in a client's life.

B. PROFESSIONALISM AND ETHICS:

- ___1. Behaves in a professionally appropriate manner in all practicum/internship activities and interactions.
- ___2. Is present and on time during arranged hours at the site.
- ___3. Accepts responsibility and follows through on required tasks successfully.
- ___4. Is respectful of clients and staff and considers their well-being.
- ___5. Is developing an appropriate professional identity including a professional style of interacting with clients and others.
- ___6. Communicates effectively with clients, staff, and others.
- ___7. Communicates effectively with clients and those with whom it is necessary to consult.
- ___8. Demonstrates general knowledge of site policies and adheres to the rules.
- ___9. Demonstrates awareness and openness to diversity issues which may affect professional interactions with students, peers, supervisors, and faculty.
- ___10. Demonstrates a personal commitment to development of professional competencies.
- ___11. Recognizes the boundaries of her/his competencies.
- ___12. Adheres to or acts in accordance with professional ethical standards.

C. SUPERVISION:

- ___1. Considers professional opinion of supervisor and others when the need arises.
- ___3. Participates actively and willingly in supervisory assignments.
- ___4. Keeps appointments on time and completes supervisory assignments.
- ___5. Has an awareness of the complexity of the therapeutic process and the continuing need for supervision and professional growth.

D. PERSONAL OUTCOMES

- ___1. Gives evidence of interest in personal development and professional growth, and how that relates to clients' growth.
- ___2. Demonstrates an understanding of situational variables that influence counselor behavior.
- ___3. Employs a developmentally appropriate approach and theory to working with clients through experimentation with different approaches to counseling.

___ 4. Works well with other professional personnel (teachers, counselors, case workers, etc.).

___ 5. Ethical/professional behavior

E. OVERALL EVALUATION

___ 1. Your overall evaluation of the student's level of performance this semester.

___ 2. Your overall evaluation of the student's level of performance this and previous semesters (if applicable).

F. ADDITIONAL COMMENTS (add attached letter if necessary):

1. PRIMARY STRENGTHS:

2. PRIMARY AREAS FOR IMPROVEMENT:

3. ADDITIONAL COMMENTS:

SUPERVISOR SIGNATURE _____ ***DATE*** _____

Site Supervisor should return this form to:

Dr. Melanie S. Hill
Associate Professor and Counseling Program Director
Department of Psychology
State University of New York at New Paltz
600 Hawk Drive
New Paltz, NY 12561-2440

SUPERVISOR'S EVALUATION (SCHOOL COUNSELING)

EVALUATION OF SCHOOL COUNSELING SITE SUPERVISOR

Practicum Internship 1 Internship 2 (circle appropriate class)

School Counselor Trainee: _____ Date: _____

Site: _____ Supervisor: _____

Evaluation: _____ Mid Term _____ Final

Please use the following scale in your evaluation of the Counselor Trainee:

| Rating Scale | |
|--|--|
| N- No Opportunity to Observe | M- Minimally meets criteria for program level (upper 25%, but not upper 10%) |
| D- Does not meet criteria for program level (lower half) | C- Consistently meets criteria at program level (upper 10%, but not upper 1 or 2%) |
| I- Inconsistently meets criteria for program level (upper half, but not upper 25%) | E- Exceeds criteria at program level (upper 1 or 2%) |

A. PROFICIENCY IN SCHOOL COUNSELING PRACTICES:

- ___ 1. Demonstrates understanding of roles and responsibilities of a school counselor.
- ___ 2. Appreciates school counselor's roles and responsibilities as an integrated function of overall school mission, including promoting a positive learning environment for students.
- ___ 3. Understands and supports institution's mission.
- ___ 4. Applies knowledge of child development and counseling theory in daily school counseling activities.
- ___ 5. Provides students and parents/guardians with appropriate educational student planning.
- ___ 6. Demonstrates an understanding of and/or applies knowledge on addressing specific educational needs of cultural/ethnically diverse students, students with special needs, and at-risk students.
- ___ 7. Plans/uses/implements appropriate classroom guidance lesson plans as part of developmental guidance curriculum.
- ___ 8. Demonstrates an understanding of student assessments, including standardize grade level achievement tests, individualized IQ and achievement tests, as well as personality and symptoms assessments; and how to use them in providing services to students.

- ___9. Connects work with students (individual/group counseling, classroom guidance workshops, educational planning, consultation on students, etc.) to states/national school counseling standards.
- ___10. Applies and/or demonstrates knowledge of the importance of diversity/cultural issues on students' academic, career, and personal/social development.
- ___11. Implements or participates in school-wide prevention program.
- ___12. Consults/collaborates effectively with teachers and/or administrators.
- ___13. Consults/collaborates effectively with parents/guardians.
- ___14. Advocates for individual students and for systematic change.
- ___15. Demonstrates understanding of referral process among various helping professionals within schools as well as with outside agencies.
- ___16. Demonstrates understanding of role as liaison and/or acts as liaison for student between family, teachers, administrators, outside agencies, etc.
- ___17. Assists with academic scheduling and maintenance of students' educational records.
- ___18. Participates in other school activities

B. PROFESSIONALISM AND ETHICS:

- ___1. Behaves in a professionally appropriate manner in all practicum activities and interactions.
- ___2. Is present and on time during arranged hours at the practicum site.
- ___3. Accepts responsibility and follows through on required tasks successfully.
- ___4. Is respectful of students, teachers, administrators, staff and their well-being.
- ___5. Is developing an appropriate professional identity including a professional style of interacting with students and others.
- ___6. Communicates effectively with faculty, staff, administrators, and others.
- ___7. Communicates effectively with parents/guardians.
- ___8. Demonstrates general knowledge of school policies and adheres to the rules.
- ___9. Demonstrates awareness and openness to diversity issues which may affect professional interactions with students, peers, supervisors, and faculty.
- ___10. Demonstrates a personal commitment to development of professional competencies.
- ___11. Recognizes the boundaries of her/his competencies.

___12. Adheres to or acts in accordance with professional ethical standards.

C. COUNSELING PROCESS/SKILLS/CASE CONCEPTUALIZATION

___1. Demonstrates an understanding of counseling theories as they apply to working with students in a school setting.

___2. Demonstrates a warm, non-judgmental, accepting attitude toward students.

___3. Demonstrates the ability to use empathy in working with students.

___4. Is able to develop a rapport and working relationship with students.

___5. Appropriately address all critical professional and ethical issues with students, such as informed consent and confidentiality as well as the limits to confidentiality.

___6. Maintains professional boundaries with students.

___7. Appropriately and effectively conceptualizes students' concerns/issues and formulates relevant counseling hypotheses.

___8. Demonstrates ability to conceptualize cases from various theoretical models and to develop appropriate treatment plans.

___9. Understands and is able to utilize (i.e., administer, interpret, apply) appropriate assessment instruments in effective manner with students.

___10. Works with students to establish counseling/helping goals.

___11. Demonstrates an ability to choose counseling objectives/goals, strategies and techniques that are developmentally appropriate for students.

___12. Has accurate understanding of students' emotions and their role in the counseling process.

___13. Understands her/his own emotional experiences and their impact on the counseling process.

___14. Effectively provides individual counseling to students (demonstrates facilitative interpersonal skills, understands students' issues, development of treatment plan, able to monitor students' progress, etc.).

___15. Effectively provides group counseling to students (demonstrates an understanding of group dynamics and group counseling theory; chooses developmentally appropriate and relevant topic for age group; chooses students based on nature of their issues and appropriateness for a group; demonstrates facilitative interpersonal skills; monitors relationships between group members; tracks group functioning and progress; etc.).

___16. Effectively provides crisis counseling or interventions to students.

- ___17. Understands the importance of cultural/diversity issues in the formation of and conceptualization of students' issues.
- ___18. Understands the importance of her/his own cultural identities in shaping her/his worldview and how this may affect working with students.
- ___19. Demonstrates an ability to utilize various counseling strategies/techniques that are culturally appropriate and relevant to students.
- ___20. Demonstrates ability to use basic counseling/helping skills (active listening, open ended questions, reflecting feeling and content, clarifying, and paraphrasing, etc.).
- ___21. Demonstrates ability to use advanced counseling/helping skills (confrontation, interpretation, self-disclosure, etc.).
- ___22. Effectively deals with endings and termination of counseling with students.

D. SUPERVISION

- ___1. Is open to supervision and able to integrate professional feedback into her/his work.
- ___2. Is able to try new approaches to counseling and different techniques in her/his work with students.
- ___3. Engages appropriately in professional consultation activities (including medical, psychiatric, educational, and vocational consultation) where indicated.

E. OVERALL EVALUATION

- ___1. Your overall evaluation of the student's level of performance this semester.
- ___2. Your overall evaluation of the student's level of performance this and previous semesters (if applicable).

F. COMMENTS (add attached letter if necessary):

1. PRIMARY STRENGTHS:

2. PRIMARY AREAS FOR IMPROVEMENT:

3. ADDITIONAL COMMENTS:

SUPERVISOR SIGNATURE _____ ***DATE*** _____

Site Supervisor should return this form to:

Dr. Jonathan Rust
Coordinator of School Counseling Program
Assistant Professor of Counseling and Psychology
Department of Psychology
State University of New York at New Paltz
600 Hawk Drive
New Paltz, NY 12561-2440

Audio and Video-Recording Policy

Audio and/or video-recordings of counseling sessions during your Practicum and Internship experiences are for the sole purpose of development, review, reflection and refinement of professional counseling skills. These audio and/or video-recordings are for graduate level instructional purposes only.

The Counseling Program highly values and requires audio or video-recording at all practicum and internship sites. The Counseling Program has developed the following guidelines for the audio and/or video-recording of individual and group sessions by graduate Practicum and Internship students:

- Any recording of counseling sessions by graduate practicum and internship students is to be used for supervision and/or educational/training purposes only.
- The content of such recordings are not to be disclosed to any person except the student's site supervisor, designated SUNY New Paltz graduate counseling program faculty, and counseling trainee graduate students involved in group supervision.
- For the purposes of adequate supervision, audio or video recordings need to be at least 20 minutes in length.
- All recordings and recording transcripts should be treated as personal health information (per HIPAA Privacy Rule) and should be kept locked and secure at the field site when not under review.
- Recordings can only be transported (from site to SUNY New Paltz) when they are not labeled with any client identifying information.
- All recordings are to be erased immediately after completion of supervisory review.
- Such audio and/or video-recording will be completed only with the full knowledge and approval of the client(s), site supervisor and agency administration.
- Clients should be informed (1) that the counselor is a counselor-in-training, (2) that the tape is used for training purposes only and will be reviewed by the on-site supervisor, the faculty supervisor, and counseling trainee graduate students involved in group supervision, (3) that they (the clients) have the right to refuse their audio tapes be used for this purpose, and (4) how long the consent is valid.
- Clients must sign a Recording Consent Form, which must be on file with the site supervisor prior to any audio and/or video-recording of student counseling sessions.
- The Recording Consent Form will remain on-site with the supervisor. However, prior to any case presentation or audio/video tape being shared in group supervision, the on-site supervisors must certify, by signing the Certification of Client Consent form, that a Recording Consent Form (or similar form) is on file and that the client has been informed (1) that the counselor is a counselor-in-training, (2) that the tape is used for training purposes only and will be reviewed by the on-site supervisor, the faculty supervisor, and counseling trainee graduate students involved in group supervision, (3) that they (the clients) have the right to refuse their audio tapes be used for this purpose, and (4) how long the consent is valid.
- Students must complete the Field Site Confidentiality Agreement verifying that they agree to abide by the policies in protecting the client's confidentiality and privacy in the handling and transportation of the audio or video tape. Violating the confidentiality of a client is considered an ethical breach of conduct.

AUDIO/VIDEOTAPE & CASE PRESENTATION CONSENT FORM

I grant _____ permission to conduct audio or video recording and conduct case
(Name of student clinician)
presentations in written and/or oral form on _____. I understand than any
(Name of client)
recordings or presentations are for supervisory consultation and/or educational/training
purposes only and the content will not be disclosed to any person except the student's
supervisor, University Internship Coordinator, designated graduate mental health
counseling faculty, and other student clinicians involved in group supervision. I also
understand that the tape(s) will be erased within 120 days or sooner if I so specify.

This authorization expires in 120 days or _____.

(Signature of Student)

(Signature of Parent or Legal Guardian)

(Date)

(Witness)

CERTIFICATION OF CLIENT CONSENT FORM

I _____ (name of on-site supervisor) certify that the following conditions have been met:

The student on the audio- or video-tape labeled _____ (per ACA code of ethics, state law, and HIPPA regulations, no identifying information please), has been informed of the following (please check all that apply):

- The counselor _____ (name of counselor) is a counselor in training.
- The audio- or video-tape is being used for training purposes only and will be reviewed by the on-site supervisor , the faculty supervisor, and counseling trainee graduate students involved in group supervision.
- The client has the right to refuse that their audio or video tape be used for this purpose.
- The client has the right to choose how long the consent is valid.

- I have, on file, a form signed by the client attesting to the fact that s/he was informed of these policies prior to being audio or video taped by the counselor in training.

Supervisor Signature

Date

Printed Name of Supervisor

FIELD SITE CONFIDENTIALITY AGREEMENT

Name of Counseling Trainee: _____

Practicum or Internship: _____

Semester/year of field site experience: _____

In accordance with American Counseling Association Code of Ethics, state law, and HIPPA regulations, I agree to abide by the following standards covering client audio and/or video recordings:

- I will not label my audio/video recording with any student identifying information.
- I will know where my audio/video recording is at all times.
- When possible, I will keep my audio/video recording in a locked location.
- Under no circumstances will I show or share student audio/video recording with anyone other than designated field site employees, SUNY New Paltz faculty, or graduate counseling trainees in the context of group supervision.

Should I fail to comply with the above standards, I understand that I will be subject to consequences as determined by the SUNY New Paltz faculty, which may include termination of the internship or expulsion from the Clinical Mental Health program. I understand and agree to the above listed standards.

Counseling Trainee Signature

Date

Printed Name of Counseling Trainee

SCHOOL COUNSELING PRACTICUM/INTERNSHIP SITE CONTRACT

The responsibilities of **the School Counseling Program of the State University of New York at New Paltz**, hereinafter referred to as the “College”:

1. The College will assume full responsibility **for planning and execution of the educational program** in School Counseling (e.g., programming, administration, curriculum content, the requirements for matriculation and graduation).
2. The College will **screen students for potential assignment** to the School District based on (a) a determination of readiness (i.e., successful completion of prerequisite course work, recommendation from faculty members familiar with the school counseling trainee that the trainee has consistently demonstrated maturity, responsibility, diplomacy and respect for others that is required to fill the multifaceted roles of school counselors); and (b) expressed interest by the trainee in the population served by the School District.
3. The College will assign a **faculty instructor** to teach the two externship classes in School Counseling: Foundations of School Counseling (COU535) and Ethics and Professional Orientation: Internship in School Counseling course (COU781/782). The faculty instructor will be responsible for the following:
 - a. conducting weekly on-campus meetings with school counseling trainees, individually or in a seminar setting, to guide, supervise, critique and evaluate the trainee’s clinical experience in school counseling for the College;
 - b. ensuring that the course requirements for the practicum or internship are met through review of activity logs prepared by the school counseling trainee and verified by the trainee’s site supervisor provided by the School District.
 - c. establishing and maintaining contact with the School’s site supervisor to monitor the school counseling trainee’s performance; and
 - d. formally evaluating the school counseling trainee’s performance at the end of the clinical experience for the College with input from the trainee’s site supervisor provided by the School District.
4. The College will instruct its school counseling trainees and faculty instructors to **respect the confidential nature of all information**, which they may obtain from students, parents, school personnel, and school records. This shall include any audio or video taped recordings of interviews with school counseling trainees and students with said recordings only to be made after written permission is obtained from the appropriate School District personnel, the student, and the student’s parents/guardians. Furthermore, it is understood that said recordings are to be played in supervision sessions with the school counseling trainee’s on-site supervisor and faculty instructor only and shall be erased/destroyed no later than the conclusion of the student’s clinical experience with the School District.
5. The College will **keep records** and reports of the activities of school counseling trainees in the School District for the purpose of verifying that each trainee has completed course requirements and for use in future accreditation reviews by relevant educational oversight and accreditation organizations. These records shall include logs that document contacts with students and collaterals and other activities attended by school counseling trainees such as case conferences, in-service trainings, child study meetings, and consultations with parents and school personnel. Records and reports retained by the College will not contain student-identifying information.

I agree to the above mentioned responsibilities.

Director, Counseling Graduate Program
Counseling

State University of New York at New Paltz

Faculty Instructor, Foundations of School

State University of New York at New Paltz

The responsibilities of **[Name of School District]**, hereinafter referred to as the “School District”:

1. The School District will make the final decision on the **selection of trainees** for the clinical experience based on information provided by the College and the results of interview(s) with trainees screened by the College. Nothing in this agreement shall require the School District to accept any student proposed by the College.
2. The School District will assign a **site supervisor** to each student selected who shall be
 - a. a New York State certified and tenured as a School Counselor
 - b. working in a school counseling program built upon the tenets of the American School Counseling Association’s (ASCA) National Model for School Counseling or the New York State Comprehensive K-12 School Counseling Program standards
 - c. have sufficient knowledge of the School District’s policies and procedures relevant to the provision of school counseling services in order to provide on-site supervision to assigned school counseling trainees.

Any deviation from these requirements will require review and approval by the Director of the College’s School Counseling Program. This **supervision** shall include the following responsibilities:

- a. providing trainees taking Foundations of School Counseling (COU535) with a one-semester practicum that includes 100 hours of school counseling training with at least 40 of these hours being direct service working with students, including individual and group work. (This averages out to approximately 8-10 hours a week at the practicum site);
- b. providing trainees taking Ethics and Professional Orientation: Internship in School Counseling (COU781/782) with a year-long internship that consists of 600 hours of school counseling training over the two semesters with at least 240 of those hours being direct service to students, including individual and group work (This averages out to approximately 18-20 hours a week at the internship site);
- c. assigning students to school counseling trainees so that trainees may gain experience with individual and group counseling, and classroom guidance;
- d. providing school counseling trainees with variety of experiences commensurate with school counseling responsibilities, including but not limited to consultation with teachers, administrators and parents, participating in Child Study or Pupil Personnel Team meetings; academic counseling and scheduling, and attending district wide counseling meetings;
- e. assigning responsibilities to trainees that are appropriate to their training and abilities;
- f. ensuring that trainees are oriented to relevant policies, procedures and practices of the School District such as how services are documented in the School District;
- g. meeting with assigned trainees at least one hour per week to discuss and critique their work with students, parents, and school personnel and offer professional guidance and support as needed and appropriate;
- h. providing feedback to the faculty instructor about the school counseling trainee’s performance; and
- i. attesting to the student’s completion of school counseling activities, including completing a formal written appraisal of the trainee’s performance at the middle and conclusion of the training experience in school counseling.

3. The School District will inform the College and trainees during the evaluation process of all **requirements that need to be met prior to placement** as an intern student in the School District (e.g., criminal background clearance, approval of driving record).

4. The School District/Site Supervisor will inform the trainees of the **School District's policies, rules, standards of professional conduct, schedules and practices** that trainees are expected to follow. If, in the course of the school counseling training experience in the School District, the assigned trainee behaves in a manner that is in **violation** of these policies, rules, standards or practices, the School District will immediately notify the assigned faculty instructor or the Director of the Graduate Counseling Program. One of these representatives from the College will facilitate a meeting involving the trainee and appropriate School District and College personnel to discuss the issues and develop an action plan that will require changes in the behavior of the trainee and may include additional education, guidance, monitoring or supervision by the faculty instructor and/or site supervisor. The School District reserves the right to end the school counseling training experience of any trainee for a single serious violation or a pattern of behavior that is inconsistent with the School District's policies, rules, standards or practices.

5. The School District will **make rooms available** for school counseling trainees that are private, have appropriate furnishings and are materially free of distractions in order to conduct individual and group counseling services. The School District will also make available space that is equipped for trainees to conduct other professional activities, such as reviewing student records, doing required charting, making phone calls, and conferring with other professionals and collaterals.

6. The School District will provide students with the opportunity to develop program-appropriate audio/video recordings for use in both the individual on-site supervision and the in-class group supervision; opportunities for live supervision of student interactions with clients are also encouraged when possible.

I agree to the above mentioned responsibilities.

Printed Name of School and School District

Name of On-site Supervisor

Signature of On-site Supervisor / Date

Name of Faculty Supervisor

Signature of Faculty Supervisor / Date

Name of Practicum Student/Intern

Signature of Practicum Student/Intern / Date

MENTAL HEALTH COUNSELING PRACTICUM SITE CONTRACT

The responsibilities of **the Mental Health Counseling Program of the State University of New York at New Paltz**, hereafter referred to as the “College”:

6. The College will assume full responsibility **for planning and execution of the educational program** in Mental Health Counseling (e.g., programming, administration, curriculum content, the requirements for matriculation and graduation).
7. The College will **screen students for potential assignment** to the Organization based on (a) a determination of readiness (i.e., successful completion of prerequisite course work, recommendation from faculty members familiar with the student that the student has consistently demonstrated maturity, diplomacy and respect for others that is required to engage in the counseling of others); and (b) expressed interest by the student in the population served by the Organization.
8. The College will assign a **faculty instructor** to teach the Foundations of Mental Health Counseling (Practicum) course (COU530). The faculty instructor will be responsible for the following:
 - e. conducting weekly on-campus meetings with students, individually or in a seminar setting, to guide, supervise, critique and evaluate the student’s clinical experience for the College;
 - f. ensuring that the course requirements for the practicum are met through review of activity logs prepared by the student and verified by the Organization’s site supervisor;
 - g. establishing and maintaining contact with the Organization’s site supervisor to monitor the student’s performance; and
 - h. formally evaluating the student’s performance at the end of the clinical experience for the College with input from the Organization’s site supervisor.
9. The College will be responsible for ensuring that students assigned to the Organization have **completed training in Mandated Reporting of Child Abuse and Maltreatment** that is consistent with guidelines established by the New York State Office of Children and Family Services.
10. The College will instruct its students and faculty instructors to **respect the confidential nature of all information**, which they may obtain from clients, and records of the Organization. This shall include any audio or video taped recordings of student interviews with clients of the Organization with said recordings only to be made after written permission is obtained from the appropriate Organization personnel and from the client. Furthermore, it is understood that said recordings are to be played in supervision sessions with the Organization supervisor and faculty instructor only and shall be the property of the Organization and will be returned to the Organization no later than the conclusion of the student’s clinical experience with the Organization.
11. The College will **keep records** and reports of the activities of students in the Organization for the purpose of verifying that each student has completed course requirements and for use in future accreditation reviews by relevant educational oversight and accreditation organizations. These records shall include logs that document contacts with clients and collaterals and other activities attended by students such as case conferences, in-service trainings and consultations with other care providers. Records and reports retained by the College will not contain client-identifying information.

I agree to the above mentioned responsibilities.

Director, Counseling Graduate Program
Health Counseling

State University of New York at New Paltz

Faculty Instructor, Foundations of Mental
Health Counseling

State University of New York at New Paltz

The responsibilities of **[Name of Organization]**, hereafter referred to as the “Organization”:

7. The Organization will make the final decision on the **selection of students** for the clinical experience based on information provided by the College. Nothing in this agreement shall require the Organization to accept any student proposed by the College.
8. The Organization guarantees that it will provide students with a minimum of **100 hours** on site across the entire internship experience, of which **at least 40 hours will be spent in direct service with actual clients**, serving the development of counseling skills. Both individual and group work will be part of the direct client contact hours.
9. The Organization guarantees that it will provide a combination of individual and/or triadic totaling at **least one hour per week**.
10. The Organization will assign a **site supervisor** to each student selected who shall be
 - a. licensed and registered in New York State to practice mental health counseling, medicine, as a physician assistant, psychologist, licensed clinical social work, or a licensed professional nurse or nurse practitioner
 - b. have at least of two years of paid experience providing mental health counseling services
 - c. have sufficient knowledge of the Organization’s policies and procedures relevant to the provision of counseling services in order to provide on-site clinical supervision to assigned students.

Any deviation from these requirements will require review and approval by the Director of the College’s Mental Health Counseling Program. This **on-site supervision** shall include the following responsibilities:

- j. assigning clients to students in order that students may gain experience in assessment and treatment of clients with a variety of psychological disorders using appropriate assessment tools and accepted treatment interventions;
 - k. assigning responsibilities to students that are commensurate with their training and abilities.
 - l. ensuring that students are oriented to relevant policies, procedures and practices of the Organization such as how services are documented in the Organization;
 - m. meeting with assigned students at least one hour per week to discuss and critique their clinical work and offer guidance and support as needed and appropriate;
 - n. providing feedback to the faculty instructor about the student’s performance; and
 - o. attesting to the student’s completion of clinical activities
 - p. completing a formal written appraisal of the student’s performance at the conclusion of the clinical experience.
11. The Organization will inform the College and students during the evaluation process of all **requirements that need to be met prior to placement** as a practicum student in the Organization (e.g., criminal background clearance, approval of driving record, completion of tuberculosis screening, other medical testing).
12. Prior to the assignment of students to the Organization, the Organization will inform the students of the **Organization’s policies, rules, standards of professional conduct, schedules**

and practices that students are expected to follow. Each assigned student will be expected to agree to follow these policies, rules, standards and practices. If, in the course of the clinical experience in the Organization, the assigned student behaves in a manner that is in **violation** of these policies, rules, standards or practices, the Organization will immediately notify the assigned faculty instructor or the Director of the Mental Health Counseling Program. One of these representatives from the College will facilitate a meeting involving the student and appropriate Organization and College personnel to discuss the issues and develop an action plan that will require changes in the behavior of the student and may include additional education, guidance, monitoring or supervision by the faculty instructor and/or site supervisor. The Organization reserves the right to end the clinical experience of any student for a single serious violation or a pattern of behavior that is inconsistent with the Organization's policies, rules, standards or practices.

13. The Organization will **make rooms available** for students that are private, have appropriate furnishings and are materially free of distractions in order to conduct individual and group testing and counseling services. The Organization will also make available space that is equipped for students to conduct other professional activities, such as reviewing client records, scoring tests, doing required charting, making phone calls, and conferring with other professionals and collaterals.

14. The Organization will provide students with the opportunity to develop program-appropriate audio/video recordings for use in both the individual on-site supervision and the in-class group supervision; opportunities for live supervision of student interactions with clients are also encouraged when possible.

I agree to the above mentioned responsibilities.

Printed Name of Organization

Name of On-site Supervisor

Signature of On-site Supervisor / Date

Name of Faculty Supervisor

Signature of Faculty Supervisor / Date

Name of Practicum Student

Signature of Practicum Student / Date

MENTAL HEALTH COUNSELING INTERNSHIP SITE CONTRACT

The responsibilities of **the Mental Health Counseling Program of the State University of New York at New Paltz**, hereafter referred to as the “College”:

1. The College will assume full responsibility **for planning and execution of the educational program** in Mental Health Counseling (e.g., programming, administration, curriculum content, the requirements for matriculation and graduation).
2. The College will **screen students for potential assignment** to the Organization based on (a) a determination of readiness (i.e., successful completion of prerequisite course work, recommendation from faculty members familiar with the student that the student has consistently demonstrated maturity, diplomacy and respect for others that is required to engage in the counseling of others); and (b) expressed interest by the student in the population served by the Organization.
3. The College will assign a **faculty instructor** to teach the Ethics and Professional Orientation: Internship in Mental Health Counseling course (COU771/772). The faculty instructor will be responsible for the following:
 - i. conducting weekly on-campus meetings with students, individually or in a seminar setting, to guide, supervise, critique and evaluate the student’s clinical experience for the College;
 - j. ensuring that the course requirements for the practicum or internship are met through review of activity logs prepared by the student and verified by the Organization’s site supervisor;
 - k. establishing and maintaining contact with the Organization’s site supervisor to monitor the student’s performance; and
 - l. formally evaluating the student’s performance at the end of the clinical experience for the College with input from the Organization’s site supervisor.
4. The College will be responsible for ensuring that students assigned to the Organization have **completed training in Mandated Reporting of Child Abuse and Maltreatment** that is consistent with guidelines established by the New York State Office of Children and Family Services.
5. The College will instruct its students and faculty instructors to **respect the confidential nature of all information**, which they may obtain from clients, and records of the Organization. This shall include any audio or video taped recordings of student interviews with clients of the Organization with said recordings only to be made after written permission is obtained from the appropriate Organization personnel and from the client. Furthermore, it is understood that said recordings are to be played in supervision sessions with the Organization supervisor and faculty instructor only and shall be the property of the Organization and will be returned to the Organization no later than the conclusion of the student’s clinical experience with the Organization.
6. The College will **keep records** and reports of the activities of students in the Organization for the purpose of verifying that each student has completed course requirements and for use in future accreditation reviews by relevant educational oversight and accreditation organizations. These records shall include logs that document contacts with clients and collaterals and other activities attended by students such as case conferences, in-service trainings and consultations with other

care providers. Records and reports retained by the College will not contain client-identifying information.

I agree to the above mentioned responsibilities.

Director, Counseling Graduate Program
Professional Orientation

State University of New York at New Paltz

Faculty Instructor, Ethics and

State University of New York at New Paltz

The responsibilities of **[Name of Organization]**, hereafter referred to as the “Organization”:

1. The Organization will make the final decision on the **selection of students** for the clinical experience based on information provided by the College and the results of interview(s) with students screened by the College. Nothing in this agreement shall require the Organization to accept any student proposed by the College.
2. The Organization guarantees that it will provide students with **600 hours** on site across the entire internship experience, of which **at least 240 hours will be spent in direct client contact**. Both individual and group work will be part of the direct client contact hours.
3. The Organization guarantees that it will provide a combination of individual and/or triadic group supervision totaling at **least one hour per week**.
4. The Organization will assign a **site supervisor** to each student selected who shall be
 - a. licensed and registered in New York State to practice mental health counseling, medicine, as a physician assistant, psychologist, licensed clinical social work, or a licensed professional nurse or nurse practitioner
 - b. have at least of two years of paid experience providing mental health counseling services
 - c. have sufficient knowledge of the Organization’s policies and procedures relevant to the provision of counseling services in order to provide on-site clinical supervision to assigned students.

Any deviation from these requirements will require review and approval by the Director of the College’s Mental Health Counseling Program. This **supervision** shall include the following responsibilities:

- q. assigning clients to students in order that students may gain experience in assessment and treatment of clients with a variety of psychological disorders using appropriate assessment tools and accepted treatment interventions;
 - r. assigning responsibilities to students that are commensurate with their training and abilities.
 - s. ensuring that students are oriented to relevant policies, procedures and practices of the Organization such as how services are documented in the Organization;
 - t. meeting with assigned students at least one hour per week to discuss and critique their clinical work and offer guidance and support as needed and appropriate;
 - u. providing feedback to the faculty instructor about the student’s performance; and
 - v. attesting to the student’s completion of clinical activities
 - w. completing a formal written appraisal of the student’s performance at the conclusion of the clinical experience.
5. The Organization will inform the College and students during the evaluation process of all **requirements that need to be met prior to placement** as an intern student in the Organization (e.g. criminal background clearance, approval of driving record, completion of tuberculosis screening, other medical testing).
6. Prior to the assignment of students to the Organization, the Organization will inform the students of the **Organization’s policies, rules, standards of professional conduct, schedules**

and practices that students are expected to follow. Each assigned student will be expected to agree to follow these policies, rules, standards and practices. If, in the course of the clinical experience in the Organization, the assigned student behaves in a manner that is in **violation** of these policies, rules, standards or practices, the Organization will immediately notify the assigned faculty instructor or the Director of the Mental Health Counseling Program. One of these representatives from the College will facilitate a meeting involving the student and appropriate Organization and College personnel to discuss the issues and develop an action plan that will require changes in the behavior of the student and may include additional education, guidance, monitoring or supervision by the faculty instructor and/or site supervisor. The Organization reserves the right to end the clinical experience of any student for a single serious violation or a pattern of behavior that is inconsistent with the Organization’s policies, rules, standards or practices.

7. The Organization will **make rooms available** for students that are private, have appropriate furnishings and are materially free of distractions in order to conduct individual and group testing and counseling services. The Organization will also make available space that is equipped for students to conduct other professional activities, such as reviewing client records, scoring tests, doing required charting, making phone calls, and conferring with other professionals and collaterals.

8. The Organization will provide students with the opportunity to develop program-appropriate audio/video recordings for use in both the individual on-site supervision and the in-class group supervision; opportunities for live supervision of student interactions with clients are also encouraged when possible.

I agree to the above mentioned responsibilities.

Printed Name of Organization

Name of On-site Supervisor

Signature of On-site Supervisor / Date

Name of Faculty Supervisor

Signature of Faculty Supervisor / Date

Name of Intern

Signature of Intern / Date

PRACTICUM/INTERNSHIP WEEKLY LOG OF HOURS

Course: _____ Semester: _____

Intern Name _____ Inclusive Date: from _____ to _____

Name of Agency/Site: _____

Direct Client Contact Hours

| Activities | Monday From: To: | Tuesday From: To: | Wednesday From: To: | Thursday From: To: | Friday From: To: | Saturday From: To: | TOTALS |
|---|------------------------|-------------------------|---------------------------|--------------------------|------------------------|--------------------------|--------|
| Individual Counseling | | | | | | | |
| Group Counseling | | | | | | | |
| Family Counseling | | | | | | | |
| Intakes/Diagnostic Assessments | | | | | | | |
| Psychological Evaluation/Testing | | | | | | | |
| Phone Contact w/Client | | | | | | | |
| Conducting Workshops/Educational Programs | | | | | | | |
| Case Management | | | | | | | |
| Physiological Data Collection | | | | | | | |
| Shadowing | | | | | | | |
| Other categories (specify): | | | | | | | |

Indirect Service Hours

| | | | | | | | |
|---|--|--|--|--|--|--|--|
| Individual Supervision (on site) | | | | | | | |
| Group Supervision (on site) | | | | | | | |
| Consultation | | | | | | | |
| Report Writing/Case Notes | | | | | | | |
| Staff Meetings/Case Conferences | | | | | | | |
| Attendance at Professional or Educational Presentations (on site) | | | | | | | |
| Other Trainings (specify): | | | | | | | |
| Research/Professional Reading (on site) | | | | | | | |
| Administrative Follow-up | | | | | | | |
| Physiological Data Processing/Logging | | | | | | | |
| Other categories (specify): | | | | | | | |

TOTAL INDIRECT SERVICE HOURS THIS WEEK: _____ CUMULATIVE INDIRECT SERVICE HOURS THIS SEMESTER: _____

| |
|---|
| <p>Intern Comments:</p> |
| <p>Supervisor Comments: optional</p> |

On-Site Supervisor Initials

Intern Initials

REQUEST FOR GRADUATE CREDIT TRANSFER



1 Hawk Drive • New Paltz, NY 12561-2443 • (845) 257-3947 • fax (845) 257-3284

GRADUATE CREDIT TRANSFER REQUEST

This request must be accompanied by a Plan of Study.

| | |
|----------------------------------|------------------------------|
| Name _____ | Date _____ |
| Last _____ First _____ | Student ID <u>N</u> _____ |
| Address _____ | Major Code _____ |
| City _____ State _____ Zip _____ | Concentration _____ |
| Phone _____ E-mail _____ | Expected Graduate Date _____ |

- A matriculated graduate student may transfer 6 or 9 credits if:**
1. The course was taken at the graduate level at an accredited institution.
 2. A grade of B- or better was earned in the course.
 3. The course may be no older than seven years.

For transfer credits to be posted to the New Paltz transcript, mail the official transcript to:
 The Graduate School, HAB 804
 SUNY New Paltz
 1 Hawk Drive
 New Paltz, NY 12561-2443

Transfer credits may be given after matriculation under special circumstances with permission of the Dean of the Graduate School.

Transfer graduate courses taken while still an undergraduate at New Paltz:
 Graduate students may transfer to their graduate transcript up to nine* (9) graduate credits taken as an undergraduate at SUNY New Paltz and not needed for their undergraduate degree. Students must pay the tuition differential at the current graduate rate in order for the course to be transferred. Both the course credit and grade will be transferred for these courses.
 * Some departments limit transfer credits to fewer than nine (9) credits.

| | COURSE # | COURSE TITLE | GRADE | TERM | CREDITS |
|---|----------|--------------|-------|------|---------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |

| | |
|-------------------------------|--|
| Advisor's Signature _____ | Chair's Signature _____ |
| Coordinator's Signature _____ | Concurrence: Dean of the Graduate School _____ |

Transfer graduate courses taken at a different institution:
 On the recommendation of the department, up to nine* (9) transfer credits may be applied to the degree providing that the course adheres to the conditions noted above. * Some departments may accept fewer than nine (9) credits in transfer.

| | COURSE # | COURSE TITLE | INSTITUTION | GRADE | TERM | CREDITS |
|---|----------|--------------|-------------|-------|------|---------|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |

NEW PALTZ COURSE EQUIVALENT

| | COURSE # | COURSE TITLE | CREDITS |
|---|----------|--------------|---------|
| 1 | | | |
| 2 | | | |
| 3 | | | |

| | |
|-------------------------------|--|
| Advisor's Signature _____ | Chair's Signature _____ |
| Coordinator's Signature _____ | Concurrence: Dean of the Graduate School _____ |

REQUEST FOR EXTENSION OF TIME



1 Hawk Drive ■ New Paltz, NY 12561 2443 ■ (845) 257-3917 ■ fax (845) 257-3284

REQUEST FOR EXTENSION OF TIME

| | |
|----------------------------------|-------------------------|
| Name _____ | Date _____ |
| Address _____ | Student ID N _____ |
| City _____ State _____ Zip _____ | Major _____ |
| | Concentration _____ |
| | Advisor _____ |
| | Semester Accepted _____ |

Time Limit for Completion of Degree Policy:

All requirements for a graduate degree, including transfer credits, must be met within seven years of the completion date of the first course listed on the plan of study. After that date, students' matriculation status may be cancelled. Some departments may specify a shorter period. If the time limit expires, students must write to the department with a request, and a projected completion date. If the department recommends approval, the coordinator sends this request to the Dean of the Graduate School for consideration.

Request an extension of time for one semester or one year.

Through the end of: Spring Summer Fall of 20 ____

Briefly describe your reason for requesting an extension of time:

I certify that I understand the conditions of this request.

Student's Signature _____ Date _____

Submit completed form to the Department Chair / Graduate Program Director for Approval

Approved: One Semester One Year
 Denied

Signature _____ Date _____

Department Representative: Submit completed form to The Graduate School for final approval

Concurrence Denial
 Other _____

Dean's Signature _____ Date _____

REQUEST FOR WITHDRAWAL/LEAVE OF ABSENCE

LEAVE OF ABSENCE/WITHDRAWAL FROM COLLEGE

Matriculated Undergraduate Students ONLY

Graduate and Continuing Education students should not use this form.

Name (please print): First Last ID#

Permanent Address: City State Zip Local Address

Current Major: DOB

Please read carefully:

Submitting this form after the Course Withdrawal Period has begun will result in you receiving "W" grades for your classes. The Academic Calendar lists the date that Course Withdrawal begins each semester.

If you do not intend to return to SUNY New Paltz or are planning more than two semesters away, check option (1) WITHDRAWAL FROM COLLEGE. You will then have to apply for readmission in order to return. In this case, you may be subject to updated general education, major and degree requirements. Courses taken at another institution do not need prior approval but will be evaluated for possible transfer credit at the time of readmission. Readmission is not guaranteed and is subject to the admission criteria in place at the time you reapply.

If you intend to return to SUNY New Paltz within two semesters and want to preserve registration privileges, you should file a LEAVE OF ABSENCE and check option (2). A leave of absence may be taken for a *maximum* of two consecutive semesters (if you are leaving during the current semester, it counts as one of the two). You must receive prior approval for any course(s) taken at another institution while on leave by completing a *Transfer of Credit Application*. If you are planning to live on campus upon your return, you MUST contact Residence Life, (845) 257-4444, by May 1st for the Fall semester and by December 1st for the Spring semester. If you do not return to SUNY New Paltz within the stated time period, you will automatically be withdrawn from the college and will need to reapply through the Office of Admissions if you wish to return.

Students taking a Leave of Absence for medical and/or psychological reasons must receive clearance from the appropriate office(s) prior to returning. This documentation must address the diagnosis, prognosis and treatment plan for the semester of return. Additionally, the Director of the Student Psychological Counseling Center may require a student to participate in a psychological or mental health evaluation and the Director of the Student Health Services may require a student to participate in a medical evaluation to determine whether: 1) the student's behavior poses a threat to the safety of the student or others, and the nature, duration and severity of the risk; 2) the threat to safety would continue if the student remains in college and/or in the residence halls; 3) the student's needs for psychological and/or medical treatment exceeds the services at the college. In cases where the college's services do not meet the needs of the student, clearance may not be granted until enrollment is secured in appropriate off campus treatment resources. Students submitting a Leave of Absence for psychological reasons for the current semester, after the last day for course withdrawal for that semester (the Academic Calendar will list this date), will not be allowed to return for the next semester, but instead will be required to remain away from the college for two consecutive semesters, including the current semester.

Please check the appropriate request, secure the applicable signatures AND provide a brief explanation for your request on the reverse side of this form.

1 - WITHDRAWAL FROM COLLEGE Effective date: _____ Semester returning _____

2 - LEAVE OF ABSENCE for: Spring _____ Fall _____ Semester returning _____

I certify that I understand the conditions of this request.

Student's Signature _____ Date _____

Student's Name _____

Signature of BOOP Advisor: _____ Date _____

Signature of Director of Residence Life: _____ Date _____

Signature of International Advisor: _____ Date _____

Last date in residence

Required Signatures, if applicable

IMPORTANT: You may lose your eligibility for Financial Aid. Under state regulations adopted by the Board of Regents, students who leave or withdraw from SUNY New Paltz during a semester in which they receive a TAP award may not be eligible for a TAP award for the next term in which they enroll. Under federal regulations, students who receive federal money (e: Stafford, Pell, Perkins, SEOG) may incur liability to the College if they withdraw or take a leave of absence. *All students, whether or not they receive aid, must obtain a signature from the Office of Student Accounts, HAB 210.*

Authorize signature - Student Accounts: _____ Date _____

Future federal Financial Aid may be affected by excessive "W" grades. Consult with the Financial Aid Office if you are concerned about the impact of your leave or withdrawal on your progress toward degree. Students who receive state or federal loans, and are withdrawing, must contact the Student Loan Coordinator, HAB 302, for an exit interview.

Briefly describe your reason for requesting a leave of absence or withdrawal:

- c: Student Accounts
Financial Aid
Student Health Service
Campus Auxiliary Services
Psychological Counseling Center
- If applicable:
International Advisor
International Education
Educational Opportunity Program

Please return this form to:
Academic Advising - WSB 03D
State University of New York at New Paltz
1 Hawk Drive
New Paltz, NY 12561
or fax to (845) 257-3575

Return completed forms to Dean of Academic Advising (WSB 03D) for final approval.
Dean of Academic Advising _____ Date _____



THE GRADUATE SCHOOL

STUDENT FORM FOR GRADUATE ACADEMIC APPEALS

This form is to be filled out with the assistance of the appropriate representative of the Dean's office and only after the instructor and the chair of the department have been consulted, and if the problem has not been resolved.

NOTE: Three (3) copies of this form will be needed (appropriate Dean, Graduate Council, Via the Dean of the Graduate School HAB 804, student) if the appeal has not been resolved by the Dean.

| | |
|---|----------------|
| Student ID Number | N |
| Address | |
| Daytime Phone | |
| E-mail Address | |
| Graduate Degree Program | |
| Instructor's Name | Date Consulted |
| Chair's Name | Date Consulted |
| Course Title | Course Number |
| Semester/Year course was taken (e.g. Fall 2005): | |
| In narrative style, please write a complete statement of the situation that has resulted in your appeal and your reasons for making the appeal. | |

1 HAWK DRIVE • NEW PALTZ, NEW YORK • 12561-2443
 (845) 257-3285 • fax: (845) 257-3284
graduate@unpaltz.org



THE GRADUATE SCHOOL

(Continuation of statement)

| | |
|---|-------|
| List the supporting evidence that you consider to be relevant. This list should include items that you can produce, as well as, items that can be requested of the instructor by the Dean or the Graduate Council (e.g., course outline, term papers, test and examination grades, etc.). The Graduate Council can only react to factual evidence. Relevant materials in your possession should be available in the event of later consultation with the committee. | |
| Date of request for appointment with the appropriate Faculty Dean: | Date: |
| Secretary's Signature: | Date: |
| Date set for appointment | Date: |
| The student must allow a period of up to two (2) weeks for the appointment with the Dean. | |
| Actual date of consultation: | Date: |
| Dean's signature: | Date: |

1 HAWK DRIVE • NEW PALTZ, NEW YORK • 12561-2443
 (845) 257-3285 • fax: (845) 257-3284
graduate@unpaltz.org

INDEPENDENT STUDY

Independent Study

Records and Registration Office/State University of New York at New Paltz

Fall Spring
 Summer I Summer II 20__

PLEASE ATTACH A CURRENT TRANSCRIPT TO THIS FORM.

The guidelines for independent study vary. Consult the appropriate faculty dean for further information.

| | | | | | | | | | | | | | | | |
|---------------|------------|----------|--------------|--|---|--|--|--|--|--|--|--|--|--|---|
| Last Name | First Name | MI | Student ID # | <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td>N</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> | N | | | | | | | | | | <input type="checkbox"/> Freshman <input type="checkbox"/> Sophomore <input type="checkbox"/> Junior <input type="checkbox"/> Senior |
| N | | | | | | | | | | | | | | | |
| Local Address | | Zip Code | (Area Code) | Telephone Number | | | | | | | | | | | |

| | | | |
|---------------------|------------------|-------------------|---|
| COURSE NO. | | <i>Check one:</i> | SECTION NO. _____ |
| Undergraduate level | Department _____ | 295 _____ | (Assigned by Records and Registration Office) |
| Graduate level | Department _____ | 495 _____ | CREDITS: _____ |
| | | 595 _____ | LA _____ |
| | | 795 _____ | (yes) (no) |
| (Assigned by Dean) | | | |

A. Nature of Project: Readings Research Assistantship

Other _____

Explain Briefly

B. Describe your proposed study project. Type/print clearly. Use additional pages if necessary. What is the proposed method of study?
 Where appropriate include a list of readings, practical experience, and/or a description of your research design.

Signature of Student _____ Date _____

C. To be completed by instructor: On what basis will the project be evaluated? What assignments will be required?

Signature of Instructor _____ Faculty ID #: _____

Please PRINT Instructor's name: _____

Signature of Department Chair _____ Date _____ Signature of Dean _____ Date _____

Submit completely signed form to Records and Registration Office, HAB 19, with registration or course change form.
 White/Records Yellow/Student

38-031 8/09

GRADUATE THESIS REQUEST FORM

GRADUATE THESIS REQUEST

Records and Registration Office / State University of New York at New Paltz

Fall Spring 20____
 Summer I Summer II

Please type or print:

 Last Name First MI

 Local Address: Street City Zip Code

 Student ID Number
 (_____) _____
 Telephone Number

Course Number _____ Abbreviated title of study _____ Credits* _____

**Credits vary from one program to another and students should check the College catalog for credit permitted.*

Describe briefly your prospectus for the thesis:

List the courses in this field which you have completed:

| Course Number | Title | Credits | Grade |
|---------------------------------------|-------|---------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| Total graduate credits earned to date | | _____ | _____ |
| Cumulative average | | _____ | _____ |

Recommended by:

Please PRINT Instructor's name _____ Instructor ID# _____

Signature of Student _____ Date _____

Signature of Instructor _____ Date _____

Signature of Department Chair _____ Date _____

Submit completely signed form to Records and Registration Office, HAB 19, with registration or course change form.
 White/Records Yellow/Student

38-007 2/02

THESIS PROPOSAL APPROVAL FORM

STATE UNIVERSITY OF NEW YORK
NEW PALTZ
Thesis Proposal Approval Form

Student's Name _____ Date _____

Program (check one): M.A. Psychology (208) M.S. Mental Health Counseling (290)

Title of Thesis: _____

Thesis Committee Members (neatly print names):

Adviser: _____

Reader: _____

Reader: _____

- By signing this form, the Thesis Committee attests that it has approved the thesis proposal of the student listed above.
- By signing this form, the Thesis Committee also attests that it has approved a tentative schedule for the student's completion of the thesis. The student is expected to keep to this schedule and notify the committee if there is to be substantial divergence from this schedule.
- The student must submit this form, a copy of the approved thesis proposal, and a copy of the schedule for completing this thesis to the Graduate Psychology Office.

Thesis Committee Signatures:

Date/Signature - Thesis Adviser

Date/Signature - Thesis Reader

Date/Signature - Thesis Reader

REPORT OF ORAL COMPREHENSIVE EXAM FORM

STATE UNIVERSITY OF NEW YORK
NEW PALTZ
Report of Oral Comprehensive Exam

Date _____

To: The Graduate School

From: Thesis Committee (neatly print names):

Adviser: _____

Reader: _____

Reader: _____

We are pleased to report the successful completion of the oral comprehensive exam (thesis defense) for the

M.A. Psychology (208)

M.S. Mental Health Counseling (290)

degree by:

Name of Student (neatly print name)

Date of Oral Comprehensive Exam

Thesis Chair Signature:

Date/Signature - Thesis Adviser

Adviser sends original to The Graduate School (campus mail: HAB 804; fax: x3284); copy to Graduate Psychology Office

SUNY New Paltz
Electronic Thesis (ET) Approval Form

Student Information:

Printed Name: _____
 (Last Name) (First Name) (Middle Name)

Mailing Address: _____

Email address: _____ Phone: _____

Degree: _____ Planned graduation date: _____

School: _____

Department: _____

Thesis title: _____

Review and Acceptance of thesis: The thesis listed above has been reviewed and accepted by the student's committee.

| | | |
|--------------------|--------------|-------------|
| Signature | Printed Name | Date Signed |
| _____ | _____ | _____ |
| (Committee Chair) | | |
| _____ | _____ | _____ |
| (Committee Member) | | |
| _____ | _____ | _____ |
| (Committee Member) | | |
| _____ | _____ | _____ |
| (Committee Member) | | |

Review and Acceptance of ET: I have reviewed the final electronic version of the thesis listed above and determined that it is an accurate representation of the document reviewed and accepted by the committee.

_____ Printed Name _____ Date

(Committee Chair)

Student Agreement

Part A: Copyright
 I hereby certify that, if appropriate, I have obtained and attached hereto written permission statements from the owners of each third party copyrighted matter to be included in my thesis, allowing distribution as specified below. I certify that the version I submitted is the same as that approved by my committee.

I hereby grant to the State University of New York at New Paltz and its agents the non-exclusive license to archive and make accessible, under the conditions specified below, my thesis, in whole or in part in all forms of media, now or hereafter known. I retain all other ownership rights to the copyright of the thesis. I also retain the right to use in future works (such as articles or books) all or part of this thesis.

Signed: _____ (Student) _____ (Date)

Part B: Access
 In addition to the unrestricted display of the bibliographic information and the abstract, I agree that the above-mentioned document be placed in the State University of New York Digital Repository with SUNY New Paltz campus access. Any additional access is given below (*Choose one*):

- 1. Release the entire work to all State University of New York campuses.
- 2. Release the entire work for access Worldwide.

The undersigned agrees that this ET Access statement updates any and all previous statements submitted heretofore.

Signed: _____ (Student) _____ (Date)

CHECKLIST for submission of Electronic Thesis. (Note: the ET is submitted IN ADDITION to the regular print thesis, which must meet all department requirements.)

- _____ Completed and signed ET Approval Form on pages 1 and 2. Be sure to obtain the signatures of your thesis committee on the first page.
- _____ Include an unsigned version of the Signature Page in your ET. (Signatures will not be posted on the Internet.)
- _____ Your ET is in the form of a single PDF (Portable Document Format) file on one CD, DVD, or flash drive. Convert your thesis to PDF if it is written in Microsoft Word. You are responsible for making sure that the conversion is free of formatting errors.
- _____ If material copyrighted by others is included in your thesis, attach the copyright permission letter(s) from the copyright owner(s).
- _____ If your thesis contained executable software owned by another party, attach the letter from the owner of the software license granting permission to use it.

LIBRARY INSTRUCTIONS FOR PREPARATION OF THESES

I. FORMAT REQUIREMENTS

- Paper: Cotton paper (paper made with a minimum of 20% of cotton fiber). The paper stock has to have a watermark design that can be seen when the paper is held up to light.
- Margins: 1.5 inches on the left margin; 1 inch on the top, bottom and right margins.
- Typeface: Use one side of the paper only, double-spaced, with a 12-point font.
- Arrangement: Pagination must be correct (each page numbered). The main text is preceded by the title page and thesis approval (signature) page. Theses must be approved and signed by all advisors before the library will accept them. Sample title page available at <http://lib.newpaltz.edu/policies/SampleTitlepage.pdf>
- Optional Electronic Thesis Format for MA and MS Students: In addition to print format, you are invited to participate in the State University of New York Digital Repository Program. Your thesis will be archived electronically (* PDF). Be sure to complete all requirements in addition to the above hard-copy requirements. There are no additional fees incurred for the electronic copy. Deliver both the hard and electronic copies (one CD or DVD) in accordance with the deposit procedures in section II below. See <http://lib.newpaltz.edu/policies/masters.html> for details.

II. PROCEDURES FOR DEPOSIT OF THESES WITH THE LIBRARY

- The thesis should be delivered to the Collection Development Office (STL Main Floor, Room 36), Monday -Friday, between 8:30 a.m. and 5:00 p.m. Telephone number: (845) 257-3731.
- A fee of \$25.00 will be paid by the student at the time of delivery for the binding and processing of the thesis. The check or money order should be made out to: SUNY New Paltz, 900404-0920. Cash will not be accepted.
- The Library Director or the Collection Development Librarian must certify to the Records and Registration Office that the thesis, which is fully signed and technically acceptable to the library, has been received before the degree will be granted.
- Upon written request of the student, the thesis may be withheld from public access for up to 18 months after the degree is granted.
- Theses will be cataloged as non-circulating items and placed in the New Paltz Special Collection.
- Theses in non-traditional formats will be cataloged and bound in specialized archival storage folios.

See <http://lib.newpaltz.edu/policies/masters.html> for additional details.

APPLICATION FOR MASTERS DEGREE OR CERTIFICATE OF ADVANCED STUDY

Last Name _____ First _____ Middle _____

APPLICATION FOR MASTER DEGREE OR CERTIFICATE OF ADVANCED STUDY

Associate Registrars Office/HAB 15/SUNY New Paltz/(845) 257-3110 75 S.Manheim Blvd. New Paltz, NY 12561

PRINT NAME AS IT IS TO APPEAR ON THE DIPLOMA

First Name _____ Middle/Maiden _____ Last _____

Address _____ D.O.B. _____
(must be good for at least six months after graduation)

City: _____ State: _____ Zip: _____ Exp. Grad. Date _____

S.S.# - - Telephone #: (_____) _____

- MASTER OF SCIENCE IN EDUCATION***
- Early Childhood B-2011A
- Childhood**
- Environmental 1-6013E
 - Humanistic 1-6013H
 - Math, Science, Technology 1-6013M
 - Reading/Literacy 1-6013R
 - Special Education 1-6013S
- Reading/Literacy B-6030A
 - Reading/Literacy 5-12030B
- Visual Arts Education050A
- Special Ed. Adolescence 7-12060A
 - Special Ed. Childhood 1-6060C
- Second Language Education065
- Educational Admin (no cert)080
- Adolescence Education 7-12**
- Biology031A
 - Chemistry032A
 - Earth Science (Geology)033A
 - English034A
 - French035A
 - Mathematics037A
 - Spanish039A
- Social Studies**
- Economics041A
 - Geography042A
 - History043A

- Interdisciplinary044A
 - Political Science045A
- MASTER OF SCIENCE FOR TEACHERS***
- Childhood Education 1-6020A
 - Early Childhood Education B-2020B
- BS/MSED***
- Elementary Pre K-6
 - Special Education Inclusion062
- CERTIFICATE OF ADVANCED STUDY***
- School District Admin401
 - School Business Admin402
- MASTER OF PROFESSIONAL STUDIES***
- Humanistic Education/Multicultural Ed ..070
 - ___30 credits ___36 credits
- MASTER OF ARTS IN TEACHING***
- Biology-General Science101A
 - Earth Science102A
 - English103A
 - Chemistry104A
 - French105A
 - Mathematics107A
 - Social Studies109A
 - Spanish110A
- MASTER OF ARTS**
- Biology202
 - Chemistry203
 - English204

- Geology205
 - Mathematics206
 - Psychology208
 - Sociology209
- MASTER OF ARTS IN ART STUDIO**
- Ceramics250
 - Metal251
 - Painting252
 - Printmaking254
 - Sculpture255
- MASTER OF SCIENCE**
- Electrical Engineering265
 - Computer Science270
 - Nursing280
- Communication Disorders**
- Audiology090A
 - Speech-Language Pathology090S
 - Speech & Language Disabilities090
- MASTER OF BUSINESS ADMINISTRATION**
-261
- MASTER OF FINE ARTS**
- Ceramics301
 - Metal302
 - Painting303
 - Printmaking305
 - Sculpture306
 - Intermedia Design307

*Do you want New Paltz to recommend you to the State Education Department for Teaching Certification? Initial Professional

Yes If YES, attach to certification application, a \$50.00 MONEY ORDER payable to the New York State Education Department, a \$5.00 MONEY ORDER payable to SUNY New Paltz, a \$5.00 MONEY ORDER payable to SUNY New Paltz #900529. All items need to be sent to the above address. Fees must be paid by MONEY ORDERS ONLY. POSTAL MONEY ORDERS ARE PREFERRED. Certification form must be notarized.

No If NO, then return this form only. No fees are required.

Signature of Student: _____ Date: _____

OFFICE USE ONLY

Degree Application Received: _____ \$5 MO Received: _____ \$50 MO Received: _____

Certificate Application Received: _____ \$5 MO Received: _____ Date Received: _____

CERTIFICATION APPLICATION INFORMATION (SCHOOL COUNSELING)

SUNY NEW PALTZ CERTIFICATION APPLICATION INFORMATION SHEET

Please use the information provided below to assist you in completing your online application for NYSED Teacher Certification.

FOR PROGRAM: MS School Counseling

Self-Registering on TEACH

1. Go to the NYSED Web site at www.highered.nysed.gov/teach
2. Click the "TEACH ONLINE SERVICES" box at the far right of the screen.
3. If you have not yet created a TEACH account, continue to step 4. If you have already created an account, click "Login to TEACH" and skip to step 10.
4. Click "Self-Registration" in the box at the far right of the screen.
5. Click "Continue" at the bottom of the next three pages.
6. Click "Self-Register Now."
7. Account" at the bottom when you're done. Make sure to write down your username and password so you will remember it for each time you use this site.
8. Verify your information, and if correct, click the "Continue" button. Then click "OK" to confirm the accuracy of your information.
9. Click "Click Here" to continue the Login process.

Logging in to TEACH

10. Sign in using the username and password you have just created.
11. Click on "TEACH Online Services."
12. Enter your Social Security number, (if you did not just create your account you will not get this step) and then click "Submit."
13. This will bring you to the TEACH Home page. Under the heading "Online Application," click "Apply for Certificate."
14. Click "Next."

Completing the Application

Step 1 – Create Applicant Profile

This is where you enter your personal information and preferences (such as opting to be included in the statewide teacher clearingshouse or having most correspondence from us transmitted via email). This is also where you enter your self-reported education and work experiences. These are important because TEACH allows applicants to choose a certificate and the Approved Teacher Preparation Program Pathway based upon the education reported in your Profile section. Enter your education in the following format:

Click "Edit Education Info."

This will take you to the page headed "Enter/Edit Education Information." Choose the following:

INSTITUTION: *SUNY New Paltz*
 AWARD TITLE: *Master of Science*
 PROGRAM: *32351 School Counseling*
 MAJOR: *School Counseling*
 DATE DEGREE RECEIVED: *skip*
 ATTENDED FROM: *ms01lyppp (spring=01 summer=06 fall=09)*
 ATTENDED TO: *ms01lyppp (spring=06 summer=08 fall=01)*
 NUMBER OF CREDITS: *skip*

Click "Add."

Click "Done."
 Click "Next."

Step 2 – Select Your Certificate Title

This is where you will choose your certificate type and title. Choose from a series of five dynamically filtered drop-downs to arrive at the appropriate certificate for the program you have completed. Choose the following:

SELECT YOUR AREA OF INTEREST: *Administration & Pupil Personnel Services*
 SELECT YOUR SUBJECT AREA: *School Counseling*
 SELECT THE GRADE LEVEL: *Pre K-12 All Grades*
 SELECT THE TITLE: *School Counselor*
 SELECT THE TYPE OF CERTIFICATION: *Provisional*

Click "Add."

As you are enrolled in an Approved Teacher Preparation Program at SUNY New Paltz, which leads to the issuance of a New York State certificate, enter the five-digit Program Code found in the PROGRAM box above in Step 1 and then click "Submit."

Click "Next."

Click "Next."

Step 3 – Sign Affidavit

You will answer the child support and moral character questions here then sign the affidavit. If you answer "yes" to any of the moral character questions, you must enter an explanation in the text box provided. Sign the affidavit by clicking on the button "Sign Affidavit."

Step 4 – Sign Application

You will sign the application by clicking on the button "Sign Application" and attesting that all statements and information they provided in the application are true. Please note that up to this point (signing the application), you may back-out of the application process – no certificate or affidavit information will be saved. After the application is signed, the application is saved and submitted.

Step 5 – Make Payment

You will have the choice to pay your application fee online using a credit card or to print out the payment coupon and mail in a US Postal Money Order. Upon completing the payment process, TEACH will perform an automated evaluation and return a list of unmet requirements. You can print this out and use it to track the completion of unmet requirements.

Click "Pay Online with Credit Card."

Enter your credit card information (VISA or Mastercard only).

Click "Submit."

Make a copy of the receipt.

Click "Next."

Click "Done."

We hope you find these tips helpful. In the event you experience problems or have technical difficulties, technical support will be provided via email at teachhelp@mail.nysed.gov and by telephone at (518) 486-6041.

**UNDERSTANDING AND ACKNOWLEDGEMENT OF
COUNSELING GRADUATE PROGRAM POLICIES**

This form must be signed and placed in each counseling program student's file.

I, _____ (student name), have received and read the SUNY New Paltz Counseling Graduate Program Handbook.

I understand the policies and procedures as stated in the Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth herein.

I understand that it is solely my responsibility to meet the requirements of the Graduate School and the Counseling Graduate Program as outlined in the SUNY New Paltz Counseling Graduate Program Handbook and the SUNY New Paltz Graduate Catalog.

I further understand that the faculty of the SUNY New Paltz Counseling Graduate Program has the right and responsibility to monitor my academic progress, my professional ethical behavior, and my personal characteristics and, based on that monitoring, to make decisions about my standing in the counseling program—whether I will continue without restriction, will continue with restriction and/or remediation, or will withdraw from the program. I understand that remediation can include the requirement of personal counseling that I undertake at my own expense.

I understand that success in most, if not all, of the counseling courses requires some skills different from those required for success in more traditionally didactic courses; thus, success in more traditionally didactic courses does not guarantee success in counseling courses. I also understand that the sequence of counseling courses involves the demonstration of increasingly complex counseling competencies and, consequently, that success in earlier course(s) in the sequence does not necessarily indicate success in later course(s) in the sequence.

I understand and acknowledge that neither SUNY New Paltz nor the Counseling Graduate Program will provide or pay for my legal counsel in the event I am sued for malpractice while doing my counseling practicum, internship, or other related laboratory experiences, nor will SUNY New Paltz pay damages or other costs incurred by me in the event I am found liable. I hereby agree to provide proof of malpractice insurance and notification of any changes in my insurance coverage. I will hold SUNY New Paltz harmless in the event I am sued and found liable.

I understand and acknowledge that my educational performance ratings may be included in research for the purpose of evaluation of the SUNY New Paltz Counseling Graduate Program. I understand that my individual identity will not be revealed to the public as part of this research.

Signature _____

Date _____

Print name _____

MENTAL HEALTH COUNSELING PRACTICUM AND INTERNSHIP SITES

Children's Home of Poughkeepsie (2)

Poughkeepsie, NY

Interns will attend weekly Clinical Seminars that consist of didactic presentations on clinical topics related to the client population of CHP. CHP serves at-risk youth in a wide range of programs, consisting of a Group Emergency Foster Care (GEFC) program, a Young Mother's Program (YMP), Group Homes for Adolescent Boys and Girls, and a Campus Residential Program for children and adolescents with intense psychiatric needs. In addition it has a Foster Home and Therapeutic Foster Home Program. Interns would be expected to attend the 1 1/2 hour weekly seminar and during the course of the internship present at the Clinical Seminar on a relevant topic approved by the Clinical Director or to present on a clinical case or a literature review on a topic approved by the Clinical Director. The interns would also be required to participate in the weekly Play Therapy Group with the GEFC preschool children. The Children's Home is a regional training center in play therapy and received a grant from the Ulster Savings Bank in 2012 to create a state-of-the-art play therapy room equipped with the latest in video and audio recording capability for purposes of training and supervision. The weekly Group Play Therapy session with preschool children is preceded by a planning session and followed by a critique which interns would be expected to participate in along with students in Social Work from Marist College.

Interns will be assigned individual therapy cases, and may at times have opportunities to participate as a co-therapist in group and family therapy with licensed clinical social workers in our program.

Individual and Group Supervision will be provided by the Clinical Director a minimum of 1 hour a week of Individual Supervision in addition to 1 1/2 hours a week of Group Supervision of the Group Play Therapy with the GEFC preschoolers. Research opportunities may also be available depending on the interest of the intern and the research needs of the program.

Contact Person:

David A. Crenshaw, Ph.D., ABPP, RPT-S
Clinical Director
Children's Home of Poughkeepsie
10 Children's Way
Poughkeepsie, NY 12601
(845) 452-1420 Ext. 162

Dutchess County Community College Counseling and Career Services (1 or 2)

Poughkeepsie, NY

The internship offers a wide ranging experience and training delivering mental health counseling and career planning in a diverse community college environment. Counseling and Career Services at Dutchess Community College provides a range of services including personal or psychological counseling, career planning, and transfer advising. The training experience includes:

Direct Service: Individual counseling, crisis intervention, workshops, outreach programming, group counseling, career planning and assessments.

Supervision: Two hours of individual supervision per week as well as participation in weekly one hour group supervision.

Contact:

Mark S. Balaban, Ph.D.
(845) 431-8040

Institute for Family Health (2-3)

Various locations; location of placement determined by site

The Institute for Family Health is a network of community health centers. We have 28 locations in total with 5 being in the Hudson Valley (Kingston, Port Ewan, Ellenville, New Paltz and Hyde Park). We also have two residency programs, a school-based health center, a research committee and Healthy Start/Healthy Families programs. Our mission is to provide health care in urban and rural areas to populations that are typically underserved.

Students will be placed in the Psychosocial Services Department, which is comprised of psychiatrists, social workers, case managers and care managers. The department provides services to patients of our community health centers. Students will be conducting mental health intakes (assessments which include psychosocial history, multi-axial diagnosis and determining the patient's service needs), utilizing evidenced based practices to provide short term therapy (students will be trained on the modalities they will be utilizing) and provide case management services (including insurance assessments, connecting patients to community resources, assisting with referrals to community agencies and assisting patients access affordable medication).

Opportunities to participate in research are available. Students will be provided a comprehensive orientation and weekly training sessions to support the field process. Students will also be trained on our electronic medical record system EPIC. Supervision (with a LCSW) occurs weekly and two process recording a week are required as part of the program. Students will have opportunities for group work (travel to a different site may be required) and arrangements can be made to record sessions to be utilized in classes and during supervision.

Contact:

Jordana Rutigliano, LMSW
Asst. Vice President for Psychological Services
The Institute for Family Health
212-633-0800 x 1312
jrutigliano@institute.org

New Hope Community Inc. (1)

Loch Sheldrake, NY

New Hope Community provides comprehensive supports to individuals diagnosed with Developmental and other Disabilities as well as Mental Health treatment needs throughout Sullivan County. We provide services via 34 residential homes, a Day program, Case Management, Medical Services, Vocation training and employment services and a Community supports program that provides at home services to children diagnosed on the Autistic Spectrum. Our Clinical Supports team includes 5 full time Masters level clinicians, a part time LMHC and a Psychiatrist that all work with the support teams to develop clinical supports to assist each person to achieve the highest

quality of life possible. Supervision will be provided by the LMHC Supervisor, but each intern will also work collaboratively with each member of the clinical team.

Interns are provided with the opportunity to develop skills and experience in the following key areas that our full time Clinical staff provide including:

1. **Intake Evaluations:** Interns will utilize a series of standardized and agency assessments to determine the overall capacity, mental health and treatments needs for new clients. This includes completing the assessments, writing the reports and completing a Psychosocial Evaluation.
2. **Education and/or Clinical Support groups:** New Hope Community has a variety of 15 week group curriculums that we offer through the years for clients. These are both educative as well as clinical in nature. Students will have the opportunity to co-facilitate groups as part of their intern experience.
3. **Individual Therapy:** Students will have a caseload assigned for individual therapy.
4. **Behavioral and Mental Health Supports:** One key aspect that is stressed in terms of client support is developing and maintaining a comprehensive clinical support program (behavior support plan) for each client as indicated. Interns will have the opportunity to work as part of the clinical and Support team as an active member to be able to assess the effectiveness of supports, determine if additional supports are indicated and what will be most effective to support the clients overall functioning. This will involving providing on site supports to assigned caseload.
5. **Staff Education:** New Hope Community strongly supports staff education and believes that a well educated support team is in the best interest of the client. Interns will attend monthly agency in-services on clinical topics. Interns will also be expected to participate and co-facilitate in-services for staff both on a formal and as needed basis. These will be based on student interest and interns will receive ample support on how to develop a concern for training, design an effective training and present clinical material to an audience.
6. **Individual assessments:** Based on caseload assigned, each intern will have the opportunity to complete additional assessments/ evaluations and reports for each client assigned. These may include annual psychological reports, completing assessments and attending Psychiatric appointments with clients, annual medication consents and other as needed capacity assessments.

New Hope Community is a 24 hour residential facility, as such we can offer interns the ability to complete their internship requirements during typical business hours as well as non- traditional times (i.e. nights/ weekends). We can arrange for a variety of experience that will allow interns to work within our Residential homes, our Day Program, with our Vocational services and our Community supports. As such interns will have the opportunity for a rich variety of experiences working with professionals in multiple departments. We provide supports to both Adults and children and can accommodate providing students with experience working with both these populations.

Each intern will need to complete an agency orientation that includes First Aid, CPR, Agency policies, State mandated reporting procedures etc. These are required based on our regulatory oversight needs and are provided at no cost to students.

Contact:

On-Site Supervisor:
Erin Stenglein, MA
Clinical Coordinator
estenglein@newhopecommunity.org
(845) 434-8300

Contact for interview:
Julie Diescher
HR Director
jdiescher@newhopecommunity.org
(845) 434-8300 ext. 217

Occupations Inc. (3)

Goshen, NY

Occupations Inc. is one of the largest providers of services for individuals with mental illness and intellectual disabilities in Southern New York State. Occupations' mission is to help people with diverse needs to live in a safe environment where they have hope, and the opportunity to grow and achieve through informed choices. We provide a variety of services for children, families, adults, and those with significant disabilities.

This internship opportunity is to work with the clinical team for our community residences and apartment programs for individuals experiencing intellectual disability and co-occurring mental health symptoms. We are a team of mental health counselors and social workers who provide comprehensive mental health services for dually diagnosed individuals receiving services with us. As a member of our team, you will receive training on assessment, crisis intervention, non-traditional psychotherapy, behavioral therapies and functional behavior analysis. Under supervision, you will develop these skills and will be the clinical provider on an interdisciplinary team for a caseload of clients. Specific tasks of the position include conducting functional behavior assessments, developing behavior support plans to address problematic behaviors and/or behavioral expressions of psychiatric symptoms, group sessions, staff training on issues regarding supportive care for co-occurring issues, advocate for client's biopsychosocial needs as necessary, and one-on-one counseling.

We have 25 community residences primarily in Orange Co., as well as Greene, Columbia, Ulster, and Dutchess counties. Travel may be required in the position however interns are eligible for mileage reimbursement at Occupations. Throughout these programs, we serve an extraordinarily diverse population. Due to our large geographic area and diverse population we can help you design a personalized experience to match your professional goals. Some examples of areas that we can focus on include:

- Applied Behavioral Analysis and Behavior Therapies
- Forensic mental health assessment and treatment
- Assessment procedures and reporting
- Group counseling
- Crisis intervention and response
- Personality Disorders and treatment
- Health Psychology and mental health care for the medically frail population

Prospective interns will have to undergo fingerprinting through the NYS Justice Center as well as a comprehensive background check that includes driving records.

Contact:

Diane Webb
Senior Behavior Clinician
dgrimaldi@occupations.org
845-545-9244

Or
Linda Certo
lcerto@occupations.org
845-467-8658

Oncology Support Program of the HealthAlliance of the Hudson Valley (1)
Kingston, NY

The Oncology Support Program at Benedictine Hospital is not the traditional setting for mental health counseling interns in that addressing mental health diagnoses is not the primary function of the program. But, the intern will have plenty of chances to get individual and group counseling experience in dealing with cancer and co-occurring disorders that may or may not manifest when one is diagnosed with cancer. The Oncology Support Program is a well-managed and experienced team environment that will provide any intern with the opportunity to grow and flourish as a mental health counselor.

Contact:

Ellen Marshall, MS, LCSW
ellen.marshall@hvhealthalliance.org
Oncology Support Program
Benedictine Hospital
105 Mary's Ave, Kingston, NY 12401
845 339-2071 ext. 103

Step One: Highland (3) / Ellenville (2)
Highland, NY / Ellenville, NY

Step One in Highland is an outpatient treatment center focused on working with alcohol/drug dependent clients and their families. Students interning at Step One will get supervised experience doing group therapy, individual therapy, marital and family therapy, and intakes. Supervision will be by licensed social workers. Treatment team meetings and case conferencing experience will also be obtained.

Highland Contact:

Christopher Dennehy, LCSW, CASAC
(845) 691-9191

Ellenville Contact:

Erin Brunette, LCSW, MA
83 North Main Street
Ellenville, NY 12428
(845) 647-5400 / (845) 647-5419 - Fax
Ebrunette@step1ny.org

Sullivan Correctional Facility (1)

Interns will have the opportunity to work in both of their Behavioral Programs: Sex Offender Counseling and Treatment Program (SOCTP) and the Correctional Alternative Rehabilitation Program (CAR). Below is a description of each of these programs.

The Correctional Alternative Rehabilitation (CAR) Program:

This program has been implemented to help inmates with intellectual and adaptive deficits, who are serving SHU sanctions, develop the skills necessary for improving and maintaining behavioral stability so that they can return to general population or a recommended appropriate program in a less restrictive environment.

CAR is an incentive based program run by a multi-disciplinary professional team comprised of Security Staff (Deputy Superintendent of Security, Assistant Deputy Superintendent, Lieutenant/Sergeant(s), Correction Officers), Teacher(s), Offender Rehabilitation Coordinator(s), Social Worker, Psychologist, Recreation Program Leader.

CAR is divided into four levels; Assessment/Orientation, Rehabilitation Level I, Rehabilitation Level II and Transition. Each level dictates the security measures to be followed, program structure and incentive levels that may be achieved.

CAR Program Activities and Interventions: CAR focuses on cognitive restructuring to therapeutically teach emotional regulation, anger management, conflict resolution, effective communication and social skills, as well as acceptance of personal responsibility for overall behavior change.

Sex Offender Counseling and Treatment Program (SOCTP):

This program is designed to provide comprehensive sex offender treatment for convicted sex offenders and offenders convicted of sexually motivated offenses, as well as offenders whose histories, including their behavior while incarcerated, indicate that they are likely to benefit from sex offender counseling and treatment. At Sullivan the program is provided to inmates with serious mental illness and/or intellectual disabilities.

The modular program includes both group and individual counseling, based on a cognitive behavioral approach, including an educational component. Subjects covered in the curriculum include: cognitive distortions; core values and beliefs; understanding sexually offensive behavior; personal sexual abuse cycle and relapse prevention; learning healthy relationships; and discharge planning.

Contact:

Denisha Goodman, LCSW,
Assistant Deputy Superintendent
[\(845\) 434-2080](tel:(845)434-2080)

SUNY New Paltz Psychological Counseling Center (2 or 3)

New Paltz, NY

This internship experience provides students with a systematic training experience in the delivery of counseling in a diverse higher education setting. The fieldwork training experience includes all of the following:

Direct service with clients. This experience will include shadowing professional/senior staff, intakes, individual counseling, crisis intervention, structured group presentations, outreach, consultation with Student Affairs services, office management, and assessment.

Weekly supervision, which includes an average of 1-1 ½ hours per site of individual supervision. This supervision occurs regularly over the course of one semester. A designated supervisor, who carries primary clinical responsibility for the students' counseling caseload, provides supervision.

Group or case supervision, which is provided on a regular basis with weekly meetings of 1 ½ -hours duration per site. In this format, the student will be exposed to a variety of theoretical orientations and formally structured training topics.

Contact:

Dr. Gwen Lloyd, LCSW
(845) 257-2920

Ulster-Greene ARC Rehab Clinic (1)

Kingston, NY

The Ulster-Greene ARC Rehab clinic provides a number of clinical services to a large population of adults with developmental disabilities. The clinic is part of a larger not-for-profit agency that serves more than 1,200 people who have developmental disabilities from throughout the mid-Hudson and Catskill Mountains region. Some of the common disabilities diagnosed include: mental retardation, epilepsy, traumatic brain injury, autism, Down Syndrome, and cerebral palsy. Most of those being served are also diagnosed with comorbid mental health diagnoses. Clinical services provided include speech and language services, physical therapy, occupational therapy, and behavioral health services. The behavioral health services are divided into psychological services and social work services. Members of these disciplines provide individual, group, and couple's counseling. Additionally, these clinicians conduct assessments and perform other organizational duties. These departments are filled with a pretty diverse group of professionals including licensed mental health counselors, school psychologists, licensed clinical social workers, as well as professionals with backgrounds in applied behavior analysis and forensic psychology. Students will receive training in and have opportunities to develop skills related to use of individual counseling, group counseling, applied behavior analysis, and multi-sensory environments/Snoezelen.

Interns working within this setting are subject to a background check. After being cleared, interns take part in the agency's orientation, receiving training on specific skills, disabilities, and regulations. After completion of this general orientation, interns will receive specific department training. This training will occur in a number of settings, including: training from your supervisor, training from other members of the clinical team, and participation in continuing education provided within the clinic. This training will include review of counseling techniques, performing dementia assessments, sexual consent assessments, conducting behavioral observations, functional assessments, and use of applied behavior analysis. Training may also focus on clinical documentation, standards of ethics and professional conduct, and other responsibilities of a clinician within a multidisciplinary team.

Interns will shadow providers within the psychology and social work departments. When deemed appropriate, interns will have the opportunity to work with clients that consent to treatment from an intern-level provider. The exact number of cases within an intern's caseload is determined by many factors including: number of referrals received, willingness of clients to work with an intern, intern's schedule, and intern's skill level. Interns will be shadowed by members of the clinical team before they are cleared to meet privately with any clients.

In a 20-hour week, an intern can expect to take part in **approximately 10 hours of direct contact**. This direct contact will include conducting individual therapy, performing evaluations, behavioral observations, functional assessments, shadowing other clinicians, and co-facilitating groups. The remainder of the time will be used to formulate functional or diagnostic impressions, plan interventions, provide behavioral support to programs, provide clerical support to the clinic, participate in trainings, team meetings, and supervision.

Contact:

Brian Healy, LMHC
Manager of Behavioral Health Services
845-338-1234, ext. 703
brian.healy@ugarc.org

SCHOOL COUNSELING PRACTICUM AND INTERNSHIP SITES

1. Arlington Central School District (www.Arlingtonschools.org): 696 Dutchess Tpke # J, Poughkeepsie, NY 12603-6429
 - Contact Person: Ms. Lynn Lefevre: Supervisor of Guidance and Counseling (845) 483-3910 x221
 - 20 School Counselors: 12 at high school; 8 at middle schools
 - High School Counselors work with 1 grade and follow them from 9th grade through graduation
 - High School:
 - Arlington High School
 - Middle Schools:
 - Arlington Middle School
 - LaGrange Middle School
 - Union Vale Middle School
 - Elementary Schools:
 - Arthur S. May School
 - Beekman School
 - Joseph D'Aquanni west Road Intermediate School
 - LaGrange School
 - Noxon School
 - Overlook Primary School
 - Titusville Intermediate School
 - Traver Road Primary School
 - Vail Farm School

2. Beacon City School District (www.beaconcityk12.org): 10 Education Drive, Beacon, NY 12508
 - Contact Person: Mr. Frank Mulhern: Assistant Superintendent for Instruction, (845) 838-6900
 - 7 School Counselors: 5 at high school; 2 at middle school; 2 social workers at 4 elementary schools (possible to work with social workers)
 - District uses innovative, state of art programs to work with students:
 - Response Intervention (interventioncentral.com): Identifying students who may be Struggling
 - 21st Century Grant: Transition from schools
 - Student will have opportunity to develop school counseling program
 - High School:
 - Beacon High School
 - Middle School:
 - Rombout Middle School
 - Elementary Schools:
 - J.V. Forrestal School
 - Glenham School
 - Sargent School
 - South Avenue School

3. Kingston City School District (www.kingstoncityschools.org): 61 Crown Street Kingston, NY 12401
 - Contact Person: Ms. Sandra Miller: Assistant Superintendent for Student Services (845) 339-3000
 - 16 School Counselors: 8 at high school; 4 at middle schools two each
 - Duties:
 - Academic Scheduling and Advising

- Serving on Administrative Teams: Consist of counselors, social workers, assistant principals, teachers that work together to help selected students dealing with academic, social, or personal issues.
 - High School:
 - Kingston High School
 - Middle Schools:
 - Bailey Middle School
 - Miller Middle School
 - Elementary Schools:
 - Anna Devine School
 - Chambers School
 - Crosby School
 - Edson School
 - Graves School
 - George Washington School
 - John F. Kennedy School
 - Meagher School
 - Myer School
 - Sophie Finn School
 - Zena School
4. Marlboro Central School District (www.marlborschools.org):
- Contact Person: Ms. Theresa Reynolds: Assistant Superintendent for Curriculum and Instruction, (845) 236-5812; Ms Marcy Scaturro, Counselor/Coordinator, (845) 236-5809
 - 5 School Counselors: 3 at high school; 2 at middle schools; 2 Student Assistance Counselors; 1 Social worker
 - Duties: Academic counseling and scheduling; College prep. (PSAT, SAT); Counseling students regarding testing, academic achievement and failure, contact with parents, parent/teacher meetings; group conducted at middle school.
 - High School:
 - Marlboro High School
 - Middle School:
 - Marlboro Middle School
 - Elementary Schools:
 - Marlboro School (grades 3-5)
 - Marlboro School (K-2)
 - Milton School
 - Middle Hope School (K-2)
5. Newburgh Enlarged City School District (<http://www.newburghschools.org/>): 124 Grand St., Newburgh, NY 12550
- Contact Person: Mr. Ed Forgit: Assistant Superintendent, Curriculum and Instruction 845-563-3400
 - 19 School Counselors: 13 at high school; 4 at middle schools; two at elementary/middle schools
 - Can take 3-4 students
 - High School:
 - i. Newburgh Free Academy
 - Middle Schools:
 - i. Heritage Middle School
 - ii. South Middle School
 - Elementary/Middle Schools:
 - i. Meadow Hill
 - ii. Temple Hill

6. New Paltz Central School District (www.newpaltz.k12.ny.us): 196 Main Street, New Paltz, NY 12561
 - Contact Person: Ms. Debra Banner: Assistant Superintendent (845) 256-4030
 - 6 School Counselors: 4 at high school; 2 at middle school; 4 Social Workers at elementary schools
 - High School:
 - New Paltz High School
 - Middle School:
 - New Paltz middle School
 - Elementary Schools:
 - Lenape School
 - Duzine School

7. Onteora Central School District (<http://www.onteora.k12.ny.us//Domain/1>): 4166 State Route 28, Boiceville, NY 12412
 - Contact Person: Mr. Brian Schaffer: Director of Guidance (845) 657-2373 ext. 2133
 - Onteora High School: 5 Counselors
 - Onteora Middle School 1 Counselor

8. Pine Plains (www.pineplainsschools.org): 2829 Church Street, Pine Plains, NY 12567
 - Contact Person: Ms. Catherine Parsons: Director of Pupil Personnel Services (518) 398-7181
 - 3 School Counselors: 2 at high school; 1 at middle school
 - High School:
 - Stissing Mountain High School
 - Middle School:
 - Stissing Mountain Middle School
 - Elementary Schools:
 - Seymour Smith School
 - Cold Spring School

9. Port Jervis City School District (www.portjerviscsd.k12.ny.us): 9 Thompson Street, Port Jervis, NY 12771.
 - Contact Persons: John Bell: Assistant SI for Instruction (845) 858-3177; Kate Oldham: Director of Guidance
 - 9 School Counselors: 5 at high school; 2 at middle school; 2 at elementary schools
 - Procedures: Send Resume
 - High School:
 - Port Jervis High School
 - Middle School:
 - Port Jervis Middle School
 - Elementary Schools:
 - Anna S. Kuhl School
 - Hamilton Bicentennial School

10. Rhinebeck Central School District (<http://www.rhinebeckcsd.org/>): 45 North Park Road, Rhinebeck, NY 12572
 - Contact Person: Dr. Ed Davenport (HS Principal: 845-871-5500); Mr. Mr. John Kemnitzer (MS Principal: 845-871-5500).
 - Rhinebeck HS: 2 Counselors
 - Buckeley MS: 1 Counselor

11. Somers Central School District (<http://www.somersschools.org/Domain/8>): 120 Primrose St., Lincolndale, NY 10540

- Contact Person: Dr. Deborah Hardy (Director of Guidance: 914-248-8585 x227)
- Somers HS: 6 counselors
- Somers MS: 3 counselors
- Somers Intermediate School and Primrose Elementary School: 1 counselor, 1 social worker

12. Wallkill Central School District

(<http://www.wallkillcsd.k12.ny.us/education/district/district.php?sectionid=7785>): 19 Main Street, Wallkill, NY 12589

- Contact Person: Ms. Yvonne Herrington (Assistant Superintendent of Educational Services: (845) 895-7103)
- **At this point, they will take one counselor as practicum student who will continue as school counseling intern student through the next academic year.**
- Wallkill HS: 4 Counselors
- John G. Borden Middle School: 2 counselors

13. Wappingers Central School District (<http://wappingersschools.org/site/default.aspx?PageID=1>): 167 Myers Corners Road, Suite 200 Wappingers Falls, NY 12590

- Contact Person: Ms. Joanne Sereda: Director of Human Resources: 845-298-5000 x. 40115
- John Jay HS: 8 counselors
- Roy C. Ketchem HS: 8 counselors
- Van Wyck JHS: 4 counselors
- Wappingers JHS: 3 counselors

FREQUENTLY ASKED QUESTIONS

BASIC INFORMATION

- Q. What degree programs do you offer?
A. We offer two different degree programs: a 60-credit M.S. in Mental Health Counseling and a 60-credit M.S. in School Counseling.
- Q. What is the difference between the two degree offerings?
A. Here are basic descriptions of each program in order to help prospective applicants differentiate between them:

The *Master of Science in Mental Health Counseling* prepares students to become licensed as mental health counselors. The curriculum covers mental health counseling practice and research, in addition to necessary coursework in human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program development, and professional orientation. Practicum and internship experiences provide unique, varied, and intense hands-on mental health counseling training experiences under supervision of licensed professionals. The degree is registered with the New York State Education Department (NYSED) as meeting the educational requirements for mental health counseling licensure in New York.

The *Master of Science in School Counseling* prepares students for certification as school counselors. The degree includes a core curriculum and specialization courses. The curriculum covers school counseling practice and research, in addition to necessary coursework in human growth and development, social and cultural foundations, helping relationships, group work, career and lifestyle development, appraisal, research and program development, and professional orientation. Practicum and internship experiences provide unique, varied, and intense hands-on school counseling training. The degree satisfies New York State Education Department (NYSED) requirements for provisional/permanent certification in school counseling, with SUNY New Paltz recommending graduates for certification.

- Q. I want to visit campus. May I?
A. Yes. Contact the program secretary, Susan Buckbee. She can schedule a visit time. Her contact information is here: <http://www.newpaltz.edu/psychology/faculty.cfm>

Basic Application Information

- Q. What are your admission requirements?
A. Admission requirements are available by clicking the name of the respective degree programs on our website: <http://www.newpaltz.edu/psychology/graduate/counseling.html>
- Q. Can I submit my application online?

- A. Yes! Applicants can submit either a paper or online application. See this web page for details: <http://www.newpaltz.edu/graduate/applications.html>
- Q. When will my application be considered complete?
- A. Once all materials are received by the Graduate School. Applicants should follow up with the Graduate School to make sure that GRE score reports, recommendation letters, and official transcripts are in on time, as these are items the applicant must rely on others to provide.
- Q. Do you do both fall and spring admissions?
- A. No. Applicants are admitted only for the fall semester.

Application Review Process

- Q. What date do you begin reviewing applicants for admission?
- A. February 1.
- Q. I didn't get my application in by the February 1 date. Will that hurt my chances of admission?
- A. Maybe. We begin reviewing applicants on February 1 and continue to review incoming applications as long as slots remain open in the incoming class. While applications that arrive after February 1 will be reviewed if slots remain, you insure the best chance of consideration if your application is complete by February 1.

GRE Scores

- Q. I have not taken the GREs. Do I really have to?
- A. Yes, all applicants must take the GREs and receive a satisfactory score (preferably a combined score of 1000 or higher). GRE registration information is available at www.gre.org.
- Q. I took the GRE many years ago. Do I need to retake it?
- A. ETS considers GRE scores current if they are less than five years old. If ETS will not send an official score report to us because your GRE scores are older than that, then you need to retake the GRE and have current scores sent to us by ETS.
- Q. What is the average GRE score of students admitted to and attending the program?
- A. The average student entering the program has a combined verbal and quantitative GRE score that tends to be just above 1000.

Recommendation Letters

- Q. Who should I ask to write me recommendation letters?
- A. This us up to the applicant. However, recommendation letters should address the relevant academic, professional, and personal qualities that make the applicant a strong candidate for graduate training in counseling. Recommenders who can speak to these issues are the ones you should seek.
- Q. Is there anyone I should *not* ask to be a recommender?

- A. Relatives, significant others, and personal friends should not serve as recommenders; nor should people unable to convincingly speak to the applicant's academic, professional, and personal experiences. Your doctor or therapist is also not a good source of recommendation letters.
- Q. I don't have any potential recommenders who can speak to the relevant academic, professional, and personal experiences that make the applicant a strong candidate for graduate training in counseling. What should I do?
- A. It is the applicant's responsibility to find recommenders who can speak to these issues. We discourage applicants from contacting us to tell us they are unable to locate suitable recommenders, as this simply reflects poorly on the applicant.

Prerequisite Coursework

- Q. I haven't taken the necessary prerequisite courses. Will this be held against me?
- A. Yes. Applicants who have not completed the necessary prerequisites will not be considered for admission.
- Q. Applicants must have successfully completed nine undergraduate credits in psychology or related social sciences. What count as "related social sciences?"
- A. Courses in counseling, counselor education, social work, and sociology would be examples of "related social sciences." If you have taken a social science course in another area and are uncertain if it counts, contact the program to inquire. You will need to provide the university name, department name, course name, and course description of the course at hand.
- Q. Do the required prerequisite courses in statistics and research methods have to be taken in psychology?
- A. No. These courses simply must cover inferential statistics and research methods. Applicants are strongly encouraged to include with their applications catalog course descriptions of the coursework covering this material so that the admissions committee can evaluate whether the courses cover the proper content.
- Q. Do the statistics and research methods courses have to be part of the nine social science credits required for admission?
- A. No. They may be part of, or in addition to, the nine undergraduate credits in psychology or related social sciences.
- Q. I am currently taking one or more of the necessary prerequisite courses. Will the fact that I have not completed them before applying hurt my chances of admission?
- A. Possibly, as we cannot evaluate your performance in them until you complete and receive grades for them. If there is an applicant who has completed and received grades in these courses but is otherwise equivalent to you, that applicant will understandably have an advantage over you.
- Q. What if I didn't complete the prerequisite course requirements because I didn't major in psychology or the social sciences as an undergraduate? Do I still need to meet these requirements?
- A. Yes, which means you may need to go back and take some additional undergraduate classes before applying.

- Q. Where should I take the prerequisite requirements if I need to go back and take them before applying?
- A. Any accredited college or university is fine. For those without easy access to a college campus, we often recommend the online SUNY Learning Network: <http://sln.suny.edu/index.html>

GPA Requirements

- Q. Applicants must have successfully completed nine undergraduate credits in psychology or related social sciences. What is considered “successful?”
- A. Typically, a grade of “B” or better is considered successful.
- Q. My GPA is below 3.0. Can the fact that I have life experience make up for this in considering my application?
- A. Everyone has life experience, even those with GPAs above 3.0. If your undergraduate GPA was below 3.0, then you must show us recent evidence of academic achievement in order to compensate for this. You can do this by taking (and doing 3.0 or better work in) several relevant undergraduate classes in order to demonstrate that your earlier GPA is not indicative of your potential.
- Q. If I take additional classes prior to applying in order to show evidence of recent academic achievement and improve my chances of admission, will I get in?
- A. Taking additional coursework to show evidence of recent academic achievement does not guarantee admission. Admission depends on the strength of your overall application, as well as the strength of that year’s applicant pool.
- Q. What is the average GPA of students admitted to and entering the program?
- A. The average student entering the program for 2011-12 has an undergraduate GPA between 3.29 and 3.35.

Statement of Objectives

- Q. What advice do you have for applicants writing their Statement of Objectives?
- A. Applicants should include relevant material demonstrating how their academic, professional, and personal qualities make them strong candidates for graduate training in counseling.
- Q. How important is the quality of my writing?
- A. It is very important. Grammar, spelling, and quality of writing count. The Statement of Objectives provides the admissions committee with information about how well you use the written word to convey ideas. Clear and effective writing is essential to both success in graduate coursework and effectiveness as a professional counselor who will be required to compose case reports, assessment reports, and other written documents.
- Q. What other advice do you have for writing the Statement of Objectives?
- A. Applicants should keep in mind that the statement is a professional document; an overly informal style is not appropriate.

Counseling Experience

- Q. I don't have any counseling experience. Will this work against me?
- A. Counseling experience is one important aspect of an application. While it is not necessary to have worked as a counselor, applicants who have completed undergraduate fieldwork experiences or volunteered to work in a counseling-oriented agency or related environment are at an advantage over equally qualified applicants who lack this experience.
- Q. If I have not acquired any counseling experience while an undergraduate and want to now, what recommendations do you have for doing so?
- A. Contacting local agencies in your area and asking to volunteer is a good way to gain valuable experience in a counseling setting. Previous applicants have volunteered at hospices, community mental health clinics, women's shelters, schools, vocational outreach programs, and Big Brother/Big Sister programs. Working in such settings provides prospective applicants an opportunity to learn whether a career in counseling is for them; it also provides the admissions committee with evidence that an applicant has a facility for human services work.

Supplemental Materials

- Q. I worked on research while an undergraduate and have a paper I wrote that I think would enhance my application. May I include it?
- A. Yes! Applicants are encouraged to include copies of research papers they have completed, especially if they have been published or presented at conferences.
- Q. What other materials should I include with my application?
- A. This is up to you. However, including *relevant* supplemental materials that enhance the applicant's case for admission is encouraged. Examples of such materials are resumes, papers, conference presentations, or other written materials that provide evidence the applicant will make a good counseling trainee.

Interviews

- Q. I want to come for an interview. Can I schedule this myself?
- A. No. Whether an applicant is interviewed is decided by the admissions committee after they review applications. If an interview is desired, the admissions committee will contact you.
- Q. If I am selected for an interview, will it be in person?
- A. No. At this time, all interviews are done by phone in order to not penalize applicants who are far away and unable to make it to campus for an in person interview.

COMPLETING THE PROGRAM

- Q. How long will it take to complete the program?
- A. Students can complete the program in two calendar years if they attend full-time.
- Q. How long do I have to complete my degree?

- A. Students have five years from the time they enter the program to complete all degree requirements.
- Q. Will I have an advisor?
A. Yes. All students are assigned a faculty advisor upon admission into the program.
- Q. I work. Can I take all my classes at night?
A. No. We do not currently offer a night-classes only program. Courses are generally once per week (with some exceptions, typically statistics and research methods classes that tend not to work as well when held once per week). Class times vary, though we try to offer as many of them in the early morning or late afternoons/evenings as we can.
- Q. Can I take my classes online?
A. Generally, no. We have one elective summer class that is occasionally offered online. However, other than this one exception, all other classes are in person.
- Q. Can students in one of the counseling programs switch to the other?
A. No. Students admitted into one of the programs who wish to change programs must apply and be admitted to the other program.

TRANSFER CREDITS

- Q. I have attended a counseling program at another institution and have completed most of the classes. Can I receive transfer credit for them at New Paltz?
A. University rules only allow 6-9 credits from another institution to be transferred in for credit.
- Q. When should I make a transfer credit request?
A. Transfer of credit requests will only be considered after a student has been accepted and decided to attend the program.
- Q. How do I transfer in credits taken at another institution prior to admission?
A. To transfer a course from elsewhere, students must submit the course description (and, if they have it, the course syllabus) to the program director. If the proposed transfer course has an equivalent course in our program and the student earned a "B" or better in it, then transfer credit will likely be given. We do not transfer practicum or internship credits. See the Graduate Catalog for further details on transferring courses.

SELF-EXAMINATION AND PERSONAL GROWTH

- Q. Counseling is an emotionally demanding profession. To what extent are students in the program expected to engage in self-examination and personal growth?
A. Students are expected to be open to not only academic growth, but personal growth. There is no way to become a competent professional counselor without engaging in extensive self-examination and personal growth throughout one's training.
- Q. Beyond academic work, what personal demands are required of students being trained as counselors in your program?

- A. Becoming a professional counselor requires not only mastering academic work, but also gaining self-awareness and insight as one develops the necessary relational skills of an effective counselor. Counseling training is not a purely academic exercise. It requires students to examine their own psychological issues as part of their professional development. Applicants who are not open to this sort of self-reflection and examination are not good candidates for the program.
- Q. Are students in the program expected to be in counseling themselves?
- A. We strongly encourage, but do not require, that students in the program seek their own personal counseling. A great deal of the program's training involves students working with real life clients in applied settings. An important part of any counselor's professional development involves becoming aware of what it is like to be a client; one way to gain this knowledge is by being a client oneself. Further, counseling training makes many emotional demands on students and sometimes these demands bring a student's own personal issues to the surface; having one's own counseling as a place to work through these issues is often vitally important. We are happy to offer referrals to students seeking counseling.

ADDITIONAL INFORMATION

- Q. Where can I find further information about the program?
- A. The Counseling Graduate Program website contains detailed information about admissions requirements, course requirements, and practicum and internship requirements:
<http://www.newpaltz.edu/psychology/graduate/counseling.html>
- Q. Does the program have a student handbook I could read?
- A. Yes. The handbook, which is revised each year and provided to incoming students, is available on our website. It provides detailed information about all program requirements and policies:
http://www.newpaltz.edu/psychology/graduate/grad_handbook.pdf
- Q. I have questions not answered here and want to come in to meet someone to talk about the program. Can I do so?
- A. Yes. If you have questions that remain unanswered, contact the program secretary, Susan Buckbee, to set up a time to meet or talk by phone. Her contact information is available online at <http://www.newpaltz.edu/psychology/faculty.cfm>.