Counseling and College Student Services Administration Program Handbook

The College of St. Rose

2012-2014

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PASSION. KNOWLEDGE. PURPOSE.

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Counseling Program

The Counseling program is intended to prepare competent mental health professionals for the counseling field. The program offers concentrations in School Counseling and Mental Health Counseling, with specializations in community or college counseling, both leading to the M.S. in Education degree. These respective concentrations prepare counselors for provisional certification as school counselors, or licensed mental health counselors in New York State, as well as for work in community mental health settings or for work in college counseling centers. Our programs have a strong focus on advocacy and social justice.

Objectives

The Counseling program is designed to develop skills in assessment, counseling theory and practice, human development and research. Additional skills specific to working with children, adolescents, college students or adults are developed as the result of students' programs in School or Mental Health Counseling..

The course work components fall into nine content areas: Lifespan Development, Social and Cultural Foundations, Clinical Counseling Skills, Consultation, Group Work, Career, Appraisal, Research, and Professional Values and Ethics. Six hundred (600) hours of internship experience are a key aspect of the Counseling program. Internships are taken at the end of the program. Two 300-hour supervised internships are required and are taken in different semesters. Students are required to have experience in two different settings across the two internship experiences. The first 300-hour internship is taken concurrently with the master's seminar and focuses on the development of individual and group counseling skills in the student's program area (School Counseling or Mental Health Counseling). The second 300-hour internship is taken concurrently with the second seminar and allows the student to gain further experience in his/her area of concentration, provided that prerequisite course work is completed.

CONCEPTUAL FRAMEWORK (CSR 8)

The Counseling Program at the College of Saint Rose adheres to the values and requirements of the School of Education's conceptual framework for professional education candidate learning outcomes. The following are the professional standards embedded in the Colleges conceptual framework:

Candidates in professional education programs at The College of Saint Rose will:

- 1. Acquire and apply the knowledge, skills and dispositions of disciplines relevant to candidates' projected educational or clinical roles.
- 2. Apply principles and theories of lifespan human development and learning in all of its diversity to education, service learning and clinical practice, and demonstrate a capacity and disposition to continuously update that knowledge and, therefore, practice according to the best emerging research in the field.
- 3. Plan and implement practice that is rigorous, comprehensive, inclusive, creative and motivating, inviting candidates' analytical skills and promoting their dispositions to be lifelong learners.
- 4. Ensure that evaluation and decision-making are data-driven, multi-faceted, collaborative and recursive, and align instructional/clinical goals, practice, assessments, and standards.

- 5. Develop and demonstrate personal and professional values that foster the highest ethical standards of the profession; intellectual curiosity and open-mindedness; understanding and responsiveness to multiple social and global perspectives; and collegiality and collaboration among partners in the educational or clinical process that involve children, families, community members, and other professionals.
- 6. Promote optimal learning opportunities and environments for all individuals in the context of their experiential, cultural, and/or racial/ethnic backgrounds, including, but not limited to learners who are speakers of non-English languages, or who are gifted, have disabilities, are educationally challenged or who have different interests, ambitions or sexual orientations.
- 7. Demonstrate in their practice that oral and written language is a functional, as well as social and artistic tool, for communication and thought, and as such reflect the multiple literacies of local, national and global cultures.
- 8. Integrate a variety of technological methods and programs to enhance pupil learning and practitioner effectiveness, facilitate candidates' acquisition of technological skills, and their dispositions to use them.

Outcome Measures for Evaluation of the Student's Performance by the CSR Conceptual Framework (CSR 8)

Counseling students are measured in three phases during their Master's program to ensure that they are meeting the standards embedded in the Conceptual Framework. These phases and measures are listed below:

		Evidence									
Phase	Process	Code	Assessment	Stand	ards						
				CSR	CSR	CSR	CSR	CSR	CSR	CSR	CSR
				1	2	3	4	5	6	7	8
Phase	Admissions	s/Candidacy									
1	Workshop	SCL_1	Paper review & Interview	Yes				Yes		Yes	ļ
	CSL 500	SCL_2	Final Grade/ Paper	Yes	Yes	Yes		Yes	Yes	Yes	
	Candidacy	SCL_3	Review of first 12 core credits and professional standards/PQA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	Ž										
Phase	Pre- Intern	ship									
2											
	CSL 528	SCL_4	TX Plan and Final Project	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
	CSL 999										
	CPCE	SCL_5	Comp Exam Scores	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Phase	Internship/	Application to									

	Field of Counseling										
3											
	CSL 591/593	SCL_6	Final Eval.	Yes							
	CSL 592/594	SCL_7	Final Eval.	Yes							

The professional education programs at The College of Saint Rose are accredited by the <u>National Council for Accreditation of Teacher Education (NCATE)</u>, recognized by their respective Program Associations and registered with the <u>New York State Education Department</u>.

NCATE (National Council for Accreditation of Teacher Education)

NCATE's performance-based system of accreditation fosters competent classroom teachers and other educators who work to improve the education of all P-12 students. NCATE helps establish high quality teacher, specialist, and administrator preparation programs.

NCATE UNIT STANDARDS

CANDIDATE PERFORMANCE

Standard 1: Candidate Knowledge, Skills, and Dispositions

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Standard 2: Assessment System and Unit Evaluation

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

UNIT CAPACITY

Standard 3: Field Experiences and Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

Standard 4: *Diversity*

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

Standard 6: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Eight Core Program Objectives

Graduate level counseling is designed to build upon and go beyond undergraduate psychological or developmental principles. Specialization will be involved for specific environments. The College of Saint Rose has created a curriculum to reflect national trends as well as meet the needs of counselors in the State of New York. The counseling program has eight core objectives. These objectives provide an educational paradigm that balances academic, experience and personal growth and are covered on the Counselor Preparation Comprehensive Examination (CPCE). The objectives are as follows:

- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationships
- Group Work
- Career and Lifestyle Development
- Appraisal
- Research and Program Evaluation
- Professional Orientation & Ethics

Coursework reviews the following professional work behaviors:

- Fundamentals of Counseling
- Assessment and Career Counseling
- Group Counseling
- Programmatic and Clinical Intervention
- Professional Practice Issues

Courses Connected to the Eight Program Objectives:

The following matrix illustrates where each course will address the eight core areas as a primary objective in the curriculum.

Human Growth and Development	Social and Cultural Foundations	3. Helping Relationship	4. Group
Primary: CSL 530 EPY 521-523 (Prerequisite)	Primary: CSL 540	Primary: CSL 528	Primary: CSL 553
Integrated: CSL588 CSL 507 CSL 591-596 CSL 510 CSL 534 CSL 589 CSL 511 CSL 590 CSL 534	Integrated: CSL 500	Integrated: CSL 500	Integrated: CSL 500 CSL 591-596 CSL 510 CSL 511 CSL 538
5. Career	6. Assessment	7. Research and Program Evaluation	8. Professional Identity
Primary: CSL 554 Integrated: CSL 591-596 CSL 510 CSL 585 CSL 589 CSL 590 CSL 551	Primary: CSL/EPY 529 Integrated: CSL 500	Primary: CSL 505 Integrated: CSL 500 CSL/EPY 529 CSL 511 CSL 589 CSL 590 CSL 511-510	Primary: CSL 500 CSL585** CSL510* Integrated: CSL 505 CSL 540 CSL 528 CSL554 CSL 553 CSL 550 CSL 528 CSL 551 CSL 575 CSL 578** CSL 591-96 CSL 590 CSL 589
			* School Counseling only ** Mental Health Counseling only

Counseling Program Descriptions

School Counseling Concentration (48 credits)

The School Counseling concentration is intended to prepare professionals for the demanding task of meeting needs of children and adolescents in K-12 school settings. Competencies in working with students, parents, teachers and administrators are developed through a combination of course work in theory, application, and the internships in school counseling. Competence in school counseling is gained through course work in traditional and comprehensive developmental guidance programs, child and adolescent development and psychology, theory-based and specialized interventions with a focus on advocacy and social justice, counseling skills to meet the unique needs of students and help close the achievement gap, and tests, measurement and appraisal. The internships in school counseling allow students to take knowledge gained from course work and apply it to practical situations in a school setting. This is done under the cooperative supervision of a New York State-certified school counselor and a faculty liaison. There are no electives in this concentration, which allows course work to be focused within the concentration.

Mental Health Counseling Concentration: Community (60 credits)

The Mental Health Counseling (Community) concentration is intended to prepare licensed professional counselors to address the clinical needs of children, adolescents and adults in a variety of mental health and community settings. Competencies in working with individuals, groups, families, organizations and communities are developed through a combination of course work in theory, application, and internship experiences. Course work introduces students to current theory and research in counseling across the life span, as well as a variety of psychological disorders.

Students develop competence in mental health counseling approaches through course work in mental health counseling interventions (with a focus on advocacy and social justice), assessment and appraisal, case management and consultation, family violence, social and cross-cultural counseling methods, and internships in a mental health or community agency setting. The internships in mental health counseling provide students with opportunities to develop additional skills related to effective community mental health counseling practice. Interns are supervised by a licensed mental health professional at their internship sites and a faculty liaison. Electives may be taken in child, adolescent or adult development, school or college counseling, special education, or any special topics courses in counseling.

Mental Health Counseling Concentration: College (60 credits)

The Mental Health Counseling (College) concentration is intended to prepare licensed professional counselors to address the diverse clinical needs of college and university students. Competencies in working with students, staff, and administrators are developed through a combination of course work in theory, application, and internship experiences. Course work in the United States college experience, student affairs programming, consultation, and community mental health counseling, along with supervised internships in a college or university counseling center and/or a community mental health setting, prepare students for work as mental health counselors in a college counseling setting. Competence in student affairs work is gained through course work in student development theories, programming strategies, consultation, and social

and cultural foundations. The internships in college counseling and community mental health settings provide students with a supervised experience in mental health counseling. This allows students to integrate theory with practice. Interns are supervised by licensed mental health professionals at their internship sites and a faculty liaison. Electives may be taken in child, adolescent, or adult development, school or mental health counseling, special education, or special topics courses in counseling.

Requirements for Admission to the Counseling <u>Master's Degree Program</u> (M.S. in Education)

- 1. Completion of *application* for graduate study;
- 2. An undergraduate *GPA of 3.0* or higher;
- 3. At least *two letters of recommendation*, one which addresses the applicant's character and potential to be a counselor, and one which addresses the applicant's scholarship and is written by a professional qualified to make that assessment;
- 4. Completion of a bachelor's degree, which included *nine hours of psychology course work beyond Introduction to Psychology* which may include or be similar to child or adolescent development, theories of personality, and educational psychology for School Counseling students; abnormal psychology, theories of personality, child, adolescent or adult development for Mental Health Counseling (Community) students; and adolescent and adult development, theories of personality or abnormal psychology for Mental Health Counseling (College) students. These courses must have been taken within five years prior to admission to the degree program in Counseling. If applicants have not taken the course(s), they must do so during their first 18 graduate credit hours. These prerequisite courses may be taken at the undergraduate level. They may also be taken at the graduate level, but may not be counted as electives within the program or as part of the required 48 or 60 credit hours;
- 5. A statement of purpose in *essay format* discussing the applicant's objectives and motivation for pursuing a graduate degree in Counseling, an understanding of his/her preferred concentration, and a discussion of how this degree will meet the applicant's professional development plans;
- 6. A *resume* demonstrating work and volunteer experience in the field;
- 7. Attendance at an *Admissions Workshop*. During each semester, Admissions Workshops are held on campus. A Workshop must be attended for admission into the program. The Workshops provide program information and also allow for individual and group interviews. Applicants must have submitted an application to be eligible for attendance at an admissions workshop.

2012-2014 Master's Degree Program in Counseling

Pre-requisite Requirements

Students admitted to the program without the required nine hours of psychology course work beyond Introduction to Psychology will have a notation made on their faculty decision sheet received along with the acceptance packet from Graduate Admissions. In consultation with their advisor, prerequisites for enrollment may be satisfied at the undergraduate or graduate level during the first 18 hours of study although the credits may not be applied toward the degree.

These prerequisites cannot be taken pass/fail. Suggested courses are as follows: School counseling students may consider coursework in *Child or Adolescent Psychology, Theories of Personality or Educational Psychology* to meet these requirements. Students in the Mental Health Counseling Community program may consider coursework in *Abnormal Psychology, Theories of Personality, or Adolescent Psychology*. Students in the Mental Health Counseling College program may consider coursework in *Adolescent Psychology, Theories of Personalities, Adult Development or Abnormal Psychology*.

Program Requirements

The Master's degree program requires 48 credit hours of study for School Counseling concentrators or 60 credit hours of study for Mental Health Counseling (Community or College) concentrations. Thirty of those credit hours are satisfied through required core courses. The following are required courses with prerequisites listed. Students are encouraged to begin their program in either the Fall or Spring. The substance abuse, child abuse, violence prevention, and communicable diseases workshop requirements must be met by all students before being eligible for internship.

It is suggested that students attempt to complete CSL 500 and CSL 530 in the first semester, and CSL 505 in their second semester. These courses are prerequisites for several courses and this planning may assist in avoiding later conflicts. CSL 500 and 530 must be taken in the first 12 credits of the program; additionally, for school counseling students CSL 510 must also be taken in the first 12 credits of the program.

It is suggested that students sign up for CSL 528 Introduction to Counseling Skills, and CSL 553 Group Counseling as soon as possible after completing the prerequisites for these courses. CSL 528 and CSL 553 have an experiential component (and CSL 528 is taught in the Joy S. Emery Educational and Clinical Services Center in The Thelma P. Lally School of Education which limits the number of students) and the cap is set at 12 students for each course. *** CSL 589/590 is capped at 12 students per semester also.

Required Core Courses for All Counseling Students (30 credits)

CSL 500	Counseling Theory and Practice (Fall, Spring)	(3)
CSL 505	Research in Counseling (Fall, Spring)	(3)
CSL 528	Clinical Counseling Skills (Fall, Spring) (Prerequisites: CSL 500 with B or better)	(3)
CSL /EPY 529	Tests, Measurements, and Appraisal (Fall, Spring) (Prerequisite: CSL 505)	(3)

CSL 53	Issues in Lifespan Development in C (Fall, Spring)	ounseling (3)	
CSL 54	Social and Cultural Foundations in Co (Fall, Spring)	ounseling (3)	
CSL 55	Dynamics of Group Counseling (Fall, Spring, Summer) (Prerequisites	(3) s: CSL 500)	
CSL 55	Career Development Theory (Fall, Sp.	pring) (3)	
	Master's Seminar and Ethics in Couns (Co-requisite: CSL 591 or CSL 593; I CSL 500, CSL 528, CSL 553,CSL 530, Concentration (for school counseling 510 & CSL 532; for Mental Health Couns must be CSL 585), up to 24 credit hours of workshops, candidacy, and permission of a	Prerequisites: , two courses from appropria g students these courses mu eling students one of these c f completed work, required	ist be CSL
CSL 5	Master's Seminar and Ethics in Cou (Co-requisite: CSL 592 or CSL 594; Prerequisite: CSL 589)	unseling II (Spring) (3)	
CSL 99	O9 Comprehensive Exam (Fall, Spring)	: Pre-requisite CSL 584)	(0)
OR			
CSL 59	99 Thesis* (Fall, Spring)	(1-6)	
decision of study	as may elect to write a thesis in lieu of the conto write a thesis must be made prior to the y. This decision is reflected in the student's ent upon the acceptance of a thesis advisor	e completion of the first eight s program of study. The thes	nteen hours is option is
CSL 58	Comprehensive Exam Workshop (Fall, Spring, Summer)	(0)	
EDU 6	02 Violence Prevention Workshop (Fail	ll, Spring, Summer)	(0)
EDU 6	O3 Child Abuse and Abduction (Fall, Sprevention Workshop	pring, Summer) (0)	
EDU 6	06 HIV/AIDS and Communicable Dise	ases Workshop	
	(Fall, Spring,	Summer) (0)	
EPY 63	Substance Abuse Prevention Works	hop (Fall, Spring, Summer)	(0)

Required Courses (18 credits)	in School Counseling Concentration	
CSL 503	Personality Theory & Abnormal Psychology in School Age Children (<i>Fall</i>)	(3)
CSL 510	Introduction to School Counseling (Fall)	(3)
CSL/ SPY 511	Counseling Children and Adolescents in the Schools (Spring) (Prerequisite: CSL 510)	(3)
CSL 532	Issues in Developmental Guidance and Education (Spring) (Prerequisite: CSL 510)	(3)
CSL 591	School Counseling Internship I (Fall) (Co-requisite CSL 589, Prerequisites CSL 510, 532)	(3)
CSL 592	School Counseling Internship II (Spring) (Co-requisite: CSL 590)	(3)
Required Courses	in Mental Health Counseling (Community) Concer	ntration (24 credits)
CSL 534	Interventions with Children and Adolescents in Counseling (<i>Fall</i>)	(3)
CSL 538	Alcohol and Substance Abuse Counseling (Fall) (Prerequisites: CSL 500)	(3)
CSL 575	Introduction to Family Counseling (Spring)	(3)
CSL 578	Case Management, Consultation, and Organizational Change (Fall)	(3)
CSL 585	Community Mental Health Counseling & Psychopathology (Spring) (Prerequisites: CSL 500)	(3)
CSL 588	Seminar in Family Violence (Spring)	(3)
CSL 593	Mental Health Counseling Internship I (Fall) (Prerequisite: CSL 585, Co-requisite: CSL 589)	(3)
CSL 594	Mental Health Counseling Internship II (Spring) (Co-requisite: CSL 590)	(3)
Required Courses (24 credits)	in Mental Health Counseling (College) Concentrat	tion
CSL 535	Consultation, Training and Organizational Change (<i>Spring</i>)	(3)
CSL 550	United States College Students and the Campus (Fall)	(3)

CSL 551	Roles and Responsibilities of Student Affairs Staff (<i>Spring</i>)	(3)
CSL 552	Student Development Theories (Fall)	(3)
CSL 555	Critical Issues in College Counseling* (Fall) *may substitute CSL 538 w/permission of ac	(3) dvisor
CSL 585	Community Mental Health Counseling & Psychopathology (Spring) (Prerequisites: CSL 500)	(3)
CSL 593	Mental Health Counseling Internship I (Fall) (Pre-requisite CSL 585, Co-requisite: CSL 589)	(3)
CSL 594	Mental Health Counseling Internship II (Spring) (Co-requisite: CSL 590)	(3)

Electives (6 credits)

Students in the Mental Health Counseling (Community and College) concentration have six credit hours of electives. Electives may include courses in counseling, developmental and educational psychology, special education or special topics courses in counseling that fit into the program of study. Elective courses are selected with advisor's approval.

Suggested Electives:

Mental Health Counseling (Community)

CSL 507	Personality Typology
CSL 511	Children and Adolescents in the Schools
CSL 597	Institute: Special Topics
CSL 598	Independent Study
TED 500	Introduction to Computing for Educators
TED 530	Applications of Internet and the World Wide Web in Education
EPY 522	Child Psychology and Development
EPY 523	Adolescent Psychology and Development
EPY 525	Statistics for the Behavioral Sciences
EPY 540	Program Evaluation

Mental Health Counseling (College)

CSL 507	Personality Typology
CSL 538	Alcohol and Substance Abuse Counseling
CSL 575	Introduction to Family Counseling
CSL 588	Seminar in Family Violence
CSL 597	Institute: Special Topics
CSL 598	Independent Study

CSL 585	Community Mental Health Counselors
EPY 521	Adult Psychology and Development
CSS 561	Case Studies in Higher Education
CSS 562	Administration, Staff Supervision and Budget Management
EPY 540	Program Evaluation

STUDENT OUTCOME ASSESSMENT AND EVALUATION

Requirements for Master's Degree Candidacy

- 1. Students are eligible for candidacy after completing four graduate courses (12 credit hours) from core degree requirements (not prerequisites) in the Counseling program, with at least a B in each course. These courses cannot be repeated, and they must include CSL 500 Counseling Theory and Practice and CSL 530 Issues in Lifespan Development in Counseling. Students in the School Counseling concentration must also complete CSL 510 Introduction to School Counseling.
- 2. In addition to the academic requirement for candidacy, the professional performance of each student will be considered in a Counseling Faculty Review. Utilizing the Professional Qualities Assessment, (used in the School of Education at The College of Saint Rose, see Appendix) as an assessment tool, the counseling faculty will recommend each student on his/her interpersonal skills, potential to do graduate-level work and potential to become a competent and ethical counseling professional.
- 3. Students will be notified in writing as to the status of their candidacy. Students who are denied candidacy are required to meet with the program Chairperson and faculty to discuss the reason(s) for dismissal from the program.

Ongoing Evaluation of Professional Competencies

In addition to the academic requirement for candidacy, the professional performance of each student will be considered each semester in a Counseling Faculty Review. Utilizing the Professional Qualities Assessment (PQA) (used in the School of Education at The College of Saint Rose; see Appendix A) as an assessment tool, Counseling faculty will assess each student on his/her interpersonal skills, progress in graduate course work, and progress toward becoming a competent and ethical counseling professional.

Evaluation

The evaluation of Master's degree candidates is as follows:

- 1. Students must successfully pass the comprehensive examination (CSL 999) prior to the last semester of study **or** write a thesis (CSL 599). Students who elect to write a thesis in lieu of the comprehensive examination should make this decision prior to the completion of the first 18 hours of study; the thesis option is dependent upon the acceptance of a thesis advisor from among the department faculty.
- 2. Students must maintain a GPA of 3.0 or better in all course work; and
- 3. Students must demonstrate competent and ethical clinical work by successfully passing two 300-hour internships during their final semesters in the program.

Comprehensive Examination: Counselor Preparation Comprehensive Examination-CPCE

In order to complete the requirements for the Master's Degree, students who do not elect to write a thesis must take and pass a comprehensive final examination, the CPCE. Students who do not pass the CPCE on their 1st attempt have a choice of taking the CPCE a second time or sitting for an on demand comprehensive final essay examination in a subsequent semester. Students who do not pass the comprehensive final examination after the 2nd attempt will be dismissed from the program in compliance with the Academic Policies and Procedures outlined in the Graduate Catalog.

The comprehensive examination is given twice a year, once in the Fall and once in the Spring semester. Students must register for CSL 584, the comprehensive exam workshop, at least one semester prior to taking comprehensive examination (CSL 999). A student must score at least one standard deviation below the group mean or higher on the CPCE exam to receive a passing mark. Students who score two standard deviations above the group mean pass with "Distinction."

The CPCE is a standardized 160 question multiple-choice exam which is designed to assess counseling students' knowledge of counseling information; it covers the following areas: Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation and Ethics.

According to the Center for Credentialing & Education, Inc., "There is no official study guide for the CPCE. Since the CPCE and the National Counselor Examination for Licensure and Certification (NCE) are based on the same eight knowledge areas, any study materials developed for the NCE should be useful for the CPCE." (retrieved from http://www.cce-global.org/cpce.htm). Students may benefit from purchasing study guides ahead of time and leaving themselves enough time to study.

The following books can be found in the Campus Bookstore and are helpful study guides:

Helwig, A. A. (2006). *Study Guide for the National Counselor Examination* (5th ed.). Broomfield, Colorado: Author. http://www.counselor-exam-prep.com/

Rosenthal, H. (2007). *The Encyclopedia of Counseling: Master Review and Tutorial for the National Counselor Examination, State Counseling Exams, and the Counselor Preparation Comprehensive Examination (3rd Ed.).* New York: Brunner-Routledge. http://www.routledgementalhealth.com/9780415958622

Wallace, S. A., & Lewis, M. D. (1998). *Becoming a Professional Counselor: Preparing for Certification and Comprehensive Exams* (2nd ed.). Thousand Oaks, CA: Sage Publications. http://www.sagepub.com/booksProdDesc.nav?prodId=Book7159&

Also, all textbooks from all classes in the program are useful as is the following website: http://www.counselingexam.com/index.html

The **Academic Support Center** on campus can help with test-taking strategies, study skills, and test anxiety. You can contact them at **454-5299**. Also each semester the department will offer a workshop to assist you with strategies for taking the CPCE.

Remember, you must **study** in order to pass this exam. Below is some advice from students who have passed the exam:

- ▶ Study gradually do not cram.
- ▶ Look over all notes from all classes and find the weak spots and go over those weak spots more.
- ▶ Follow the 8 different sections as a study method. It's easier to study if information is grouped and sub-grouped.
- Make note cards of important items.
- Definitely work in a group at some point.
- Use the books mentioned but supplement it with other resources.
- ▶ Focus on research and appraisal areas at greater lengths since they seem to be more difficult.
- ▶ Take the practice tests, either online or in the books.
- ▶ Make time for yourself relax and relieve stress.
- ▶ Study and know the ACA guidelines (ethical).
- ▶ Study your vocabulary.

REQUIREMENTS FOR INTERNSHIP

- 1. Must take all workshops prior to internship.
- 2. Must be taken after completing at least 24 credits in the program.
- 3. Must have CSL 500, CSL 528, CSL 530, and CSL 553 in the core and six concentration credits, for school counseling students these courses must be CSL 510 & CSL 532; for mental health counseling students this must include CSL 585. See "Program Requirements" for more information.
- 4. Must have completed any additional concentration pre-requisites.
- 5. Must have permission of advisor and candidacy as counseling student.
- 6. Must attend a placement meeting the semester prior to the internship.

 All placements must be arranged through the Internship Coordinator and the Advisement Office in the School of Education.
- 7. Must be fingerprinted prior to going into internship.
- 8. Students with unresolved PQA's will be reviewed prior to internship to determine appropriateness for internship placement.

ADVANCED STUDY IN SCHOOL COUNSELING (CAS)

The Advanced Study in School Counseling programs are designed for the student who has attained a Masters Degree in Counseling or Counselor Education, and wishes to acquire the 60 credits of required graduate coursework leading to eligibility for permanent certification as a School Counselor in New York State. Students are awarded an Advanced Certificate (CAS) indicating post masters degree training and education. The Advanced Study in School Counseling consists of a 12 or 30 credit post Masters degree program developed with approval of the student's academic advisor to meet the New York State requirements for permanent certification, and the student's plan of study (see Requirements for Admission below).

Students who have attained a 30 credit Masters degree in Counseling or Counselor

Education prior to admission, must complete 18 credits in specific school counseling coursework, 9 credits of advanced clinical coursework in areas related to practice as a school counselor, and 3 credits of special education coursework to receive the Advanced Certificate in School Counseling (*see required coursework below*).

Students who have attained a 48 credit Masters degree in Counseling with a concentration in school counseling must complete 9 credits of advanced clinical coursework in areas related to practice as a school counselor, and 3 credits of special education coursework to receive the Advanced Certificate in School Counseling (see required coursework below).

Requirements for Admission to the Advanced Study in School Counseling Programs

- 1. A *Master's degree in Counseling or Counselor Education* of *at least 30 credits* from an accredited college or university;
- 2. Completed *application* for graduate study;
- 3. Graduate *transcripts* with a *GPA of 3.0* or higher;
- 4. At least *two letters of recommendation*, one that addresses the applicant's clinical and professional skills and accomplishments, and one that addresses the applicant's academic and scholarly abilities and accomplishments;
- 5. A professional *essay* which delineates the applicant's reasons for pursuing the CAS in Counseling and how the CAS will assist the applicant in attaining his/her professional goals;
- 6. Attendance at an *Admissions Workshop or individual interview with the Chair* is required for applicants who are not graduates of the Counseling M.S. in Education degree from The College of Saint Rose.

Coursework and Requirements for Advanced Study in School Counseling

30 CREDIT PROGRAM

Pre-Requisites:

A 30 credit Masters Degree in Counseling or Counselor Education which includes the following applicable coursework or its equivalent:

•	Counseling Theory and Practice	(3)
•	Research in Methods Counseling or Education	(3)
•	Clinical Counseling Skills	(3)
•	Tests, Measurements, and Appraisal or Assessment	(3)
•	Child, Adolescent or Lifespan Development	(3)
•	Social and Cultural Foundations in Counseling	(3)
•	Dynamics of Group Counseling	(3)
•	Career Development Theory	(3)
•	Master's Seminar or Practicum in School Counseling	(3-6)
•	Electives courses in Education or Counseling*	(3-6)

^{*}Electives will be evaluated by the advisor for appropriate content as part of the admissions process.

** If any of the courses listed above are missing or determined to be not applicable, the student will be required to complete those courses as pre-requisites to the 30 credit Certificate of Advanced Study.

Required Courses for the Advanced Study in School Counseling (30 credit program):

CSL/ SPY 503	Personality Theory & Abnormal Psychology	
	in School Age Children	
CSL 510	Introduction to School Counseling	(3)
CSL/SPY 511	Counseling Children and Adolescents in the	(3)
	Schools (Prerequisite: CSL 510)	
CSL 532	Issues in Developmental Guidance and Education	(3)
	(Prerequisite: CSL 510)	
CSL 590	Masters Seminar in Ethics and Counseling II	(3)
CSL 592	School Counseling Internship II	(3)
	(Co-requisite: CSL 590)	

Up to 9 credits in the following advanced clinical courses:

CSL 534	Interventions with Children and Adolescents	(3)
CSL 538	Alcohol and Substance Abuse Counseling	(3)
CSL 575	Introduction to Family Counseling	(3)
CSL 588	Seminar in Family Violence	(3)
CSL 597	Elective Institutes in School Counseling	(3 - 6)

3 credits in the following Special Education Courses:

SED 501	Intro. to Children with Disabilities In Educational Settings	(3)
SED 511	Organization and Collaboration in Education	(3)
SED 512	Approaches to Class Management and Individualized Behavior Support	(3)
SED 529	Transition Planning for Students with Disabilities	(3)

Course work and Requirements for Advanced Study in School Counseling 12 CREDIT PROGRAM

Pre-requisites:

A 48 credit Masters Degree in Counseling with a concentration in School Counseling which will include the following applicable coursework or its equivalent:

•	Counseling Theory and Practice	(3)
•	Research in Methods Counseling or Education	(3)
•	Clinical Counseling Skills	(3)
•	Tests, Measurements, and Appraisal or Assessment	(3)

•	Child, Adolescent or Lifespan Development	(3)
•	Social and Cultural Foundations in Counseling	(3)
•	Dynamics of Group Counseling	(3)
•	Career Development Theory	(3)
•	Master's Seminar or Practicum in School Counseling	(3-6)
•	Electives courses in Education or Counseling *	(3-6)
•	Personality Theory & Abnormal Psychology in school age children	(3)
•	Introduction to School Counseling	(3)
•	Counseling Children and Adolescents in the Schools	(3)
•	Issues in Developmental Guidance and Education	(3)
•	Masters Practicum or Seminar in Counseling II	(3)
•	School Counseling Internship II	(3)

^{*} Electives will be evaluated by the advisor for appropriate content as part of the admissions process.

Required Coursework for the Advanced Study in School Counseling (12 credit program):

Up to 9 credits in the following advanced clinical courses:

CSL 534	Interventions with Children and Adolescents (Fall)	(3)
CSL 538	Alcohol and Substance Abuse Counseling (Fall)	(3)
CSL 575	Introduction to Family Counseling (Spring)	(3)
CSL 588	Seminar in Family Violence (Spring)	(3)
CSL 597	Elective Institutes in School Counseling	(3 - 6)

3 credits in the following Special Education Courses:

SED 501	Intro. to Children with Disabilities In Educational Settings	(3)
SED 511	Organization and Collaboration in Education	(3)
SED 512	Approaches to Class Management and Individualized Behavior Support	(3)
SED 529	Transition Planning for Students with Disabilities	(3)

Advanced Study in Mental Health Counseling (24 credit Certificate)

The Advanced Study in Mental Health Counseling program is designed for the student who has attained a Masters Degree in Counseling or a related field (with a minimum of 36 credits) and wishes to obtain the required graduate coursework leading to licensure as a mental health counselor in New York State. Students are awarded an Advanced Certificate (CAS) indicating post masters degree training and education. The Advanced Study in Mental Health Counseling consists of a 24 credit post Masters degree program developed with approval of the student's academic advisor to meet the New York State requirements for licensure and the student's plan of study. Students must complete 24 credits in specific mental health counseling coursework including internship to receive the Advanced Study in Mental Health Counseling Certificate.

^{**} If any of the courses listed above are missing or determined to be not applicable. The student will be required to complete those courses as pre-requisites to the 12 credit Advanced Certificate of Study in School Counseling

Admissions Requirements:

- 1. A 36 credit Master's Degree in Counseling or a related field, which will include the following applicable coursework or its equivalent*: Counseling Theory and Practice (3); Research Methods in Counseling or Education (3); Clinical Counseling Skills (3); Tests, Measurements, and Appraisal or Assessment (3); Child, Adolescent or Lifespan Development (3); Social and Cultural Foundations in Counseling (3); Dynamics of Group Counseling (3); and Career Development Theory (3) *If any of these courses are missing or determined to be not applicable the student will be required to complete those courses as pre-requisites to the 24 credit Certificate of Advanced Study in Mental Health Counseling.
- 2. Completed <u>application</u> for graduate study
- 3. Graduate transcripts with a GPA of 3.0 or higher
- 4. At least two letters of recommendation, one that addresses the applicant's clinical and professional skills and accomplishments, and one that addresses the applicant's academic and scholarly abilities and accomplishments
- 5. A professional essay which delineates the applicant's reasons for pursuing the CAS in Mental Health Counseling and how the CAS will assist the applicant in attaining his/her professional goals
- 6. Attendance at an <u>Admissions Workshop</u> or individual interview with the Chair is required for applicants who are not graduates of the Counseling M.S. in Education degree from The College of Saint Rose

Requirements for Advanced Study in Mental Health Counseling (24 credit Certificate)

Students who have attained a Masters Degree in Counseling or a related field with a minimum of 36 credits and the appropriate pre-requisites will need to complete 24 credits to obtain the required graduate coursework leading to licensure as a mental health counselor in New York State. Out of 24 credits, students must complete 15 credits of required coursework including internship as well as 9 credits of elective coursework.

15 Credits of Required Coursework and Internship

- CSL 585 Community Mental Health Counseling & Psychopathology (3)
- CSL 586 Master's Seminar & Ethics in Counseling (3)
- CSL 587 Master's Seminar II: Advanced Topics in Counseling (3)
- CSL 593 Mental Health Counseling Internship I (3)
- CSL 594 Mental Health Counseling Internship II (3)

Plus 9 Credits Chosen from the Following:

- CSL 534 Interventions with Children and Adolescents in Counseling (3)
- CSL 538 Alcohol and Substance Abuse Counseling (3)
- CSL 575 Introduction to Family Counseling (3)
- CSL 578 Case Management, Consultation & Organizational Change (3)
- CSL 588 Seminar in Family Violence (3)
- CSL 597 Institute in Counseling (3)
- CSL 598 Independent Study (3)

2012-2014 Master's Degree Program in College Student Services Administration

Objectives

The program in College Student Services Administration prepares students to work in entry-to mid-level positions in student services in higher education. The degree prepares students to have a comprehensive knowledge of student services functions on a college campus. The program utilizes a theory-to-practice model, helping students to develop both practical skills and a theoretical understanding of the complexity of higher education in a diverse society. Students are encouraged to develop their understanding of higher education as it relates to serving all students and the development of the whole student.

Pre-requisite Requirements

Students admitted to the program without the required nine hours of psychology course work beyond Introduction to Psychology will have a notation made on their faculty decision sheet received along with the acceptance packet from Graduate Admissions. In consultation with their advisor, prerequisites for enrollment may be satisfied at the undergraduate or graduate level during the first 18 hours of study although the credits may not be applied toward the degree.

These prerequisites cannot be taken pass/fail. Suggested coursework may include Theories of Personality, Adult Development or Abnormal Psychology.

Requirements for Degree

The Masters of Science in Education degree in College Students Administration requires the successful completion of a 36-credit program, including three credits of internship experience. The 36 credits include:

Counseling and Communication Skills (6 credits) CSS 500 Counseling Theory and Practice (Fall, Spring) (3) Clinical Counseling Skills (Fall, Spring) CSS 528 (3) (*Prerequisite: CSS 500 with a grade of B or better*) Research (3 credits) EPY 500 Educational Research (Fall, Spring, Summer) (3) **Development and Human Differences (9 Credits)** CSS 540 Social and Cultural Foundations in Counseling (3) (Fall, Spring) United States College Students and the Campus CSS 550 (3) (Fall) (Pre-requisite or co-requisite: CSS 540) CSS 552 Student Development Theories (Fall) (3) **Administration and Staff Development (12 credits)** Consultation, Training and Organizational Change CSS 535 (Spring) Roles and Responsibilities of Student Affairs(Spring) CSS 551

CSS 561	Case Studies in Higher Education (Spring)	(3)				
CSS 562	Administration, Staff Supervision,					
	and Budget Management (Fall)	(3)				
Field Experience	(3 Credits)					
CSS 596	College Student Personnel Internship	(3)				
	(Pre-reqs: CSS 500, CSS 528, CSS 540, CSS 552)					
Elective (3 Credit						
	ts of advisor-approved electives in counseling, educa	1 0				
special edu	cation, or educational computing/ technology (sugges	sted electives below):				
CSL 507	Personality Typology					
CSL 538	Alcohol and Substance Abuse Counseling					
CSL 553	Dynamics of Group Counseling					
CSL 554	Career Development Theory*					
CSL 575	Introduction to Family Counseling					
CSL 588	Seminar in Family Violence					
CSS 597	Institute: Special Topics					
CSL 598	Independent Study					
EPY 521	Adult Psychology and Development					
EPY 529	Mental and Educational Measurement					
EPY 540	Program Evaluation					
Workshops (0 Cro	edits)					
	ld Abuse and Abduction Prevention Workshop (0)					
	V/AIDS, Communicable Diseases and Safety Education	on Workshop (0)				
EPY 637 Sub	stance Abuse Prevention Workshop (0)					
Comprehensive E	xam (0 credits)					
CSS 999	Comprehensive Exam CSS (0)					
OR						
CSS 599	Thesis* (Fall, Spring)	(1-6)				

COMPREHENSIVE EXAMINATION POLICY

In order to complete the requirements for the Master's Degree, students who do not elect to write a thesis must take and pass a comprehensive final examination (CSS 999). Students who do not pass the comprehensive final examination on their 1st attempt may retake the examination in a subsequent semester. **Students who do not pass the comprehensive final examination after the 2nd attempt**

^{*}Thesis-Students may elect to write a thesis in lieu of the comprehensive examination. The decision to write a thesis must be made prior to the completion of the first eighteen hours of study. This decision is reflected in the student's program of study. The thesis option is dependent upon the acceptance of a thesis advisor from among the department faculty.

will be dismissed from the program in compliance with the Academic Policies and Procedures outlined in the Graduate Catalog.

STUDENT OUTCOME ASSESSMENT AND EVALUATION

Requirements for Master's Degree Candidacy

- 1. Students are eligible for candidacy after completing four graduate courses (12 credit hours) from core degree requirements (not prerequisites) in the Counseling program, with at least a B in each course. These courses cannot be repeated.
- 2. The following course must be included in the first 12 credit hours: a. CSS 500-Counseling Theory and Practice
- 3. Elective courses should not be taken until the student has been admitted to candidacy or received permission from their advisor.
- 4. In addition to the academic requirements for candidacy, the professional performance of each student will be considered in a College Student Services and Counseling faculty review. Utilizing the Professional Qualities Assessment, (used in the School of Education at The College of Saint Rose) as an assessment tool, the College Student Services and Counseling faculty will recommend each student on his/her interpersonal skills, potential to do graduate-level work and potential to become a competent and ethical student services professional.
- 5. Students will be notified in writing as to the status of their candidacy. Students who are denied candidacy are required to meet with the program Chairperson and faculty to discuss the reason(s) for dismissal from the program.

Ongoing Evaluation of Professional Competencies

In addition to the academic requirement for candidacy, the professional performance of each student will be considered each semester in a Counseling Faculty Review. Utilizing the Professional Qualities Assessment (PQA) (used in the School of Education at The College of Saint Rose; see Appendix A) as an assessment tool, College Student Services and Counseling faculty will assess each student on his/her interpersonal skills, progress in graduate course work, and progress toward becoming a competent and ethical college student services professional.

Evaluation

The evaluation of Master's degree candidates is as follows:

- 1. Students must successfully pass the comprehensive examination (CSS 999) prior to the last semester of study or write a thesis* (CSS 599). Students who elect to write a thesis in lieu of the comprehensive examination should make this decision prior to the completion of the first 18 hours of study; the thesis option is dependent upon the acceptance of a thesis advisor from among the department faculty.
- 2. Students must maintain a GPA of 3.0 or better in all course work; and
- 3. Students must demonstrate competent and ethical work by successfully passing the 300-hour internship during their final semesters in the program.

Requirements for Internship

1. Must take all required workshops prior to internship.

- 2. Must be taken after completing at least 24 credits in the program.
- 3. Must have CSS 500, CSS 528, CSS 540, CSS 552 completed.*
- 4. Must have permission of advisor and candidacy as a College Student Services student.
- 5. Must attend a placement meeting the semester prior to the internship. All placements must be arranged through the Internship Coordinator.
- 6. Must be fingerprinted prior to going into internship.

Graduate Grades

Grading System

Graduate students at the College of Saint Rose must use Standard English. They must also organize and express ideas clearly with sensitivity both to the audience and to the specific requirements of the task..

GRADE A = 4.0

SUBJECT MATTER

Superior mastery of the subject matter marked by a high level of independence and depth in research.

INSIGHT & UNDERSTANDING

An exceptional command of interrelationships within the subject and depth in approaching problems.

EXPRESSION

High level of fluency in oral and written expression. Ease and accuracy in using all writing conventions.

GRADE A = 3.75

SUBJECT MATTER

Excellent mastery of the subject of the material and in oral and written matter marked by depth in approaching expression. Ease and relative independence and depth in research.

INSIGHT & UNDERSTANDING

Excellent command of the subject of the material depth in approaching problems.

EXPRESSION

High level of fluency in oral and written expression. Ease and accuracy in using all writing conventions.

^{*}Students who may want to intern at a Career Center must take CSL 554 before their internship.

GRADE B+=3.5

SUBJECT MATTER

Clear mastery of the subject matter and demonstration of independence and depth in approaching assignments.

INSIGHT & UNDERSTANDING

Command of the material and depth in approaching problems.

EXPRESSION

Fluency in oral and written expression. Correct use of all writing conventions.

GRADE B = 3.0

SUBJECT MATTER

Acceptable knowledge of the subject matter and ability to plan and complete work with independence and depth.

INSIGHT & UNDERSTANDING

Adequate command of the material and demonstration of the ability to engage in problemsolving.

EXPRESSION

Clarity and correctness in oral and written expression. Adequate use of all conventions.

GRADE C = 2.0

SUBJECT MATTER

Superficial knowledge of the subject matter.

INSIGHT & UNDERSTANDING

Limited understanding of principles and limited ability to apply them.

EXPRESSION

Some deficiency in oral and written expression. Inadequate use of writing conventions.

F/Failure Unacceptable performance on an assignment/s or the course. No academic credit

W Withdrawal
X Audit
I Incomplete
R Repeated Course

An "I" grade, which is awarded only with the special permission of instructors and in consultation with students, becomes an F if it has not been completed within one month after the beginning of the following semester. Summers are not included.

An "F" grade in any course at anytime during the program will result in dismissal from the Masters Degree Program.

When students repeat courses for the purpose of raising grades, the credits will be counted once in the total number of credits required for their degrees. The prior grades are replaced by "Rs".

Students who register to audit courses may not subsequently request credit for those courses.

ACADEMIC HONESTY

Graduate students should be aware that their first responsibility as students is to be academically honest. The College faculty expect that students will not resort to cheating, plagiarism, the theft or mutilation of library books and periodicals, or any other form of academic dishonesty.

A grade of "F" may be given in a course for plagiarism and/or dishonesty on any assignment, paper or examination.

Policy on Plagiarism and Other Infringements of Academic Honesty*

Definition:

Students at The College of Saint Rose are expected to be honest in every aspect of their academic work. All work presented as a student's own must be the product of his or her own efforts. Students working in groups are each individually responsible for the academic integrity of the group project. Plagiarism, cheating, academic misconduct, or any other submission of another's work as one's own is unacceptable.

Plagiarism includes but is not limited to:

- Purchasing, copying, down-loading, printing or paraphrasing another's book, article, paper, speech, exam, portfolio, creative work, argument or any other work and presenting it as one's own, either in whole or in part.
- Incorporating portions of another's work without proper acknowledgement and documentation.

Academic misconduct includes but is not limited to:

- Providing or receiving assistance in a manner not authorized by the instructor in the creation
 of work to be submitted for academic evaluation, including papers, projects, and
 examinations.
- Attempting to influence one's academic evaluation for reasons other than academic achievement or merit.
- Presenting as one's own the ideas or words of another for academic evaluation without proper acknowledgement and documentation.

- Doing unauthorized academic work for which another person will receive credit or be evaluated.
- Presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructor(s) involved.

Also, one is not allowed to cooperate or be an accessory to another's academic misconduct. Thus, a student who writes a paper or does an assignment for another student is an accomplice and must be held accountable just as severely as the other. A student who knowingly permits another student to copy from his or her own paper, examinations, or project should be held as accountable as the student who submits the copied material.

The work of others, regardless of origin, must be properly and accurately cited in an accepted style, and research data must be obtained and reported in an ethical and accurate manner. Students avoid plagiarism by concentrating on their own words and ideas and by fully crediting others' work when used. Students are advised to always indicate another writer's exact words and ideas with appropriate references. Whenever in doubt, cite the source.

Procedure:

Student work failing to meet the standards of academic integrity will not be given a passing grade. It is the responsibility of the course instructor to identify and act upon breaches of academic integrity according to his or her best judgment. However, a failing course grade for academic dishonesty will not be recorded by the Registrar until the student has been informed of the charge and the evidence upon which it is based, and the student has been given an opportunity to present his or her defense to the instructor. The instructor may withhold the course grade if the case is not resolved before final grades are due at the office of the Registrar.

If a student is given a failing course grade for an abuse of academic integrity, as determined by the instructor, the student may appeal the grade by following the steps outlined in the College's grievance procedure.

When a failing grade due to a violation of academic integrity is recorded, the instructor will send written notification to the school dean(s), the student's advisor and the Registrar. The notification will identify both the student and the course, and it will describe the offense. A student who violates said standards of academic integrity on more than one occasion will receive sanctions, which can include dismissal from the College.

*Please see additional information about our plagiarism policy in the addendum to this handbook.

Re-entry into Counseling/CSSA Program

Students who do not register for graduate courses for two consecutive years will be required to complete a "resumption of study" form to graduate studies at the College. No fee is required for readmission. Students in good standing may be readmitted under the catalog in effect at the time of re-entry. All courses to be counted toward the degree must be completed within six years.

Advising

Students are assigned a faculty advisor upon admission to the Counseling and CSSA Programs. This faculty member will assist the student throughout their program regarding issues of course sequencing, prerequisites, internship, thesis writing (if student chooses this option), and

questions about the comprehensive examination preparation. All students are expected to make an appointment with their advisor on the designated "Advisement Day" and should contact their faculty advisor at anytime if they have further academic needs.

COUNSELING & CSSA INTERNSHIP GUIDELINES, APPLICATION AND INTERVIEW

Internships are designed to foster the professional development of graduate students in the Counseling & CSSA programs and are viewed as the capstone(s) to your academic preparation. Interns must meet both academic and professional standards as outlined in this handbook. Great care should be given to setting up your internship(s), as placements will contribute significantly to your professional development as school counselors, mental health counselors or college student services administrators.

Interns are required to be knowledgeable of and agree to follow the ethical and professional guidelines for practice based on the American Counseling Association's Ethical Guidelines/ACPA/ASCA.

Internships should not be served in a setting that may create dual relationship problems and/or limit one's professional development. For example, internships should generally not be served in a school that the intern or his/her children attend(ed), a school in which a relative works, or a school located in the intern's community. Internships are not to be served as part of a graduate assistantship. Generally, internships should not be served in the student's current work setting, unless prior approval by the program is granted.

Interns are required to attend an orientation meeting early in the semester to complete the application process. Interns may find it helpful to talk about their internship plans with their advisor prior to this meeting as well as review pertinent information in the Field Placement Office, 1st Floor Lally Building. For school counseling and mental health counseling students, Internship I will be in the Fall; Internship II in the Spring.

The internship application will be evaluated primarily in terms of potential dual relationship conflicts, the degree to which the faculty believes the proposed internship would meet the requirements as well as the spirit of school counseling, mental health counseling and college student services administration internships. Interns should carefully read the enclosed counseling internship roles and responsibilities prior to meeting with prospective internship supervisors/sites. Interns will be responsible for interviewing the <u>potential</u> site supervisor.

Interns are required to follow all steps as outlined below. Prior approval of internships is needed by the student's academic advisor in accordance with the internship guidelines prior to beginning the internship. Interns are not to begin an internship without the written consent of their academic advisor. Interns need to have the **Cooperative Agreement and Internship Intent**Form signed by both the intern and the site supervisor after internship approval.

Students should take their internship in the last semester or year of their program. All required coursework related to the internship should be completed prior to placement. Occasionally a

student may be allowed to take such courses as electives during their internship. These should be approved by the student's advisor. The internship experience is meant to be developmental in nature, and thus must be completed over the full 15 weeks of the course of the semester.

Fingerprinting and Background Check Policy

Students applying for internship must follow the fingerprinting and background check policy as stated in the graduate catalog/program handbook. Students must complete the appropriate checks prior to starting internship. Failure to do so will result in temporary suspension from internship until the policy is followed.

For School Counseling students: Fingerprinting clearance for the New York State Department of Education is required prior to the school counseling internship. Fingerprinting information is available on the TEACH website @ www.highered.nysed.goc/tcert/teach More information can be found at http://www.strose.edu/academics/schoolofeducation/fieldplacementandadvisement and will be reviewed at the school counseling internship orientation meeting. Submit proof of fingerprinting to Field Placement.

For Mental Health Counseling students (includes mental health and college internships): You must follow whatever fingerprinting/backgrounds checks are required by the agency at which you are interning. If the agency does not require any type of background check, then you need to complete a background check through www.certifiedbackground.com and provide the results to the internship Coordinator prior to starting your internship.

For College Student Services Administration students: You will need to complete a background check through www.certifiedbackground.com and provide the results to the internship Coordinator prior to starting your internship.

Internship Log

All interns will be required to keep a log of hours. Separate hours for separate tasks completed during the internship should be logged (overall hours, individual counseling, group counseling, programming, presentations, etc.). These logs should be reviewed with your faculty liaison/college supervisor and site supervisors upon request. (See example of "Internship Weekly Caseload and Activity Record).

Supervision

Students are required to receive supervision on-site with a professional who has at least a Master's Degree in Counseling (or student's advisor may approve related graduate degrees) during their Counseling/CSSA Internship. Students will also meet regularly throughout the semester with a faculty liaison (a minimum of 4 times) during both internships. The liaison will submit a written report to the internship coordinator twice during the semester to document the student's progress; they will also review the student's mid-term and final evaluations. The appointment with the faculty liaison will be at least one hour. Your faculty liaison may also choose to set up group meetings with counselors/CSSA interns from the three concentration areas as part of this supervision experience.

Group supervision is provided during both Masters' Seminar classes for students in the Counseling Program. During the required Master's Seminar Course CSL 589, students will be required to provide audio, video, or process recordings of themselves working with clients at their internship site. This is standard practice that provides an opportunity for students to receive feedback on their skills. The emphasis of the seminar class includes case management, ethics, and case conceptualization.

Dismissal from Internship

In addition to meeting the requirements for admission to the Counseling/CSSA program and complying with the expectations set forth by the department for securing an internship, students are expected to conduct themselves according to the standards of a graduate level professional as outlined in the graduate handbook, the CSR 8 and the PQA code set forth in this handbook, the Code of Ethics of the American Counseling Association (ACA), and/or American College Personal Association (ACPA) to maintain the professional standards set forth by the Counseling/CSSA Program.

Throughout the curriculum, students acquire an increasing understanding of what constitutes professional behavior and activity for counselors and student services professionals. Inappropriate or unprofessional behavior and violation of the ACA Code of Ethics/ACPA code of Ethics and/or the College's procedures for academic misconduct will be grounds for dismissal from the internship or the Counseling/CSSA program. Student misconduct, on or off campus towards other students, faculty, or staff may result in dismissal from the Counseling/CSSA program. When legal or illegal behavior does not affect current or potential clients, but violates the mission, function, or process of the College, proceedings will follow the College's procedures for academic misconduct.

Student misconduct that involves clients on or off campus or student conduct that is potentially dangerous to current or future clients is a violation of the ethical and academic standards of the Counseling/CSSA program.

Should any of these situations arise, program faculty along with internship supervisors, will initiate the Procedures for Dismissal or restriction listed below. Departmental faculty will engage in discussion/consultation throughout the process.

Procedure for Inappropriate or Unethical Behavior*:

*Steps will not necessarily occur in the order in which they appear below

- Meeting and discussion between student and designated faculty liaison/college supervisor and Internship Coordinator (if appropriate)
- Documentation of complaint (e.g. letter of dismissal from internship site; letter of complaint from supervisor; unsatisfactory final evaluation)
- Notice to be given to student in writing
- Meeting with student, college supervisors, site supervisor, and other department members (if appropriate)
- Recommendation or Implementation of action to be taken
- In cases of inappropriate or unethical behavior on internship, the department utilizes the Professional Qualities Assessment (PQA; see Appendix A) to work with a student to individualize a remediation plan. If the student fails internship and/or does not meet the requirements of the remediation plan, they will be unable to continue in the program.

Possible outcomes:

- Continuation in internship as a probationary student
- Termination from internship
- Termination from the Counseling/CSSA program

Students may also be terminated from internship for reasons other than a violation of ethics and conduct. Some of these may include:

- Student does not fulfill the roles and responsibilities of the internship.
- Student does not complete the required hours for internship.
- Failure to follow agency, school, internship setting procedures and policies.
- Failure to pass practicum/seminar courses (CSL 589/590) or maintain academic standards for the program.

Students need to successfully pass their internship in order to earn a P for the internship class. Passing an internship is determined by successful behavior on internship and passing marks on the mid-term and final evaluation barring any egregious violation of the above policy.

Students must score a minimum of novice on each of the CSR 8 areas to successfully complete an internship. If a student scores less than novice on any area, a PQA will be initiated. Furthermore, if 3 or more areas are scored less than novice (i.e. unsatisfactory), the student will fail internship. Should a student be terminated or fail internship, s/he will also fail the accompanying seminar class.

<u>Dismissal from Internship Not Related to Student Behavior, Conduct, or Academic Standing</u>

As part of the internship process for the Counseling/CSSA Program, an Internship Agreement is signed between the student, Counseling/CSSA program, and the internship site. Rarely, the internship site will fail to meet the requirements of the Internship Agreement. In this instance the following procedures should be followed:

- 1) Student or site supervisors should inform the college supervisor/faculty liaison of any violations of the Internship Agreement.
- 2) The college supervisor/faculty liaison should document these problems.
- 3) The college supervisor/faculty liaison and Internship Coordinator will meet with the student and site supervisor or site administrator (if appropriate) and appropriate faculty.
- 4) A course of action will be implemented:
 - a.) solution to the violation in accordance with program and college policies

or

b.) re-assignment of student to another supervisor or portion of the internship site (requirements of supervisor and internship must meet program and college policies)

or

c.) removal of the student from the internship and re-assignment (following the procedures for attaining an internship) at another internship site.

Students are expected to inform faculty **immediately** of any difficulties or problems (potential or actual) that may arise during the internship.

For forms & more information, please see the *Internship Handbook*.

SAINT ROSE CONTACTS

Name	Office	Telephone	<u>Email</u>
Dr. Steve Birchak	250 Lally	(518) 458-5482	birchaks@strose.edu
Dr. Michael Bologna	222 Lally	(518) 458-5398	bolognam@strose.edu
Dr. Jelane Kennedy	225 Lally	(518) 454-5289	kennedyj@strose.edu
Dr. Claudia Lingertat-Putnam	350 Lally	(518) 337-4311	lingertc@strose.edu
Dr. John Muldoon	958 Madison . No. 3	Ave. (518) 485-3634	muldoonj@strose.edu
Ms. Heidi Ziemke	950 Madison	(518) 337-2371	ziemkeh@strose.edu
College General Number Graduate, Adult and		(518) 454-5111	solutioncenter@strose.edu
Continuing Education Office		(518) 454-5136	solutioncenter@strose.edu
Registrar		(518) 458-5464	solutioncenter@strose.edu
School of Education Main Office		(518) 454-5208	
FAX		(518) 454-2083	

COLLEGE of SAINT ROSE WEB SITE

http://www.strose.edu/

DEPARTMENT WEB SITES

Counseling:

http://www.strose.edu/academics/schoolofeducation/counseling

College Student Services Administration:

http://www.strose.edu/academics/schoolofeducation/cssa

Department Blogspot:

http://counselingcssastrose.blogspot.com/

CAREER RESOURCES

Compiled by: Stacey A. Jackowski and Peter Fowler

Introduction to the Diverse Field of Counseling

Choosing a career in counseling requires students to examine and consider their personal motives, professional aspirations, and program factors. Professional Counselors are employed in a variety of settings: Private practice, Schools, Colleges/Universities, Hospitals, Mental Health agencies, and Public Employment agencies. Graduate Programs in counseling typically follow a core curriculum of eight skill areas, in accordance with the Council for Accreditation of Counseling and Related Educational Programs (CACREP). These course areas include:

- Professional Orientation and Ethical Practice
- ➤ Social and Cultural Diversity
- > Human Growth and Development
- > Career Development
- > Helping Relationships
- ➤ Group Work
- > Assessment
- > Research and Program Evaluation

Masters degree programs offered in the field of counseling according to CACREP include the following:

- ➤ Addiction Counseling
- > Career Counseling
- ➤ Clinical Mental Health Counseling
- ➤ Marriage, Couple, and Family Counseling
- > School Counseling
- > Student Affairs and College Counseling
- > Counselor Education and Supervision

Look for Programs that offer a synthesis of competency and experience based approaches that incorporate:

- > Content and information acquisition
- > Skill development through systemic modeling and supervision
- > Process interaction in small groups
- > Emotional/personal development through group and self-reflective work
- > Evolution of personal style of practice through supervised experience
- ➤ Refinement of counseling interventions through feedback on videotapes

Exploring the Counseling Arena: Resources for Getting Started

Becoming a Counselor, 2nd ed. (2009). Samuel T. Gladding. American Counseling Association.

^{*}Adapted from Kottler, J.A., & Brown, R.W. (1992). Introduction to therapeutic counseling (2nd ed.). Pacific Grove, CA: Brooks/Cole.

- (Discusses eleven topic areas in regards to becoming an effective helping professional.)
- Multicultural Counseling Competencies (2003). Gargi Roysircar, Patricia Arredondo, Jairo N. Fuertes, Joseph G. Ponterotto, and Rebecca L. Toporek. Association for Multicultural Counseling and Development. (Explores culture, ethnicity, race, gender, sexual orientation, ability status, age, and religion supported by research and best practices in the counseling field).
- *The Professional Counselor*, 4th ed. (2010). Dennis W. Engels, Casey A. Barrio Minton, Dee C. Ray and Associates. (Uses 2009 CACREP Standards to discuss knowledge, skill, performance, guidelines, and evaluation in areas of counselor preparation and practice).
- Counselors Finding Their Way. (2002). Jeffrey A. Kottier ed. (Essays and articles from new and veteran professional counselors who speak from experience how they found their "voice" in the counseling arena).
- Licensure Requirements for Professioanl Counselors (2010). ACA Office of Professional Affairs. (Licensure information and requirements).
- *The Emerging Professional Counselor*, 2nd ed. (2005). Richard J. Hazler and Jeffrey A. Kottler. American Counseling Association.
- *Introduction to Counseling and Guidance*, 7th ed. (2007). Robert L. Gibson, Marianne H. Mitchell. (Discusses major facets of counseling in both schools and non-school settings).
- Website: www.counseling.org. This site is designed to help graduate students explore a possible career in professional counseling. See "Choosing a Graduate Program" and "A Student's Guide to Accreditation".

Membership in Professional Organizations

Professional involvement for students can ease the stress and strain of student, making their lives more productive, increasing their likelihood of future professional advancement. Students are viewed as future members and leaders in the profession and are therefore given special attention, which means reduced fees for membership, workshops, and professional materials/resources. Within various organizations are specialty divisions that address a vast array of issues:

- ➤ Group work
- > Substance abuse
- > Gay and lesbian issues
- ➤ Rehabilitation Counseling
- Family and Marital Counseling
- > Sex Counseling
- > Spiritual issues
- ➤ Behavioral/Humanistic/Systemic Approaches

Smaller network groups also spring from these professional organizations, whereby students can network with other professionals for consultation, general correspondence, and information sharing. Students expand their counseling repertoire through attending workshops/conferences, staying current with the latest developments in the field through newsletters/journals, and networking.

- ✓ American Counseling Association (ACA): www.counseling.org
- ✓ American Mental Health Counselors Association <u>www.amhca.org</u>
- ✓ Capital District Counseling Association (CDCA): www.casdany.com
- ✓ National Alliance for the Mentally Ill (NAMI): www.nami.org
- ✓ New York State Mental Health Counselors Association: http://legislativeaction.homestead.com/
- ✓ National Career Development Association (NCDA): www.ncda.org
- ✓ Association for the Promotion of Campus Activities (APCA): www.apca.com
- ✓ American School Counselor Association (ASCA): <u>www.schoolcounselor.org</u>
- ✓ New York State School Counselor Association (NYSSCA): www.nyssca.org
- ✓ New York Mental Health Counselors Association <u>www.nymhca.org/</u>
- ✓ National Association for College Admission Counseling (NACAC): www.nacac.com
- ✓ Association for Multicultural Counseling and Development (AMCD): www.amcdaca.org
- ✓ Society for the Psychological Study of Lesbian, Gay, and Bisexual Issues: http://www.apadivision44.org/

Additional Organizations include:

- ✓ International Association of Marriage and Family Counselors (IAMFC): www.iamfconline.com
- ✓ American Psychological Association (APA): www.apa.org
- ✓ National Board for Certified Counselors (NBCC): www.nbcc.org
- ✓ Association for Specialists in Group Work (ASGW): www.asgw.org
- ✓ American Mental Health Association (AMHCA): www.amhca.org
- ✓ Association for Counselor Education and Supervision (ACES): www.acesonline.net
- ✓ Association for Gay, Lesbian, and Bisexual Issues in Counseling (AGLBIC): www.algbtic.org
- ✓ College Student Personnel Association of New York (CSPA): www.cspanys.org
- ✓ The American College Student Personnel Association (ACPA): www2.myacpa.org
- ✓ National Association for Student Personnel Association (NASPA): www.naspa.org
- ✓ The North Atlantic Regional Association for Counselor education and Supervision (NARACES): www.naraces.org

CAREER RESOURCES FOR COLLEGE STUDENT SERVICES ADMINISTRATION REFERENCES

American College Personnel Association. *Journal of College Student Development*, 2003. Focus: Provides pivotal theory and practical application articles, reports and book reviews, written by the leaders in the field.

Barr, M. J. & Desler, M. K. (2000). *The handbook of student affairs administration: A publication of the national association of student personnel administrators* (2nd edition).

ISBN: 0787947202

Focus: Filled with thoughtful advice from the field's foremost authorities, this comprehensive handbook reflects the most current and effective practices in college student affairs.

Evans, N. & Tobin, C. (1998). State of the art preparation and practice in student affairs: Another look.

ISBN: 188348510

Focus: Presents a visionary reexamination of the status of student affairs preparation and practice by some of the field's leading thinkers.

Fried, J. (1995). Shifting paradigms in student affairs: Culture, context, teaching, and learning.

ISBN: 1883485088

Focus: Discusses the educational functions of student affairs and services. This book looks at the diversity issues troubling campuses today.

Hamrick, F. A., Evans, N. J. & Schuh, J. H. (2002). Foundations of students affairs practice: How philosophy, theory, and research strengthen educational outcomes.

ISBN: 0787946478

Focus: A resource that explores the purposes of higher education, the theories that provide a foundation for student learning and growth, and the experiences that contribute to student learning.

Komives, S. R. & Woodard, D. B. (2003). *Student services: A handbook for the profession*. ISBN: 0787960500

Focus: A classic reference in the field that examines the changing context of the student experience in higher education, the evolution of the role of student affairs professionals, philosophies, ethics, and theories that guide the practice of student affairs work.

Manning, K. (1999). Giving voice to critical campus issues.

ISBN: 1883485142

Focus: Volume of case studies presented to understand the deep complexities of campus life

Rentz, A. L. (1996). Student affairs practice in higher education (Second Edition).

ISBN: 0398066752

Focus: Describes the nature and importance of significant issues and changes within the evolution of student affairs and its practice.

Woodard, D. B., Love, P., & Komives, S. R. (2000). New directions in student services, leadership and management issues for a new century, No. 92.

ISBN: 0787954454

Focus: Identifies how the work of student affairs must be transformed to meet the needs of students and society in the new century.

WEB SITES:

American College Personnel Association

Focus: Leads the student affairs profession and the higher education community in providing outreach, advocacy, research, and professional development to foster college student learning. www2.myacpa.org

National Association for Campus Activities

Focus: Links the higher education and entertainment communities in a business and learning partnership, creating educational and business opportunities for our student and professional members.

www.naca.org

National Association for College Admission Counseling

Focus: To support and advance the work of college admission counseling professionals as they help students realize their full educational potential.

www.nacacnet.org

National Career Development Association

Focus: Promote the career development by providing services to the public and professionals involved with or interested in career development, including professional development activities, publications, research, public information, professional standards, advocacy, and recognition for achievement and service.

www.ncda.org

Northeast Association of College and University Housing Officers

Focus: Provide opportunities for colleague support, professional development, sharing of information, collaboration, communication, research, and recognition of outstanding contributions to the field.

www.neacuho.org

The Chronicle of Higher Education

Focus: This is a highly respected source of news and information from the world of academia. http://www.chronicle.com

The College Student Personnel Association of New York State

Focus: Advancing the knowledge, personal and professional development of a diverse group of student affairs educators on public and independent Colleges and Universities through state and regional involvement.

http://www.cspanys.org

Vocational Information Center

Focus: Allows you to explore vocational and technical careers, check out the skills employers really want, find a trade school, research technical topics and take a look at the current job market.

MENTAL HEALTH LICENSURE

The Master's Program in Mental Health Counseling is registered in New York State as leading to licensure.

Requirements for licensure vary by state. The National Board for Certified Counselors (NBCC) has a comprehensive website: www.nbcc.org, which provides students and professionals with a list of state credentials. Each state notes what exam(s) is needed, whether or not state licensure legislations have passed, and contact persons for further information. Students may also go to the web-site for the New York State Office of Professional Licensing mhpbd@mail.nysed.gov. to get the necessary documentation for a licensure as a Mental Health Counselor.

Licensure was passed for Mental Health Counselors in New York State in 2002. Licensing & Grandparenting began in January 2005. For more information, the New York Mental Health Counselors Association can be contacted at www.nymhca.org. In Vermont, licensure was passed in 1988 and additional information is available at their website: www.sec.state.vt.us

The Licensure requirements according to New York State:

- ✓ Graduate degree with a major study in Counseling. Degree must be completed prior to applying.
- ✓ Must have completed a minimum of 48 credit Masters degree in Counseling with at least one course in each of the aforementioned eight core areas. Students graduating after December 2009, must complete a 60 credit Masters degree in Mental Health Counseling.
- ✓ Two academic terms (300 hours each) of supervised field experience in a clinical counseling setting are required.
- ✓ Two years of post-master's counseling experience, with 3,000 client contact hours and 100 hours of face-to-face supervision, with a licensed counselor, social worker, or psychologist are required.
- ✓ You must receive a passing score on the New York State Mental Health Counselor Examination for Licensure.

For additional information: www.nbcc.org/stateLicensure/default.aspx

CERTIFICATION REQUIREMENTS FOR SCHOOL COUNSELORS IN NEW YORK

- Educational Requirements: Baccalaureate degree from a regionally accredited institution of higher education or from an institution authorized by NY Department of Education; AND
 - o For a provisional certificate (five years):
 - At least 30 semester hours of approved graduate study in the field of school counseling, including supervised practice in school counseling. One year of paid full-time approved experience as a school counselor in PreK-12 setting may be substituted fro the internship/practice.
 - Child Abuse Identification Workshop
 - School Violence Prevention Workshop
 - o For a permanent certificate:
 - Meet the educational requirements for a provisional certificate and complete 30 semester hours of additional graduate study in school counseling.
 - Within the total program of preparation, a master's degree is required.
- **Experience Requirements:** For a provisional certificate (five years): None; for a permanent certificate: Two years in a pupil personnel service position in a public or approved independent elementary and/or secondary school.
- Examination: No Reciprocity: Yes Background Check: Yes. Fingerprint Clearance.

Appendix A

Professional Qualities Assessment

Candidates at The College of Saint Rose who are candidates to become professional educators must demonstrate high standards in communication skills, in the ability to take responsibility and accept personal accountability, and in ethical thought and practice. Each of these areas of competence is addressed in the Education Unit's Conceptual Framework. As candidates progress toward completion of their professional education programs, they must demonstrate evidence to professors through course work, field and clinical experiences, and interpersonal interactions that they are developing professionally according to the descriptors noted below in each of the three professional qualities categories. Faculty consider these professional qualities to be as important as academic performance since they are so clearly related to one's success as a professional. Development of acceptable levels of performance in each of the performance categories below is an expectation of all candidates prior to completion of professional education programs.

The department faculty will rate candidates on a 3-point scale in each of the three categories. The scale is as follows:

- 1. Candidate demonstrates less than acceptable behavior in this category; given the current level of performance and unless the candidate can demonstrate in a timely manner a significant change in behavior, faculty have concerns whether the candidate is suited for a professional role in education.
- 2. Candidate's current performance is marginal; the candidate should be able to reach an acceptable level of performance with support and coaching.
- 3. Candidate's performance in this category is appropriate to the profession.

Each department will establish benchmark points in their programs at which time the faculty will review candidates in their programs for the performance in these areas. Candidates who are rated either 1 or 2 in *any* category at the first benchmark point will be notified by a faculty member (designated by the department), and at least two faculty members will meet together with the candidate to provide feedback and help the candidate to develop a plan to address the performance issues. Faculty will continue to monitor candidates whose professional qualities performance are limited and to provide feedback, make suggestions about career options, and ultimately assess the candidate's readiness for the final field experience in the program.

If a candidate considers the assessment to be inaccurate, s/he may ask for a review of the assessment by the Chair of the department in which the candidate is enrolled. If the Chair has referred the candidate for review, then the candidate may request a review from the Dean.

On the following pages are the Professional Qualities Assessment (PQA) Report, Conference Documentation form, and PQA Review Schedule. The PQA Review is completed and shared with candidates exhibiting marginal or less than acceptable behavior. The Conference Documentation form is used to summarize the meetings between faculty and the candidates.

Professional Qualities Assessment Report

Stı	udent's Name			Date	
Fa	culty Member				
1	Student demonstrates less than acceptable bell performance and unless the student can dem behavior, faculty have concerns whether the Student's current performance is marginal; the performance with support and coaching. Student's performance in this category is approximately approximately support and coaching.	nonstrate in a tin e student is suite e student should	nely manner d for a profe be able to re	a significant change in ssional role in education.	
Co	ommunication Skills	Rating:	1	2	3
	effectively communicates orally in a co	0	irect, and a	appropriate manner	
	writes in a way that is clear, accurate, a				
	is respectful in all communications	•	•		
	uses appropriate tone, tact, and pragma	atics for a pro	fessional s	ituation	
	demonstrates that s/he has heard what	_	-	•	g skill
	responds to people, work, and challeng		tionally ma	nture manner	
	is respectful in communicating with of	hers			
	solicits and gives feedback	.:41a a.41a a.40a			
	engages in collaborative interactions with others uses appropriate conflict resolution skills to handle differences of opinion				
	participates in an open exchange of ide		uniterences	or obillion	
_	participates in an open exchange of ide	as			
Pr	rofessional Responsibility/Accountabil	ity Ratin	g: 1	2 3	
	attends to and completes academic and		0	timely fashion	
	reflects on his/her own performance	-		•	
	accepts, receives, and integrates feedba	ack			
	collaborates with colleagues and works				
	displays an appearance that is consistent		ssional exp	ectations	
	shares in the workload of the group or	-			
	is accountable for his/her own work rat			•	
	works within the rules and expectation		_		
	demonstrates a commitment to continu	ing professio	nai growin	and development	
Et	hics	Rating:	1	2	3
	values, models, and promotes respect f	_	uals	_	
	demonstrates awareness and sensitivity				
	recognizes and works within role boun	-	-	sional context	
	demonstrates honesty and integrity in a	all situations	-		
	gives credit where it is due				
	displays professional behavior in terms				
	respects privacy and confidentiality wh				
	models intellectual curiosity, open-mir			-	
	demonstrates a commitment to providi	ng educations	al services	to diverse population	ıs

Professional Qualities Concerns Form Conference Documentation

St	tudent's Name	Date
Pr	rogram	
	The student has been referred on the basis of a performation frofessional Qualities Assessment Report. The category	
	Communication Skills	
	Professional Responsibility/Accountability	
	Ethics	
Th	The following strategies have been identified to improv	e performance in the area(s) of concern:
Pl	Plans for follow-up to this meeting include:	
Fa	aculty Signature:	Date:
Fa	aculty Signature:	Date:
St	tudent Signature:	Date:
Cł	Chair's Signature:	Date:
Re	Received by Advisor	Date