



COUNSELING GRADUATE PROGRAM STUDENT HANDBOOK 2017-2018

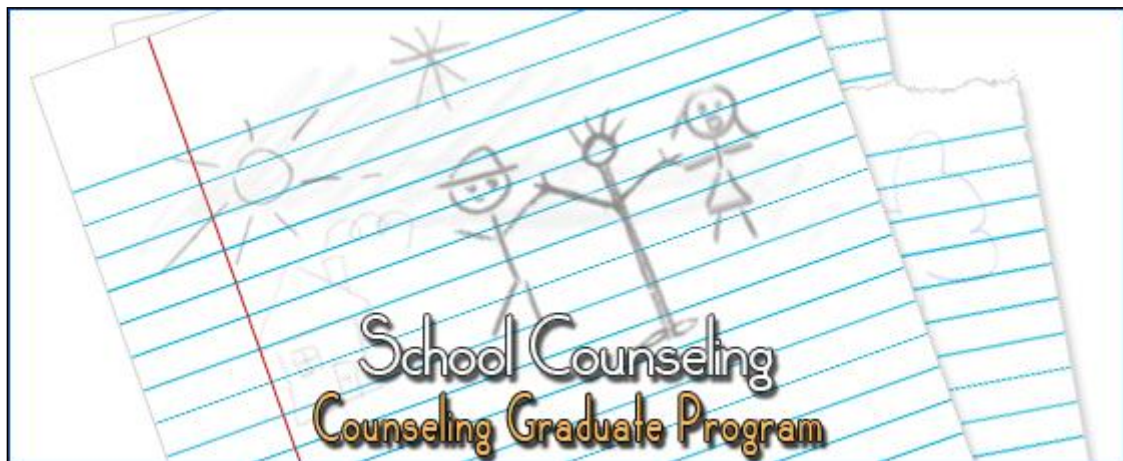


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INTRODUCTION

Welcome! This handbook will 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.

FACULTY

The Core Counseling Graduate Program Faculty include:

DR. MELANIE HILL, ASSOCIATE PROFESSOR, COUNSELING PROGRAM DIRECTOR
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ADMISSIONS REQUIREMENTS

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>

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

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 300 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.

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

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 counseling 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.

During their first semester the program, students should consult with their advisers or the Director of their graduate area during the first two weeks of the semester 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. 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.

During their first semester the program, students should consult with their advisers or the Director of their graduate area during the first two weeks of the semester in order to complete their Degree Plan of Study.

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 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. Both

Degree Plan of Study and Request for Change in Plant of Study forms can be obtained online at the Counseling Graduate Program website:

https://www.newpaltz.edu/psychology/graduate/counseling-graduate-program/counseling_forms.html

Students will be required to submit an updated Degree Plan of Study when applying for graduation.

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 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 account (see instructions above under the “my.newpaltz” 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 527 Human Growth & Development (3)

EMAIL ACCESS

There are several ways to access your Google Hawkmail (@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/hawkmail/accessing-hawkmail/>

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 NO 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.

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 Jonathan Raskin, 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.

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 internship, 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.ulsterboces.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.

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).

CURRICULUM

The Counseling Graduate Program Mental Health Counseling and School Counseling curriculum meet the requirements of New York State Office of Professions and are modeled after the requirements of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). While our Mental Health Counseling and School Counseling programs are not currently CACREP accredited, we are in the process of seeking accreditation. As such, we have submitted a proposal to revise our curriculum to better meet CACREP requirements. The proposal to revise the curriculum is currently being reviewed by New York State Education Department Office of Professions (the last step in the review and approval). We are hoping the newly revised curriculum will be approved in time to implement Fall 2018. The new curriculum will still be 60 credits but will include courses such as *Supervision, Consultation and Social Advocacy, and Substance Use and Addictions Counseling*.

All currently enrolled students will have the option, once the new curriculum is implemented, to continue with the existing curriculum or opt into the new curriculum. As such, I have included three versions of each plan of study in this Handbook: (a) a plan of study based on the current curriculum, (b) a sample plan of study if you would like to opt-in to the new curriculum, and (3) a plan of study based on the revised curriculum (as proposed). I have also included a summary of how the current School Counseling and Mental Health Counseling curriculum differ from the revised curriculums (as proposed).

MENTAL HEALTH COUNSELING CURRICULUM

MENTAL HEALTH COUNSELING TWO-YEAR PLAN OF STUDY (ORIGINAL)

Total: 60 Credits

	FALL	SPRING	SUMMER
Year 1	FALL 1 (12 CREDITS) <ul style="list-style-type: none"> • COU 510 Counseling Theories (3) • COU 515 Counseling Skills (3) • COU 520 Career Development, Counseling, and Assessment (3) • PSY 501 ANOVA <u>or</u> PSY 503 Correlation & Multiple Regression (3) 	SPRING 1 (13 CREDITS) <ul style="list-style-type: none"> • COU 525 Multicultural Counseling (3) • COU 530 Foundations of MHC (4) • COU 540 Psychopathology (3) • PSY 507 Research Methods (3) 	SUMMER 1 (6 CREDITS) <ul style="list-style-type: none"> • Elective (3) • Elective (3)
Year 2	FALL 2 (12 CREDITS) <ul style="list-style-type: none"> • 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) <ul style="list-style-type: none"> • 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 (6 CREDITS) <ul style="list-style-type: none"> • Elective (3)

MENTAL HEALTH COUNSELING THREE-YEAR PLAN OF STUDY
(ORIGINAL)

Total: 60 Credits

	FALL	SPRING	SUMMER
Year 1	<p style="text-align: center;">FALL 1 (9 CREDITS)</p> <ul style="list-style-type: none"> • COU 510 Counseling Theories (3) • COU 515 Counseling Skills (3) • COU 520 Career Counseling (3) 	<p style="text-align: center;">SPRING 1 (9 CREDITS)</p> <ul style="list-style-type: none"> • COU 525 Multicultural Counseling (3) • COU 540 Psychopathology (3) • COU 550 Couple and Family Counseling (3) 	<p style="text-align: center;">SUMMER 1 (3 CREDITS)</p> <ul style="list-style-type: none"> • Elective (3)
Year 2	<p style="text-align: center;">FALL 2 (9 CREDITS)</p> <ul style="list-style-type: none"> • COU 545 Group Dynamics and Counseling (3) • PSY501 ANOVA or PSY503 Regression (3) • PSY527 Human Growth & Development (3) 	<p style="text-align: center;">SPRING 2 (10 CREDITS)</p> <ul style="list-style-type: none"> • COU 530 Foundations of MHC (4) • COU 555 Assessment (3) • PSY507 Research Methods (3) 	<p style="text-align: center;">SUMMER 2 (3 CREDITS)</p> <ul style="list-style-type: none"> • Elective (3)
Year 3	<p style="text-align: center;">FALL 3 (7 CREDITS)</p> <ul style="list-style-type: none"> • COU 771 MHC Internship I (4) • Human Growth & Development Elective (3) 	<p style="text-align: center;">SPRING 3 (7 CREDITS)</p> <ul style="list-style-type: none"> • COU 772 MHC Internship II (4) • Human Growth & Development Elective (3) 	<p style="text-align: center;">SUMMER 2 (3 CREDITS)</p> <ul style="list-style-type: none"> • Elective (3)

**MENTAL HEALTH COUNSELING TWO-YEAR PLAN OF STUDY
(OPT-IN OPTION)**

Total: 61 Credits

	FALL	SPRING	SUMMER
Year 1 (17-18)	FALL 2017 (12 CREDITS) <ul style="list-style-type: none"> • COU 510 Counseling Theories (3) • COU 515 Counseling Skills (3) • COU 520 Career Counseling (3) • PSY527 Human Growth and Development (3) 	SPRING 2018 (13 CREDITS) <ul style="list-style-type: none"> • COU 530 Foundations of Mental Health Counseling (4) • COU 540 Psychopathology (3) • COU 550 Couple & Family Counseling (3) • COU 555 Assessment (3) 	SUMMER 2018 (6 CREDITS) <ul style="list-style-type: none"> • COU 565 Disaster & Crisis Interventions (3) • COU 570 Substance Use & Addictions (3)
Year 2 (18-19)	FALL 2018 (12 CREDITS)- NEW CURRICULUM BEGINS <ul style="list-style-type: none"> • COU 501 Ethics & Prof. Identity (3) • COU 525 Multicultural Counseling (3) • COU 771 Internship in MHC I (3) • Elective (3) or ANOVA (3) 	SPRING 2019 (12 CREDITS) <ul style="list-style-type: none"> • COU 505 Consultation, Supervision, & Social Advocacy (3) • COU 545 Group Dynamics & Counseling (3) • COU 610 Research Methods & Program Evaluation (3) • COU 772 Internship in MHC II (3) 	SUMMER 2019 (6 CREDITS) <ul style="list-style-type: none"> • COU 585 Contemporary Issues (3) • COU 585 Contemporary Issues (3)

**MENTAL HEALTH COUNSELING THREE-YEAR PLAN OF STUDY
(OPT-IN OPTION)**

Total: 61 Credits

	FALL	SPRING	SUMMER
Year 1 (17-18)	FALL 2017 (9 CREDITS) <ul style="list-style-type: none"> • COU 510 Counseling Theories (3) • COU 515 Counseling Skills (3) • COU 520 Career Counseling (3) 	SPRING 2018 (9 CREDITS) <ul style="list-style-type: none"> • COU 540 Psychopathology (3) • COU 550 Couple & Family Counseling (3) • COU 555 Assessment (3) 	SUMMER 2018 (6 CREDITS) <ul style="list-style-type: none"> • COU 565 Disaster & Crisis Interventions (3) • COU 570 Substance Use & Addictions (3)
Year 2 (18-19)	FALL 2018 (9 CREDITS) <ul style="list-style-type: none"> • COU 501 Ethics & Prof. Identity (3) • COU 525 Multicultural Counseling (3) • COU 527 Human Growth and Development (3) 	SPRING 2019 (9 CREDITS) <ul style="list-style-type: none"> • COU 505 Consultation, Supervision, & Social Advocacy (3) • COU 545 Group Dynamics & Counseling (3) • COU 530 Practicum in MHC (3) 	SUMMER 2019 (6 CREDITS) <ul style="list-style-type: none"> • COU 585 Contemporary Issues (3) • COU 585 Contemporary Issues (3)
Year 3 (19-20)	Fall 2019 (6 credits) <ul style="list-style-type: none"> • COU 771 Internship in MHC I (3) • Elective 	SPRING 2020 (6 CREDITS) <ul style="list-style-type: none"> • COU 772 Internship in MHC II (3) • COU 610 Research Methods & Program Evaluation (3) 	GRADUATION!

**MENTAL HEALTH COUNSELING TWO-YEAR PLAN OF STUDY
(REVISED- TO BEGIN FALL 2018)**

Total: 60 Credits

	FALL	SPRING	SUMMER
Year 1	FALL 1 (12 CREDITS) <ul style="list-style-type: none"> • COU501 Ethics & Prof. Identity • COU 510 Counseling Theories (3) • COU 515 Counseling Skills (3) • COU 520 Career Counseling (3) 	SPRING 1 (12 CREDITS) <ul style="list-style-type: none"> • COU 505 Consultation, Supervision, & Social Advocacy (3) • COU 530 Practicum in MHC (3) • COU 540 Psychopathology (3) • COU545 Group Counseling (3) 	SUMMER 1 (6 CREDITS) <ul style="list-style-type: none"> • COU 565 Disaster & Crisis Interventions (3) • COU 570 Substance Use & Addictions (3)
Year 2	FALL 2 (12 CREDITS) <ul style="list-style-type: none"> • COU 525 Multicultural Counseling (3) • COU575 Human Growth & Development (3) • COU 771 Internship in MHC I (3) • Elective (3) 	SPRING 2 (12 CREDITS) <ul style="list-style-type: none"> • COU550 Couple & Family Counseling • COU 555 Assessment (3) • COU 610 Research Methods & Program Evaluation (3) • COU 772 Internship in MHC II (3) 	SUMMER 2 (6 CREDITS) <ul style="list-style-type: none"> • COU 585 Contemporary Issues (3) • COU 585 Contemporary Issues (3)

MENTAL HEALTH COUNSELING THREE-YEAR PLAN OF STUDY
(REVISED- TO BEGIN FALL 2018)

Total: 60 Credits

	FALL	SPRING	SUMMER
Year 1 (17-18)	FALL 2017 (9 CREDITS) <ul style="list-style-type: none"> • COU 501 Ethics & Prof. Identity (3) • COU 510 Counseling Theories (3) • COU 515 Counseling Skills (3) 	SPRING 2018 (9 CREDITS) <ul style="list-style-type: none"> • COU 505 Consultation, Supervision, & Social Advocacy (3) • COU 540 Psychopathology (3) • COU 550 Couple & Family Counseling (3) • 	SUMMER 2018 (6 CREDITS) <ul style="list-style-type: none"> • COU 565 Disaster & Crisis Interventions (3) • COU 570 Substance Use & Addictions (3)
Year 2 (18-19)	FALL 2018 (9 CREDITS) <ul style="list-style-type: none"> • COU 525 Multicultural Counseling (3) • COU 527 Human Growth and Development (3) • COU 520 Career Counseling (3) 	SPRING 2019 (9 CREDITS) <ul style="list-style-type: none"> • COU 545 Group Dynamics & Counseling (3) • COU 530 Practicum in MHC (3) • COU 555 Assessment (3) 	SUMMER 2019 (6 CREDITS) <ul style="list-style-type: none"> • COU 585 Contemporary Issues (3) • COU 585 Contemporary Issues (3)
Year 3 (19-20)	Fall 2019 (6 credits) <ul style="list-style-type: none"> • COU 771 Internship in MHC I (3) • Elective 	SPRING 2020 (6 CREDITS) <ul style="list-style-type: none"> • COU 772 Internship in MHC II (3) • COU 610 Research Methods & Program Evaluation (3) 	GRADUATION!

MENTAL HEALTH COUNSELING CURRICULUM COMPARISON CHART

Current Curriculum (60 credits)	Proposed Curriculum (60 credits)	Description of Change
COU510 Counseling Theories (3)	COU510 Counseling Theories(3)	No change
COU515 Counseling Skills (3)	COU515 Counseling Skills (3)	No change
COU520 Career Dev., Counseling & Assessment (3)	COU520 Career Dev., Counseling & Assessment (3)	No change
COU525 Multicultural Counseling (3)	COU525 Multicultural Counseling (3)	No change
COU530 Foundations of Mental Health Counseling (4)	COU530 Practicum in Mental Health Counseling (3)	Change course name; reduce credit hours from 4 to 3
COU540 Psychopathology (3)	COU540 Psychopathology (3)	No change
COU545 Group Dynamics & Counseling (3)	COU545 Group Dynamics & Counseling (3)	No change
COU550 Couple & Family Counseling (3)	COU550 Couple & Family Counseling (3)	No change
COU555 Assessment (3)	COU555 Assessment (3)	No change
COU771 Ethics & Prof Orient: MHC Internship I (4)	COU771 Internship in Mental Health Counseling 1 (3)	Change course name; reduce credit hours from 4 to 3
COU772 Ethics & Prof Orient: MHC Internship II (4)	COU772 Internship in Mental Health Counseling 2 (3)	Change course name; reduce credit hours from 4 to 3
PSY507 Research Methods (3)	COU610 Research Methods & Program Evaluation (3)	New Course Proposal [Change content to be more counseling oriented]
PSY501 ANOVA or PSY 503 Regression (3)	COU505 Supervision, Consultation, and Social Advocacy (3)	New Course Proposal
PSY527 Human Growth and Development (3)	COU527 Human Growth and Development (3)	Course number change (PSY527 → COU527)
Human Growth and Development Elective #1 (3)	COU565 Disaster Counseling & Crisis Intervention (3)	Change course name; make required class (currently offered as an elective)
Human Growth and Development Elective #2 (3)	COU570 Substance Use & Addictions Counseling (3)	New Course Proposal
Elective #1 (3)	COU585 Contemp. Issues (3)	
Elective #2 (3)	COU585 Contemp. Issues (3)	
Elective #3 (3)	Elective #1	Electives – 9 credits to 3 credits
	COU501 Ethics & Prof. Identity (3)	New Course Proposal

SCHOOL COUNSELING CURRICULUM

**SCHOOL COUNSELING TWO-YEAR PLAN OF STUDY
(ORIGINAL)**

Total: 60 Credits

	FALL	SPRING	SUMMER
Year 1	FALL 1 (12 CREDITS) <ul style="list-style-type: none"> • COU 510 Counseling Theories (3) • COU 515 Counseling Skills (3) • COU 520 Career Development, Counseling, and Assessment (3) • PSY 501 ANOVA <u>or</u> PSY 503 Correlation & Multiple Regression (3) 	SPRING 1 (13 CREDITS) <ul style="list-style-type: none"> • COU 525 Multicultural Counseling (3) • COU 535 Foundations of SC (4) • COU 540 Psychopathology (3) • PSY 507 Research Methods (3) 	SUMMER 1 (6 CREDITS) <ul style="list-style-type: none"> • One of the following: EDS546 Conflict Resolution in Educ <u>or</u> EDS 741 Social and Emotional Learning for Social Change • Elective (3)
Year 2	FALL 2 (12 CREDITS) <ul style="list-style-type: none"> • COU 545 Group Dynamics and Counseling (3) • COU 771 Ethics & Professional Orientation: SC Internship 1 (4) • PSY 527 Human Growth & Development (3) • Human Growth & Development Elective (3) 	SPRING 2 (13 CREDITS) <ul style="list-style-type: none"> • COU 555 Assessment (3) • COU 772 Ethics & Professional Orientation: SC Internship 2 (4) • SPE565 Teaching in Inclusive Classrooms • Human Growth & Development Elective (3) 	SUMMER 2 (6 CREDITS) <ul style="list-style-type: none"> • Elective (3)

SCHOOL COUNSELING THREE-YEAR PLAN OF STUDY
(ORIGINAL)

Total: 60 Credits

	FALL	SPRING	SUMMER
Year 1	<p style="text-align: center;">FALL 1 (9 CREDITS)</p> <ul style="list-style-type: none"> • COU 510 Counseling Theories (3) • COU 515 Counseling Skills (3) • COU 520 Career Development, Counseling, and Assessment (3) 	<p style="text-align: center;">SPRING 1 (9 CREDITS)</p> <ul style="list-style-type: none"> • COU 525 Multicultural Counseling (3) • COU 540 Psychopathology (3) • SPE565 Teaching in Inclusive Classrooms 	<p style="text-align: center;">SUMMER 1 (3 CREDITS)</p> <ul style="list-style-type: none"> • One of the following: EDS546 Conflict Resolution in Educ <u>or</u> EDS 741 Social and Emotional Learning for Social Change
Year 2	<p style="text-align: center;">FALL 2 (9 CREDITS)</p> <ul style="list-style-type: none"> • PSY 501 ANOVA <u>or</u> PSY 503 Correlation & Multiple Regression (3) • COU 545 Group Dynamics and Counseling (3) • PSY 527 Human Growth & Development (3) 	<p style="text-align: center;">SPRING 2 (10 CREDITS)</p> <ul style="list-style-type: none"> • COU 535 Foundations of SC (4) • PSY 507 Research Methods (3) • COU 555 Assessment (3) 	<p style="text-align: center;">SUMMER 2 (3 CREDITS)</p> <ul style="list-style-type: none"> • Elective (3)
Year 3	<p style="text-align: center;">Fall 3 (7 credits)</p> <ul style="list-style-type: none"> • COU 771 Ethics & Professional Orientation: SC Internship 1 (4) • Human Growth & Development Elective (3) 	<p style="text-align: center;">Spring 3 (7 credits)</p> <ul style="list-style-type: none"> • COU 772 Ethics & Professional Orientation: SC Internship 2 (4) • Human Growth & Development Elective (3) 	<p style="text-align: center;">SUMMER 3 (3 CREDITS)</p> <ul style="list-style-type: none"> • Elective (3)

SCHOOL COUNSELING TWO-YEAR PLAN OF STUDY
(OPT-IN OPTION)

Total: 61 Credits

	FALL	SPRING	SUMMER
Year 1 (17-18)	<p style="text-align: center;">FALL 2017 (12 CREDITS)</p> <ul style="list-style-type: none"> • COU 510 Counseling Theories (3) • COU 515 Counseling Skills (3) • COU 520 Career Counseling (3) • PSY527 Human Growth and Development (3) 	<p style="text-align: center;">SPRING 2018 (13 CREDITS)</p> <ul style="list-style-type: none"> • COU 535 Foundations of SC (4) • COU 540 Psychopathology (3) • COU 550 Couple & Family Counseling (3) • COU 555 Assessment (3) 	<p style="text-align: center;">SUMMER 2018 (6 CREDITS)</p> <ul style="list-style-type: none"> • SPE 565 Teaching in Inclusive Classrooms (3) • COU 565 Disaster Counseling and Crisis Intervention (3)
Year 2 (18-19)	<p style="text-align: center;">FALL 2018 (12 CREDITS)- NEW CURRICULUM BEGINS</p> <ul style="list-style-type: none"> • COU 501 Ethics & Prof. Identity (3) • COU 525 Multicultural Counseling (3) • COU 781 Internship in SC I (3) • Elective (3) or ANOVA (3) 	<p style="text-align: center;">SPRING 2019 (12 CREDITS)</p> <ul style="list-style-type: none"> • COU 505 Consultation, Supervision, & Social Advocacy (3) • COU 545 Group Dynamics & Counseling (3) • COU 610 Research Methods & Program Evaluation (3) • COU 782 Internship in SC II (3) 	<p style="text-align: center;">SUMMER 2019 (6 CREDITS)</p> <ul style="list-style-type: none"> • COU 570 Substance Use & Addictions (3) • COU 585 Contemporary Issues (3)

**SCHOOL COUNSELING THREE-YEAR PLAN OF STUDY
(OPT-IN OPTION)**

Total: 60 Credits

	FALL	SPRING	SUMMER
Year 1 (17-18)	FALL 2017 (9 CREDITS) <ul style="list-style-type: none"> • COU 510 Counseling Theories (3) • COU 515 Counseling Skills (3) • COU 520 Career Counseling (3) 	SPRING 2018 (9 CREDITS) <ul style="list-style-type: none"> • COU 540 Psychopathology (3) • COU 550 Couple & Family Counseling (3) • COU 555 Assessment (3) 	SUMMER 2018 (6 CREDITS) <ul style="list-style-type: none"> • SPE 565 Teaching in Inclusive Classrooms (3) • COU 565 Disaster Counseling and Crisis Intervention (3)
Year 2 (18-19)	FALL 2018 (9 CREDITS)- NEW CURRICULUM BEGINS <ul style="list-style-type: none"> • COU 501 Ethics & Prof. Identity (3) • COU 525 Multicultural Counseling (3) • COU 527 Human Growth and Development (3) 	SPRING 2019 (9 CREDITS) <ul style="list-style-type: none"> • COU 505 Consultation, Supervision, & Social Advocacy (3) • COU 545 Group Dynamics & Counseling (3) • COU 535 Practicum in SC (3) 	SUMMER 2019 (6 CREDITS) <ul style="list-style-type: none"> • COU 570 Substance Use & Addictions (3) • COU 585 Contemporary Issues (3)
Year 3 (19-20)	FALL 2019 (6 CREDITS) <ul style="list-style-type: none"> • COU 781 Internship in SC I (3) • Elective (3) 	SPRING 2020 (6 CREDITS) <ul style="list-style-type: none"> • COU 782 Internship in SC II (3) • COU 610 Research Methods & Program Evaluation (3) 	GRADUATION!

SCHOOL COUNSELING TWO-YEAR PLAN OF STUDY
(REVISED- TO BEGIN FALL 2018)

Total: 60 Credits

	FALL	SPRING	SUMMER
Year 1	FALL 1 (12 CREDITS) <ul style="list-style-type: none"> • COU501 Ethics & Prof. Identity • COU 510 Counseling Theories (3) • COU 515 Counseling Skills (3) • COU 520 Career Counseling (3) 	SPRING 1 (12 CREDITS) <ul style="list-style-type: none"> • COU 505 Consultation, Supervision, & Social Advocacy (3) • COU 535 Practicum in SC (3) • COU 540 Psychopathology (3) • COU545 Group Counseling (3) 	SUMMER 1 (6 CREDITS) <ul style="list-style-type: none"> • SPE 565 Teaching in Inclusive Classrooms (3) • COU 565 Disaster Counseling and Crisis Intervention (3)
Year 2	FALL 2 (12 CREDITS) <ul style="list-style-type: none"> • COU 525 Multicultural Counseling (3) • COU575 Human Growth & Development (3) • COU 781 Internship in SC I (3) • Elective (3) 	SPRING 2 (12 CREDITS) <ul style="list-style-type: none"> • COU550 Couple & Family Counseling • COU 555 Assessment (3) • COU 610 Research Methods & Program Evaluation (3) • COU 782 Internship in SC II (3) 	SUMMER 2 (6 CREDITS) <ul style="list-style-type: none"> • COU 570 Substance Use & Addictions (3) • COU 585 Contemporary Issues (3)

**SCHOOL COUNSELING THREE-YEAR PLAN OF STUDY
(REVISED- TO BEGIN FALL 2018)**

Total: 60 Credits

	FALL	SPRING	SUMMER
Year 1	FALL 1 (9 CREDITS) <ul style="list-style-type: none"> • COU 501 Ethics & Prof. Identity (3) • COU 510 Counseling Theories (3) • COU 515 Counseling Skills (3) 	SPRING 1 (9 CREDITS) <ul style="list-style-type: none"> • COU 505 Consultation, Supervision, & Social Advocacy (3) • COU 540 Psychopathology (3) • COU 550 Couple & Family Counseling (3) • 	SUMMER 1 (6 CREDITS) <ul style="list-style-type: none"> • SPE 565 Teaching in Inclusive Classrooms (3) • COU 565 Disaster Counseling and Crisis Intervention (3)
Year 2	FALL 2 (9 CREDITS)- NEW CURRICULUM BEGINS <ul style="list-style-type: none"> • COU 520 Career Counseling (3) • COU 525 Multicultural Counseling (3) • COU 527 Human Growth and Development (3) 	SPRING 2 (9 CREDITS) <ul style="list-style-type: none"> • COU 545 Group Dynamics & Counseling (3) • COU 535 Practicum in SC (3) • COU 555 Assessment (3) 	SUMMER 2 (6 CREDITS) <ul style="list-style-type: none"> • COU 570 Substance Use & Addictions (3) • COU 585 Contemporary Issues (3)
Year 3	FALL 3 (6 CREDITS) <ul style="list-style-type: none"> • COU 781 Internship in SC I (3) • Elective (3) 	SPRING 3 (6 CREDITS) <ul style="list-style-type: none"> • COU 782 Internship in SC II (3) • COU 610 Research Methods & Program Evaluation (3) 	GRADUATION!

SCHOOL COUNSELING CURRICULUM COMPARISON CHART

Current Curriculum (60 credits)	Proposed Curriculum (60 credits)	Description of Change
COU510 Counseling Theories (3)	COU510 Counseling Theories(3)	No change
COU515 Counseling Skills (3)	COU515 Counseling Skills (3)	No change
COU520 Career Dev., Counseling & Assessment (3)	COU520 Career Dev., Counseling & Assessment (3)	No change
COU525 Multicultural Counseling (3)	COU525 Multicultural Counseling (3)	No change
COU530 Foundations of School Counseling (4)	COU530 Practicum in School Counseling (3)	Change course name; reduce credit hours from 4 to 3
COU540 Psychopathology (3)	COU540 Psychopathology (3)	No change
COU545 Group Dynamics & Counseling (3)	COU545 Group Dynamics & Counseling (3)	No change
COU555 Assessment (3)	COU555 Assessment (3)	No change
COU771 Ethics & Prof Orient: SC Internship I (4)	COU771 Internship in School Counseling 1 (3)	Change course name; reduce credit hours from 4 to 3
COU772 Ethics & Prof Orient: SC Internship II (4)	COU772 Internship in School Counseling 2 (3)	Change course name; reduce credit hours from 4 to 3
PSY507 Research Methods (3)	COU610 Research Methods & Program Evaluation (3)	New Course Proposal [Change content to be more counseling oriented]
PSY501 ANOVA or PSY 503 Regression (3)	COU505 Supervision, Consultation, and Social Advocacy (3)	New Course Proposal
PSY527 Human Growth and Development (3)	COU527 Human Growth and Development (3)	Course number change (PSY527 → COU527)
SPE565 Teaching in Inclusive Classrooms (3)	SPE565 Teaching in Inclusive Classrooms (3)	No change
EDS546 Conflict Res. or EDS741 Affective Ed. (3)	COU550 Couple & Family Counseling (3)	Change what existing elective course is required
Human Growth and Development Elective #1 (3)	COU565 Disaster Counseling & Crisis Intervention (3)	Change course name; make required class (currently offered as an elective)
Human Growth and Development Elective #2 (3)	COU570 Substance Use & Addictions Counseling (3)	New Course Proposal
Elective #1 (3)	COU585 Contemp. Issues (3)	
Elective #2 (3)	Elective #1	Electives – 6 credits to 3 credits
	COU501 Ethics & Prof. Identity (3)	New Course Proposal

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.

COURSES THAT MEET THE HUMAN GROWTH AND DEVELOPMENT ELECTIVE REQUIREMENT

- PSY516 Organizational Psychology
- PSY528 Infancy & Childhood
- PSY529 Adulthood
- PSY531 Middle Childhood & Adolescence
- PSY556 Contemporary Social Psychology
- PSY560 Cognitive Processes
- PSY570 Cognitive Neuroscience
- COU562 Assessment and Interventions with Children, Adolescents, and Families (online every summer)
- COU567 Grief, Loss, and Bereavement (online every fall)
- EDS730 Adolescent Development

COURSES THAT MEET THE COUNSELING ELECTIVE REQUIREMENT

- COU565 Disaster Mental Health (hybrid 6 weeks online + 1 weekend in summer)
- COU585 Contemporary Issues in Counseling (repeatable; online in summer)

One of the following:

- COU561 Evidence-Based Assessment & Treatment of Traumatic Stress (online every spring)
- COU562 Assessment and Interventions with Children, Adolescents, and Families (online every summer)
- COU563 Assisting Veterans and First Responders (online alternate – odd number – spring semesters)
- COU566 Assisting Vulnerable Populations (online alternate – even number – spring semesters)
- COU567 Grief, Loss, and Bereavement (online every fall)

For School Counseling students:

- COU550 Couple and Family Counseling

PRACTICUM AND INTERNSHIP

MENTAL HEALTH COUNSELING

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.

Note: Although each 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 placements will be completed by the on-site supervisor and according to guidelines established by SUNY New Paltz.

ADMISSION PROCESS

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 the Practicum and Internship Coordinator and 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 or put on probation and a 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.

SELECTION PROCESS

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

Practicum Selection Process (with tentative dates for 2017-2018):

- **October:** Developmental Feedback Request Forms due.
- **November:** Students will begin contacting approved sites for interviews.
- **December:** All interviewing must be completed.
- **December:** Sites will submit (preferably via email) to the Practicum and Internship Coordinator 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".
- **December:** Students will communicate to the Practicum and Internship Coordinator which of their placement offers they wish to accept.
- The Practicum and Internship Coordinator will work with any students left unplaced after **December 10** to see if they can be matched with any sites that still have openings.

Note: Receiving a practicum placement is dependent on the student successfully completing her/his Fall coursework and being deemed ready to proceed to internship by the program. In the rare instance where a student is not ready, the Practicum and Internship Coordinator 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.

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

See Appendices for current list of Practicum Placement Sites.

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 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 placements will be completed by the on-site supervisor and according to guidelines established by SUNY New Paltz.

ADMISSION PROCESS

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 or B or better:
 - 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 the Practicum and Internship Coordinator, and 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 practicum or put on probation and a 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.

SELECTION PROCESS

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

Intern Selection Process (with tentative dates for 2017-2018):

- **February:** Students will begin contacting approved sites for interviews.
- **March:** Developmental Feedback Request Forms due.
- **March:** All interviewing must be completed.

- **April:** Sites will submit (preferably via email) to the Practicum and Internship Coordinator 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:** Students will communicate to the Practicum and Internship Coordinator which of their placement offers they wish to accept.
- The Practicum and Internship Coordinator 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 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.

See Appendices for current list of Internship Placement Sites.

SCHOOL COUNSELING

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 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 placements will be completed by the on-site supervisor and according to guidelines established by SUNY New Paltz

ADMISSION PROCESS

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, the Practicum and Internship Coordinator, 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 or put on probation and a remediation process is initiated in order to address the deficits.

SELECTION PROCESS

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

Practicum Selection Process (with tentative dates for 2017-2018):

- **October:** Developmental Feedback Request Forms due.
- **November:** Students will begin contacting approved sites for interviews.
- **December:** All interviewing must be completed.

- **December:** Sites will submit (preferably via email) to the Practicum and Internship Coordinator 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".
- **December:** Students will communicate to the Practicum and Internship Coordinator which of their placement offers they wish to accept.
- The Practicum and Internship Coordinator will work with any students left unplaced after **December 10** to see if they can be matched with any sites that still have openings.

Note: Receiving a practicum placement is dependent on the student successfully completing her/his Fall coursework and being deemed ready to proceed to internship by the program. In the rare instance where a student is not ready, the Practicum and Internship Coordinator 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.

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

See Appendices for current list of Practicum Placement Sites.

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.

Note: Although each 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 placements will be completed by the on-site supervisor and according to guidelines established by SUNY New Paltz

ADMISSION PROCESS

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 practicum or put on probation and a 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.

SELECTION PROCESS

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

Intern Selection Process (with tentative dates for 2017-2018):

- **February:** Students will begin contacting approved sites for interviews.
- **March:** Developmental Feedback Request Forms due.
- **March:** All interviewing must be completed.
- **April:** Sites will submit (preferably via email) to the Practicum and Internship Coordinator 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:** Students will communicate to the Practicum and Internship Coordinator which of their placement offers they wish to accept.
- The Practicum and Internship Coordinator 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 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.

See Appendices for current list of Internship Placement Sites.

SUPPLEMENTARY EDUCATIONAL EXPERIENCES

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, Director of the Counseling Program, 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. <https://www.newpaltz.edu/media/registrar/38-031%20independent%20study.fill.EXT.pdf>

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

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.

For additional information about completing a thesis, please visit the Psychology Department website: <https://www.newpaltz.edu/psychology/graduate/thesis.html>

Guidelines for submitting a thesis to the library:
<https://library.newpaltz.edu/policies/masters.html>

EVALUATION AND RETENTION POLICY

OVERVIEW

The American Counseling Association (ACA) Code of Ethics and Standards (2014) states that “Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor educators do the following: (1) assist students in securing remedial assistance when needed, (2) seek professional consultation and document their decision to dismiss or refer students for assistance, and (3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.” (Section F.9.b).

The Counseling Graduate Program emphasizes professional, personal, and academic development as essential to counselor education. Students must not only (a) **excel academically**, but must also (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**.

The counseling faculty and clinical on-site supervisors will evaluate students based on these criteria throughout the program. 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 to probation, 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., probation, remediation, or dismissal from program).

EVALUATION PROCESS

Students are informally evaluated throughout the program on their: **(a) academic performance, (b) adherence to professional and ethical standards of the profession, (c) demonstration of counseling skills and competencies, and (d) attending to personal development as it influences the ability to work effectively and ethically as counselors**.

According to the ACA Code of Ethics (2014) “F.9.a. Evaluation of Students Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.”

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, in addition to academic performance, 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.

In addition, 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.

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".

ACADEMIC PERFORMANCE

- 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.
- No more than two grades below B- (2.67 on the 4.00 scale) will be permitted.
- Students must receive a grade of B or better in the following courses:
 - COU510 Counseling Theories,
 - COU515 Counseling Skills,
 - COU520 Career Counseling,
 - COU530 MHC Practicum or COU535 SC Practicum,
 - COU771/772 MHC Internship or COU781/782 SC Internship.
- 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.
- Students should refer to academic policies on incomplete grades, withdrawals, academic probation, and grade appeal procedures outlined in the Graduate School Catalog: https://www.newpaltz.edu/media/the-graduate-school/catalog/Academic%20Policies_9-22-16.pdf

A student in serious academic difficulty will receive a letter from the Dean of the Graduate School and should meet with his/her academic advisor. The student and advisor will develop a specific written plan to remedy the situation according to the Graduate School Policy. If the problem is serious, the student may be encouraged to withdraw from the program or take a leave of absence. If the student is forced to discontinue the program for academic difficulty, he/she must apply for reinstatement. Reinstatement is not automatic.

Students are encouraged to be proactive regarding academic difficulties by meeting with their academic advisor to develop a remediation plan.

PROFESSIONAL AND ETHICAL STANDARDS

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/>

CLINICAL PERFORMANCE

Students will be evaluated on their ability to demonstrate counseling skills and competencies throughout the program. In addition to informal evaluation in course activities such as role plays, mock sessions, case studies, etc., students will be evaluated on their ability to demonstrate specific counseling skill benchmarks in the following courses: COU515 Counseling Skills, COU530 MHC Practicum or COU535 SC Practicum, and COU771/771 MHC Internship or COU781/782 SC Internship. Students can be put on probation, receive remediation, or dismissed from the program when performance on the counseling benchmarks is deemed unsatisfactory.

Students are expected to gain skills and knowledge as they progress through their clinical work and to meet or exceed the minimum standard performance levels to allow for successive clinical placements. Students who do not meet minimum standards will not be allowed to advance in clinical placements.

- Students who fail a midterm or final evaluation during practicum or internship will be placed on probation.
- Students who fail a midterm or final evaluation during a probationary practicum or internship will not be allowed to continue in the clinical experience and will receive a failing grade for the course.

Students enrolled in clinical practicum and internship courses both on and off campus are expected to adhere to policies outlined in the Graduate Counseling Program Handbook.

PERSONAL DEVELOPMENT

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.

Students will be evaluated in twelve basic areas 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 the Appendices. 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.

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.

Some local therapist that we recommend:

Ashley Amell New Paltz, NY (845) 367-4954	Janine Prisco, LMHC New Paltz, NY (917) 746-5412	Wellness Embodied New Paltz, NY (845) 532-6064
Mark Balaban, PhD New Paltz, NY (845) 616-7898	Michael Reisner, LMHC New Paltz, NY (845) 450-0151	Caitlin Wells, Ph.D. New Paltz, NY (845) 532-3923
Elise Grant, LMHC New Paltz, NY (845) 901-7552	Brandon Roman, LMHC Kingston, NY (845) 863-4588	
Patti Knoblauch, Ph.D. Kingston, NY (845) 988-0321	Suse Volk, LMHC New Paltz, NY (845) 417-7188	

PROCEDURES FOR REVIEWING STUDENT COMPETENCY

**Note: These procedures are currently being updated revised. As soon as the new procedures are in place, they will be distributed to students.*

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 (*note: if the Director of the Counseling Program is the one completing the “Call for Student Professional Competency Evaluation”, another counseling faculty member will be nominated by the Counseling Faculty to serve in the Director’s role for these proceedings).
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. (*In the rare instance that three core counseling faculty members are not available to serve, affiliated faculty with appropriate counseling training may be nominated to serve on the Faculty Review Committee”).

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.

APPEAL PROCESS**

***Note: These procedures for reviewing student competency outlined below are used by the counseling faculty to evaluate (a) students' understanding of and adherence to professional and ethical behavior, (b) their demonstration of counseling 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 procedures evaluating students' academic performance.*

Graduate Academic Appeals "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."

Students who wish to appeal an academic policy or decision should use the Procedures for Requesting Graduate Academic Appeals put forth by The Graduate School which is described in detail in the Graduate Handbook:

https://www.newpaltz.edu/media/the-graduate-school/catalog/Academic%20Policies_9-22-16.pdf

Step 1: If the student does not agree with an individual faculty or counseling program's probation/remediation recommendation, the student may appeal the decision in a timely manner to the *counseling program director*, who will review and either uphold or revise the decision. The program director will inform the student, the committee, the department chair and the graduate dean of his/her decision regarding the student appeal in writing.

Step 2: If the student does not agree with the program director's decision, the student may appeal in a timely manner to the *department chair*. The department chair will examine 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 3: If the student does not agree with the psychology department chair's decision, the student may appeal in a timely manner 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 4: 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 in a timely manner 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.

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/media/the-graduate-school/catalog/grad_school_catalog_2014-2016_complete-2.27.17.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 postbaccalaureate 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 presuppose 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

Once a student receives his/her letter of matriculation from the Dean of the Graduate School, he/she should meet with the assigned advisor to complete a 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 neither undergraduate courses, nor graduate courses with a grade of F may be included 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.

<i>GPA</i>	<i>Academic Standing</i>	<i>Comments</i>
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 State University of New York at New Paltz complies with New York State Education Department regulations requiring that campuses have procedures in place for filing complaints and seeking resolution of perceived academic problems.

PURPOSE

The purpose of these policies is to facilitate the reconciliation of student complaints, including academic and nonacademic issues (e.g., student services, administrative concerns, or matters involving any form of discrimination). Grievances involving academic issues will be limited to final course grades and satisfactory completion of instructional program requirements.

STUDENT COMPLAINTS REGARDING ALLEGED SEXUAL ASSAULT, HARASSMENT, AND/OR DISCRIMINATION

If the complaint involves allegations of sexual assault or harassment, and/or discrimination based on race, sex, ethnicity, national origin, sexual orientation, religion, age, disability, or marital status, the student should use procedures administered through the Office of Compliance and Campus Climate, Haggerty Administration Building, Room 602A. Allegations of sexual assault, harassment, and/or discrimination should be reported immediately to the Office of Compliance and Campus Climate for confidential discussion.

STUDENT COMPLAINTS REGARDING NONACADEMIC ISSUES

If the complaint involves nonacademic issues, the student should follow the procedures set forth by the Department of Student Affairs and administered by the Dean of Students, Haggerty Administration Building, Room 702. However, students are encouraged to seek resolution of the perceived problem directly in the unit in question before initiating processes that are more formal.

STUDENT COMPLAINTS REGARDING ACADEMIC COMPETENCE AND/OR DISPOSITION

If the complaint involves failure of a course, placement/practicum, or suspension or dismissal from a program for reasons related to competence or disposition, the student should contact the department chair or coordinator of the program in which the course is offered. The chair or program coordinator will assist you regarding these kinds of grievances.

STUDENT GRADE APPEALS

The following procedures pertain to a student's grade appeal and reflect the College's commitment to a fair and prompt resolution of such appeals.

GRADE APPEAL PROCEDURES

The procedures begin with an informal process (see Step 1 below) and proceed to a formal process (see Steps 2-5 below) that includes hearings and investigations that are intended to render an impartial solution.

The student may only appeal a final course grade (i.e., the grade submitted by the instructor at the end of the course.) The grades on individual course assignments may, however, serve as the primary evidence for a grade appeal.

BASIS FOR STUDENT GRADE APPEALS

1. The student may not base a grade appeal on disagreement with the grading policy as established and published by the course instructor.
2. Only the final grade submitted by the course instructor at the conclusion of the course can be appealed. Grades on individual course assignments cannot be appealed separately in this process although demonstration of instructor's error on the grades for individual assignments may serve as the primary evidence for a successful appeal of the final course grade.
3. The student may base a grade appeal on the instructors' (a) failure to follow a published grading policy in calculating grades for the course as a whole or in calculating the grade for the complainant and/or (b) erroneous or unfair application of the published grading policy or standards in determining the complainant's grade in the course.

TIME LIMITS

At the informal level (Step 1), the student must file a grade appeal by the second week of the following semester. At the formal level (Steps 2), the grade appeal must be submitted to the department chair by the fifth week of the following semester.

GUIDANCE REGARDING DOCUMENTATION

The burden of proof in the grade appeal is always on the student. Therefore, the student must substantiate the grievance. Retention of all documentation from a course, including but not limited to the syllabus, tests, papers, and any other graded evaluations is strongly recommended.

GRIEVANCE RESOLUTION PROCESS

The grade appeal process includes the possibility of hearings at the Department, School, Graduate Dean/Graduate Council, and Provost levels.

It is imperative that the student recognizes the responsibility for taking the initiative in the appeal and for processing the appeal. It is the student's decision whether or not to proceed to each step of the process.

Step 1: A student grade appeal can be filed only if the student has first attempted to resolve the complaint informally with the instructor involved. As previously stated, the contact must be initiated by the second week of the following semester. If the instructor is not available, the student should contact the department chair for assistance in contacting the instructor. It sometimes is the case that instructors are not available after the spring semester ends and during the summer months.

If a satisfactory resolution of the problem is not achieved and the student wishes to initiate a formal grade appeal, the instructor must provide the student a signed acknowledgement stating that the consultation took place, and that the student's attempt to resolve the appeal was unsuccessful. If a student wishes to initiate a formal appeal, see Step 2.

Step 2: The student who is unable to achieve resolution with the instructor may initiate a formal grade appeal, with the department chair (by the fifth week of the semester), by preparing a written statement. If the chair is the party against whom the grade appeal is brought, the student may appeal at the dean's level (i.e., the dean of the School/College offering the course). The appeal to the chair (or dean if the chair is by-passed) should include:

- A statement of the case in detail, including the reasons the student believes the grade should be reconsidered.
- All information about the consultation with the instructor.
- All relevant supporting materials, which should be identified and listed in an appendix.

The department chair will notify the instructor of the student's decision and, if deemed necessary, will advise the instructor to prepare a written statement explaining his/her position on the case. In attempting to resolve the grievance, the chair may consult with the student, instructor, and program coordinator. The chair's response to the student must be made within ten days of the date of the student's appeal. It should briefly state the nature of the appeal and the reason for its approval or denial. If a satisfactory resolution of the problem is not achieved, the student may appeal at the dean's level (i.e., the dean of the School/College offering the course).

Step 3: The student who decides to appeal to the School/College dean must inform the department chair of the decision, and must file the appeal with the dean within two weeks of receiving the department chair's decision. The chair will notify the instructor of the student's decision and will forward to the dean any correspondence pertaining to the case, as deemed necessary. The documentation that the student submits to the dean includes those described in Step 2, along with the correspondence from the instructor and the department chair.

Upon receiving the student's grade appeal, the School/College dean or his/her designee will examine the documentation and determine whether a hearing is needed. If the dean/dean's designee finds that there are no valid grounds for the grade appeal, s/he will inform the student and the course instructor (with a copy to the chair) of the finding. However, if the dean/dean's designee finds valid grounds for the grade appeal, the dean/designee will notify the student, the chair, and the instructor that a hearing will be held. The student and instructor may seek the dean's/dean's designee permission to bring to the hearing witnesses to support their position. The dean/dean's designee will hold the hearing as quickly as possible.

If the dean/dean's designee finds that the student has not proven that the course grade should be changed, the instructor's grade will stand, and the student will be notified of the decision within one week of the hearing. However, if the dean/dean's designee finds grounds to uphold the appeal, the dean/dean's designee, in consultation with the course

instructor, will determine what the correct grade should be, and the dean/dean's designee will inform the student of the decision within two weeks of the hearing. The dean/dean's designee will require the course instructor to change the grade by submitting a grade change via my.newpaltz.edu. A record of this decision will be kept on file in the dean's office for six years.

Step 4: The student who is unable to achieve resolution at the School/College dean's level may appeal to the Dean of the Graduate School, and must inform the dean/dean's designee of the decision. The student must file the appeal with the Graduate Dean within two weeks of receiving the dean/dean's designee decision. The documentation that the student submits to the Graduate Dean includes those described in Step 2, along with the letters from the instructor, department chair, and School/College dean/dean's designee.

The Graduate Dean and Graduate Council will examine the documentation and determine whether a hearing is needed. If the Graduate Dean and Graduate Council find that there are no valid grounds for the grade appeal, the Graduate Dean will inform the student, course instructor, and School/College dean of the finding. However, if the Graduate Dean and Graduate Council find valid grounds for the grade appeal, the Graduate Dean will notify the student, instructor, chair, and dean that a hearing will be held. The student and instructor may seek the Graduate Dean's permission to bring to the hearing witnesses to support their position. The Graduate Dean and Graduate Council may also call witnesses. The Graduate Dean and Graduate Council will hold the hearing as quickly as possible. If the Dean and Graduate Council find that there are grounds to uphold the appeal, the Graduate Dean, in consultation with the course instructor and School/College dean will determine what the correct grade should be. The Graduate Dean will require the course instructor to change the grade by submitting a grade change via my.newpaltz.edu. The Graduate Dean will notify the student of the decision, copied to the instructor, chair, School/College dean, and Provost. A record of this decision will be kept on file in the Graduate School for six years

Step 5: The student who is unable to achieve resolution at the Graduate Dean/Graduate Council level may appeal to the Provost/Vice President for Academic Affairs. The student must inform the Graduate Dean of the decision to continue the appeal, and must file the appeal with the Provost/Vice President for Academic Affairs within two weeks of receiving the Graduate Dean's decision. The documentation that the student submits to the Provost/Vice President for Academic Affairs includes those described in Step 2, along with the letters from the instructor, department chair, School/College dean/dean's designee, and the Graduate Dean.

The Provost/Vice President for Academic Affairs or designee will examine the documentation and determine whether the appeal will be granted or denied. In deciding the appeal, the Provost/Vice President for Academic Affairs or designee may consult with one or more of the following: student, instructor, chair, dean, and/or Graduate Dean. The Provost will notify the student of the decision, copied to the instructor, chair, School/College dean, and Graduate dean. A record of this decision will be kept on file in the Provost's Office for six years.

The Provost/Vice President for Academic Affairs' decision on the student's grade appeal is final. In other words, there is no appeal of this decision beyond the Provost's Office or in the future—with one exception. Only new evidence on the student's or course instructor's part will reopen an appeal. Any subsequent request to reactivate the appeal must be brought within one calendar year of a decision by the Provost/Vice President for Academic Affairs and would be addressed to the School/College Dean's office.

If a student grade appeal submitted by a graduate student in his/her last semester is successful after the student graduated, the College Registrar is authorized to make any grade change to the student's final transcript as directed by the School/College dean. A student must file a grade appeal by the mid-point of the following semester or forfeit his or her right to appeal the grade.

CONFIDENTIALITY

All individuals involved with a grade appeal are required to maintain the confidentiality of the proceedings and of all materials presented.

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

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>

- A. 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.

GRADUATION

Step 1: The semester before graduation, students must file an Application for Master Degree or Certificate of Advanced Study with the Records and Registration Office. 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>

Step 2: Students must 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 will meet 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.

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/mhclhc.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>

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.

STUDENT SUPPORT SERVICES

OVERVIEW

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.

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>

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 (https://www.newpaltz.edu/psychology/graduate/counseling-graduate-program/counseling_forms.html). You will find these forms in the pages that follow:

- Descriptive Criteria for Professional Performance Review Policy Standards
- Developmental Feedback Form
- Call for Student Professional Competency Review
- Professional Counseling Competency Performance Evaluation
- 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)
- Supervisor Evaluation (Mental Health Counseling)
- Supervisor Evaluation (School Counseling)
- Understanding and Acknowledgement of Counseling Graduate Program Policies

LINKS TO IMPORTANT FORMS

The following are links to additional forms you may need while you are in the program.

- Deferral of Matriculation: https://www.newpaltz.edu/graduate/deferral_of_matriculation-f11.pdf
- Request for Change in Degree Plan of Study: http://www.newpaltz.edu/graduate/Request_for_Change_in_POS.pdf
- Practicum Application Form: <https://www.newpaltz.edu/media/psychology/graduate/Practicum%20Application%20Form-1.docx>
- Internship Application Form: <https://www.newpaltz.edu/media/psychology/graduate/Internship%20Application%20Form.docx>
- Graduation Application Form: <https://www.newpaltz.edu/media/psychology/graduate/Graduation%20Application%20Form.docx>
- Request for Graduate Credit Transfer: https://www.newpaltz.edu/graduate/grad_credit_trans_request-f10.pdf
- Request for Extension of Time: https://www.newpaltz.edu/graduate/Extension_of_Time_Request.pdf
- Request for Withdrawal/Leave of Absence: https://www.newpaltz.edu/media/registrar/loa_withdrawal.pdf
- Request for Graduate Academic Appeal: <https://www.newpaltz.edu/media/the-graduate-school/pdf/Student%20Appeal%20Policy.pdf>
- Independent Study: <http://www.newpaltz.edu/media/registrar/38-031%20independent%20study.fill.EXT.pdf>
- Graduate Thesis Request: <https://www.newpaltz.edu/media/psychology/graduate/gradthesisreq.pdf>
- Thesis Proposal Approval: <https://www.newpaltz.edu/media/psychology/graduate/ThesisApprovalForm.pdf>
- Report of Oral Comprehensive Exam (Thesis Defense): <https://www.newpaltz.edu/media/psychology/graduate/ReportOralCompExam.pdf>
- Electronic Thesis Approval: <http://library.newpaltz.edu/policies/EThesisFormRevisedoct2011.pdf>
- Library Instructions for Preparation of Theses: <http://lib.newpaltz.edu/policies/masters.html>
- Application for Master's Degree or Certificate of Advanced Study: <http://www.newpaltz.edu/acadadv/appformastersdegree.pdf>
- Certification Application Information (School Counseling): <http://www.newpaltz.edu/schoolfed/MS%20School%20Counseling.pdf>

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

(Continued on next page)

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

(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.)		
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.	Demonstrated some difficulty in understanding and effectively using assessment data in conceptualizing clients'/students' issues and in working with clients/students.	Demonstrated appropriate ability in understanding and effectively use assessment data in conceptualizing clients'/students' issues and in working with clients/students.
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.	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.	Exhibited an open and willing attitude towards exploring oneself as a racial/cultural being, including examining and understanding one's cultural values and biases.
Did not demonstrate an understanding of how one's cultural background and biases may affect the counseling process.	Demonstrated some difficulty in understanding how one's cultural background and biases may affect the counseling process.	Demonstrated an adequate understanding of how one's cultural background and biases may affect the counseling process.
Demonstrated inadequate ability to integrate relevant information regarding cultural and individual differences in human diversity into meaningful and coherent conceptualizations and interventions.	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.	Demonstrates adequate ability to integrate relevant information regarding cultural and individual differences in human diversity into meaningful and coherent conceptualizations and interventions.

12. Psychological Functioning and Self-Management

<p>Demonstrated ineffective ability to recognized 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>

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

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: _____
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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 <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

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: _____
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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:		

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. 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

**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

Access Inc.

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:

Linda Certo

lcerto@occupations.org

845-467-8658

Bard Counseling Services

Annandale-on-the-Hudson, NY

The internship offers a wide ranging experience and training delivering mental health counseling in a college environment. Counseling Services at Bard College provides a range of services including short-term and group counseling. The training experience includes supervised experience in: Individual counseling, crisis intervention, workshops, outreach programming, and group counseling.

Contact:

Larry Cerecedes, PhD

Assistant Director of Counseling Services

845-758-7433

lcereced@bard.edu

Children's Home of Poughkeepsie

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

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

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:

Helene Rell-Segreti, LMSW

Intern Coordinator
845-338-2562
hrell-segreti@institute.org

Oncology Support Program of the HealthAlliance of the Hudson Valley
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 / Ellenville
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

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:8454342080)

SUNY New Paltz Psychological Counseling Center
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

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>.