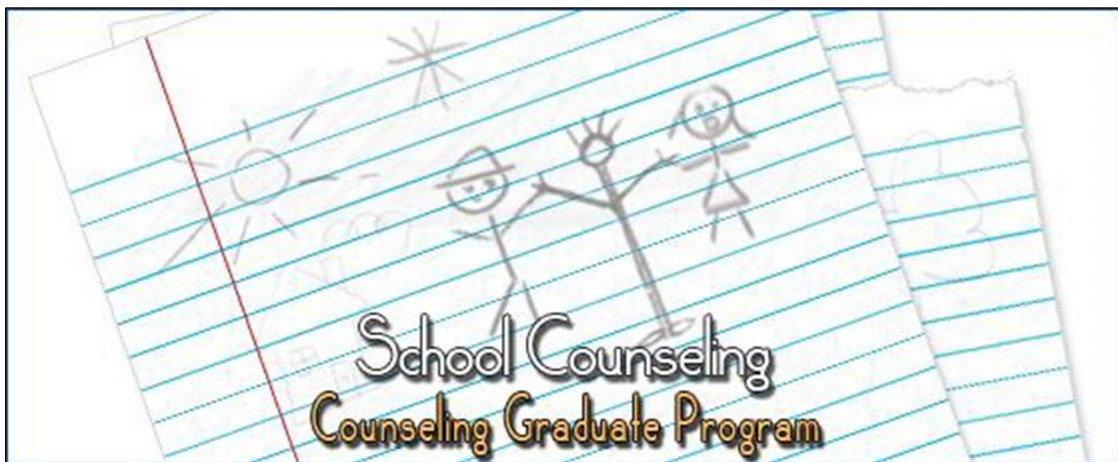




COUNSELOR EDUCATION PROGRAM STUDENT HANDBOOK 2019-2020



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INTRODUCTION

Welcome! This handbook will provide you with information you will need to navigate your way through the Counselor Education Program at SUNY New Paltz. We hope you find it useful. For most, the transition from being an undergraduate to be a graduate student/counselor-in-training 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 coursework tends 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, being a counselor-in-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

Melanie S. Hill, Ph.D.
Director, Counselor Education Program
Associate Professor, Psychology
State University of New York at New Paltz

COUNSELOR EDUCATION PROGRAM OVERVIEW

The Counselor Education Program offers the following:

- 1 . M.S. in Clinical Mental Health Counseling,
- 2 . M.S. in School Counseling, and
- 3 . Advanced Certificate in Clinical Mental Health Counseling.

DEGREE DESCRIPTIONS

CLINICAL MENTAL HEALTH COUNSELING

The Counselor Education Program offers a 60-credit Master of Science in Clinical 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: 293

SCHOOL COUNSELING

The Counselor Education 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 CLINICAL MENTAL HEALTH COUNSELING

The 24-credit** Advanced Certificate in Clinical 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 9-credit practicum/internship sequence (COU530, COU771, COU772), which includes more than 600 hours of supervised mental health counseling experience, plus 15 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

MISSION STATEMENT

The Counselor Education Program at SUNY New Paltz trains highly skilled clinical mental health counselors 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

CLINICAL MENTAL HEALTH COUNSELING MISSION STATEMENT

In addition to the criteria outlined in the general mission statement, the **mission of the Clinical 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

COUNSELOR EDUCATION FACULTY

DR. MELANIE HILL*

ASSOCIATE PROFESSOR, COUNSELOR EDUCATION PROGRAM DIRECTOR

OFFICE: WH 351; PHONE: (845) 257-3475; EMAIL: HILLM@NEWPALTZ.EDU

MS. COURTNEY EDWARDS

PRACTICUM & INTERNSHIP COORDINATOR

OFFICE: WH311; PHONE (845) 257-3554; EMAIL: EDWARDSC@NEWPALTZ.EDU

MR. DAVID BRIGHT

LECTURER

OFFICE: WH 112; PHONE (845) 257-2983; EMAIL: BRIGHTD@NEWPALTZ.EDU

DR. MICHAEL GAYLE

ASSOCIATE PROFESSOR

OFFICE: WH 208; PHONE (845) 257-3473; EMAIL: GAYLEM@NEWPALTZ.EDU

DR. JONATHAN RASKIN*

PROFESSOR, PSYCHOLOGY DEPARTMENT CHAIR

OFFICE: WH 362; PHONE (845)257-3471; EMAIL: RASKINJ@NEWPALTZ.EDU

DR. JONATHAN RUST*

ASSOCIATE PROFESSOR

OFFICE: WH 304; PHONE: (845)257-2373; EMAIL: RUSTJ@NEWPALTZ.EDU

DR. ADAM STEPHENS*

ASSISTANT PROFESSOR

OFFICE: WH 314; PHONE: (845)257-3177; EMAIL: STEPHENA@NEWPALTZ.EDU

(*Faculty with an asterisk next to their name meet the requirements of “core faculty” according to CACREP. For these requirements, please see <http://www.cacrep.org/wp-content/uploads/2017/05/Guiding-Principles-for-the-2016-Faculty-Standards.pdf>)

FACULTY AFFILIATED WITH THE COUNSELOR EDUCATION PROGRAM

DR. BOBBY BUI

LECTURER

OFFICE: WH 312; PHONE: (845)257-3421; EMAIL: BUIH@NEWPALTZ.EDU

DR. AMY NITZA

DIRECTOR, INSTITUTE FOR DISASTER MENTAL HEALTH

OFFICE: JFT214A; PHONE: (845)257-3479; EMAIL: NITZAA@NEWPALTZ.EDU

DR. KARLA VERMEULEN

ASSOCIATE PROFESSOR, DEPUTY DIRECTOR INSTITUTE FOR DISASTER MENTAL HEALTH

OFFICE: WH 316; PHONE: (845)257-2333; EMAIL: VERMEULK@NEWPALTZ.EDU

DR. GRETA WINOGRAD

ASSISTANT PROFESSOR

OFFICE: WH 308; PHONE: (845)257-2248; EMAIL: WINOGRAG@NEWPALTZ.EDU

ADMISSIONS REQUIREMENTS

STEPS FOR APPLYING

Applying for graduate study at the State University of New York at New Paltz is a simple process. The Office of Graduate and Extended Learning now accepts online applications. To apply using online, go to this site and follow the instructions: <https://www.newpaltz.edu/graduate/admissions/apply-now/>

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 Counselor Education Program only admits students into the MS in Clinical Mental Health Counseling and MS in School Counseling for the fall semester. Application review begins February 1 and continues until the cohort is full. For best chance of fall admission, applications should be submitted by February 1. Applications received after February 1 will only be reviewed if openings in the fall class remain.

The Counselor Education Program admits students into the Advanced Certificate in Clinical Mental Health Counseling for both the fall and spring semesters. The deadline for fall is February 1 and the deadline for spring admission is November 1. To be considered for admission, applications must be received by these dates.

M.S. IN CLINICAL 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 Clinical 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.

ADVANCED CERTIFICATE IN CLINICAL 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 Clinical 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
 - COU575 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 **mandatory** New Student Orientation that is held every August. 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 counselor education faculty in their program area. Students should meet regularly with their advisers as they progress through the Counselor Education 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 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/her Adviser, the Director of the Counselor Education Program, and the Assistant VP for Graduate and Extended Learning.

During their first semester the program, students should consult with their adviser 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 Study will prevent students from being cleared to graduate. Both Degree Plan of Study and Request for Change in Plan of Study forms can be obtained online at the Counselor Education Program website:

<https://www.newpaltz.edu/psychology/counseling-graduate/forms-attachments-and-program-materials/>

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

MY.NEWPALTZ.EDU, HAWKMAIL, & BLACKBOARD

My New Paltz- is the primary portal used to interact with numerous departments at SUNY New Paltz. It 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.

Hawkmail- is the primary email for students at SUNY New Paltz. New Paltz students are REQUIRED to check their campus email and to use it for ALL campus business.

Blackboard- When you log on to Blackboard (<http://www.blackboard.newpaltz.edu>), you will find links to each of your current classes, any campus organizations to which you belong, the Counselor Education 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.

For instructions on how to get started setting up these resources, visit this website:

<https://newpaltz.teamdynamix.com/TDClient/KB/ArticleDet?ID=57275>

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/>

REGISTRATION

Our Counselor Education Program operates from a cohort model in which students entering the program at the same time progress through the program together. We have found that this increases the sense of community and peer academic support among our students. Most of our students complete the 60-credit program in either 2 or 3 years. Prior to registering for classes you will need to decide which cohort you will be joining: the 2-year Plan or the 3-year Plan.

- We recommend the **3-year Plan** for those who work more than 20 hours per week at a job in addition to going to school, or who other responsibilities that require a significant amount of time.
- For those who work less than 20 hours per week and can commit to graduate studies full-time, the **2-year Plan** is doable.
- If you plan to complete the program in **more than 3-years**, please contact the Director of the Counselor Education Program Dr. Hill at hillm@newpaltz.edu.
- Please note, if your circumstances change, you will have the opportunity to change your plan at various points during your matriculation.
- **You will not be able to register for classes until you have chosen your Cohort Plan.**

In order to register, you must:

1. Submit your cohort plan to Susan Buckbee (buckbees@newpaltz.edu).
2. 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.
3. 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.

You will only be cleared to register for those classes in your cohort plan. Below are the fall classes for incoming Clinical Mental Health Counseling and School Counseling students. Registration for Advanced Certificate students will be done in consultation with the program Director, Dr. Hill.

2 Year Plan:

- COU501: Ethics & Professional Identity* (**Make sure you register for the appropriate section:** Sections 01 & 02- Clinical Mental Health Counseling; Section 03- School Counseling)
- COU510: Counseling Theories
- COU515: Counseling Skills
- COU520: Career Counseling and Development

3 Year Plan:

- COU501: Ethics & Professional Identity* (**Make sure you register for the appropriate section:** Sections 01 & 02- Clinical Mental Health Counseling; Section 03- School Counseling)
- COU510: Counseling Theories
- COU515: Counseling Skills

PURCHASING BOOKS ONLINE

The Counselor Education 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.

CLINICAL TRAINING SPACE

The Counselor Education Program has a clinical training space dedicated solely for the use of the Counselor Education Program. This counseling training space located in the basement of the Humanities Building next to the Speech-Language and Hearing Center.

The clinical training space contains:

- a **group therapy room** (HUM 20) and an **individual counseling room** (HUM 16) that can be used for class assigned role-plays. Each room is furnished with audio-visual equipment that students can use to record and share role-plays with Counselor Education Faculty via a secure web-based system.
- an **observation room** (HUM 18) with 2-way mirrors allowing live supervision into both the group therapy and individual counseling rooms.
- a locked **storage room** (HUM 17A & HUM 17B) dedicated to the Counselor Education program designed to hold confidential client files and training materials that you will need access.

Counselor Education students also have access to a **HIPAA compliant computer lab** (HUM 04). This computer lab will be shared with students enrolled in the Communication Disorders program. All case notes, case reports, transcripts and anything containing confidential client information should be done using this computer lab. Students should not have any client information on their personal cell phones, laptops or home computers. Further, documents containing confidential client information should not be saved on any computer outside of this computer lab.

Counselor Education students will be given access to each of these spaces via your SUNY New Paltz ID Card.

HIPAA TRAINING

All students in the Counselor Education Program need to complete a HIPAA training and sign a Confidentiality Agreement prior to beginning the Counselor Education Program. Students will not be granted access to the clinical training spaces until the HIPAA training has been completed and the Confidentiality Agreement has been submitted. **Signed Confidentiality Agreements should be submitted to Susan Buckbee (WH 319) by the first day of classes.**

The HIPAA Training and Confidentiality Agreement can be accessed via the Counselor Education Program website: <https://www.newpaltz.edu/psychology/counseling-graduate/forms-attachments-and-program-materials/>

VIA / LIVETEXT

Via by Watermark (formally called LiveText) is an e-portfolio and assessment system. **All students in the Counselor Education are required to obtain a Via membership.** All of the core courses in the Counselor Education Program will require the use of Via (potentially in addition to BlackBoard) for submitting class assignments. Via memberships can be purchased online at www.vialivetext.com using the directions below. This

one-time purchase, which is comparable in price to the cost of a textbook, lasts for seven years. Because your Via membership will last after program completion, you will be able to use your electronic portfolio in the job seeking process, setting you apart from other candidates.

As you progress through your program, you will find that Via allows you to work more efficiently, collaborate more easily with classmates, and stay organized. Other benefits include:

- Unlimited digital storage of files up to 1GB in size;
- Use of File Manager in Via to store and manage all of your external files in one convenient location – no more USB's or flash drives with Via's unlimited storage. Your work cannot be lost;
- Easy preparation of customized electronic portfolios to share with classmates, instructors, supervisors and potential employers, but privacy is yours until you wish to share your data with others;
- All-in-one-place portability of work among different classes and across semesters;
- An average cost of less than \$20 a year for a membership of up to 7 years;
- 24/7/365 access from any web-enabled browser.

Your Via Account

If you already have a LiveText account, you will already have a Via account. When you go to www.vialivetext.com to log in to Via, your LiveText account login and password will get you into Via.

If you do not have a LiveText or Via account, you will need to purchase one by following these steps:

1. Go to www.vialivetext.com and enter your SUNY New Paltz email address; use your SUNY New Paltz student ID number (your N number) for the password and click Log In.
2. If you have not already purchased a Via account (or a LiveText account), you will be prompted to pay for the account before you can continue.
3. Enter payment information. You may pay with a credit or debit card. American Express, Discover, Diners Club, MasterCard, or Visa.
4. The system will also ask you to change your password the first time you log in.
5. Account Activation completed.

Please make sure that you have registered for a Via account prior to the first day of class.

If you have any difficulty with getting your account set up, please contact the Watermark technical support desk at 800-311-5656. If you have any general questions about Via or would like additional information, feel free to contact Dr. Sunny R. Duerr at duerrs@newpaltz.edu, or at campus extension x2812.

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 Psychological Science and Counselor Education 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 MS Psychological Science graduate program and the MS Counselor Education Program. To apply for the position, submit a letter of interest and a resume to the 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 Counselor Education Programs Office of their interest. As with GSA positions, other job opportunities within in the Psychology Department are Student Temporary Service positions.

DIVERSITY FELLOWSHIPS

GOPW Tuition Waiver Program

The GOPW program provides a tuition waiver for former EOP/HEOP/SEEK students. The tuition waiver covers up to 9 credits of graduate tuition plus the college fee for each semester that the student is eligible for the award. To maintain eligibility, students must maintain a minimum 3.0 GPA and enroll in at least 9 graduate credits each term.

Sojourner Truth Diversity Fellowship (STF)

The Sojourner Truth Diversity Fellowship is open to applicants from all majors holding at least a 3.0 undergraduate GPA in pursuit of their initial master's degree, a US citizen or permanent resident, matriculated in a graduate program at New Paltz; and adequately meeting the diversity criteria set forth within the application.

For more information about these fellowships, visit the Office of Graduate and Extended Learning's Funding website: <https://www.newpaltz.edu/graduate/funding/>

SCHOLARSHIPS

The New York Mental Health Counselors Association offers a Scholarship Award to outstanding graduates of counseling-related programs. <http://www.nymhca.org/StudentScholarships.html>

The SUNY New Paltz Foundation also has scholarships, some of which may be appropriate for graduate students. <https://www.newpaltz.edu/financialaid/foundation.html>

The Office of Graduate and Extended Learning contains information about scholarships, fellowships, and support for graduate student research. <https://www.newpaltz.edu/graduate/funding/>

More generally, Financial Aid has information on scholarships and loans. <https://www.newpaltz.edu/financialaid/>

MANDATED TRAINING SESSIONS

Students in the Clinical Mental Health Counseling program need to complete the following mandated training sessions **prior to enrolling in Practicum**:

- Child Abuse Identification and Reporting

Students in the School Counseling program need to complete the following mandated training sessions **prior to enrolling in Practicum**:

- Child Abuse Identification and Reporting
- School Violence Prevention and Intervention
- DASA Training
- Health & Safety Education Training

CHILD ABUSE IDENTIFICATION AND REPORTING

Students in both the **Clinical 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/>. Enter the registration code NewPaltz9 for the same rate as on-campus. This code only works for SUNY New Paltz students.
- For more information the **on-campus workshop**, you can register for it at a discounted rate with your credit card at the beginning of every semester on our Certification Assistance webpage:

<https://www.newpaltz.edu/schoolofed/certification.html#Workshops>

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.

SCHOOL VIOLENCE PREVENTION

Students in the **School Counseling** degree program must complete a School Violence Prevention training **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/> 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 the **on-campus workshop**, you can register for it at a discounted rate with your credit card at the beginning of every semester on our Certification Assistance webpage: <https://www.newpaltz.edu/schoolofed/certification.html#Workshops>

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.

DASA (DIGNITY FOR ALL STUDENTS ACT TRAINING)

Students in the **School Counseling** program must complete the Dignity for All Students Act training (DASA) **prior to practicum**. Workshops will be offered:

- toward the end of each semester on-campus <http://www.newpaltz.edu/schoolofed/certification.html> and
- throughout the semester at our local BOCES Center for School Safety <http://www.ulsterboces.org/SchoolSafety.cfm?subpage=763>. Registration forms will be available the month prior to the workshop.
- For more information the on-campus workshop, you can register for it at a discounted rate with your credit card at the beginning of every semester on our Certification Assistance webpage: <https://www.newpaltz.edu/schoolofed/certification.html#Workshops>

Note: Fall on-campus workshops fill up quickly as they are less expensive. Make sure to register early!

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.

HEALTH & SAFETY EDUCATION TRAINING

According to New York State Education Department Law, candidates who are pursuing **School Counseling** certification must complete a training course in four different areas of Health & Safety Education: Fire and Arson Prevention; Child Abduction Prevention; Bicycle and Highway Safety; and Prevention of Alcohol and Drug Abuse.

In other words, if you are graduating from the school counseling program and we are recommending you to NYSED for certification, this training must appear on your NP transcript **prior to graduation**.

To comply with NYSED Law, we have created a 0-credit online training titled, **EDI095 “Training in Health & Safety Education.”** It is comprised of four video modules on Blackboard and each module is followed by a short 5 question quiz. Each quiz is worth 5 points. You must score at least 4 out of 5 points on each quiz to pass the training. If you do not achieve the required score the first time around, you can take the quizzes two more times. Also, the training is repeatable from one semester to the next if necessary.

EDI095 is listed under the schedule of classes under “EDI –Education Interdisciplinary.” The training will be offered every fall and spring semester [Note: for the spring semester, you will have until **March 1st** to complete the training modules and pass the quizzes; during the fall semester, the training end date will be October 1st]. **Please make special note of these deadlines.**

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 Counselor Education Program Clinical 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 Clinical Mental Health Counseling and School Counseling programs are not currently CACREP accredited, we are in the process of seeking accreditation.

CLINICAL MENTAL HEALTH COUNSELING CURRICULUM (60 Credits)

TWO-YEAR PLAN OF STUDY

	FALL	SPRING	SUMMER
Year 1	(12 CREDITS) COU501 Ethics & Prof. Iden in MHC COU510 Counseling Theories COU515 Counseling Skills COU520 Career Counseling	(12 CREDITS) COU505 Professional Roles in MHC COU540 Psychopathology COU545 Group Counseling PLUS one of the following: COU530 Practicum in MHC COU565 Disaster & Crisis Interventions	(6 CREDITS) COU570 Substance Use & Addictions PLUS one of the following: COU530 Practicum in MHC COU565 Disaster & Crisis Interventions
Year 2	(12 CREDITS) COU525 Multicultural Counseling COU575 Human Growth & Dev COU771 Internship in MHC I COU555 Assessment	(12 CREDITS) COU550 Couple & Family Counseling COU610 Research Meth & Prgm Eval COU772 Internship in MHC II COU Elective	(6 CREDITS) COU585 Contemp Issues COU585 Contemp Issues

THREE-YEAR PLAN OF STUDY

	FALL	SPRING	SUMMER
Year 1	(9 CREDITS) COU501 Ethics & Prof. Iden in MHC COU510 Counseling Theories COU515 Counseling Skills	(9 CREDITS) COU505 Professional Roles in MHC COU540 Psychopathology COU545 Group Dynamics & Counseling	(6 CREDITS) COU565 Disaster & Crisis Interventions COU570 Substance Use & Addictions
Year 2	(9 CREDITS) COU525 Multicultural Counseling COU575 Human Growth & Dev COU520 Career Counseling	(9 CREDITS) COU530 Practicum in MHC COU550 Couple & Family Counseling COU 610 Research Meth & Prgm Eval	(6 CREDITS) COU585 Contemporary Issues COU585 Contemporary Issues
Year 3	(6 credits) COU 771 Internship in MHC I COU 555 Assessment	(6 CREDITS) COU 772 Internship in MHC II COU Elective	

SCHOOL COUNSELING CURRICULUM (60 Credits)

TWO-YEAR PLAN OF STUDY

FALL		SPRING	SUMMER
Year 1	(12 CREDITS) COU502 Ethics & Prof. Iden in SC COU510 Counseling Theories COU515 Counseling Skills COU520 Career Counseling	(12 CREDITS) COU506 Professional Roles in SC COU535 Practicum in SC COU540 Psychopathology COU545 Group Counseling	(6 CREDITS) SPE565 Teach in Inclusive Classrooms COU565 Disaster & Crisis Interventions
Year 2	(12 CREDITS) COU525 Multicultural Counseling COU575 Human Growth & Dev COU781 Internship in SC I COU555 Assessment	(12 CREDITS) COU550 Couple & Family Counseling COU610 Research Meth & Prgm Eval COU782 Internship in SC II Elective	(6 CREDITS) COU570 Substance Use & Addictions COU585 Contemp Issues

THREE-YEAR PLAN OF STUDY

FALL		SPRING	SUMMER
Year 1	(9 CREDITS) COU502 Ethics & Prof. Iden in SC COU510 Counseling Theories COU515 Counseling Skills	(9 CREDITS) COU506 Professional Roles in SC COU540 Psychopathology COU545 Group Counseling	(6 CREDITS) SPE565 Teach in Inclusive Classrooms COU565 Disaster & Crisis Interventions
Year 2	(9 CREDITS) COU525 Multicultural Counseling COU575 Human Growth & Dev COU520 Career Counseling	(9 CREDITS) COU535 Practicum in SC COU550 Couple & Family Counseling COU610 Research Meth & Prgm Eval	(6 CREDITS) COU570 Substance Use & Addictions COU585 Contemp Issues
Year 3	(6 CREDITS) COU781 Internship in SC I COU555 Assessment	(6 CREDITS) COU782 Internship in SC II Elective	

ADVANCED CERTIFICATE CURRICULUM (24 CREDITS)

REQUIRED COURSES (9 CREDITS)

- COU 530 – Practicum in Mental Health Counseling
- COU 771 – Internship in Mental Health Counseling 1
- COU 772 – Internship in Mental Health Counseling 2

SUPPLEMENTARY COURSES (15 CREDITS; 9 CREDITS IF A SUNY NEW PALTZ M.S. IN SCHOOL COUNSELING GRADUATE)

5 supplementary courses based on advisement following transcript review. **NOTE:** SUNY New Paltz M.S. in School Counseling graduates only take 3 supplementary courses, based on advisement.

FALL ADMISSION

THREE SEMESTER PLAN OF STUDY

	SUMMER	FALL	SPRING
Year 1	(6 CREDITS) -COU530 Practicum in MHC -Supplementary course, based on advisement	(9 CREDITS) -COU771 Internship in MHC I -Supplementary course, based on advisement -Supplementary course, based on advisement	(9 CREDITS) -COU772 Internship in MHC II -Supplementary course, based on advisement -Supplementary course, based on advisement

SIX SEMESTER PLAN OF STUDY

	SUMMER	FALL	SPRING
Year 1	(3 CREDITS) -Supplementary course, based on advisement	(6 CREDITS) -Supplementary course, based on advisement -Supplementary course, based on advisement	(6 CREDITS) -COU530 Practicum in MHC -Supplementary course, based on advisement
Year 2	(3 CREDITS) -Supplementary course, based on advisement	(6 CREDITS) -COU771 Internship in MHC I	(3 CREDITS) -COU772 Internship in MHC II

SPRING ADMISSION

4 SEMESTER PLAN OF STUDY

SPRING	SUMMER	FALL	SPRING
Year 1 (6 CREDITS) -COU530 Practicum in MHC -Supplementary course, based on advisement	(6 CREDITS) -Supplementary course, based on advisement -Supplementary course, based on advisement	(6 CREDITS) -COU771 Intern in MHC I -Supplementary course, based on advisement	(6 CREDITS) -COU772 Intern in MHC II -Supplementary course, based on advisement

8 SEMESTER PLAN OF STUDY

SPRING	SUMMER	FALL
Year 1 (6 CREDITS) -Supplementary course, based on advisement -Supplementary course, based on advisement	(3 CREDITS) -Supplementary course, based on advisement	(6 CREDITS) -Supplementary course, based on advisement -Supplementary course, based on advisement
Year 2 (3 CREDITS) -COU530 Practicum in MHC	(3 CREDITS) -COU771 Internship in MHC I	(3 CREDITS) -COU772 Internship in MHC II

COURSES THAT MEET THE COUNSELING ELECTIVE REQUIREMENT

- COU585 Contemporary Issues in Counseling (repeatable; Summer)
- COU561 Evidence-Based Assessment & Treatment of Traumatic Stress (online; Spring)
- COU562 Assessment and Interventions with Children, Adolescents, and Families (online; summer)
- COU563 Assisting Veterans and First Responders (online; alternating spring, ending in odd number)
- COU566 Assisting Vulnerable Populations (online; alternating spring, ending in even number)
- COU567 Grief, Loss, and Bereavement (online; fall)

Additional Electives for School Counseling students:

- EDS546 Conflict Resolution in Education (Summer)
- EDS741 Social and Emotional Learning for Social Justice (alternating Summer, ending in even number)
- EDS581 Racism and Sexism in Education (Fall, Spring, Summer)
- EDS753 Leadership in Education and Human Service Settings (alternating Fall, ending in even number)

PRACTICUM AND INTERNSHIP

CLINICAL MENTAL HEALTH COUNSELING

OVERVIEW

Clinical 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.

PRACTICUM

REQUIREMENTS

1. **Duration:** during the Spring semester, January – May; OR during the Summer 10-week session.
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: “supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would **not** be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision” (CACREP 2019 Standards).
 - 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 minimum of a master's degree in mental health counseling or related field,
 - ii. relevant certifications and/or licenses
 - iii. a minimum of two years post-masters clinical experience,
 - iv. knowledge of the program's expectations, requirements, and evaluation procedures for students, and

- v. relevant training in counseling supervision.
 - 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.

ADMISSIONS PROCESS

Pre-requisites:

- Matriculated student in either the Clinical Mental Health Counseling or Advanced Certificate in Clinical Mental Health Counseling Program.
- Completion of the following courses with a minimum grade of a B:
 - COU501: Ethics & Professional Identity in Mental Health Counseling
 - COU510: Counseling Theories
 - COU515: Counseling Skills

Applying for practicum. Students who meet the prerequisite requirements and wish to begin practicum must submit a Practicum Application by the date listed below. At the mid-point and the end of the relevant 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.

Instructors will complete a “Midterm Feedback Form” which includes numerical ratings of student performance in these four areas, as well as written feedback. Counselor Education 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 file. 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.

Spring Practicum Selection Process (with tentative dates for 2019-2020):

- **September 9:** Practicum Information Meeting will be held.
- **September 16:** Spring Practicum Application due.
- **September 23:** Students will begin contacting approved sites for interviews.
- **October 25:** Midterm feedback provided; students informed regarding approval to proceed.
- **December 1:** All interviewing must be completed. Students will submit a list of the sites where they interviewed to the Practicum/Internship Coordinator (via email) with a ranking of preferred sites (ranked most to least preferred).
- **December 5:** Sites will submit (via email) to the Practicum/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 10:** Students will communicate (via email) to the Practicum/Internship Coordinator their acceptance of the placement offer or their choice if multiple offers are presented.
- The Practicum/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.

Summer Practicum Selection Process (with tentative dates for 2019-2020):

- **February 3:** Practicum/Internship Information Meeting will be held.
- **February 10:** Summer Practicum Application due.
- **February 17:** Students will begin contacting approved sites for interviews.
- **March 25:** Midterm feedback provided; students informed regarding approval to proceed.
- **April 1:** All interviewing must be completed. Students will submit a list of the sites where they interviewed to the Practicum/Internship Coordinator (via email) with a ranking of preferred sites (ranked most to least preferred).
- **April 5:** Sites will submit (via email) to the Practicum/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 10:** Students will communicate (via email) to the Practicum/Internship Coordinator their acceptance of the placement offer or their choice if multiple offers are presented.
- The Practicum/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 a practicum placement is dependent on the student successfully completing her/his 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.

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: “supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would **not** be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision” (CACREP 2019 Standards).
 - 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 minimum of a master’s degree in mental health counseling or related field,
 - ii. relevant certifications and/or licenses
 - iii. a minimum of two years post-masters clinical experience,
 - iv. knowledge of the program’s expectations, requirements, and evaluation procedures for students, and
 - v. relevant training in counseling supervision.
 - 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.

ADMISSIONS PROCESS

Pre-requisites:

- Matriculated student in either the Clinical Mental Health Counseling or Advanced Certificate in Clinical Mental Health Counseling Program.
- Completion of the following courses with a minimum grade of a B:
 - COU530: Foundations in Mental Health Counseling
- Currently enrolled in or have taken COU545 Group Counseling.

Applying for internship. Students who meet the prerequisite requirements and wish to begin internship must submit an Internship Application by the date listed below. At the midpoint and 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.

Instructors will complete a “Midterm Feedback Form” which includes numerical ratings of student performance in these four areas, as well as written feedback. Counselor Education 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 file. 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 2019-2020):

- **February 3:** Practicum/Internship Information Meeting will be held
- **February 10:** Internship Application due.
- **February 17:** Students will begin contacting approved sites for interviews.
- **March 25:** Midterm feedback provided; students informed regarding approval to proceed.
- **April 1:** All interviewing must be completed. Students will submit a list of the sites where they interviewed to the Practicum/Internship Coordinator (via email) with a ranking of preferred sites (ranked most to least preferred).
- **April 5:** Sites will submit (via email) to the Practicum/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 10:** Students will communicate (via email) to the Practicum/Internship Coordinator their acceptance of the placement offer or their choice if multiple offers are presented.
- The Practicum/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 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 built upon the tenets of the ASCA National Model. It prepares counselors-in-training to be elementary, middle, and high school counselors. School Counseling counselors-in-training complete intensive supervised practicum and internship experiences during which they actively work with students in school counseling settings. The counseling practicum and internship constitute the primary applied training experiences and involve accruing many hours of direct client contact under supervision of trained professionals. Counselors-in-training 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 first year. The experience is designed to provide the initial experience working with students. The internship begins the following year and involves an increase in the expectation for direct student contact and additional responsibilities. Both the practicum and internship experience carry with it the expectation of increasingly independent practice but under close supervision. To comply with New York State regulations, ***the practicum and internship need to be completed at different grade levels.***

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

REQUIREMENTS

1. **Duration:** during the Spring semester, January – May.
2. **Time:** School Counseling Practicum counselors-in-training 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: “supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would **not** be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision” (CACREP 2019 Standards).
 - 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. a minimum of a master’s degree in school counseling or related field,
 - ii. relevant certifications and/or licenses
 - iii. a minimum of two years post-masters school counseling experience,
 - iv. knowledge of the program’s expectations, requirements, and evaluation procedures for counselors-in-training, and
 - v. relevant training in counseling supervision.
 - 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:** counselors-in-training 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 counseling trainee 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-** Counseling trainees 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 counselors-in-training 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.

ADMISSIONS PROCESS

Pre-requisites:

- Matriculated student in School Counseling Program.
- Completion of the following courses with a minimum grade of a B:
 - COU502: Ethics & Professional Identity in School Counseling
 - COU510: Counseling Theories
 - COU515: Counseling Skills

Applying for practicum. Counselors-in-training who meet the prerequisite requirements and wish to begin practicum must submit a Practicum Application by the date listed below. At the midpoint and 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 counselors-in-training who have applied for entry into the practicum. Counselors-in-training are assessed in terms of their (a) academic performance, (b) professional development, (c) counseling skills, and personal development.

Instructors will complete a “Midterm Evaluation Form” which includes numerical ratings of student performance in these four areas, as well as written feedback. Counselor Education 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 file. 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 2019-2020):

- **September 9:** Practicum Information Meeting will be held
- **September 16:** Spring Practicum Application due along with Interview Portfolio (In a single PDF: Cover Letter, CV/Resume, transcripts *optional*, sample work *optional*).
- **September 23:** Practicum/Internship Coordinator will begin contacting approved sites for placements.
- **October 25:** Midterm feedback provided; students informed regarding approval to proceed.
- **Note:** *Students may be contacted by the Practicum/Internship Coordinator with requests for additional paperwork, information, etc. Depending on the site, students may be requested to interview. A timely response by students will assist in expediting the placement process.*
- **December 10:** Students will communicate (via email) to the Practicum/Internship Coordinator their acceptance of the placement offer or their choice if multiple offers are presented.
- The Practicum/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 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, counselors-in-training 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.

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: “supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation. The following would **not** be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision” (CACREP 2019 Standards).
 - b. If the counselor-in-training 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. a minimum of a master’s degree in school counseling or related field,
 - ii. relevant certifications and/or licenses
 - iii. a minimum of two years post-masters school counseling experience,
 - iv. knowledge of the program’s expectations, requirements, and evaluation procedures for counselors-in-training, and
 - v. relevant training in counseling supervision.
 - 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 counseling trainee at the middle and end of each semester. The program will provide forms for the supervisor evaluations.
4. **Audio/Video recording:** counselors-in-training 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. **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**- Counseling trainees are required to keep weekly and end of semester time logs, prepared by the counseling trainee and verified by their practicum on-site supervisor, that document direct contacts with clients and other activities attended by counselors-in-training 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.

ADMISSIONS PROCESS

Pre-requisites:

- matriculated student in the School Counseling Program.
- Completion of the following courses with a minimum grade of a B:
 - COU535: Practicum in School Counseling
- Currently enrolled in or have taken COU545 Group Counseling.

Applying for internship. Counselors-in-training who meet the prerequisite requirements and wish to begin internship must submit an Internship Application by the date listed below. At the midpoint and end of the relevant semester, the counseling core faculty, along with any other instructors teaching the core counseling courses, meet to review all counselors-in-training who have applied for entry into internship. Counselors-in-training are assessed in terms of their (a) academic performance, (b) professional development, (c) counseling skills, and (d) personal development.

Instructors will complete a “Midterm Evaluation Form” which includes numerical ratings of student performance in these four areas, as well as written feedback. Counselor Education Faculty Advisors will meet with their advisees to share and discuss the feedback on this form. Counselors-in-training are provided a copy of the form, another copy is placed in the student file. 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, counselors-in-training 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 counselors-in-training 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 counselors-in-training 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 2019-2020):

- **February 3:** Internship Information Meeting will be held
- **February 10:** Spring Practicum Application due along with Interview Portfolio (In a single PDF: Cover Letter, CV/Resume, transcripts *optional*, sample work *optional*).
- **February 13:** Practicum/Internship Coordinator will begin contacting approved sites for

placements.

- **March 25:** Midterm feedback provided; students informed regarding approval to proceed.
- **Note:** *Students may be contacted by the Practicum/Internship Coordinator with requests for additional paperwork, information, etc. Depending on the site, students may be requested to interview. A timely response by students will assist in expediting the placement process.*
- **April 10:** Students will communicate (via email) to the Practicum/Internship Coordinator their acceptance of the placement offer or their choice if multiple offers are presented.
- The Practicum/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 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.

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 Counselor Education Program emphasizes professional, personal, and academic development as essential to counselor education. Counselors-in-training 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 Counselor Education Faculty and clinical on-site supervisors will evaluate counselors-in-training 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. Counselors-in-training 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 counselors-in-training 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 counselors-in-training’ 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 CRITERIA

Students are formally and 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.

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 pre-requisite courses:
 - COU501 Ethics & Professional Identity,
 - COU510 Counseling Theories,
 - COU515 Counseling Skills,
 - COU545 Group Dynamics & 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 Office of Graduate and Extended Learning 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 Assistant Vice President of The Office of Graduate and Extended Learning 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 Office of Graduate and Extended Learning 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

Counselors-in-training in both the CMHC and SC programs will be required to demonstrate several core counseling skills throughout the program.

What Counseling Skills will be Assessed?

Counselors-in-training will be assessed on 12 core counseling skills and 10 counseling dispositions (see attached). While we expect continual demonstration of basic dispositions, counselors-in-training will be required to demonstrate more advanced counseling skills as they progress throughout the program. In other words, the counseling skills counselors-in-training will be required to demonstrate new and more sophisticated skills in COU530/535 compared to COU515.

How will Counseling Skills Be Assessed?

Depending on the course, counseling skills may be assessed in any of the following ways: in-class role-plays, out-of-class mock sessions, supervisor-verified transcripts, or audio/video taped sessions with clients/students. Counseling skills may be assessed by the course instructor as well as the on-site supervisor according to the following five-point Likert scale: 4 = Highly Developed, 3 = Well Developed, 2 = Developing, 1 = Continue Practice, 0 = Major Adjustments Needed.

Where will Counseling Skills Be Assessed?

While these core counseling skills may be assessed in many of the COU courses, they will be the foundational assessment in the following courses: COU515 Counseling Skills, COU530 CMHC Practicum, COU535 SC Practicum, COU771 CMHC Internship I, COU772 CMHC Internship II, COU781 SC Internship I and COU782 SC Internship II.

How often will Counseling Skills Be Assessed?

Counselors-in-training will be assessed at least twice a semester (mid-term and end of semester) on their counseling skills in the foundational assessment courses. In other courses, the number of and timing of counseling skills assessment will vary.

What Scores Do I Need to Achieve on the Counseling Skills Assessment to Pass?

For each required counseling skill and disposition, the benchmark (i.e., rubric rating that needs to be achieved) will vary depending on the class (see attached). In order to successfully pass a course, without being on probation, counselors-in-training must meet each of the required benchmarks for that course.

If the highest rubric rating a student earns on any required counseling skill, is the “**probation**” they will be placed on **probation**. Students on probation will be required to complete a remediation project to be determined by the Director of the Counselor Education Program. The remediation project may include things such as:

- A 2-3 page (double-spaced paper) describing the counseling micro-skill you are remediating (e.g., “supportive confrontation”), including the benefit to clients, instances in which it should be used, and how it can be used to facilitate the relationship between the counselor and client.
- A transcript in which you highlight at least 2 instances where they demonstrate the skill.

If, by the end of the semester, the highest rubric rating a student earns is “**unacceptable**” on any required counseling skill, they will be required to **repeat the course**.

(see appendix for list of skills and [benchmarks by course](#))

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.

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 Counselor Education 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 Counselor Education Faculty. Please see [Student Support Services](#) for therapist recommendations.

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.

EVALUATION PROCESS

Students are formally and 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 Counselor Education Faculty meet to formally to evaluate student fitness and performance at the midpoint of fall and spring semesters. In some cases, students will be evaluated at other points during the year as well. 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 "Midterm Evaluation Form".

Students will be evaluated using the following rubric:

- 4 = exceeds standards (A/A-)
- 3 = meets standards (B+/B)
- 2 = approaches standards (B-/C+/C)
- 1 = does not meet standards (D/F)

PROCEDURES FOR REVIEWING STUDENT COMPETENCY

MID-TERM EVALUATION PROCEDURES & PROGRAM PROBATION

- Students who receive a "2" in any of the areas for any course evaluated on their midterm evaluation (i.e., academics, counseling skills, professional development, personal development) will be placed on "program probation."

- Students are expected to attend to the areas of concerns and demonstrate improvement in order for the student to successfully progress in the program.
- Students on program probation will be reviewed at the midpoint and end of every semester until enough significant progress has been noted for them to be removed from probation. For those on probation for receiving a "2" in either (a) academic performance or (b) counseling skills, this may be as soon as the end point of the semester in which they were placed on probation.
- At the discretion of the Counselor Education Faculty, students who are on program probation may be required to devise a written plan that addresses the concerns raised in their evaluation. This written plan should include: goals and timeline by which the goals will be met.
- If there is not significant improvement made then a professional competency review process may be initiated. See section describing professional competency review for additional information.

Proceeding to Practicum & Internship-

- Students who receive a "2" or below in (a) COU pre-requisite courses, (b) counseling skills, (c) professional development, or (d) personal development, cannot proceed on to practicum or internship.
- Students who have applied for and been denied a practicum or internship twice will automatically be removed from the program.

PROFESSIONAL COMPETENCY REVIEW PROCEDURES

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 Counselor Education Program Director (*note: if the Director of the Counselor Education Program is the one completing the "Call for Student Professional Competency Evaluation", another Counselor Education Faculty member will be nominated by the Counselor Education Faculty to serve in the Director's role for these proceedings).
2. The Counselor Education Program Director will, within 2 weeks, designate a "Faculty Review Committee" consisting of three counseling Counselor Education 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 Counselor Education Program Director. (*In the rare instance that three Counselor Education Faculty members are not available to serve, affiliated faculty with appropriate counseling training may be nominated to serve on the Faculty Review Committee).
3. Once a Faculty Review Committee has been established, the Counselor Education Program Director will inform the student in writing that the Faculty Review Committee will be meeting (giving the student approximately two weeks' notice) and that the student's presence is required. This written notice will occur within a week of the Faculty Review Committee being established. 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. A notice of this meeting will also be provided to the Psychology Department Chair, the Dean of Liberal Arts & Sciences and the Assistant VP of Graduate and Extended Learning.
4. At the conclusion of the meeting, the Faculty Review Committee will 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**. (See information about remediation below)
 - c. The student should be **dismissed** from the program.
5. Within two weeks of making their decision, the Faculty Review Committee will inform the Counselor Education Program Director of their decision.
 6. Within two weeks of receiving the decision from the Faculty Review Committee, the Counselor Education Program Director will officially inform the student in writing of the committee's decision. A copy of this decision will also be provided to the Psychology Department Chair, the Dean of Liberal Arts & Sciences and the Assistant VP of Graduate and Extended Learning.
 7. If at any point the student does not agree with the Faculty Review Committee's decision and/or does not believe that the proper procedures for the review have been followed, the student may appeal to the decision (See Disposition Appeal Procedures described below).

Remediation

- The form of remediation is determined by the committee.
- 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.
- If the review committee and the Counselor Education 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 Counselor Education 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 Psychology Department Chair, the Dean of Liberal Arts & Sciences and the Assistant VP of Graduate and Extended Learning about whether (a) they believe the remediation has worked, (b) further remediation is required, or (c) 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 Counselor Education Faculty either implements additional remediation (returning the process to Step 2) or moves to dismiss the student from the program.
 4. If the Counselor Education Faculty chooses to dismiss the student from the program, the Counselor Education Faculty will reported this to the student, Psychology Department Chair, the Dean of Liberal Arts and Sciences and the Assistant VP of The Office of Graduate and Extended Learning in writing.
 5. If at any point the student does not agree with the Counselor Education Faculty's decision and/or does not believe that the proper procedures for the review have been followed, the student may appeal to the decision (See Disposition Appeal Procedures described below).

APPEALS PROCESS

GRADE/ACADEMIC APPEALS

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 Office of Graduate and Extended Learning which is described in detail in the Graduate Handbook: https://www.newpaltz.edu/media/the-graduate-school/catalog/Academic%20Policies_9-22-16.pdf

DISPOSITION APPEALS

Step 1: If either the student or the faculty member who initiated the call for competency process do not agree with the Counselor Education Program’s Professional Competency Committee’s decision, they may appeal the decision within two weeks to the *Counselor Education Program Director*. The *Counselor Education Program Director* will review and either uphold or reject the decision using the ACA Code of Ethics, ASCA Ethical Standards, the Counselor Education Program Policies (as described in the Counselor Education Student Handbook), Graduate and Extended Learning Policies, University-Wide Policies and any other relevant professional codes of ethics or standards. Within two weeks of receiving the appeal, the *Counselor Education Program Director* will simultaneously inform the student, the faculty initiator, the Professional Competency Committee, the Dean of Liberal Arts & Sciences, and the Assistant VP of Graduate and Extended Learning of his/her decision in writing regarding the student appeal. The student, the faculty initiator, and the Professional Competency Committee have the option to appeal the decision to the Dean of Liberal Arts & Sciences.

Step 2: If the student, faculty initiator, or the Professional Competency Committee do not agree with the Counselor Education Program Director’s decision, they may appeal within two weeks to the *Dean of Liberal Arts and Sciences*. The *Dean of Liberal Arts and Sciences* will review and either uphold or reject the decision using the ACA Code of Ethics, ASCA Ethical Standards, the Counselor Education Program Policies, Graduate and Extended Learning Policies, University-Wide Policies and any other relevant professional codes of ethics or standards. Within two weeks of receiving the appeal, the Dean of Liberal Arts and Sciences will simultaneously inform the student, the faculty initiator, the Professional Competency Committee, and the Counselor Education Program Director of his/her decision in writing regarding the student appeal. The student, the faculty initiator, and the Professional Competency Committee have the option to appeal the decision to the Assistant VP of the Office of Graduate and Extended Learning.

Step 3: If the student, faculty initiator, or the Professional Competency Committee do not agree with the Dean of Liberal Arts and Science’s decision, they may appeal within two weeks to the *Assistant VP of The Office of Graduate and Extended Learning*. The *Assistant VP of The Office of Graduate and Extended Learning* will review and either uphold or reject the decision using the ACA Code of Ethics, ASCA Ethical Standards, the Counselor Education Program Policies, Graduate and Extended Learning Policies, University-Wide Policies and any other relevant professional codes of ethics or standards. Within two weeks of receiving the appeal, the Assistant VP of The Office of Graduate and Extended Learning will simultaneously inform the student, the faculty initiator, the Professional Competency Committee, and the Counselor Education Program Director of his/her decision in writing regarding the student appeal. The student, the faculty initiator, and the Professional Competency

Committee have the option to appeal the decision to the Provost.

Step 4: If the student, faculty initiator, or the Professional Competency Committee do not agree with the Assistant VP of The Office of Graduate and Extended Learning, they may appeal within two weeks this decision to the *Provost*. The *Provost* will have the ultimate authority in rendering a judgment in cases presented to him/her through the above process. Within two weeks of receiving the appeal, the Provost will simultaneously inform the student, the faculty initiator, the Professional Competency Committee, and the Counselor Education Program Director of his/her decision in writing regarding the student appeal.

STUDENT EVALUATION OF THE 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.

THE OFFICE OF GRADUATE AND EXTENDED LEARNING ACADEMIC POLICIES AND PROCEDURES

The material in this section is adapted from the *Graduate Catalog*. For a more complete overview of The Office of Graduate and Extended Learning policies and procedures, see the *Graduate Catalog* at:

<https://www.newpaltz.edu/graduate/catalog.html>

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

Graduate studies at New Paltz 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 Office of Graduate and Extended Learning. 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 Office of Graduate and Extended Learning, 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 Office of Graduate and Extended Learning. 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 Office of Graduate and Extended Learning 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 Office of Graduate and Extended Learning 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 Office of Graduate and Extended Learning.

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 Office of Graduate and Extended Learning and must make appointments to meet with their academic advisor and the Dean of The Office of Graduate and Extended Learning. 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 Office of Graduate and Extended Learning. 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 Office of Graduate and Extended Learning and must make appointments to meet with their academic advisor and the Dean of The Office of Graduate and Extended Learning. 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.

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 Graduate and Extended Learning, 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.

The procedures begin with an informal process (see Step I 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, Assistant VP of Graduate and Extended Learning/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 Office of Graduate and Extended Learning and must inform the dean/dean's designee of the decision. The student must file the appeal with the Assistant VP of Graduate and Extended Learning within two weeks of receiving the dean/dean's designee decision. The documentation that the student submits to the Assistant VP of Graduate and Extended Learning includes those described in Step 2, along with the letters from the instructor, department chair, and School/College dean/dean's designee.

The Assistant VP of Graduate and Extended Learning and Graduate Council will examine the documentation and determine whether a hearing is needed. If the Assistant VP of Graduate and Extended Learning and Graduate Council find that there are no valid grounds for the grade appeal, the Assistant VP of Graduate and Extended Learning will inform the student, course instructor, and School/College dean of the finding. However, if the Assistant VP of Graduate and Extended Learning and Graduate Council find valid grounds for the grade appeal, the Assistant VP of Graduate and Extended Learning will notify the student, instructor, chair, and dean that a hearing will be held. The student and instructor may seek the Assistant VP of Graduate and Extended Learning's permission to bring to the hearing witnesses to support their position. The Assistant VP of Graduate and Extended Learning and Graduate Council may also call witnesses. The Assistant VP of Graduate and Extended Learning 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 Assistant VP of Graduate and Extended Learning, in consultation with the course instructor and School/College dean will determine what the correct grade should be. The Assistant VP of Graduate and Extended Learning will require the course instructor to change the grade by submitting a grade change via my.newpaltz.edu. The Assistant VP of Graduate and Extended Learning 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 Office of Graduate and Extended Learning for six years

Step 5: The student who is unable to achieve resolution at the Assistant VP of Graduate and Extended Learning/Graduate Council level may appeal to the Provost/Vice President for Academic Affairs. The student must inform the Assistant VP of Graduate and Extended Learning 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 Assistant VP of Graduate and Extended Learning'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 Assistant VP of Graduate and Extended Learning.

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 Assistant VP of Graduate and Extended Learning. The Provost will notify the student of the decision, copied to the instructor, chair, School/College dean, and Assistant VP of Graduate and Extended Learning. 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:

A	4.00	C	2.00
A-	3.67	C-	1.67
B+	3.33	D+	1.33
B	3.00	D	1.00
B-	2.67	D-	0.67
C+	2.33	F	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 Office of Graduate and Extended Learning 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 Office of Graduate and Extended Learning. 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 Office of Graduate and Extended Learning 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 Office of Graduate and Extended Learning 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 Office of Graduate and Extended Learning 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>

Transfer credits may be given after matriculation under special circumstances with permission of the Dean of The Office of Graduate and Extended Learning.

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 Office of Graduate and Extended Learning, 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 Office of Graduate and Extended Learning 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

The semester before graduation, students must:

- File an Application for Master’s Degree or Certificate of Advanced Study with the Records and Registration Office.
- Submit a Counselor Education Program Graduation Application along with an updated Degree Plan of Study. 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>
- 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. 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.

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 (see checklist <http://www.op.nysed.gov/prof/mhp/lmhcchecklist.pdf>):

- 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), **Note: Our program is registered with New York State so you do not need to complete Form 2INT.**
- 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. NBCC has a very helpful data base with requirements by state:

<https://www.nbcc.org/search/stateboarddirectory>

The Counselor Education Program area of the "Counselor Education 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 State.

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.

Mandated Trainings

- Child Abuse Identification Workshop
- SAVE/School Violence Prevention Workshop
- Dignity for All Students Act (DASA) Training
- Health and Safety Education Training

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 Counselor Education 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.

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 Counselor Education 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 Counselor Education Faculty.

Some local therapist that we recommend:

Mark Balaban, PhD
New Paltz, NY
(845) 616-7898

Janine Prisco, LMHC
New Paltz, NY
(917) 746-5412

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](tel:8458634588)

Patti Knoblauch, Ph.D.
Kingston, NY
(845) 988-0321

Suse Volk, LMHC
New Paltz, NY
(845) 417-7188

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 Office of Graduate and Extended Learning (<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
- Midterm Evaluation Form
- Call for Student Professional Competency Review
- Professional Counseling Competency Performance Evaluation
- Understanding and Acknowledgement of Counselor Education Program Policies
- Internship Sites- Clinical Mental Health Counseling & School Counseling

LINKS TO IMPORTANT FORMS

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

Counselor Education Program – Resources for Students

<https://www.newpaltz.edu/psychology/counseling-graduate/forms-attachments-and-program-materials/>

Contains:

- Degree Plans of Study
- Change in Plan of Study Form
- Practicum and Internship Application Forms
- Graduation Application Form
- Counselor Education Program Handbook
- Handbook Understanding and Acknowledgement Form

The Office of Graduate and Extended Learning- Student Forms

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

Contains:

- Address Change
- Application for Graduation
- Deferral of Matriculation
- Extension of Time
- Graduate Student Appeal
- Independent Study
- Leave of Absence/Withdrawal From College
- Name/SSN Change Form
- Parking Hang Tag Application
- Replace Course Grade Option
- TA/GA Forms
- Transfer Credit Request
- Transcript Request
- Waiver for Release of Information

APPENDIX

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

1. Openness to new ideas (1 = *closed* to 5 = *open*)

Was dogmatic about own perspective and ideas. Ignored or was defensive about constructive feedback.	Was amenable to discussion of perspectives other than own. Accepts constructive feedback without defensiveness.	Solicited others' opinions and perspectives about own work. Invited constructive feedback and demonstrated interest in others' perspectives.
Showed little or no evidence of incorporating constructive feedback received to change own behavior.	Some evidence of effort to incorporate relevant feedback received to change own behavior.	Showed strong evidence of incorporation of feedback received to change own behavior.

2. Flexibility (1 = *inflexible* to 5 = *flexible*)

Showed little or no effort to recognize changing demands in the professional & interpersonal environment.	Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate.	Showed accurate effort to recognize changing demands in the professional & interpersonal environment.
Showed little or no effort to flex own response to changing environmental demands.	Effort to flex own response to new environmental demands was evident but sometimes inaccurate.	Showed accurate effort to flex own response to changing environmental demands as needed.
Refused to flex own response to changing environmental demands despite knowledge of the need for change.	Flexed own response to changing environmental demands when directed to do so.	Independently monitored the environment for changing demands and flexed own response accordingly.
Was intolerant of unforeseeable or necessary changes in established schedule or protocol.	Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.	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.

3. Cooperativeness with others (1 = *uncooperative* to 5 = *cooperative*)

Showed little or no engagement in collaborative activities.	Engaged in collaborative activities but with minimum allowable input.	Worked actively toward reaching consensus in collaborative activities.
Undermined goal achievement in collaborative activities.	Accepted but rarely initiated compromise in collaborative activities.	Was willing to initiate compromise in order to reach group consensus.
Was unwilling to compromise in collaborative activities.	Was concerned mainly with own part in collaborative activities.	Showed concern for group as well as individual goals in collaborative activities.

4. Willingness to accept and use feedback (1 = *unwilling* to 5 = *willing*)

Discouraged feedback from others through defensiveness and anger.	Was generally receptive to supervisory feedback.	Invited feedback by direct request and positive acknowledgement when received.
Showed little or no evidence of incorporation of supervisory feedback received.	Showed some evidence of incorporating supervisory feedback into own views and behaviors.	Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.

(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.)

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

12. Psychological Functioning and Self-Management

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

COUNSELING SKILLS BENCHMARKS BY CLASS

Counseling Skill			COU515 Counseling Skills	COU530 CMHC Practicum/COU535 SC Practicum	COU771 CMHC Internship I/COU781 SC Internship I	COU772 CMCH Internship II/COU782 SC Internship II
1	Nonverbal Skills	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
2	Encouragers	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
3	Questions	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
4	Reflecting-Paraphrasing	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
5	Reflecting-Reflection of Feelings	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
6	Reflecting-Summarizing	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
7	Advanced Reflection (Meaning)	Benchmark	1 Continue Practice	2 Developing	3 Well Developed	3 Well Developed
		Probation	N/A	1 Continue Practice	2 Developing	N/A
		Unacceptable	0 Major Adjustments	0 Major Adjustments	1 Continue Practice	2 Developing
8	Confrontation	Benchmark	1 Continue Practice	2 Developing	3 Well Developed	3 Well Developed
		Probation	N/A	1 Continue Practice	2 Developing	N/A
		Unacceptable	0 Major Adjustments	0 Major Adjustments	1 Continue Practice	2 Developing
9	Goal Setting	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
10	Focus of Counseling	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed

		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
11	Facilitate Therapeutic Environment: Empathy & Caring	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
12	Facilitate Therapeutic Environment: Respect & Compassion	Benchmark	2 Developing	3 Well Developed	3 Well Developed	3 Well Developed
		Probation	1 Continue Practice	2 Developing	2 Developing	N/A
		Unacceptable	0 Major Adjustments	1 Continue Practice	1 Continue Practice	2 Developing
13	Case Conceptualization	Benchmark	1 Continue Practice	2 Developing	3 Well Developed	3 Well Developed
		Probation	N/A	1 Continue Practice	2 Developing	N/A
		Unacceptable	0 Major Adjustments	0 Major Adjustments	1 Continue Practice	2 Developing
14	Theory Application	Benchmark	1 Continue Practice	2 Developing	3 Well Developed	3 Well Developed
		Probation	N/A	1 Continue Practice	2 Developing	N/A
		Unacceptable	0 Major Adjustments	0 Major Adjustments	1 Continue Practice	2 Developing

MIDTERM EVALUATION FORM

Student: _____ Adviser: _____ Degree: _____ Semester: _____

Feedback to the student is from the entire Counselor Education faculty and based on these criteria (**Only whole numbers used**): **4 exceeds standard (A, A-) / 3 meets standard (B+, B) / 2 approaches standard (B-, C+) / 1 does not meet standard (C or below)**

Academic Performance:			
Class	Grade So Far	Standards (1-4) *see standards for each letter grade above	Comments

Professional Development:		
Class	Standards (1-4)	Comments

Personal Development:		
Class	Standards (1-4)	Comments

Counseling Skills:		
Class	Standards (1-4)	Comments

Additional Comments:	
Class	Comments:

Date: _____

PROFESSIONAL COUNSELING COMPETENCY PERFORMANCE EVALUATION

Professional Counseling Performance Evaluation Form

Rating Scale				
N- No Opportunity to Observe Does not meet criteria for program level	I- Inconsistently or minimally meets criteria for program level	D- 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

UNDERSTANDING AND ACKNOWLEDGEMENT OF COUNSELOR EDUCATION 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 Counselor Education 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 Office of Graduate and Extended Learning and the Counselor Education Program as outlined in the SUNY New Paltz Counselor Education Program Handbook and the SUNY New Paltz Graduate Catalog.

I further understand that the faculty of the SUNY New Paltz Counselor Education 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 Counselor Education 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 Counselor Education Program. I understand that my individual identity will not be revealed to the public as part of this research.

Signature _____

Date _____

Print name _____

CLINICAL MENTAL HEALTH COUNSELING PRACTICUM AND INTERNSHIP SITES

1. Access Supports for Living Inc.
 - a. Multiple PROS Sites throughout the Hudson Valley
 - b. Mobile Mental Health (Orange County)
2. Astor Children and Family Services
 - a. Article 31 Clinics – multiple Ulster and Dutchess County
 - b. Alternative Learning Center
 - c. Head Start
 - d. Partial Hospitalization Program
 - e. Family Therapy Support Services
 - f. *Other programs may be available*
3. Bard Counseling Services
4. Children’s Home of Poughkeepsie
5. Dutchess County Community College Counseling and Career Services
6. HealthAlliance: Broadway Campus
 - a. Psychiatric Emergency Department (Practicum Only)
7. HealthAlliance: Mary’s Avenue Campus
 - a. Adult Partial Hospitalization Program
 - b. Adolescent Partial Hospitalization Program
 - c. Inpatient Mental Health Unit (Internship Only)
 - d. Oncology Support Program (Practicum Only)
8. Institute for Family Health
 - a. Article 31 Clinic, Kingston
 - b. Article 28 Sites
9. Oncology Support Program of the HealthAlliance of the Hudson Valley
10. Orange Regional Medical Center Emergency Room
11. Step One
 - a. Highland
 - b. Ellenville
 - c. Northeast Center for Rehabilitation (Lake Katrine)
12. Sullivan Correctional Facility
13. Woodbourne Correctional Facility
14. SUNY New Paltz Psychological Counseling Center
15. The Arc of the Mid-Hudson
 - a. Article 16 Clinic: Ulster-Rehab Clinic

**This list is subject to change. Additional sites are pending, the approved list will be provided by the Practicum/Internship Coordinator when students are cleared to interview.*

SCHOOL COUNSELING PRACTICUM AND INTERNSHIP SITES

1. Arlington Central School District
2. Beacon City School District
3. Kingston City School District
4. New Paltz Central School District
5. Marlboro School District
6. Monticello School District
7. Onteora Central School District
8. Pine Plains School District
9. Port Jervis City School District
10. Rhinebeck Central School District
11. Rondout Valley Central School District
12. Somers Central School District
13. Wallkill Central School District
14. Wappingers Central School District

**This list is subject to change. Additional sites are pending, the approved list will be provided by the Practicum/Internship Coordinator.*