



Alfred University

***M.S.Ed./C.A.S. Mental Health and School
Counseling Programs
Alfred University***

Student Handbook

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This handbook is intended to serve as a guide for graduate students and faculty in the Graduate Programs in Mental Health and School Counseling at Alfred University.

The handbook contains information on Division procedures and regulations, but does not cover every possible situation. Consultation with the student's advisor, Division Chair, Program Director, or Dean of the School of Graduate and Continuing Studies (SGCS) is recommended for further clarification of any particular issue.

The program websites in Mental Health Counseling and School Counseling provide links to additional resources:

www.alfred.edu/academics/graduate-programs/mental-health-counseling.cfm

www.alfred.edu/academics/graduate-programs/school-counseling.cfm

This handbook provides information specific to the Masters Programs in Counseling and is to be read and understood by all students. The handbook provides information about:

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Alfred University

Alfred University is a private, non-sectarian, regional comprehensive university nestled in the Allegany foothills of southwestern New York State. Alfred University was founded in 1836 by liberal, independent thinkers who placed high value on education for all citizens. Alfred University is the oldest coeducational college in New York State and the second oldest coeducational college in the United States. It is one of the earliest nineteenth century colleges to have enrolled African American and Native American students.

Today, the University has retained and built upon the strong values of its founders, developing as an institution of national and international renown that is responsive to the needs of contemporary society while remaining consistent with the spirit of its origins. Alfred University has evolved into a complex institution offering a full range of programs in the liberal arts and sciences, art and design, engineering, business, education, student affairs, counseling, and school psychology. It is accredited by the Middle States Association of Colleges and Universities.

A striking feature of Alfred University is the fact that its diversity exists in a relatively small institution. Alfred serves approximately 1600 undergraduate and nearly 150 graduate students. This small size has allowed the University to maintain a strong sense of community. Alfred prides itself on offering a personalized education that features close relationships between faculty, staff, and students, fostering personal and intellectual growth.

The University comprises four privately endowed colleges, which are the College of Liberal Arts & Sciences, the Inamori School of Engineering, the College of Business, and the School of Graduate and Continuing Studies, and one statutory unit, The New York State College of Ceramics. Graduate programs are housed in both the private and public sectors of the university. The Division of Counseling and School Psychology is located in the School of Graduate and Continuing Studies.

The School of Graduate and Continuing Studies

The School of Graduate and Continuing Studies (SGCS) at Alfred University houses programs of excellence, preparing graduate students who are ready for leadership roles in the professions of education, student affairs, school counseling, clinical mental health counseling, school psychology, and public administration. Programs are designed to prepare students with the knowledge, skills, and applied experiences to be successful in today's complex world.

The members of the SGCS faculty are dedicated to the development of students as individuals and professionals. Many have significant professional and career experiences, which are combined with their passion for teaching to help guide students in their educational and professional paths. They get to know students in and out of the classroom as academic advisors, research sponsors and collaborators, and career mentors.

The Division of Counseling and School Psychology

The Division of Counseling and School Psychology provides graduate level programs in Mental Health Counseling, School Counseling, School Psychology, and College Student Development. Alfred's programs in both School and Mental Health Counseling are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The *Mental Health Counseling* program consists of 60 credit hours of coursework and supervised practicum and internship experiences leading to a Master of Science in Education and a Certificate of Advanced Study. Students gain applied experiences in the Child and Family Services Center on campus, as well as in various

mental health agencies in the community. The mental health program is registered as a Licensure Qualified Program in New York State and satisfies all the educational requirements for students to become Licensed Mental Health Counselors (LMHC).

The *School Counseling* program consists of 60 credit hours of coursework and supervised practicum and internship experiences in PK-12 schools leading to a Master of Science in Education and a Certificate of Advanced Study. Students will receive provisional certification as a New York State school counselor upon completion of the program and will have all coursework completed to become a New York State Permanently Certified School Counselor.

Mission Statement

Alfred University's graduate programs in Mental Health and School Counseling prepare individuals for counseling positions in elementary, middle and high schools, mental health agencies, hospitals, correctional facilities, and colleges and universities. Students acquire core knowledge and clinical skills that enable them to enter the profession of counseling. We faculty strive to create a rigorous scholarly and supportive atmosphere for students to develop intellectually with a deep sense of social consciousness and self-awareness. We value teaching, scholarship, and service, which contribute to the mission of Alfred University.

Program Goals

Alfred's counseling programs are committed to the personal and professional development of each student in the context of a sound theoretical background. One-on-one interaction between faculty members and students encourages the personal learning that is vital to the education of counselors. Students gain a strong knowledge base and they also develop personal maturity and strong interpersonal and organizational skills. The goals of Alfred University's Counseling Program grow out of the program's mission and are:

- To prepare counseling students in the acquisition of a comprehensive and scholarly knowledge base relevant to the profession of counseling.
- To prepare counseling students in the acquisition of professional knowledge, clinical skills and abilities in the areas of individual, group, and family interventions.
- To prepare counseling students to become competent, self-aware, and socially conscious in order to work in a variety of settings serving diverse populations.

COVID-19 Policies

Alfred University is committed to maintaining a safe learning environment for all students, faculty, and staff. We have all entered into a social compact to "Protect the Lux" and we must each do our part. Students are expected to:

- Complete the required daily health screening prior to attending their first class of the day. Students cannot attend class if they have not completed the screening.
- Wear an appropriate face mask/covering that covers their nose and mouth while in this classroom/studio/lab. **Students who are not properly wearing a face covering will not be allowed to enter the classroom.** Students who feel they cannot wear a face covering due to a documented health condition, should consult the Wellness Center regarding alternative options, prior to the beginning of class. Requests/needs will be considered on a case-by-case basis
- Practice social distancing (staying at least 6 feet) from others and follow assigned seating/working arrangements in all learning spaces.
- Follow all other PPE and social distancing guidelines as required by your instructor for specific studios, labs, performance and classroom spaces.

Effective August 24, 2020

If a student is required to quarantine during the semester, they must notify the instructor. The student should work with the instructor to develop a plan to receive the necessary course content, activities, and assessments to complete the course learning outcomes. If the student faces prolonged absence due to illness, they are advised to consult with instructor and advisor regarding course incomplete, withdrawal, or medical leave option.

Should the university move to an emergency closing due to COVID-19, or your instructor become ill, this course will move to fully online delivery and students will be expected to complete the course online.

Delivery Systems Used for Instruction

The Counseling program has a full-time cohort model that can be completed in two years with two summer courses, and a part-time cohort model for athletic graduate assistants and working professionals that can be completed in three years. In response to the COVID-19 pandemic, the program will adhere to the university's reopening plan, which prioritizes important safety measures, such as some classes temporarily being delivered in an hybrid or online format. When the above COVID-19 guidance is no longer in effect, the majority of courses are delivered through face-to-face classroom setting. When appropriate, a hybrid online/face-to-face approach is used. Courses are typically presented using a variety of instructional methods that include the use of lecture, seminar, training videos, experiential activities, tests, oral presentations and written assignments, video-recordings of practice, evaluation of field-experiences, and extensive personalized feedback. The counseling program utilizes the latest version of *Canvas Learning Management System* to assist in the delivery of instruction.

Core Curricular Experiences

Both the Mental Health and School Counseling programs are accredited under the 2009 standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). As such, each program is expected to provide specific core curricular experiences and evidence that program specific learning outcomes are met. Students will be expected to demonstrate specific professional knowledge, skills, and practices within their chosen discipline. The eight common core curricular areas are built into the programs' entire curriculum and are as follows:

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
 - a. history and philosophy of the counseling profession;
 - b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
 - c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
 - d. self-care strategies appropriate to the counselor role;
 - e. counseling supervision models, practices, and processes;
 - f. professional organizations, including membership benefits, activities, services to members, and current issues;

- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - h. the role and process of the professional counselor advocating on behalf of the profession;
 - i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
 - j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
2. **SOCIAL AND CULTURAL DIVERSITY**—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:
- a. multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
 - b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients;
 - c. theories of multicultural counseling, identity development, and social justice;
 - d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
 - e. counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
 - f. counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.
3. **HUMAN GROWTH AND DEVELOPMENT**—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:
- a. theories of individual and family development and transitions across the life span;
 - b. theories of learning and personality development, including current understandings about neurobiological behavior;
 - c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
 - d. theories and models of individual, cultural, couple, family, and community resilience;
 - e. a general framework for understanding exceptional abilities and strategies for differentiated interventions;
 - f. human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
 - g. theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
 - h. theories for facilitating optimal development and wellness over the life span.
4. **CAREER DEVELOPMENT**—studies that provide an understanding of career development and related life factors, including all of the following:
- a. career development theories and decision-making models;
 - b. career, avocational, educational, occupational and labor market information resources, and career information systems;
 - c. career development program planning, organization, implementation, administration, and evaluation;

- d. interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
 - e. career and educational planning, placement, follow-up, and evaluation;
 - f. assessment instruments and techniques relevant to career planning and decision making; and
 - g. career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.
5. **HELPING RELATIONSHIPS**—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
- a. an orientation to wellness and prevention as desired counseling goals;
 - b. counselor characteristics and behaviors that influence helping processes;
 - c. essential interviewing and counseling skills;
 - d. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
 - e. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
 - f. a general framework for understanding and practicing consultation; and
 - g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.
6. **GROUP WORK**—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:
- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
 - b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
 - c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
 - d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
 - e. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.
7. **ASSESSMENT**—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:
- a. historical perspectives concerning the nature and meaning of assessment;
 - b. basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
 - c. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
 - d. reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);

- e. validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
 - f. social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
 - g. ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.
8. **RESEARCH AND PROGRAM EVALUATION**—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:
- a. the importance of research in advancing the counseling profession;
 - b. research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
 - c. statistical methods used in conducting research and program evaluation;
 - d. principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
 - e. the use of research to inform evidence-based practice; and
 - f. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

Program Milestones

As students progress through the program semester by semester, there are various milestones that must be completed in addition to the coursework. They are as follows:

Full-time sequence	Part-time sequence
<p><i>Year One, Fall Semester:</i></p> <ul style="list-style-type: none"> • Admission to the program • New student orientation and advising • Pre-practicum workshops • End of semester progress monitoring <p><i>Year One, Spring Semester:</i></p> <ul style="list-style-type: none"> • Apply for Membership to Chi Sigma Iota • Practicum experience & performance evaluation • Chi Sigma Iota induction ceremony • End of semester progress monitoring • Qualifying exam • Advancement to Candidacy <p><i>Year Two, Fall Semester</i></p> <ul style="list-style-type: none"> • Internship I and Performance evaluation • Apply to take National Counselor Exam <p><i>Year Two, Spring Semester</i></p> <ul style="list-style-type: none"> • Students take Counselor Preparation and Comprehensive Examination (CPCE) • Student progress monitoring & post-CPCE Advising • Internship II and Performance evaluation • Exit interview • Commencement! • Post-commencement licensure/certification process 	<p><i>Year One, Fall Semester:</i></p> <ul style="list-style-type: none"> • Admission to the program • New student orientation and advising • End of semester progress monitoring <p><i>Year One, Spring Semester:</i></p> <ul style="list-style-type: none"> • End of semester progress monitoring <p><i>Year Two, Fall Semester:</i></p> <ul style="list-style-type: none"> • Pre-practicum workshops • End of semester progress monitoring <p><i>Year Two, Spring Semester:</i></p> <ul style="list-style-type: none"> • Apply for Membership to Chi Sigma Iota • Practicum experience & performance evaluation • Chi Sigma Iota induction ceremony • End of semester progress monitoring • Qualifying exam • Advancement to Candidacy <p><i>Year Three, Fall Semester:</i></p> <ul style="list-style-type: none"> • Internship I and Performance evaluation • Apply to take National Counselor Exam <p><i>Year Three, Spring Semester</i></p> <ul style="list-style-type: none"> • Students take Counselor Preparation and Comprehensive Examination (CPCE) • Student progress monitoring & post-CPCE Advising • Internship II and Performance evaluation • Exit interview • Commencement! • Post-commencement licensure/certification process

ADMISSION TO THE PROGRAM

Admission to the Counseling program is evaluated by the Admissions Committee on the basis of multiple criteria including: (1) grade point average of undergraduate coursework leading to the bachelor's degree; (2) scores on the Graduate Record Exam (if undergraduate cumulative GPA is below 3.0); (3) related course-work, employment, or volunteer experience; (4) the applicant's personal statement of purpose; (5) three letters of reference; and (6) an on-campus interview (or Zoom interview, depending on student location and status of campus) that involves at least two faculty members in order to assess each applicant's understanding of the program, career goals, potential success in forming effective and culturally relevant interpersonal relationships, aptitude for graduate-level study, and commitment to the professional and ethical foundations of counseling.

NEW STUDENT ORIENTATION

A graduate student orientation is conducted prior to the beginning of the first semester. The purpose of this orientation is to help make the transition to graduate student life more successful – students will have a chance to learn about campus resources, review this handbook, meet with their faculty advisor, and register for classes. During orientation, the faculty advisor will assist students in planning and successfully implementing their plan of study. Students are responsible for meeting with their academic advisor at least once per semester. Students will retain the same academic advisor throughout their degree program unless a change is recommended.

PRE-PRACTICUM WORKSHOPS

There are three pre-practicum workshops that students are required to attend. The purpose is for students to understand the entire process of preparing for and selecting a mental health or school counseling practicum site. Students will become acclimated to the different environments in which counseling occurs through a series of site visits to schools, mental health agencies, and/or college/university counseling centers. The workshop sequence culminates with the selection and confirmation of the site placement.

PRACTICUM AND INTERNSHIP EXPERIENCES

The Counseling program requires all students to complete a supervised counseling practicum and internship experience. The goal is to provide the student with a professional counseling experience under the close supervision of a qualified supervisor who can assist the student in refining professional skills, according to their level of development while still in a learning situation.

The practicum is a semester-long experience in which students work in a mental health facility or school district (depending on their program of study) and acquire 100 supervised total hours, 40 of which are direct service with clients/students. The practicum experience includes a separate experience in which students provide counseling at Alfred University's *Child and Family Services Center* under the supervision of program faculty.

The internship experience occurs over the course of two semesters (in a student's final year) in which students continue to work at their selected mental health facility or school district. The internship experience requires students to accumulate at least 600 total hours, 240 of which are direct service with clients/students.

In addition to performing at acceptable academic levels in the program, it is expected that students will demonstrate the ability to perform at acceptable levels during the practicum and internship experiences. At the

end of each experience, the site supervisor will provide a formal evaluation of the student's counseling performance. For more information, refer to the *Alfred University Practicum/Internship Handbook*.

STUDENT PROGRESS MONITORING

Counseling, in addition to academic excellence, requires self-understanding, interpersonal effectiveness, a commitment to helping others, and a commitment to continued personal growth and professional development. Students are expected to be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the American Counseling Association (ACA).

With this in mind, students will engage in a systematic review of their progress at least three times throughout the program, and more frequently if indicated. This review involves both written evaluation (See Appendix B for sample *Student Progress Monitoring* form) and a meeting with each student in which the core faculty take part. The purpose is to provide constructive feedback on student progress, including strengths and any areas in need of improvement. This is a formative process that encourages professional growth and development in relation to academic knowledge, clinical skills and abilities, and personal and professional development skills. This component is necessary to the development and functioning of counselors-in-training. In addition, the core faculty uses this process to solicit feedback from students in order to consider any programmatic changes.

Students having difficulty in demonstrating minimum counseling competencies (e.g., knowledge, skills, and professionalism) will be so informed during this feedback session and recommendations for remediation will be given. Remediation activities are focused on overcoming identified deficits. The duration of remediation activities and assessment of remediation outcome are based on the needs of the student. Failure to achieve counseling competencies following remediation efforts can result in students being dismissed from the program. Decisions such as these are made by the scholastic standards committee (see AU policy 402.2).

MEMBERSHIP TO CHI SIGMA IOTA

Chi Sigma Iota (CSI) is an international honor society that values academic and professional excellence in counseling. CSI promotes a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a health society by fostering wellness and human dignity. The mission of CSI is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

The Alpha Upsilon Xi (AUX) Chapter at Alfred University is an opportunity for students within the School Counseling and Mental Health Counseling programs to engage in professional advocacy, leadership, and community outreach. Most importantly, members of the AUX chapter will embed the counseling program in the local community through service projects and modeling wellness across the lifespan. Students are eligible to join CSI and the AUX chapter after completion of 12 graduate credits and maintaining a GPA of 3.5 or greater. For more questions about CSI (www.csi-net.org) please contact the Chapter Faculty Advisor Dr. Kevin Curtin.

QUALIFYING EXAM & ADVANCEMENT TO CANDIDACY

The satisfactory completion of a qualifying examination is a requirement for continuation in and graduation from the program. Therefore, all counseling students are required to take a qualifying exam upon successful completion of course requirements at the end of their first year (end of the second year for part-time students) as determined by program faculty. Student cannot proceed to internship until they pass this exam.

The exam is held over 2 mornings during the week following commencement. The purpose of this written examination is to evaluate students on their knowledge of applied professional skills. Two case study/essay type questions will require the application, integration and synthesis of any course material presented up until this point in the students' program. The core faculty of the Counseling program will develop the questions and appoint the readers.

Grading of the responses will be on a pass-fail basis, with two readers (blind to the identity of the students) for each question. In the event of a discrepancy in grading, a third reader will be appointed. Each question is graded separately, and the student will only have to retake the sections that were not passed. In the event of a marginal pass/fail response on any section of the examination, the student will be given a chance to clarify their response through a follow-up oral exam taken within four weeks of the original administration. A student must demonstrate proficiency for both questions within two attempts to pass the examination. Any student who fails a qualifying or comprehensive examination for the second time is dismissed from the graduate program (AU Graduate Academic Policy 402.4). Upon successful completion of the qualifying examination, students will advance to candidacy, indicating that they are qualified for internship and remaining coursework.

COMPREHENSIVE EXAMINATION

The Counseling Program at Alfred University utilizes the Counselor Preparation Comprehensive Examination (CPCE), a mandatory test taken by students at the beginning of the spring semester of their final year. The CPCE is designed to assess counseling students' knowledge across the eight core-curricular experiences and provide students with comparative feedback of their strengths and weaknesses. In addition, CPCE aggregate results allow the faculty to systematically evaluate the program and make needed adjustments. Dates of the examination will be announced in September of each year and registration information will be provided by the Counseling Program. The cost to take this exam is \$75.

Students should prepare for this exam as if they were studying for the National Counselor Exam (NCE). A list of study guides is available at www.nbcc.org. Once scores are posted, students should set up a meeting with their faculty advisor to review their exam results and to have an individual feedback session prior to graduation. Students who do not obtain an overall score above the program's cut off score, which is set at one standard deviation below the national mean for that administration, must take the exam a second time. You must meet with your faculty advisor prior to taking the exam a second time to review performance and develop a plan for improvement. Students must pass the exam in order to graduate from the program. Students are strongly encouraged to do their best on the CPCE as this will assist students in determining their strengths and weaknesses should they choose to take the National Counselor Exam.

In addition, the National Counselor Exam (NCE) is **not** part of the requirements for graduation. However, the Counseling Program at Alfred University administers it as an option for students. The NCE is one of the requirements leading to eligibility as a National Certified Counselor (NCC) as well as for licensure in many states (although not New York). The Program can administer the NCE at the end of the spring semester.

EXIT INTERVIEW

Prior to graduation, students will engage in an exit interview to provide feedback about specific aspects of the program they found beneficial and effective as well as areas that may need further attention or modification. This feedback is extremely beneficial to the counseling program and part of our systematic program evaluation.

COMMENCEMENT

Students must successfully complete all course and program requirements to be eligible to participate in the commencement ceremony. Candidates for the Master of Science in Education (MSEd) and Certificate of Advanced Study (CAS) are required to complete the *Application for Graduation* form at least 60 days prior to the graduation date. This form is also available at the Student Service Center. The full package of regalia can be ordered and purchased from the AU Bookstore and the actual order can be picked up the week of graduation.

POST-COMMENCEMENT LICENSURE/CERTIFICATION

Endorsement Policy. Consistent with the ACA Code of Ethics (2014) on endorsement (F.6.d), Alfred University's Counseling Program endorses for certification, licensure, employment or completion of the program only those students who are qualified for endorsement, which is made on the basis of demonstrated proficiency in the relevant credentialing or licensing area. Regardless of qualifications, the faculty does not endorse students whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

Mental Health Counselors. Alfred University's mental health counseling program is registered with New York State as a *Licensure Qualified Program*, which means that students will have completed all of the educational requirements to obtain their license as a Mental Health Counselor (LMHC). The licensing regulations require that individuals accumulate 3,000 post-graduate hours of experience (approximately 2 years), of which 1,500 are direct client contact, under the supervision of a licensed mental health practitioner and pass the *National Clinical Mental Health Counseling Exam*. Licensure standards, requirements, and application materials can be downloaded online at: <https://www.op.nysed.gov/professions-index/mental-health-practitioners>

School Counselors. Upon completion of the Master of Science degree in School Counseling, graduates are eligible for provisional certification as a School Counselor (K-12) in New York State. Permanent certification is awarded after two years of work experience. Further, your degree has reciprocity with most other states, meaning that your training will be accepted as meeting the training requirements for certification in those states. For further information and application requirements, visit the NYSED website at: <http://www.highered.nysed.gov/tcert/>

Curriculum

FULL-TIME SEQUENCE: CLINICAL MENTAL HEALTH COUNSELING

<i>First Year Courses</i>			
Fall	Credits	Spring	Credits
COUN 602 Professional and Ethical Foundations of Counseling	3	COUN 603 Foundations of Mental Health Counseling	3
COUN 606 Human Development	3	COUN 615 Psychopathology and Differential Diagnosis	3
COUN 636 Principles of Counseling	3	COUN 638 Advanced Counseling Theory and Practice	3
COUN 642 Multicultural Counseling	3	COUN 639 Group Counseling	3
		COUN 659 Practicum in Mental Health Counseling I	3
TOTAL	12	TOTAL	15

<i>Summer</i>	
COUN 652 Techniques of Family Therapy	3
COUN 605 Career Development and Life Planning	3
TOTAL	6

<i>Second Year Courses</i>			
Fall	Credits	Spring	Credits
COUN 663 Internship in Mental Health Counseling I	6	COUN 664 Internship in Mental Health Counseling II	6
COUN 641 Counseling Special Populations	3	COUN 628 Assessment in Mental Health Counseling	3
COUN 671 Research and Statistics	3	COUN 695 Topics in Counseling	3
COUN 626 Assessment in Counseling	3		
TOTAL	15	TOTAL	12

Program Total: 60 Credits

Students in the Clinical Mental Health Track will complete 100 total hours (40 of which are direct service hours) in *Practicum in Counseling*, at an approved mental health setting working with clients under the supervision of a licensed mental health clinician. Students also provide counseling at the Alfred University's *Child and Family Services Center* under the supervision of program faculty.

During *Internship in Mental Health Counseling I* and *Internship in Mental Health Counseling II*, students continue to spend time at an approved mental health setting working with clients under the supervision of a licensed mental health clinician. Over the course of a minimum of two internship semesters, students must accumulate at least 600 total hours and 240 direct service hours, distributed equivalently across both semesters.

Effective August 24, 2020

FULL-TIME SEQUENCE: SCHOOL COUNSELING

<i>First Year Courses</i>			
Fall	Credits	Spring	Credits
COUN 602 Professional and Ethical Foundations of Counseling	3	COUN 603 Foundations of Mental Health Counseling	3
COUN 606 Human Development	3	COUN 615 Psychopathology and Differential Diagnosis	3
COUN 636 Principles of Counseling	3	COUN 638 Advanced Counseling Theory and Practice	3
COUN 642 Multicultural Counseling	3	COUN 639 Group Counseling	3
		COUN 657 Practicum in School Counseling I	3
TOTAL	12	TOTAL	15

<i>Summer</i>	
COUN 652 Techniques of Family Therapy	3
COUN 605 Career Development and Life Planning	3
TOTAL	6

<i>Second Year Courses</i>			
Fall	Credits	Spring	Credits
COUN 663 Internship in Mental Health Counseling I	6	COUN 664 Internship in Mental Health Counseling II	6
COUN 641 Counseling Special Populations	3	COUN 628 Assessment in Mental Health Counseling	3
COUN 671 Research and Statistics	3	COUN 695 Topics in Counseling	3
COUN 626 Assessment in Counseling	3		
TOTAL	15	TOTAL	12

Program Total: 60 Credits

Students in the School Counseling Track will complete 100 total hours (40 of which are direct service hours) in *Practicum in Counseling* at a selected school working with students under the supervision of a permanently certified school counselor. Students also provide counseling at the Alfred University's *Child and Family Services Center* under the supervision of program faculty.

During *Internship in School Counseling I* and *Internship in School Counseling II*, students continue at a selected school working with students under the supervision of a permanently certified school counselor. Over the course of a minimum of two internship semesters, students must accumulate at least 600 total hours and 240 direct service hours, distributed equivalently across both semesters.

PART-TIME SEQUENCE: CLINICAL MENTAL HEALTH COUNSELING

First Year Courses			
Fall	Credits	Spring	Credits
COUN 602 Professional and Ethical Foundations of Counseling	3	COUN 615 Psychopathology and Differential Diagnosis	3
COUN 606 Human Development	3	COUN 638 Advanced Counseling Theory and Practice	3
COUN 636 Principles of Counseling	3	COUN 639 Group Counseling	3
TOTAL	9	TOTAL	9

Summer Courses	
COUN 605 Career Development and Life Planning	3
COUN 652 Techniques of Family Therapy	3
TOTAL	6

Second Year Courses			
Fall	Credits	Spring	Credits
COUN 626 Assessment in Counseling	3	COUN 603 Foundations of Mental Health Counseling	3
COUN 642 Multicultural Counseling	3	COUN 659 Practicum in Mental Health Counseling I	3
COUN 671 Research and Statistics	3	COUN 695 Topics in Counseling	3
TOTAL	9	TOTAL	9

Third Year Courses			
Fall	Credits	Spring	Credits
COUN 663 Internship in MH Counseling I	6	COUN 664 Internship in Mental Health Counseling II	6
COUN 641 Counseling Special Populations	3	COUN 628 Assessment in Mental Health Counseling	3
TOTAL	9	TOTAL	9

Program Total: 60 Credits

Students in the Clinical Mental Health Track will complete 100 total hours (40 of which are direct service hours) in *Practicum in Counseling*, at an approved mental health setting working with clients under the supervision of a licensed mental health clinician. Students also provide counseling at the Alfred University's *Child and Family Services Center* under the supervision of program faculty.

During *Internship in Mental Health Counseling I* and *Internship in Mental Health Counseling II*, students continue to spend time at an approved mental health setting working with clients under the supervision of a licensed mental health clinician. Over the course of a minimum of two internship semesters, students must accumulate at least 600 total hours and 240 direct service hours, distributed equivalently across both semesters.

PART-TIME SEQUENCE: SCHOOL COUNSELING

<i>First Year Courses</i>			
Fall	Credits	Spring	Credits
COUN 602 Professional and Ethical Foundations of Counseling	3	COUN 616 Mental Health, Exceptionality, and Disability	3
COUN 606 Human Development	3	COUN 638 Advanced Counseling Theory and Practice	3
COUN 636 Principles of Counseling	3	COUN 639 Group Counseling	3
TOTAL	9	TOTAL	9

<i>Summer Courses</i>		Credits
COUN 652 Techniques of Family Therapy		3
COUN 605 Career Development and Life Planning		3
TOTAL		6

<i>Second Year Courses</i>			
Fall	Credits	Spring	Credits
COUN 626 Assessment in Counseling	3	COUN 604 Foundations of School Counseling	3
COUN 642 Multicultural Counseling	3	COUN 657 Practicum in School Counseling I	3
COUN 671 Research and Statistics	3	COUN 681 College Counseling and Advising	3
TOTAL	9	TOTAL	9

<i>Third Year Courses</i>			
Fall	Credits	Spring	Credits
COUN 668 Internship in School Counseling I	6	COUN 670 Internship in School Counseling II	6
COUN 646 Consultation and Prevention	3	COUN 649 Evidence-Based Interventions in Schools	3
TOTAL	9	TOTAL	9

Program Total: 60 Credits

Students in the Clinical Mental Health Track will complete 100 total hours (40 of which are direct service hours) in *Practicum in Counseling*, at an approved mental health setting working with clients under the supervision of a licensed mental health clinician. Students also provide counseling at the Alfred University's *Child and Family Services Center* under the supervision of program faculty.

During *Internship in Mental Health Counseling I* and *Internship in Mental Health Counseling II*, students continue to spend time at an approved mental health setting working with clients under the supervision of a licensed mental health clinician. Over the course of a minimum of two internship semesters, students must accumulate at least 600 total hours and 240 direct service hours, distributed equivalently across both semesters.

Effective August 24, 2020

Program Faculty

Core Faculty

J. Stephen Byrne, Psy.D., Marywood University; Associate Professor of Counseling; Program Director; Practicum and Internship Coordinator; Licensed Psychologist; *Specialty areas*: Personality; assessment; Basic principles of counseling; Advanced theories; Trauma-informed interventions.

Kevin A. Curtin, Ph.D., LMHC, CGP, ACS George Washington University; Division Chair; Associate Professor of Counseling; New York State Permanently Certified School Counselor; *Specialty Areas*: Counseling ethics; Family therapy; Group Psychotherapy; Disaster Mental Health.

Angeline A. Felber, Ph.D, NCC The Pennsylvania State University; Assistant Professor; Co-chapter faculty advisor Alpha Upsilon Xi; Certified School Counselor (PA); *Specialty Areas*: Child and Adolescent Counseling; Human Development; School-based Behavioral Health; Supervision.

Affiliate Faculty

Andrea Burch, Psy.D., Alfred University; Assistant Professor of School Psychology; Licensed Psychologist; Certified School Psychologist. *Specialty areas*: Postsecondary transition; Exceptionality and disability.

Bradford Daly, Ph.D. SUNY Buffalo; Assistant Professor of School Psychology; Nationally Certified School Psychologist; NY State Certified School Psychologist. *Specialty areas*: individual and systems consultation; implementation science, and educational assessment.

Adjunct Faculty

Renae Carapella-Johnson, LMHC, NCC; Mental Health Counselor, Ray of Light Counseling and Consulting; *Specialty Areas*: Trauma-informed interventions; suicide prevention and post-vention; crisis-intervention.

Jaime Castillo, PhD, LMHC; Mental Health Therapist at the Rochester Institute of Technology; *Specialty Areas*: Research and program evaluation; Mental Health Assessment.

Sarah Eggleston, M.S.Ed; School Counselor, Arkport Central School District; *Specialty Areas*: Foundations of School Counseling; College and Career Readiness.

Libby Tsibulsky, LMHC; Counselor, Health and Wellness Services at Alfred State College; *Specialty Areas*: Psychopathology and differential diagnosis.

Emma Wilson, MEd, NCC; Clinical Therapist Steuben County Mental Health; *Specialty Areas*: Basic principles of counseling; community mental health foundations.

Professional Organizations

Students are required to join the American Counseling Association (ACA) in order to begin to establish their professional counseling identity as well as obtain student liability insurance necessary for their practicum/internship experiences. There are a number of other professional counseling organizations relevant to the field of Professional Counseling and which provide numerous professional development opportunities. Students receive significant discounts on membership rates.

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|-------------------------------------------------|----------------------------------------------------------------------|
| • American Counseling Association | www.counseling.org |
| • American School Counselor Association | www.schoolcounselor.org |
| • American Mental Health Counselors Association | www.amhca.org |
| • New York State School Counselor Association | www.nyssca.org |
| • New York Mental Health Counseling Association | nymhca.org |
| • National Board of Certified Counselors | www.nbcc.org |
| • Chi Sigma Iota | www.csi-net.org |

Policies and Procedures

The complete statement of Alfred University policies and guidelines may be found by going to the University website at: <https://my.alfred.edu/policies/>. Graduate academic policies can be found at: <https://my.alfred.edu/academic-regulations/graduate.cfm>

Graduate Assistantships

There are three types of assistantships that all full-time graduate students may choose to acquire: 1) General graduate assistantships; 2) Enhanced graduate assistantships; 3) Athletic graduate assistantships.

All full-time graduate students throughout the university are granted a **general graduate assistantship**, which requires the student to work 5 hours per week each semester for a professor or university division. This assistantship reduces the tuition cost by \$3,000, which is applied towards the balance of the student's tuition. Students are responsible to the faculty or staff member to whom they are assigned.

Full-time students may instead choose to apply for an **enhanced graduate assistantship** through the Division of Student Experience, as a Residence Hall Director, Weekend Supervisor, or Assistant Coordinator of Leadership Programming. In exchange for working 20 hours per week, this assistantship covers 50% of tuition costs and provides the graduate student with a stipend. Some enhanced assistantships provide a furnished on-campus apartment and full meal plan when the University is in session. For more information please contact the directors of Residence Life, Center for Student Involvement, and/or the Judson Leadership Center.

Finally, students interested in the part-time program may apply for an **athletic graduate assistantship**, which fully covers a maximum of 18 credits of tuition per academic year (see the part-time sequence) and provides a stipend in exchange for working 20 hours per week as an assistant coach, athletic trainer, or facilities manager. For more information please contact the Director of Athletics.

Formal written evaluation of the graduate assistant's performance is conducted at the end of each semester. Continuation of the assistantship is dependent upon satisfactory performance of assistantship duties, as well as satisfactory academic progress in the program. It is the student's responsibility to discuss any problems they are having in completing their hours with either their advisor or the assistantship coordinator. The assistantship can be revoked at any time for lack of adequate performance of assistantship responsibilities.

Additional Information:

- Graduate assistants must submit and have their hours approved by their supervisor on a regular basis.
- Graduate assistants will get emails from the Assistantship Coordinator about the process of submitting hours worked.

In addition to the work requirements of the graduate assistantship, graduate-level education can be very demanding and time-consuming. In order to support your success in the program, students must consult with the Division Chairperson if they wish to gain additional employment within or outside the University.

Scholastic Standards

All graduate programs follow the general academic policies for Alfred University graduate students as set forth by the Graduate Council and published in the graduate catalogue and academic policies of the AU website. Each program bears responsibility for setting standards for satisfactory progress of students, according to the program learning goals and professional standards for their respective fields. *The Counseling and School Psychology Governing Committee* is responsible for conducting progress reviews for all students at the end of each semester and to make any decisions regarding a change in academic status. Students matriculated in graduate degree programs must meet academic and performance requirements established by each program.

Grades

Grades that students may receive in graduate courses are: A, B+, B, C, F, or I (Incomplete). The grading scale corresponds to expectations for graduate student performance, and is as follows:

Graduate Grades

A = 4.0	Exemplary
B+ = 3.5	Exceeds expectations
B = 3.0	Meets expectations
C = 2.0	Below expectations
F = 0.0	Failure

The Graduate School requires that the students maintain an index of 3.0 or better each semester and cumulatively. In addition, students are permitted to present no more than six credit hours at the grade of C or below. Once admitted, students can expect to continue attendance at the University so long as they (1) maintain satisfactory academic records and progress in the development of necessary professional, personal, and interpersonal characteristics, (2) meet their financial obligation to the University, and (3) do not seriously or persistently violate existing University regulations. Separation from the University will be made only after a review of the matter by the appropriate committee, and according to established University procedures. The Counseling and School Psychology Governing Committee (CSPGC) reviews each student's record each semester. The following sections describe the possible outcomes if students do not meet the required standards.

Probation

A student whose semester and/or cumulative index drop below a 3.0 may be placed on *probation*. Further, a student who has low grades in critical prerequisite courses or who is not making satisfactory progress in other ways may also be placed on probation. Students on probation may also be prohibited from advancing to internship.

Students placed on probation will be so informed and provided recommendations for remediation. Remediation activities are focused on overcoming identified deficits. The duration of remediation activities and assessment

of remediation outcomes are based on the needs of the student. Failure to achieve competencies following remediation efforts can result in students being dismissed from the program. Decisions such as these are made by the scholastic standards committee (see AU policy 402.2).

Extended Probation

Students on probation who do not significantly improve their academic performance during the next semester immediately following being placed on probation may be dismissed or placed on *extended probation* for another semester.

Suspension

Students who are not making satisfactory progress in the program, including the development of necessary professional, personal and interpersonal characteristics, or who violate University regulations may be placed on *suspension* from the program. The length of the suspension and requirements for returning will be determined by the CSPGC/Scholastic Standards Committee on an individualized basis.

Dismissal

The Counseling and School Psychology Governing Committee may recommend dismissal for students who do not meet a GPA standard of 3.00 or better each semester and cumulatively or who do not make satisfactory progress in other ways. A student who is on probation or extended probation and who fails to attain the minimum semester or cumulative standards for a second consecutive semester may be dismissed from the University. Failure to meet other specific academic requirements, inability to improve overall academic performance, lack of requisite personal and professional characteristics and skills, or lack of satisfactory progress toward a degree may also result in dismissal from the University. Division regulations require dismissal of students who have more than 6 credits of C.

Academic Dishonesty

The Counseling program follows the University's Graduate Academic Regulations regarding academic dishonesty. The relevant section from the Regulations (section 700) is as follows:

Academic dishonesty is defined as any action that enables students to receive credit for work that is not their own. Academic dishonesty, as well as fabricating and inappropriately altering or excluding data, is unethical conduct which will not be tolerated in any form. Graduate students at Alfred University are expected to maintain generally accepted standards of academic honesty and professional integrity. Failure to do so may range from failure of the assignment to dismissal.

Academic dishonesty can occur both within and outside the classroom, studio, or lab. In the context of tests, quizzes, examinations, or other in-class work, dishonest practices include but are not limited to:

- Marking an answer sheet in a way designed to deceive the person correcting it.
- Possession of unauthorized material that could be used during a quiz, test, or examination for the purposes of cheating.
- The unauthorized use of books or notes during a quiz, test, or examination.
- Hiding or positioning of notes or other tools for the purposes of cheating on a quiz, test, or examination.
- Possession or knowledge of any exam materials prior to its administration.
- Looking at someone else's quiz, test, or examination without the express permission of the instructor.
- Any form of unauthorized communication during a quiz, test, or examination.

In the context of writing assignments, research projects, lab reports, and other academic work completed outside the classroom, dishonest practices include but are not limited to:

- Lack of adequate and appropriate citation of all sources used.
- The appropriation of another's ideas, analysis, or actual words without necessary and adequate source citations, either deliberately or inadvertently.
- The copying, purchase, or other appropriation of another person's academic work with the intention of passing it off as one's own original production.
- The creation of a document by more than one student that is then submitted to the instructor as the original creation of only one student, without the express permission of the instructor.
- Submitting the same piece of work to more than one instructor without the express permission of ALL instructors involved.
- Fabrication of data.
- Inappropriate alteration or exclusion of data.

The following guidelines are included to assist students in avoiding dishonest behavior in their academic work, particularly in writing assignments, research projects, and lab reports:

- A. Students' written work should reflect their own personal preparation for the assignment, such as reading books and articles, performing research on the internet and in electronic databases, and taking notes in class and during the research process.
- B. Students should avoid using the actual words of the authors of their sources whenever possible, opting instead to demonstrate an understanding of the authors' ideas by rewriting them in their own words.
- C. All ideas and analyses that are derived from other authors must be attributed to those authors in the form of appropriate source citations, even when their own words are not used. Source citations usually take the form of footnotes, endnotes, or parenthetical citations in addition to a formal bibliography and/or works cited page at the end of the writing assignment. The format for these source citations depends on the conventions of each academic discipline: consult your instructor as to the appropriate form to use.
- D. When the use of an author's specific text is unavoidable or necessary, that material must be identified as a direct quotation and must either be surrounded by quotation marks or formatted as a block quotation. Appropriate source citations must follow all quotations, as per the instructions above.
- E. Lengthy quotations or their overuse is neither desirable nor appropriate in most instances and should be avoided. Additionally, over-reliance on lengthy quotations can be considered a form of plagiarism.
- F. Circumstances when direct quotation is necessary or desirable include:
 - a. The wording of the text is essential to the student's own analysis.
 - b. The text exemplifies the author's particular perspective.
 - c. Quoting the text is a more efficient way of presenting the author's ideas than a more elaborate and lengthy paraphrase would be.
- G. Some instructors find collaborative assignments useful. Students may be allowed to collaborate in shared assignments only with the specific permission of the instructor. In those circumstances the limits to the collaboration will be established by the instructor and students should be aware that they are responsible for maintaining the appropriate limits to that collaboration.

Procedures

Instructors who believe an unethical practice has occurred should take the following steps:

- A. The instructor will advise the student orally or by email as soon as possible after the offense is observed. This will allow simple misunderstandings and misinterpretations to be resolved.

- B. If the instructor remains convinced that an offense has occurred, a written statement of the offense will be sent to the student in hard copy and by email. The statement will include whatever penalty the instructor considers appropriate. A copy will be sent to the instructor's program director, division chair, and dean; the student's advisor, program director, division chair, and dean; and, if the recommended penalty is dismissal, the Provost and Vice President for Academic Affairs.
- C. The academic dean, program director, or division chair of the student's college/program should advise the student of the appeals procedures.

A student charged with an unethical practice may appeal to the appropriate program committee. Any graduate student dismissed from the School of Graduate and Continuing Studies may request reconsideration of the matter by the Graduate Council; such requests are to be made within 14 days of the notice of dismissal. If not satisfied with that reconsideration, the student may appeal to the Provost and Vice President for Academic Affairs; such appeals are to be made within 14 days of dismissal.

Grade Changes and Grade Appeal

All grade changes must be completed prior to the Registrar's certification of graduation. Assigning course grades at Alfred University is the exclusive responsibility of course instructors. Nothing in this policy shall be construed to limit the ability of the Registrar to change grades of incomplete (I) to fail (F) in accordance with the policy on grades of "Incomplete." Nothing in this policy shall be construed as substituting or supplanting rules, regulations, or procedures contained in the policy on Academic Dishonesty.

- A grade may be changed by the instructor of a course to convert an Incomplete or IP to a final grade.
- A grade may be changed by the instructor of a course to correct an error. The Division/Program Chair and appropriate Dean must be notified of all grade changes in writing (stating reason(s) for the change) except for completion of work in courses graded I or IP.
- Once assigned, only the course instructor can change a course grade, except in rare circumstances when the course instructor's supervising Dean may change a grade. For specific information on the circumstances under which a Dean may change a grade, please refer to the Graduate Academic Regulations on my.alfred.edu.

Students have one year from the date a final grade is issued to petition for a change of grade. A student who believes a final grade is not correct should first meet with the instructor who assigned the grade. If the matter is not resolved, the student should meet with the Division/Program Chairperson in the academic area offering the course in question. If there is no resolution, the student should arrange a meeting with the Dean, or the Dean's designee, of the College or School offering the course.

- If there is still no resolution, the student may appeal the decision of the faculty member to the Ombuds Officer. Should a request for an appeal be made to the Ombuds Officer an appeals committee will be assembled.
- The appeals committee should meet as soon as possible after members of the committee have been selected. The appeals committee will review the case and prepare a written recommendation to be forwarded to the Provost. The Provost will make the final decision within seven semester days and officially notify, in writing, the student, the instructor(s) and Dean involved in the case.
- The student may bring one other student or employee from Alfred University to the appeals committee hearing. Only members of the university community shall be permitted to attend the hearing. The invited other person shall not have the right to speak or otherwise participate in the hearing. No sound or video recording of the appeal committee hearing shall be permitted.

All testimony given at the hearing shall be considered confidential except for communication to appropriate university faculty and administrators.

Academic Appeal Policy

The AU graduate academic policies allow for student appeals of change in academic standing made by their respective Scholastic Standards Committees (AU Graduate policy 403.1). Within the School of Graduate and Continuing Studies, such appeals will be heard by a college-wide Scholastic Standards Appeals Committee (SSAC). The college-wide appeals committee allows for review and deliberation by a broader sector of graduate faculty than can be provided within the program Scholastic Standards Committees. The SSAC will be composed of the following individuals:

- Dean of the School of Graduate and Continuing Studies, who will chair the committee
- Director (or designee) of College Student Development Program
- Director (or designee) of Counseling Program
- Director (or designee) of School Psychology Programs
- Director (or designee) of Education Graduate Programs
- One additional faculty member from the student's graduate program will be invited by the Dean.
- Dean's Administrative Assistant will record the proceedings but has no voting rights

Students who wish to appeal the academic status decisions made by their graduate Scholastic Standards Committees must inform the Dean in writing of their intent to appeal within 10 business days of receiving written notification of the decision. The student should provide a written appeal and any related materials to the SSAC prior to the hearing. The SSAC will review all relevant information related to student progress, and any statements that the student provides to the committee. Students will be encouraged to present their appeals in person to the SSAC, but telephone, Skype, and written appeals will also be accepted. If the student is not satisfied with the decision of the Scholastic Standards Committee, or Appeals Committee on the question of the appeal, the student may further appeal, in writing, to the Provost (AU Graduate policy 403.2).

Transfer Credit Policy

304.1 Transfer credit evaluations from other accredited institutions shall be made by the Dean or appointed representative of the college or school in which the student is enrolled or wishes to enroll. The evaluation is forwarded to the Registrar's Office to be placed on the student's permanent record. No more than six semester credit hours of graduate work, or 20% of coursework, whichever is greater, may be transferred into a master's degree or certificate of advanced studies program. Doctoral programs permit up to 50% of coursework as transfer credits.

For Alfred University's M.S. Ed/CAS in Counseling, no more than 12 semester credit hours of graduate coursework may be transferred. In order to ensure that we are consistent in awarding transfer credit, and in communicating this information to the registrar's office, the following procedures will be followed:

1. Transfer credits are only allowable for graduate courses with a final grade of B or above.
2. The student works with his or her advisor to prepare a request to transfer credit for appropriate courses. The student must provide a syllabus for each course to be transferred. The faculty member teaching the course to be replaced will review the syllabus to determine if the course fulfills the program's coursework goals and objectives.
3. Each course to be transferred should correspond with a required AU course, or could be counted as elective credit. In cases where only a portion of the course matches our required course, then the

appropriate portion (e.g. 2 of 3 credits) could be fulfilled with the transfer course. In such cases, the remaining portion of the course (e.g. 1 of the 3 credits) can be fulfilled by the student taking a “Special Topics” course in the appropriate content area.

4. Once these determinations have been made for all possible transfer credit, the advisor should prepare a listing with the student’s name, institution where the course was taken, the title and course number for the course to be transferred and the corresponding AU course.
5. This listing is then presented to the Scholastic Standards Committee for the division, which acts to accept the proposed transfers, or makes other suggestions or modifications as needed.
6. The division chair will then prepare a letter with the listing approved by the Scholastic Standards Committee which is addressed to the student to verify the acceptance of transfer credits. A copy of this letter is sent to the registrar’s office to formally apply these courses and credits to the AU transcript. The registrar must also have an original copy of the transcript from the other school.

In well-substantiated special cases, where the interests of the student are at variance with the regulations stated above, a documented petition may be made to the CSPGC through the Division Chairperson for an appropriate transfer of credit.

Continuous Enrollment

Continuous enrollment for all Counseling students is required in order to assure that students make continual, systematic progress in their program. All students must enroll each semester for an appropriate number of credit hours (minimum of 3 credits) until the completion of all program requirements. Failure to enroll constitutes self-dismissal from the Counseling Program. A leave of absence may be discussed with the Division Chairperson if an unusual circumstance presents itself.

Leave of Absence

Alfred University recognizes that there are many good reasons why a student may want to temporarily interrupt their education. Therefore, the University has established a leave of absence policy (AU 603) that assures a student the right to continue his/her education following a specified leave period. The following principles govern the leave of absence policy:

- a. Students must first discuss their request for taking a leave of absence or withdrawing from the program with their academic advisor or director of the graduate program in which they are enrolled.
- b. Leave of absence for health reasons must be approved through the dean of students.
- c. If planning to take a leave of absence, review when you anticipate returning to the program.
- d. Students should consult with a financial aid counselor to understand their obligations.
- e. If withdrawing or taking a leave of absence once a semester is underway, a student’s financial obligations are based on the date of filing the official *Withdrawal and Leave of Absence Form for Graduate Students* with the director of your Graduate Program.

Discrimination, Harassment and Sexual Misconduct

Alfred University’s Discrimination, Harassment and Sexual Misconduct Policy has been adopted to ensure that all students, faculty, staff and guests may work, study, and enjoy the society of the University community without being subjected to discrimination, harassment or any form of non-consensual sexual activity. The policy sets forth the behavioral expectations for all members of the Alfred University community: students, faculty and staff. Alfred University will not tolerate harassment or discrimination in the workplace, classroom, University facilities, and in other Alfred University-related settings.

All students are expected to maintain socially and professionally appropriate conventions for behavior. No member of our community should be subjected to acts of discrimination, harassment or sexual

misconduct. Please see the attached policy for mechanisms to report concerning behavior or get help for yourself or a friend. All reports (except those made to AU's Wellness Center with a request for confidentiality) will be investigated by a Title IX coordinator or deputy coordinator, and may result in sanctions ranging from remedial activities for lesser offenses to dismissal from the program.

Where to report:

Title IX Coordinator for All Persons
 Chief Diversity Officer
 Dr. Angie Taylor
 Powell Campus Center
 Cell: 703-859-1215

Title IX Deputy Coordinator (Primary)
 Interim Director of Human Resources
 Kayleigh Jones
 Greene Hall

Powell Institute and Clinic Use Policy

The facilities at the Powell Institute, including the Child and Family Services Center (CFSC) clinical rooms, are primarily dedicated to teaching and other functions of the Powell Institute. At times the clinic treatment rooms may also be used by graduate students for purposes related to acquiring and practicing clinical skills. Such activities might include dyad work to practice counseling skills, conduct mentoring sessions between beginning and advanced students, use of rooms to review videotapes, or to practice testing procedures. The following guidelines have been developed for use of the facility.

- *Institute Hours:* The Powell Institute is open during business hours, from 8:30 am – 4:30 pm, Monday through Friday. However, there may be times when the faculty and Powell Institute/Clinic secretary need to be out of the building, at which time the exterior doors will be locked for safety and security.
- *Clinic GAs:* Graduate assistants working for the CFSC have keys for locking up when clinic is finished for the day. GAs should not be in the building after hours or on weekends unless they have a specific assignment from a supervisor which must be completed during that time.
- *Reserving Rooms:* The Secretary for the Powell Institute/Clinic keeps a master schedule for room use in the building. Student access to conduct dyad practice, review tapes, use test materials, etc., is to be scheduled with the secretary and must occur during business hours. Any student who wishes to use a room when clinic is in session **MUST** clear this directly with the clinic supervisor, who will make sure that no clients are scheduled during that time.
- *Copiers:* There are no copiers at the clinic that are part of the student printing quota. Therefore, students who are doing work for their classes must plan ahead and make copies in other locations.
- *Computers:* All of the computers at the Clinic/Institute are only to be used for Clinic- or Institute-related work. The computer in Clinic Room 5 (upstairs) is available for student use in preparing clinic-related materials. Students who are preparing materials for other courses should plan ahead and have those materials ready before they arrive for classes at the Institute.

EXTERNAL SERVICES AVAILABLE

Information Technology Services (ITS)

Information Technology Services will provide technology orientation and training to students and assist them with any technology needs. ITS frequently updates and expands their services and resources, so please contact the Information Technology Services Helpdesk (Ext 2222, on the ground floor of Herrick Library) for your specific needs and questions. For full resources provided visit - <https://my.alfred.edu/information-technology-services>

Communication. Email is an official means of communication at Alfred University and is a proper and legal means of reaching the entire University community. All faculty, students and staff are expected to review their Alfred email and *Alfred Today* regularly and respond as needed to those communications. Alfred Today is the daily bulletin of campus announcements and events and is distributed via Alfred email and through the website. In addition, all faculty, students and staff (in cooperation with ITS) are expected to keep their email accounts in working order, so that they can both send and receive email communication. Email is used to communicate academic, employee, and administrative information.

Computer availability. The university uses a variety of approaches in making computers available to students. General and specialized computing labs are located throughout the campus providing access to Windows and Apple-MacIntosh systems. In addition, most building locations (including residence halls) have wireless access. An all-night computer lab for use by all University students is located on the ground floor of Herrick Library. A Windows/Apple laptop-lending program for students is available through the Technology Lending Program located on the 3rd floor of Pearlman Hall. Students are expected to establish a user account to utilize the computer systems, and must abide by the rules and policies for use of the facilities.

Student Print Management. Graduate students will be able to print 800 pages, after which they may buy additional printed pages through a secure Web page that is linked to their Banner student accounts. The cost per page is three cents (for both single-sided and duplex printing).

Herrick Memorial Library

Herrick Library has a wide range of print and non-print resources in direct support of mental health and school counseling. Keep in mind that the Library consistently acquires additional resources, both in print and through web access. Please check with reference librarians for new acquisitions and for information regarding accessing the various resources, including research databases.

The contact person for the Counseling program at Herrick Library is Ellen Bahr. You may contact her at bahr@alfred.edu, 607-871-2976, or in room 107 of Herrick. She is available for individual consultations with you to help with your research or to answer other library-related questions.

Interlibrary Loan Services

Interlibrary Loan at Herrick Library obtains books, articles, and other materials that the library does not own. This service is available for free to all AU staff, AU faculty, and current graduate and undergraduate students with valid AU IDs. The average time to receive an item is four days for articles and five days for books. The Interlibrary Loan website is: <https://alfred.illiad.oclc.org/illiad/YAH/logon.html>

Electronic Resources

Via Herrick's Home Page, <https://libraries.alfred.edu>, a student has access to dozens of databases covering a wide variety of subject matters. Of primary interest is PsycINFO, which is the online equivalent of Psychological Abstracts. This database offers abstracts of journal articles, research reports, chapters from books, and

dissertations going back more than 100 years. It can be accessed from any networked computer on campus or from home. To connect from off campus, go to the Herrick Home Page (<https://libraries.alfred.edu>) and select “Search” and then “Databases A-Z.” To connect from off-campus, you must have a valid AU e-mail account; if you are having difficulty accessing this service, contact the library by phone at 871-2184 or by e-mail at herricklibrary@alfred.edu.

Selected Journals of Interest to Counseling

- Journal of Counseling and Development
- The Professional School Counselor
- Exceptional Children
- Adolescence
- Journal of Learning Disabilities
- Journal of Special Education
- Child Development
- The Career Development Quarterly
- Career Planning & Adult Development Journal
- Counselor Education and Supervision
- Journal of Multicultural Counseling & Development
- Journal of Counselor Leadership and Advocacy
- Journal of Mental Health Counseling
- Child and Family Behavior Therapy
- Journal of Marital and Family Therapy
- The Family Journal
- International Journal of Play Therapy
- Group Dynamics
- Journal for Specialists in Group Work
- The Professional Counselor
- Journal of Educational Research
- Journal of Substance Abuse Treatment
- Journal of Addictions & Offender Counseling

Counseling Video Database

Herrick library has a subscription to **Kanopy**, an online video streaming service that contains over 750 psychology-related videos, including documentaries and training videos, reenactments, and footage of actual therapy sessions conducted by renowned counselors, psychiatrists, psychologists, and social workers demonstrating a variety of therapeutic approaches.

Additional Services Available

- Online access to electronic resources 24/7 from on and off campus
- Wireless access
- Desktop computers with Internet access, assistive software (Read & Write Gold) and Microsoft software including Word, EndNote, and SPSS
- In-library laptop lending program
- Printers and scanners
- 24-hour study room
- Leisure reading including bestsellers, music CDs, books on tape, DVD and video collections, current newspapers and magazines
- Extended hours during exam week
- Group and quiet study rooms
- Microfilm readers
- Special Collections and the University Archives

Library Hours

Check for changes in hours during breaks and holidays. The full schedule is posted on the library’s website.

Mon-Thur: 8:00AM - 1:00AM

Fri: 8:00AM - 11:00PM

Sat: 10:00AM - 11:00PM

Sun: 12:00PM - 1:00AM

24-Hour Study Room: Open 24 hours/day, seven days a week, during the academic year. To access the room when the library is closed, enter code 8888 on the keypad outside the entrance door (facing Pine Street). If for some reason the code doesn't work, ask for the new code at Herrick Library's front desk or email herricklibrary@alfred.edu.

Career Development Center

The Robert R. McComsey Career Development Center is located in the Allen Steinheim Museum, behind Powell Campus Center. Our mission is to empower students and alumni to find their professional purpose and meaningful work through informed decision-making, practical experience, and connection to the global community. Services, which are available to all current students and alumni, include:

- **Handshake:** a modern career platform and one-stop-shop for launching your career. Access personalized job recommendations based on your major and interests. Manage interviews, schedule appointments, and register for events: alfred.joinhandshake.com
- **Appointments:** career counseling to assist with career decision-making; career advising to assist with job/internship search skills and resume building; and career assessment interpretation for the SII and MBTI. Login to Handshake to schedule.
- **Drop-in Hours:** Wednesdays during the semester
- **Social Media** – Find us on Facebook, LinkedIn, Twitter, and Instagram! Simply search for “Alfred University Career Development Center.”
- **Cheryl's Closet** aims to support all students of Alfred University, empowering them to project confidence and professionalism, by loaning professional attire free of charge. To ensure that students can make an outstanding first impression, we have a large selection of professional attire suited to a variety of styles, cultures, sizes, and gender expressions.
- Numerous career related workshops, programs, career fairs, on campus interviews, and networking events, held throughout the year – check Handshake for details.

Office hours are Monday through Friday from 8:30 am to 4:30 pm. For more information, please visit the Steinheim, click <https://www.alfred.edu/student-life/career-development-center/>, email cdc@alfred.edu, or call 607-871-2164.

Wellness Center

The Wellness Center comprises Counseling Services and Health Services and is located at the corner of Terrace and Park Streets in Alfred, NY. The Wellness Center provides a comprehensive range of counseling, developmental, medical, and educational services to promote the personal growth and continued wellness of University students.

Services are provided by licensed psychologists, mental health counselors, and medical professionals, and are completely confidential in accordance with the relevant ethical standards set by the American Counseling Association, the American Psychological Association and the American Medical Association. All counseling assistance and most routine medical assistance at the Wellness Center is free and available to currently enrolled undergraduate and graduate students. Appointments can be arranged by calling (607) 871-2300 for Counseling Services, (607) 871-2400 for Health Services, or by stopping by the office.

Please keep in mind that some of our division's students may work in the Counseling Services Office in an administrative capacity for their assistantships or as a practicum/internship student under the supervision of a Wellness Center clinician. In addition, program faculty may provide part-time clinical or consultative services at the Wellness Center. If you want to use these services and are concerned about confidentiality, please contact Kim O'Rourke, Wellness Secretary, directly at (607) 871-2300, who will strive to keep your client status as private and discrete as feasible.

For more information, please visit: <https://my.alfred.edu/wellness-center/index.cfm>

Center for Academic Success

The Center for Academic Success (CAS) coordinates academic support services on campus. This includes, but is not limited to individual, group, and drop-in tutoring, Supplemental Instruction, and disability-related services here at Alfred University. Any student can visit the Center for Academic Success for an individual consultation. Staff will assist the student in determining the appropriate support service or course of action based on the individual's difficulties and needs.

The Center for Academic Success provides support services, consultation, and advocacy for students with learning, physical, and/or psychological disabilities. Services for persons with disabilities shall complement and support, but not duplicate, the University's regular existing services and programs. The University strives to provide equitable and efficient services to all students. In addition, CAS staff are available to consult with faculty, staff, and administration on disability-related issues, determining reasonable and appropriate accommodations for students with disabilities, and facilitating the delivery of services.

Alfred University is dedicated to providing full access to all its facilities, student programs, activities, and services, and reasonable accommodations in the instructional process, in compliance with these guidelines. Services that the university provides are designed to maximize independence and encourage the integration of students with disabilities into all areas of college life.

Given that several School Psychology graduate students work at the Center for Academic Success office, you can call the director, Ms. Liz Shea, directly about accessing services, in order to maintain confidentiality. Her direct line is 871-2153. The general phone number for the office is 871-2148.

Students with disabilities are given the opportunity to self-identify by completing a registration form. Those students wishing to self-identify are requested to indicate their specific disability, and to provide the Center for Academic Success with current and appropriate medical, psychological, psychoeducational, or neuropsychological documentation indicating their disability and suggested accommodations.

Upon determination of eligibility, the director will work with you in arranging for reasonable and appropriate accommodations, identifying and utilizing the existing campus resources (i.e., Writing Center, Tutoring Services, Health Center, and Counseling Services), and developing self-advocacy skills.

Writing Center

The Writing Center provides writing assistance to all Alfred University students, faculty, and support personnel. Whether you need help discovering ideas, organizing information, brushing up on basic grammar, revising a final draft, taking essay exams, or preparing technical documents, the Writing Center can help you improve your writing abilities and gain confidence as a writer. The Writing Center is located on the second floor of Herrick Library. The director, Dr. Vicky Westacott, will meet with graduate students and can be reached at (607) 871-2245, e-mail at fcobb@alfred.edu. For more information: <https://my.alfred.edu/writing-center/>

Off Campus Housing

Alfred University offers a Graduate Student Housing option, with information and application available at <https://www.alfred.edu/student-life/living/residence-life.cfm>

Appendix A: Course Descriptions

COUN 602 - The Professional and Ethical Foundations of Counseling. This course helps students develop their professional identity and understand ethical behavior as counselors. Areas explored include professional roles, settings, functions, goals and objectives, organizations, history, ethics, and credentialing. 3 credit hours

COUN 603 – Foundations of Mental Health Counseling. This course is designed to familiarize students with the roles and functions of mental health counselors in the contemporary mental health system. Students learn about the history and organization of mental health services, models of service delivery, multicultural factors, systemic issues, advocacy for the mentally ill, legal and ethical guidelines, and issues related to diagnosis and treatment, as well as learning basic interview skills. 3 credit hours

COUN 604 – Foundations of School Counseling. This course focuses on current guidance and counseling issues that are important to beginning school counselors. Examples of such issues include the CSE and IEP planning, course scheduling, working with BOCES, and managing time constraints. Prerequisite: COUN 602 & 636. 3 credit hours

COUN 605 - Career Development and Life Planning. Students learn how career development theories, occupational and educational information, vocational tests, sociological and economic factors, and family dynamics all relate in helping their clients to make career and life style career decisions. Students also spend time practicing skills directly related to career counseling. Prerequisite: COUN 602 and 636. 3 credit hours

COUN 606 - Human Development: The Lifespan. This course acquaints the student with the interplay of psychodynamics, behavioral, sociocultural, cognitive and interpersonal theories of development. These factors are examined as they combine to explain personality and cognitive functioning across the life span. The student will learn to relate development theory and research to professional practice in educational and clinical settings. 3 credit hours

COUN 615 - Psychopathology and Differential Diagnosis. This course is designed to familiarize students with the latest system of diagnosis and with etiology and general treatment issues for various psychological disorders. Students will learn differential criteria for diagnosis, multicultural factors, systemic issues, legal and ethical concerns, intake and information gathering skills, and basic psychopharmacological information pertinent to mental health diagnosis and treatment. 3 credit hours

COUN 616 - Mental Health, Exceptionality, and Disability. This course covers the range of physical, cognitive, communication, and social/emotional exceptionalities in human development from childhood to early adulthood. One focus will be on understanding mental health and psychopathology from the perspectives of risk and resilience. A second focus is on understanding the commonalities, not just the differences, between children and youth with disabilities and their non-disabled peers. 3 credit hours

COUN 626 - Assessment in Counseling. This course teaches students how to effectively evaluate the usefulness of tests and inventories and how to integrate testing into the counseling process. Such measurement issues as reliability, validity, and standard error of measurement are covered. Students also become familiar with the most frequently used personality, educational, clinical, intelligence and special population instruments, as well as testing ethics. Time is spent practicing test interpretation with other students. Lab fee required. 3 credit hours

COUN 628 – Assessment in Mental Health Counseling. The focus of this course is the administration, interpretation and reporting of assessment instruments commonly used in mental health settings. Instruments covered include omnibus rating scales, standardized personality scales, anxiety scales, and ADHD scales. Use of scales to provide data for psychiatric diagnosis is emphasized. Lab fee required. 3 credit hours

COUN 636 - Principles of Counseling. This course focuses on teaching students the process and theories of counseling. Students also spend time practicing skills directly related to the helping process. 3 credit hours

COUN 638 - Advanced Counseling Theory and Practice. This course emphasizes the integration, by the student, of counseling theory and counseling practice. The aim is an expansion of both knowledge and skill. Counseling theories will be studied in light of their applicability to skill development. Prerequisite: COUN 636. 3 credit hours

COUN 639 - Group Counseling. This course emphasizes the understandings and skills necessary to plan, organize, lead, and evaluate counseling groups. Attention is given to recent research and current issues related to groups in the helping professions. Students need access to counseling groups at the time of the course. 3 credit hours

COUN 641 - Counseling Special Populations. This course addresses formulation and application of research-based effective interventions with particular presenting concerns that often present challenges to the mental health counselor. Some of these presenting concerns include: bereavement, bipolar disorder, schizophrenia spectrum disorders, eating disorders, sex offenders, personality disorders, and substance abuse. Students will have the opportunity to discuss difficult cases they are currently seeing and develop individualized treatment plans with appropriate outcome benchmarks based on best practices guidelines. 3 credit hours

COUN 642 – Multi-Cultural Counseling. This course is an exploration of the considerations and issues involved in counseling persons from different cultural, religious, racial-ethnic, and gender/gender oriented groups. There is a focus on heightening an awareness and appreciation of difference. Prerequisite: COUN/PSYC 601. 3 credit hours

COUN 646 - Consultation and Prevention. This course covers the concepts and practice of consultation in educational and human service settings. Emphases are on mental health and behavioral consultation including child-centered, teacher-centered and system centered techniques. This course has a practicum component. Prerequisite: PSYC 638 or COUN 638. 3 credit hours

COUN 649 – Evidence-Based Interventions in Schools. This course will focus primarily on evidence-based interventions for specific problems or mental health issues most often encountered by school counselors of elementary and secondary school-age children. Students will explore issues relevant to establishing evidence-based practices and learn to select and implement specific efficacious interventions in order to increase the academic performance of the children they work with. Prerequisite: COUN 638. 3 credit hours

COUN 657 - Practicum in School Counseling I. The student is required to spend a minimum of 100 clock hours at a selected school with clients/students. During this time, the student is expected to increase competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student is made more aware of the ethical, legal, and professional issues inherent in the counseling process. The student is provided practical, on-the-job, supervised and evaluated experiences that provide the foundation for internship experiences. A weekly seminar class accompanies the fieldwork experience. 3 credit hours

COUN 659 - Practicum in Mental Health Counseling I. The student is required to spend a minimum of 100 clock hours at a selected agency or college/university working under supervision with clients/students. During this time, the student is expected to increase competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student is made more aware of the ethical, legal, and professional issues inherent in the counseling process. The student is provided practical, on-the-job, supervised and evaluated experiences that provide the foundation for internship experiences. A weekly seminar class accompanies the fieldwork experience. 3 credit hours

COUN 663 - Internship in Mental Health Counseling I. This is a continuation of COUN 666. The student is required to spend time at an approved mental health setting working with clients under the supervision of a licensed

mental health clinician. Students continue to develop conceptual and professional skills related to their practice at a field site. A weekly seminar class accompanies the fieldwork experience. Over the course of a minimum of two semesters (Internship I and II), students must accumulate at least 600 total hours and 240 direct service hours, distributed equivalently across both semesters. Prerequisite: COUN 666. 3 to 6 credit hours

COUN 664 - Internship in Mental Health Counseling II. This is a continuation of COUN 663. The student is required to spend time at an approved mental health setting working with clients under the supervision of a licensed mental health clinician. Students continue to develop conceptual and professional skills related to their practice at a field site. A weekly seminar class accompanies the fieldwork experience. Over the course of a minimum of two semesters (Internship I and II), students must accumulate at least 600 total hours and 240 direct service hours, distributed equivalently across both semesters. Prerequisite: COUN 663. 3 to 6 credit hours

COUN 668 - Internship in School Counseling I. This is a continuation of COUN 657. The student is required to spend time at a selected school working with students under the supervision of a permanently certified school counselor. Students continue to develop conceptual and professional skills related to their practice at a field site. A weekly seminar class accompanies the fieldwork experience. Over the course of a minimum of two semesters (Internship I and II), students must accumulate at least 600 total hours and 240 direct service hours, distributed equivalently across both semesters. Prerequisite: COUN 657. 3 to 6 credit hours

COUN 670 - Internship in School Counseling II. This is a continuation of COUN 668. The student is required to spend time at a selected school working with students under the supervision of a permanently certified school counselor. Students continue to develop conceptual and professional skills related to their practice at a field site. A weekly seminar class accompanies the fieldwork experience. Over the course of a minimum of two semesters (Internship I and II), students must accumulate at least 600 total hours and 240 direct service hours, distributed equivalently across both semesters. Prerequisite: COUN 668. 3 to 6 credit hours

COUN 671 - Research and Statistics. The course introduces the analysis of research design and basic statistics and gives the student the background necessary to read and judge professional evaluation research as well as the ability to design and implement basic program evaluation. 3 credit hours

COUN 695 - Topics in Counseling. This course covers advanced issues encountered in the counseling setting with an emphasis on current trends in the field. Intensive study of research and practice is based on applied issues that arise for the professional counselor. 3 credit hours

PSYC 641 - Introduction to Family Therapy. This course is designed to provide a practical introduction to family therapy, including a comprehensive understanding of family structure, development, processes, and assessment in current, historical, cultural, and systemic contexts. Methods for intervention are a major part of the course, including well-established approaches to family therapy along with other evidence-based practices. Prerequisite: COUN/PSYC 638. 3 credit hours

EDUC 620 - School Violence Prevention and Intervention Workshop (SAVE). This workshop provides teacher candidates with training in school violence prevention and intervention. Topics include: the warning signs that relate to violence or signal precursors to violent behavior in children; the statutes, regulations and policies relating to a safe, nonviolent school climate; academic supports and management strategies that promote a nonviolent school climate; methods for integrating social skill development and problem-solving skills into ongoing curriculum and instruction; intervention techniques for addressing violent situations; and, referral processes for students with violent behaviors. 0 credit hours

EDUC 621 - Child Abuse Identification and Reporting Workshop

This workshop is approved by, and designed to meet certification regulations of, the New York State Education

Department (NYSED). The workshop includes objectives related to detecting and reporting child abuse; meeting professional and legal responsibilities related to child abuse; strategies for preventing child abduction. 0 credit hours

EDUC 622 - Dignity for All Students Workshop (DASA)

This workshop fulfills the training requirement on harassment, bullying, and discrimination prevention and intervention under the NYS Dignity for All Students Act. This is a participatory workshop which includes activities to help students understand and address personal and hidden biases as well as related behaviors and the school setting. Topics include: introduction to the Dignity for All Students Act and reporting requirements for educators and more. 0 credit hours

Appendix B: Student Progress Monitoring

ALFRED UNIVERSITY
Graduate Program in Counseling
Student Progress Monitoring

Faculty Evaluation _____
Student Evaluation _____

Student _____

Date _____

Year in Program: 1 2 3

GPA _____

Rating Scale:

Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
1	2	3	4

ACADEMIC PROGRESS

<i>Area</i>	<i>Rating</i>	<i>Comments</i>	<i>Goals/Suggestions for Future</i>
Quality of Class Participation			
Quantity of Class Participation			
Oral Presentations			
Written Communication (Written Assignments)			

Additional Comments:

PROFESSIONAL SKILLS

<i>Area</i>	<i>Rating</i>	<i>Comments</i>	<i>Goals/Suggestions for Future</i>
Completes Work in a Timely Manner			
Punctuality			
Assistantship Responsibilities			
Professional Behaviors in the Academic Setting			

Additional Comments:

PRACTICA AND FIELD EXPERIENCES

<i>Area</i>	<i>Rating</i>	<i>Comments</i>	<i>Goals/Suggestions for Future</i>
Counseling Skills			
Professional Behaviors in Practical and Field-Based Experiences			

Additional Comments:

PERSONAL AND PROFESSIONAL DEVELOPMENT SKILLS

<i>Area</i>	<i>Rating</i>	<i>Comments</i>	<i>Goals/Suggestions for Future</i>
Recognizing Strengths and Weaknesses in Self			
Acknowledging feedback non-defensively and integrating it into practice			
Emotional Control, Flexibility, and Adaptability			
Appropriate Assertiveness Skills			
Sensitivity and Tolerance for Other Viewpoints			
Motivation and Taking Initiative for Improving Skills			

Additional Comments:

Strengths:

Areas in Need of Improvement:

Overall Progress in the Program:

____ Below Expectations ____ Approaching Expectations ____ Meets Expectations ____ Exceeds Expectations

Faculty Representative Signature

Date

Student Signature

Date