

***Student Handbook:***  
***Graduate Program in Counseling***

***M.S. Ed./C.A.S.***

***School Counseling***

***Mental Health Counseling***

***Division of Counseling and School Psychology***

***Alfred University***

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## **PURPOSE OF THE HANDBOOK**

This handbook is intended to serve as a **guide** for graduate students and faculty in the Graduate Program in Counseling in the Division of Counseling and School Psychology at Alfred University. The students and faculty may find it useful as a reference in planning coursework and advising. The handbook contains information on Division procedures and regulations **but does not cover every possible situation**. Consultation with the student's advisor, Division Chair, Program Director, or Director of the Graduate School is recommended for further clarification of a particular issue. The Graduate School catalogue should also be consulted for general requirements of the graduate degree and particular time schedule for degree requirements. Careful study of these sources will aid in long range planning of a student's graduate program.

## **VISION STATEMENT**

The Graduate Counseling Program at Alfred University will train knowledgeable and skilled counselors who will be able to serve a culturally diverse society.

## **MISSION STATEMENT**

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

## **THE CURRICULUM**

Alfred's school counseling and mental health tracks consist of a 62 credit hour program in counseling leading to the Master of Science in Education degree and a Certificate of Advanced Study, awarded after the completion of the internship. Students specializing in school counseling will receive provisional certification as a New York State school counselor upon completion of the program. Mental Health track graduates will have fulfilled the educational requirements to become a Licensed Mental Health Counselor (LMHC) in New York State. Additional supervised work experience and exams are required post-graduation for the LMHC.

The program admits students for the fall semester. Full time students are required to complete two academic years of work. The degree can also be completed on a part-time basis. Part-time students work carefully with advisors to account for pre-requisite requirements and plan their course of study. The final semester (internship) must be completed on a full-time basis (school and mental health tracks).

## **A COMMITMENT TO GROWTH AND DEVELOPMENT**

Alfred's counseling program is committed to the personal and professional development of each student in the context of a sound theoretical background. One-on-one interaction between faculty members and students encourages the personal learning that is vital to the education of counselors. Students gain a strong knowledge

base and they also develop personal maturity and strong interpersonal and organizational skills.

**Visit our website:** [www.alfred.edu/gradschool/counseling](http://www.alfred.edu/gradschool/counseling)

The program provides experience in the following areas:

- human growth and development
- social and cultural foundations
- the nature of helping relationships
- group theory and group process
- career and lifestyle development
- appraisal, research and program evaluation
- ethics, standards, and credentialing; and professional issues.

### **AN EMPHASIS ON PRACTICAL DEVELOPMENT**

The Alfred University counseling program focuses on developing a broad set of helping skills that are applicable to any setting in which counselors work. Students develop these skills both in and out of the classroom. Students spend more than 150 days in a school, mental health agency, or college/university setting.

Coursework in the program offers practice in a range of counseling skills, while the field experience provides the student with a practical application in the area of counseling that he or she wishes to pursue. Students complete their practicum and internship experiences in their area of specialization (schools, mental health agency or college/university). Recent internship sites include: public elementary, middle and high schools, BOCES units, college counseling centers, community mental health centers, alcohol and substances abuse programs, hospitals, and government-funded youth and geriatric programs. Students must provide their own transportation to internship sites.

The employment rate of the counseling program in recent years has been high with many graduates receiving multiple job offers. In addition to employment, some counseling graduates pursue further study at the doctoral level.

### **PROGRAM OVERVIEW**

The Graduate Program in Counseling in the Division of Counseling and School Psychology is designed to train students to make appropriate and ethical decisions as counseling professionals. The most important of these decisions is the selection of strategies that empower clients to make personal decisions leading to the resolution of problems and resulting in an improved quality of life.

Clients represent the multi-cultural, multi-ethnic, and multi-values character of a diverse American society. Thus, counselors must understand human behavior in terms of its psychological, physiological, and sociological influences and make professional decisions within the legal and ethical constraints that are applicable. Students

in the counseling program are encouraged, aided, and expected to perceive themselves as professionals who work closely and cooperatively with other professionals, such as those in public school systems, colleges and universities, community and private programs and agencies, and government service agencies. Professionalism in this context means that students are aware of their own knowledge and skill levels, abilities, characteristics, and perspectives, and the respective limits thereof, and that they behave in accordance with the highest ethical and professional standards.

Students are expected to demonstrate acquired knowledge and skills throughout the program. Through feedback and self-exploration students will gain a better understanding of their responsibilities as counselors.

### **PHILOSOPHY AND AIMS OF THE GRADUATE COUNSELING PROGRAM**

The Graduate Counseling Program at Alfred University provides academic and clinical training that prepares students to function as knowledgeable, ethical, and effective counselors in a pluralistic society.

The Counseling faculty of Alfred University believes that:

- The work of the professional counselor is to promote mental health, social and physical well-being, and development of the person, families, organizations, and community with whom the counselor interacts as a professional.
- Counseling is a unique, interactive relationship process which focuses on prevention, problem resolution, mental health, and development by using an understanding of individual, systemic, and social contexts.
- It is important to aspire to create an atmosphere that promotes self-examination and self-determination.
- Counselors should continue their own growth, study and learning throughout their career.
- It is important to have a heightened awareness of a multicultural and diverse world and the impact of the dominant culture, the family, and individual behavior on the clients with whom we work, the students we are training, and ourselves.
- As counselor educators, we are committed to facilitate intellectual and emotional development, including critical and reflective thinking, in counseling students.

### **PROGRAM OBJECTIVES**

Counselors must have a critical body of knowledge and set of skills in order to help clients function effectively in their lives. To achieve this goal, the program offers a curriculum which includes the following core components: human growth and development; social and cultural foundations; the nature of helping relationships; group theory and group process; career and lifestyle development; appraisal, research and program evaluation; ethics, standards, and credentialing; and professional issues. In addition, course work specific to the various emphasis areas is required. Finally, a variety of field placement activities (e.g., practicum, internship) are required to ensure that students are able to apply the skills and knowledge they have learned. The Counseling Program is also designed to make sure that the counseling student possesses the personal characteristics necessary to be an effective helper. This is accomplished through a multifaceted

admissions process, the use of experiential learning approaches, and through the application of an ongoing screening of students' personal characteristics. Specifically, the objectives of the program are:

**Goal A:** To produce counselors with the personal qualities, interpersonal skills and awareness, and the ethical sensitivity predictive of success in a broad array of social, economic, and political contexts.

**Objective A1:** Students will develop an understanding of service delivery programs within a context respectful and appreciative of individual, family, and cultural diversity.

**Objective A2:** Students will develop an awareness that their personal characteristics and interpersonal skills affect the quality, social validity, and acceptability of the services they provide.

**Objective A3:** Students will abide by ethical standards as they relate to the historical foundations of the counseling profession and the current guidelines for practice.

**Goal B:** To produce counselors competent to access a broad range of theoretical and practical approaches with sufficient depth to be effective, flexible practitioners.

**Objective B1:** Students will develop proficiency in understanding of the characteristics and needs of individuals at all developmental levels, as well as understanding of adaptive and maladaptive behaviors.

**Objective B2:** Students will develop proficiency in the counseling and consultation processes to develop programs to intervene both directly and indirectly with client's academic, behavioral, and emotional problems.

**Goal C:** To produce counselors who have an understanding of group development, dynamics, differing theoretical approaches to group work, group leadership skills and strategies.

**Objective C1:** Students will develop an understanding of career development and related life factors.

**Objective C2:** Students will apply knowledge of research methods, basic statistics, and ethical and legal considerations to the counseling process.

**Objective C3:** Students will develop an understanding of all aspects of the counseling profession and professional functioning including history, organizational structures, counselor role and function, ethics, standards, and credentialing.

**Objective C4:** Students will specialize in the areas of school counseling, mental health counseling, and higher education (college/university student development).

**Goal D:** To produce counselors competent in the comprehension and application of concepts, models and

techniques to professional practice.

**Objective D1:** Students will complete practicum and internship experiences that provide quality supervision in order to assure that they obtain adequate experience with clients in their chosen specialization area. This knowledge base will include the updated and appropriate use of information technology in their placements.

**Objective D2:** Students will engage in personal growth experiences that will allow them to assess their personal characteristics, skills and their readiness to enter the counseling field.

**Objective D3:** Students will be presented with opportunities to engage in research activities on their own or with faculty.

**Division of Counseling and School Psychology  
Alfred University**

**Graduate Program in Counseling  
School Counseling Course Sequence**

**First Year Courses**

<b><u>Fall</u></b>			<b><u>Spring</u></b>		
COUN 602	The Professional and Ethical Foundations of Counseling	3	COUN 605	Career Development and Life Planning	3
COUN 636	Principles of Counseling	3	COUN 638	Advanced Counseling Theory	3
COUN 606	Human Develop: Lifespan	3	COUN 642	Multicultural Counseling	3
COUN 626	Assessment in Counseling	3	COUN 657	Practicum in Counseling I	2
COUN 637	Intro. to Group Dynamics	1	<b><i>Exceptionality Specialization Course:</i></b>		
COUN 601	Foundations of Cult. Div.	1	COUN 616	Mental Health, Exceptionality, and Disability	3
COUN 656	Pre-Practicum	1	<b><i>Contemporary Issues Specialization Course:</i></b>		
			COUN 604	Foundations of School Counseling	3
<b><i>Semester Total</i></b>		<b>15</b>	<b><i>Semester Total</i></b>		<b>17</b>

**Second Year Courses**

<b><u>Fall</u></b>			<b><u>Spring</u></b>		
COUN 639	Group Counseling	3	COUN 668	Internship in School Counseling	12
COUN 658	Practicum in Counseling II	3	COUN 695	Topics in School Counseling/Internship Seminar	3
COUN 671	Research and Statistics	3			
<b><i>School Counseling Specialization Requirement:</i></b>					
PSYC 641	Introduction to Family Therapy	3			
PSYC 646	Consultation and Prevention	3			
<b><i>Semester Total</i></b>		<b>15</b>	<b><i>Semester Total</i></b>		<b>15</b>

***Program Total: 62 credits***

Students entering the Counseling program take a core set of courses during the first semester, and have until the end of the semester to finalize their track (School Counseling or Mental Health). Students in the School Counseling Track complete a 100-hour practicum (one day per week) in the 2nd semester of the first year. In the 1st semester of the second year, students will complete a 200-hour practicum, spending two days per week in a school setting. In the 2nd semester of the second year, students will complete a 525-hour internship experience spending five days a week in a school setting, leading to the M.S. Ed. and Certificate of Advanced Study in Counseling (62 credit hours).

**Division of Counseling and School Psychology**

**Alfred University**

**Graduate Program in Counseling  
Mental Health Track Course Sequence**

**First Year Courses**

<b><u>Fall</u></b>			<b><u>Spring</u></b>		
COUN 602	The Professional and Ethical Foundations of Counseling	3	COUN 605	Career Development and Life Planning	3
COUN 636	Principles of Counseling	3	COUN 638	Advanced Counseling Theory	3
COUN 606	Human Develop: Lifespan	3	COUN 642	Multicultural Counseling	3
COUN 626	Assessment in Counseling	3	COUN 657	Practicum in Counseling I (Agency, 1 day)	2
COUN 637	Intro. to Group Dynamics	1	<b><i>Exceptionality Specialization Course:</i></b>		
COUN 601	Foundations of Cult. Div.	1	COUN 615	Psychopathology and Differential Diagnosis	3
COUN 656	Pre-Practicum	1	<b><i>Contemporary Issues Specialization Course:</i></b>		
			COUN 603	Foundations of Mental Health Counseling	3
<b>Semester Total</b>		<b>15</b>	<b>Semester Total</b>		<b>17</b>

**Second Year Courses**

<b><u>Fall</u></b>			<b><u>Spring</u></b>		
COUN 639	Group Counseling	3	COUN 667	Internship in Mental Health Counseling (Agency and Clinic; 3+1)	9
COUN 658	Practicum in Counseling II (Agency and Clinic; 2+1)	3	COUN 641	Counseling Special Populations	3
COUN 671	Research and Statistics	3	COUN 695	Topics in Counseling/Internship Seminar	3
<b><i>Mental Health Specialization Requirement:</i></b>					
PSYC 641	Introduction to Family Therapy	3			
COUN 619	Program Development and Grantsmanship	3			
<b>Semester Total</b>		<b>15</b>	<b>Semester Total</b>		<b>15</b>

***Program Total            62 Credits***

Students entering the Counseling program take a core set of courses during the first semester, and have until the end of the semester to finalize their track (School Counseling or Mental Health). Students in the Mental Health Track complete a 100-hour agency practicum (one day per week) in the 2<sup>nd</sup> semester of the first year. In the first semester of the second year, students will complete a 200-hour practicum, spending two days per week in an agency setting and one day per week in a clinic setting (at the Alfred University Child and Family Services Center). In the second semester of the second year, students will complete a 400-hour internship experience,

spending three days a week in an agency setting while continuing their one day a week experience in the Child and Family Services Center, leading to the M.S. Ed. and Certificate of Advanced Study in Counseling (62 credit hours).

**Division of Counseling and School Psychology**  
**Alfred University**  
**Graduate Program in Counseling**  
**Practicum and Internship Requirements**

Fall Semester, Year 1:

**COUN 656 - Counseling Pre-Practicum**

This course will acclimate students to the environment in which the counseling experience occurs through a series of site visits (minimum of 5) to schools, mental health agencies, and/or colleges/universities. Interview summaries, detailed analyses, and other relevant counseling experiences are a part of the course. Continued orientation to the role of the professional counselor and ethical concerns will also be discussed. Students will practice the basics in terms of active listening skills and the use of appropriate counseling techniques through role-plays and other activities. 1.000 Credit Hours, 1.000 Other hours

Spring Semester, Year 1:

**COUN 657 - Practicum in Counseling I**

The student is required to spend a minimum of 100 clock hours at a selected school, agency or college/university, working under supervision with clients/students. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process. The student is provided practical, on-the-job, supervised and evaluated field experiences that provide the foundation for internship experiences. A weekly seminar class accompanies the fieldwork experience, which will focus on discussion of the theory and practice of supervision vis-à-vis the practicum. Prerequisite: COUN 656. 2.000 Credit Hours

Fall Semester, Year 2:

**COUN 658 - Practicum in Counseling II**

This is a continuation of COUN 657, with the exception that the student is required to spend a minimum of 200 clock hours at a selected school, agency or college/university, working under supervision with clients/students. Students continue to develop conceptual and professional skills related to their practice at a field site. Again, a weekly seminar class accompanies the fieldwork experience. Prerequisite: COUN 657. 3.000 Credit Hours

Spring Semester, Year 2:

**COUN 667 - Internship in Mental Health Counseling**

The student experiences the actual counseling practice by performing a wide range of counselor functions and activities in a field-training site. The site may be a social service agency, mental health clinic, veterans counseling service, or any other approved counseling setting. Site

supervision is provided by a certified or licensed field supervisor. The student is expected to spend four full days each week at the site (400 clock hours), in addition to participating in a regular seminar on campus. Prerequisite: Satisfactory completion of qualifying examination.  
9.000 Credit Hours

### **COUN 668 - Internship in School Counseling**

The student experiences the actual practice of a school counselor by performing in a wide range of counselor functions and activities in a public school. Site supervision is provided by a certified school counselor. The student is expected to spend five full days each week at the school (525 clock hours), in addition to participating in a regular seminar on campus. Permission of the instructor is required Prerequisite: Satisfactory completion of qualifying examination.  
12.000 Credit Hours

## **HISTORY AND GENERAL DESCRIPTION OF ALFRED UNIVERSITY**

Founded in 1836, Alfred University is the oldest coeducational institution in New York State and the second oldest in the nation. The undergraduate student body numbers approximately 2,000, with approximately 300 graduate students. The University grants bachelors, masters, specialist, and doctoral degrees. The 50-building, 232-acre hillside campus adjoins the village of Alfred, located between the foothills of the Allegheny Mountains and the Finger Lakes region.

The University is comprised of the privately endowed College of Business, the College of Liberal Arts and Sciences, the College of Engineering and Professional Studies; and the public sector New York State College of Ceramics (School of Ceramic Engineering and Material Science and School of Art and Design).

Alfred University's Counseling Program is one of the oldest programs in New York State and a cornerstone for graduate education at Alfred University. The school counseling specialization is an approved program by the New York State Department of Education leading to provisional certification. Graduates of the Alfred University program will be able to meet the certification requirements of most State Departments of Education. If a student is likely to become employed in a state other than New York, it is advisable to obtain a copy of that state's current certification standards and to consult with their advisor to best plan the program of studies. Graduates of the Alfred Counseling Program often receive multiple job offers.

## **COUNSELING AND SCHOOL PSYCHOLOGY PROGRAM FACULTY**

**Jana Atlas, Ph.D.**, Wayne State University

Professor of School Psychology, licensed psychologist. Specialty areas: psychotherapy, psychopathology, and eating disorders.

**Marleah Bouchard, M.A., C.A.S.**, Alfred University

Visiting Instructor of Counseling and School Psychology. Specialty areas: early numeracy, training issues in counseling

**J. Stephen Byrne, Psy.D.**, Marywood University

Assistant Professor of Counseling. Specialty areas: personality, assessment, relationship issues, trauma and PTSD

**Kevin A. Curtin, Ph.D., LMHC**, The George Washington University

Assistant Professor of Counseling, licensed mental health counselor. Specialty Areas: Mental Health Counseling, family therapy, group counseling, at-risk youth

**Callen Fishman, Ph.D.**, State University of New York at Albany

Assistant Professor of School Psychology. Specialty areas: sexual abuse assessment and treatment, parental involvement in education, strength-based assessment

**Mark Fugate, Ph.D.**, Lehigh University

Associate Professor of School Psychology, licensed psychologist, certified school psychologist. Specialty areas: curriculum-based assessment, preschool assessment, and acquisition of reading skills.

**Edward Gaughan, Ph.D.**, Temple University

Professor of School Psychology, Powell Professor of Psychology & Schooling, licensed psychologist, certified school psychologist. Specialty areas: direct and indirect intervention, psychopathology, family processes.

**Cris Lauback, Psy.D.**, Alfred University

Associate Professor of School Psychology, certified school psychologist and teacher.

Specialty areas: Counseling, pre-referral teams, special education, and preschool screening.

**Lynn O'Connell, Psy.D.**, Alfred University

Chair, Division of Counseling and School Psychology, Associate Professor of School Psychology.

Specialty areas: rural schools, pre-referral teams, school consultation, and early childhood assessment.

**Hannah Young, Psy.D.**, Alfred University

Assistant Professor of Counseling. Licensed psychologist, certified school psychologist. Specialty areas: school counseling, consultation, prevention, domestic violence, diversity issues.

In addition, there are faculty members who participate in the program on a **part-time** basis:

**Ellen Faherty, Psy.D.**, State University of New York at Albany

Director of the Lea R. Powell Institute for Children & Families, Clinical Associate Professor of School Psychology, licensed psychologist, certified school psychologist. Specialty areas: school psychology, special education, early childhood, and psychotherapy.

**Mr. Michael Wales**, School Psychologist, Addison Central School

**Ms. Sally Dougherty**, LMHC, Mental Health Counselor, Embracing Changes

## **THE ALFRED UNIVERSITY PROGRAM**

The training required for a professional career in counseling is different from that experienced as an undergraduate. Students are expected to perform competently in academic courses, assistantship activities, and practicum activities. It is important that students demonstrate initiative in approaching faculty concerning course content issues, asking for feedback, and planning programs in special areas of interest. Motivation is necessary for development into a professional counselor. Obtaining an advanced degree is not merely a matter of accumulating a minimum number of semester hours. Collaboration with other students in professional activities is encouraged. Attendance at the students' meetings, contributions to committee projects, and participation in faculty-student activities are opportunities for peer interaction outside the classroom. Considerable education as well as support for one another is gained through informal gatherings.

### **Master of Education/Certificate of Advanced Study**

The MSED./CAS program is designed to prepare qualified and effective counselors who will practice in schools, mental health and community agencies, or other child and family settings. The program consists of two years of full-time Alfred University coursework, and field practica in the settings referenced previously. At the successful completion of these two years of work (62 credits) including the supervised practica, internship, and comprehensive examination, the Master of Science Degree and Certificate of Advanced Study in Counseling is awarded (School and Mental Health Tracks).

### **Certification**

Graduates of the Alfred University Counseling Program (School track): Immediately upon graduation students will apply for and receive a provisional certification from the State Education Department. They will have completed the academic requirements for permanent certification awarded by the New York State Education Department after two years of work experience.

### **Counseling Committee**

The Counseling Committee is the operating committee for the program, overseeing program policy, procedure, and curriculum. Its membership includes selected faculty of the Division of Counseling and School Psychology (including the Counseling Program), the chairperson of the Division of Counseling and School Psychology, and the Director of Graduate Studies. Elected student representatives may bring issues to the Committee and attend meetings where such issues are discussed. Any individual student can bring an issue to the Committee for discussion or consideration through the class representatives.

## **ADDITIONAL PROGRAM INFORMATION**

### **Professional Organizations**

There are a number of professional organizations that the faculty encourage students to join that are relevant to the field of Counseling. Students receive significant discount on membership rates.

- American Counseling Association – ACA is the national association for counselors.

- The American School Counselor Association
- New York State School Counselor Association
- New York Mental Health Counselors Association
- + several others

*\*Membership forms are available from the Division Secretary*

## **PROGRAM POLICIES AND PROCEDURES**

### **Policy Against Discrimination**

The following statement is taken from the University's *Graduate School Catalog*:

*Alfred University considers candidates for admission, applicants for financial aid and applicants for employment on the basis of individual qualifications and does not discriminate on the basis of gender, age, race, color, national or ethnic origin, religion, sexual preference or disability. Further, the University does not engage in any of the said forms of discrimination in the administration of admission and educational policies, scholarship and load programs, the athletic program or in any other school administered program. Alfred University is an equal opportunity, affirmative action employer.*

### **Admissions Policy**

The division typically admits 15-20 Master's/CAS students each year. The Master's/CAS admissions committee is comprised of faculty of the Division. Admission to the program is based upon a comprehensive review of all of the application materials. These include grade point average, scores on the Graduate Record Examination, personal statement, three letters of recommendation, and an interview.

The average undergraduate GPA earned by our Master's/CAS students over the past several years is approximately 3.4. These numbers are averages and are used as guidelines; final decisions are based upon a holistic review of the applicants' credentials. We are interested in students whose goals and interests match those of the training in this program. We strive for balance in admitting a diverse student body, including cultural, ethnic, and geographic factors, as well as a blend of traditional and non-traditional students.

### **Undergraduate Prerequisites**

It is preferred that students present evidence of successful completion of some undergraduate course work in the following subject areas: psychology, sociology, education, or human development. However, it is more important that students demonstrate academic success in their undergraduate work, no matter what the major. Practical experiences are seen as valuable preparation. No program credit is given for undergraduate study or for graduate courses students take to complete prerequisites.

Some school psychology courses are available with permission of the instructor and division chair to any matriculated graduate student at Alfred University.

## **Proposal to Transfer Credit**

Graduate School requirements at Alfred University allow for transfer of up to 6 graduate credits. Once a student has been accepted into the program, consideration will be given to graduate work done at other accredited institutions in courses that were clearly at the graduate level with grade B or better, and appropriate to Alfred University's Counseling Program. In addition, all coursework, including the transferred credits, must be completed within 7 years.

Every request for transfer of credits is reviewed individually and the faculty advisor must make a recommendation on the student's behalf to the Division Chairperson. If the Division Chairperson concurs, the matter is referred to the Counseling Committee. Exemptions to the University regulations regarding transfer credits must go through Counseling Committee. In those instances when a student's transcript and prior experiences suggest the possibility of awarding transfer credit for didactic courses or practicum experience the following criteria will be followed:

- When there is a question of accepting credit for didactic courses taken at other graduate institutions, students may be required to submit the course syllabus, a list of the texts used, qualifications of the course instructor, or other relevant materials. When there is a question about the comparability of courses, the advisor may require the student to meet with the instructor at Alfred University who teaches the course. The instructor will submit a written statement indicating whether the courses appear comparable. In those cases in which the instructor has a question about comparability, the student will be required to take a proficiency exam. Proficiency exams will be taken only when students have prior coursework that meet the requirements of one of the University's courses.
- When there is a question of accepting prior field experience in lieu of the practicum requirements, the student will meet with his/her advisor to discuss whether prior experience is comparable to one or more of the practica components of the program. If the advisor agrees that the experiences appear to be comparable, they will meet with the program director to confirm this assessment. To make the determination at this level the candidate must submit a validated description of the experience, including information as to activities engaged in, nature of placement, duration, nature and extent of supervision, and qualifications of supervisor. If there are any questions with respect to certain skills associated with the practicum, the student will be required to demonstrate these skills at the Child and Family Services Center or another appropriate setting. If the candidate's prior experience was not part of an organized training program, the candidate will be expected to complete the practicum experience, and this experience will be tailored to the particular strengths and weaknesses of the candidate. Regardless of prior experience, all students are required to have participated in a supervised practicum experience prior to internship.
- Decisions concerning student requests to be granted credit for a course or field experience will be made during the first semester the student is enrolled.
- Waivers from comprehensive examinations are discussed later in this document.

- Grades earned in courses transferred from other institutions do not affect the student's Alfred University grade point index.
- **In well-substantiated special cases, where the interests of the student are at variance with the regulations stated above, a documented petition may be made to the Counseling Committee through the Division Chairperson for an appropriate transfer of credit.**

### **Prior Experience**

Frequently students will enroll in the program with previous graduate coursework from other institutions that is not recent. Also, some students enter with a great deal of work experience to their benefit. If the previous course content sufficiently overlaps with required coursework, the student may wish to discuss a waiver from course content with their advisor.

On the basis of this prior work and life experiences, a student may request a waiver of some coursework/practica. This is most often done after matriculation with the advice and counsel of a faculty advisor. However, equivalency credit requests will not be entertained or granted. If a waiver of a course is granted, it is the student's responsibility to take an equal number of credits to make-up for the waived credit.

In order to effectively plan and sequence the student's overall program, all course waivers **must** be discussed during the student's first semester of enrollment. Failure to initiate course waiver requests in the first semester of study constitutes acceptance of all coursework as specified in this handbook.

Consultation with the academic advisor early in the first semester is the first step in the process. The advisor will aid the student in deciding which previous coursework/experience sufficiently overlaps with current course offerings. In order to make this determination, documentation (i.e., course syllabi, work examples, etc.) will be necessary. The instructor may then require either an oral or written examination and/or demonstration of skills before he/she forwards a written decision to the Chairperson. Course waiver decisions are made only by the instructor who is currently teaching the course or, in the case of courses that are not currently being taught, by the instructor who had taught the course, in consultation with the Division Chairperson.

### **Continuous Enrollment**

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

### **Withdrawals**

A student may withdraw from a course and receive the grade of W with the signature of the instructor and the approval of the student's advisor during the period designated by the University Calendar. A grade of W will be assigned for a course withdrawal. The approval of the student's Dean is also required if:

- A. The student is enrolled in the Graduate School; and/or,
- B. The revised load is less than twelve semester hours.

### **Leave of Absence**

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

1. A student must make a written request to the Chairperson of the Division. The request must include the reason(s) for the leave and the length of time for which the student wants the leave. Leaves are generally granted for one or two semesters, but may be extended upon application and approval. A leave of absence will not usually be granted for a semester in progress.
2. Before granting a leave the Chairperson may discuss with the student his/her written request and specific action plan for the leave.
3. The Chairperson will bring the request to the Counseling Committee for discussion and a decision.
4. Once a leave is granted the Chairperson will notify other interested University officials of the decision and the expected date of return.
5. There are circumstances (for example, a felony conviction) under which a student's leave, and eligibility to return to the University, may be canceled.
6. A student who is granted a leave of absence to deal with medical and/or psychological problems may be requested to submit a clinical evaluation to the Dean of Student Affairs before consideration can be given for his/her return to campus.

### **Financial Assistance through Graduate Assistantships (GA)**

Graduate assistantships (tuition remission) are available to all full-time students. The students are responsible to the faculty member to whom they are assigned. Students who receive such assistantships are expected to work 7.5 hours per week. Written evaluation of the assistant's performance is conducted at the end of each semester to determine if the assistantship should be continued. The assistantship can be revoked at any time for lack of adequate performance of assistantship responsibilities. Continuation of the assistantship is dependent upon satisfactory performance of internship duties, as well as satisfactory academic progress in the program. It is the student's responsibility to discuss any problems they are having in completing their hours with either their advisor or the assistantship coordinator. Students who receive graduate assistantships must obtain permission from the Division Chairperson before they accept additional employment within or outside of the University. The Graduate School and Financial Aid Office assist graduate students in obtaining additional forms of assistance whenever possible.

### **General GA Information**

- GAs must submit and have their hours approved by their supervisor on a regular basis, either via paper timesheets or online in Banner.
- You will get e-mails from the Assistantship Coordinator about when and how to submit hours worked.

- If you miss a deadline in entering hours in Banner, you must complete a paper time sheet regarding those hours.
- Please be considerate while working in the various offices. Discourage visiting with one another - the lounge is provided for this purpose.

## **Grades**

The Graduate School requires that the students maintain an index of 3.0 or better each semester and cumulatively. In addition, students are permitted to present no more than six credit hours at the grade of C or below. Admission to the Alfred University Counseling Program is a privilege and not a right. Once admitted, students can expect to continue attendance at the University so long as they (1) maintain satisfactory academic records and progress in the development of necessary professional, personal, and interpersonal characteristics, (2) meet their financial obligation to the University, and (3) do not seriously or persistently violate existing University regulations. Separation from the University will be made only after a review of the matter by an appropriate group, and according to established University procedures. The Counseling Committee reviews the scholastic standards of the program. The committee reviews each student's record each semester and takes appropriate action, which may include the termination of graduate study for students who do not meet the index standard or who do not make satisfactory progress in other ways.

## **Probation**

A student whose semester index drops below the levels established by each college, will be placed "on probation." Further, a student who has a low cumulative index, low grades in critical prerequisite courses, or who is not making satisfactory progress, may also be placed "on probation." Students in the Counseling Program must maintain semester and cumulative indices at or above 3.0.

## **Extended Probation**

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

## **Dismissal**

- Scholastic Standards committees will review every student's record each semester. They may recommend termination of graduate study for students who do not meet an index standard of 3.00 or better each semester and cumulatively, those who have received more than six credits of C's (or below) in their coursework, or who do not make satisfactory progress in other ways.
- A student who is "on probation" or "extended probation" and who fails to attain the minimum semester or cumulative standards for a second consecutive semester may be dismissed from the University.
- Failure to meet other specific academic requirements, inability to improve overall academic performance, lack of requisite personal and professional characteristics and skills, or lack of satisfactory progress toward a degree may also result in dismissal from the University.

## **Qualifying Examinations**

The satisfactory completion of a qualifying examination is a requirement for continuation in and graduation from the program administered at the end of the first year of the program. The purpose of this written examination is to evaluate students on their knowledge of applied professional skills. The questions will require integration and synthesis of any course material presented throughout the first year. The faculty of the Counseling program will develop the questions and appoint the readers. Generally, the exam will be offered in the month after the end of the second semester of the first year. Grading of the responses will be on a pass-fail basis, with two readers (blind to the identity of the students) for each question. In the event of a discrepancy in grading, a third reader will be appointed. Each question is graded separately, and the student will only have to retake the sections that were not passed. In the event of a borderline pass/fail response on any section of the examination, the student will be given a chance to clarify his/her response through a follow-up oral exam taken within four weeks of the original administration. A student must demonstrate proficiency in all three areas within two attempts to pass the examination. As Graduate School regulations indicate, a student may take each part of the examination only two times.

## **Field Experience and Practicum**

In addition to performing at acceptable academic levels in the program, it is expected that students will demonstrate the ability to perform at acceptable levels in the various pre-professional activities in which they are engaged. It is assumed that this aspect of their performance in field practicum, internship and other relevant professional activities will be evaluated regularly and will contribute a significant part of the assessment of each student's program toward the successful completion of the program. From its inception, the Counseling Program at Alfred University has been concerned with integrating classroom learning with actual experience in school, college, and mental health settings.

One of the unique features of the Counseling Program is that along with academic course work, students participate in extensive practica and internship training experiences under the direction of counseling faculty members. These provide valuable services to local school systems, community agencies and colleges/universities in the Alfred area, thereby serving the community as well as providing supervised applied training experience.

Practica requirements give the student an opportunity to practice applied skills and become familiar with the role of the school or mental health counselor. On-site certified school counselors, mental health counselors and University faculty supervise practicum experiences. Students are also evaluated at the conclusion of each practicum experience.

- **School, Mental Health, and College Settings**

Beginning in the first semester, students participate in extensive fieldwork in Alfred area school systems, mental health agencies and colleges/universities. Students visit a minimum of five counseling settings during their first semester (Pre-practicum), one day per week during the second semester (Practicum) and two days per week during the first semester of year two (Practicum I). For those in the school counseling internship is completed during the second semester of the second year, just prior to graduation. Students in the mental health track complete a full time (four days/week day/week internship (3 days in a mental health agency setting and one day in the child and family services clinic). Such practical experience

assists the students in developing an understanding of the complexities of the school, mental health agency, and college environments and allows them to begin to acquire valuable skills in communication, consultation, program planning, and assessment. These experiences lay a foundation of knowledge that better prepares the student for the challenges he or she will encounter as a professional counselor. Importantly, an on-site supervisor and a faculty member of the Counseling Program, who communicate with each other to further the students' progress, facilitate this fieldwork.

- **Internship**

The second semester of the second year for the M.S. Ed./CAS students consists of a full-time internship. This experience is the culmination of the student's classroom and field experience from the first year and a half of training and allows the student to perform the duties of a school/mental health agency/university counselor under the supervision of an on-site professional counselor with a minimum of three years of experience, as well as faculty of the Counseling Program. Faculty will supervise a maximum of six interns at any one time, while intern supervisors are supervising only one or two interns at any given time. Students seek placements by following guidelines developed by the Division of Counseling and School Psychology. The program director must approve the internship site.

- **Liability**

Students working in the Counseling Program practicum sites are covered by liability insurance through the University. However, students must purchase liability insurance from a professional organization for their own protection for Practicum I, Practicum II, Clinic Practicum (Mental Health Track), and Internship.

### **Student Progress Monitoring**

The Counseling Program faculty continuously evaluates student progress and skill development. This is accomplished at various levels in terms of frequency and specificity.

- **Feedback Sessions**

Counseling, in addition to academic excellence, requires self-understanding and expertise in interpersonal communication. These areas include feedback skills, listening skills, interviewing skills, rapport building ability, group leadership skills, self-monitoring of stress and self-disclosure, and appropriate application of ethical standards. With this in mind, at least once per year and more frequently if indicated, the Counseling Program undertakes a systematic review of each student. This review involves both written evaluation and a meeting with each student. The purpose of the evaluation is to provide feedback on student progress, and identify student strengths and weaknesses. It is the responsibility of the student to plan for his/her own specific needs for improvement. The review focuses on general academic status and progress through coursework including practical development and attainment of professional behaviors commensurate with practicing as a school/agency counselor. All members of the Counseling faculty may take part in this review. Prior to the meeting each student completes a self-evaluation assessing the following areas: academic abilities, professional abilities, and personal characteristics. (See Appendix C for sample student self-evaluation form). Thus, the feedback meeting can target areas of strength, as well

as those areas in need of remediation. In addition, input from other faculty and field supervisors is routinely gathered via end of the semester evaluations. Students will be encouraged to seek feedback each semester from their field placement supervisors regarding their performance. Ideally this will be an ongoing (formative) process that encourages professional growth and development, and not merely one that occurs at the end of each placement. This component is a strength of Alfred University's program and is crucial to the functioning of school and mental health counselors in the field as viewed by others.

This guidance system will function in a reciprocal manner. Students are invited to seek out their advisor whenever the need arises. But regardless of felt need, students are expected to make an appointment with their advisor at least once per semester to review their program and plan for the following semester. Additionally, at the end of each academic year, the student will complete an annual progress report delineating courses and field placements completed as well as colloquia and conferences attended, supervisory experiences, and other professional activities.

In general, it is expected that students in the program will demonstrate levels of performance in relation to clients, supervisors and other professionals in their placements that are commensurate with the requirements of the professional personnel and the Division faculty.

Specifically, the student should be able to perform adequately in at least the following areas of behavior (these examples are not exhaustive):

- The ability to develop and maintain satisfactory relationships with clients appropriate to the level of training of the student.
- The ability to engage in appropriate peer relationships within the context of the professional work situation in the field and in the Division.
- The ability to engage in constructive consultation in the professional work place involving communicating with other staff about clients and issues.
- The ability to engage in, accept, and profit from professional supervisory relationships.
- The ability to function within guidelines and limits of the professional ethics and standards of the American Counseling Association and the American School Counselor Association. These guidelines may be found in *Best Practices in Counseling* and in *The Handbook of Counseling*. In addition, they will be covered in several courses.

- **Evaluation of Practicum Performance**

During the first year Counseling graduate students are placed in a school district, agency, or college at least one day each week to practice counseling skills, to develop observation and consultation skills, to provide experience in working with students and others and to become oriented to working in the schools, colleges and agencies as a counselor. Program faculty as well as on-site supervisor(s) supervise practica. Each semester the on-site supervisor completes an evaluation of each student (see Appendix D). This evaluation is reviewed by the faculty and shared with the student in the feedback sessions.

- **Internship Evaluation**

Supervision during internship is provided by one or more on-site certified counselors and by the University supervisor. Evaluation is an integral component of the internship experience and is the combined responsibility of all involved parties and should be conducted in an ongoing fashion. The procedure for internship evaluation is as follows:

- The on-site supervisor(s) complete an evaluation of the intern's performance at two points during the practicum II, and internship period. These evaluations are completed in December and April of the 2<sup>nd</sup> year (see Appendix E).
- At the end of the semester, on-site supervisors must meet with their interns to complete and review their evaluation forms.
- At the end of the semester, the University supervisor grades the intern based upon an evaluation by the on-site supervisor, paperwork completed by the intern, and information gained from observing and supervisory sessions with the intern.

### **Academic Dishonesty and Other Unethical Practices**

The Counseling program follows the University's Academic Regulations for Graduate Students regarding academic dishonesty. The regulations follow:

Unethical conduct or academic dishonesty is defined as any action that enables students to receive credit for work that is not their own. Such conduct will not be tolerated in any form. Academic dishonesty can occur both in and outside the classroom, studio, or lab. In the context of tests, quizzes, examinations, or other in-class work, dishonest practices include, but are not limited to:

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

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

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

- Submitting the same piece of work or significant portions thereof to more than one instructor without the express permission of ALL instructors involved.

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

- A. Students' written work should reflect their own personal preparation for the assignment, such as reading books and articles, performing research on the internet and in electronic databases, and taking notes in class and during the research process.
- B. Students should avoid using the actual words of the authors of their sources whenever possible, opting instead to demonstrate an understanding of the authors' ideas by rewriting them in their own words.
- C. All ideas and analyses that are derived from other authors must be attributed to those authors in the form of appropriate source citations, even when their own words are not used. Source citations usually take the form of footnotes, endnotes, or parenthetical citations in addition to a formal bibliography and/or works cited page at the end of the writing assignment. The format for these source citations depends on the conventions of each academic discipline: consult your instructor as to the appropriate form to use.
- D. When the use of an author's specific text is unavoidable or necessary, that material must be identified as a direct quotation and must either be surrounded by quotation marks or formatted as a block quotation. Appropriate source citations must follow all quotations, as per the instructions above.
- E. Circumstances when direct quotation is necessary or desirable include:
  - 1) The wording of the text is essential to the student's own analysis.
  - 2) The text exemplifies the author's particular perspective.
  - 3) Quoting the text is a more efficient way of presenting the author's ideas than a more elaborate and lengthy paraphrase would be.

It should be noted that lengthy quotations or their overuse is neither desirable nor appropriate in most instances and should be avoided. Additionally, over-reliance on lengthy quotations can be considered a form of plagiarism.

**Collaboration:** Some instructors find collaborative assignments useful. Students may be allowed to collaborate in shared assignments only with the specific permission of the instructor. In those circumstances the limits to the collaboration will be established by the instructor and students should be aware that they are responsible for maintaining the appropriate limits to that collaboration.

### **Procedures for Discipline of Academic Dishonesty**

Graduate students at Alfred University are expected to maintain generally accepted standards of academic honesty and professional integrity. Failure to do so will lead to dismissal from the Graduate School.

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

- A. The instructor will advise the student orally as soon as possible after the offense is observed. This will allow simple misunderstandings and misinterpretations to be resolved.
- B. If the instructor remains convinced that an offense has occurred, a written statement of the offense will be sent to the student, with a copy sent to the Academic Dean or Division Chairperson.

C. The student's academic dean or program director should advise the student of appeals procedures which are available.

A student charged with an unethical practice may appeal to the Counseling and School Psychology Governing Committee. Any student dismissed from the Graduate School may request reconsideration of the matter by the Graduate Council, such request to be made within five days of the notice of dismissal. If not satisfied with that reconsideration, the student may appeal to the Provost.

### **Sexual Misconduct**

All students are expected to maintain socially and professionally appropriate conventions for behavior with clients. The physical and emotional boundaries of clients, including children, fellow students, and other adults, *must* be respected. Acts of sexual harassment, including inappropriate physical contact and verbal interactions, will not be tolerated.

*Sanctions for Sexual Misconduct:* Any such acts will result in sanctions ranging from remedial activities for lesser offenses to dismissal from the program and legal action for more serious offenses.

### **Grievance Procedures**

The faculty of Alfred University recognizes the right of students to seek remedy for grievances and encourages students with grievances to do so. A student grievance is defined as including any disagreement concerning a course, course of study, grades, comprehensive examination, or any other matter substantively affecting a student's relationship with Alfred University.

### **Alfred University Grievance Procedure**

For this grievance procedure, a disagreement is defined as being between a student or group of students, and a faculty or staff member of Alfred University. No student shall be penalized or discriminated against for utilizing this procedure.

A grievance must be filed within the term in which the circumstances occurred, or within one month of the incident (e.g., receiving a grade). Steps in the procedure are outlined below. An individual student, or a group of students who join together to submit a collective or class grievance designs them for use.

**STEP 1:** The student(s) will attempt to resolve any disagreement or grievance with the faculty or staff member in question. If the grievance is not resolved to the student(s)' satisfaction within two academic calendar weeks of initial contact with the faculty or staff member to resolve the grievance, the student(s) may proceed to Step 2 of this procedure.

**STEP 2:** The Step 2 appeal will be to the next logical level of authority within the division in which the student(s) course or program resides, and in which the faculty or staff member being grieved against holds appointment. This would be the Counseling Division Chairperson. Administrators who are party to the grievance will move to the next logical level of review.

The student(s) will submit a written statement describing the basis for the grievance and the attempt/s made to date to resolve the grievance with the faculty member. The written statement should be submitted along with available supporting evidence (e.g., a course syllabus, test, term paper, etc.), to the designated Step 2 administrator.

The faculty or staff member grieved against will be notified of the grievance within two weeks of the regular academic calendar of its submission to the Step 2 administrator and will be given a copy of the grievance statement and any supporting evidence concerning the student(s) grievance to the Step 2 administrator. The faculty or staff member will also prepare a written statement with supporting evidence. A copy of this written statement and any supporting evidence will be given to the student(s) within two school days.

Within two academic calendar weeks of receiving statements and evidence from both parties, the Step 2 administrator shall inform both parties in writing of his/her decision. The Step 2 administrator may seek additional evidence or consultation during this review period. Step 2 should be completed in no longer than four academic calendar weeks, beginning with the day that the student(s) submitted a grievance statement to the Step 2 administrator.

**STEP 3:** If the Step 2 administrator sustains the faculty or staff member's position and the student(s) decide to appeal, the student(s) may request that the grievance decision be reviewed at the next higher level of administrative review. If the Step 2 administrator sustains the student(s) position and the faculty or staff member decides to appeal, the faculty or staff person may also request that the grievance decision be reviewed at the next higher level of administrative review.

In either event, the appeal must be made within two academic calendar weeks of the Step 2 decision. Upon receipt of an appeal from either party, the Step 3 administrator shall inform the other party of the appeal. The Step 3 administrator shall subsequently inform both parties in writing of her/his decision within two academic calendar weeks, beginning with the day either the students(s) or faculty/staff member requests a review from the Step 3 administrator.

If any student enrolled in Alfred University believes s/he has been discriminated against on the basis of age, sex, race, marital status, religion, handicap, or national origin, s/he may contact the affirmative action officer.

## **Sexual Harassment Policy**

The Alfred University Board of Trustees has adopted an explicit policy prohibiting sexual harassment throughout the University community. It is the policy of Alfred University, in keeping with efforts to establish an environment in which the dignity and worth of all members of the institutional community are respected, to view sexual harassment of employees or students as unacceptable conduct that will not be tolerated.

Recognizing its responsibility to uphold the tenets inherent in this policy, the University thus established clear procedures and guidelines designed to educate and inform faculty, students, and staff relative to (1) the definitions of sexual harassment, and (2) procedures for filing and resolving related complaints. The complete statement of policies and guidelines may be found by going to the University website at:

[www.alfred.edu/policies](http://www.alfred.edu/policies), and clicking on the Sexual Harassment Policy link.

## **GENERAL INFORMATION**

- **Class Attendance** - Attendance at all classes is expected.
- **Writing Style** - All papers written for courses in the program are to be prepared according to the style presented in the *Publication Manual of the American Psychological Association* (6th ed.). This is especially important in any paper in which you are using articles, texts, etc. as sources. You must carefully note and credit original sources.
- **Secretarial Services** - Students may not use the Division secretarial services unless they are doing work specifically and directly for a professor in conjunction with their assistantships.
- **Photocopying** - The Counseling/Psychology copy machine (located in room 423J, Science Center) is available for student use. A list of guidelines to be followed has been made available to each new student. Cards can be purchased from the Division Secretaries for copier use.
- **Telephones** - Telephones in the Division Office may not be used for personal calls. Students are to make no local or long distance calls, unless in conjunction with their duties as a graduate assistant. When toll calls are made for a professor, students should complete a long-distance call form available from the secretary.
- **Lounge** - Room 401 of the Science Center is a lounge for student and staff use. The following are some basic guidelines for the care and use of the room:
  - Use of the lounge is a privilege
  - **Wash all your own dishes:** Do not leave them in the sink
  - Please keep noise down - classes are in progress
  - Each 1st-year student is responsible to sign up for lounge duty one week per semester. Calendar for signing up is posted on the door of the lounge. Duties should include:
    - Making sure lounge is picked up
    - Making sure coffee pot is clean and turned off
    - Making sure door is closed and locked and lights are turned off (especially after late classes)
    - Making sure all tables and microwave are clean
- **Student Study Room** - Room 401B of the Science Center is a graduate student study room. Please observe some basic guidelines:
  - Be considerate of others by visiting in the lounge area, not the study room

- Use care with the computers and report any problems to the Division secretary
- Room is to be locked at night - keys will be available from the secretary

• **Powell Institute & Clinic Use Policy**

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

Institute Hours: The Powell Institute is generally open during business hours, from 8:30 am – 4:30 pm, Monday through Friday. However, there may be times when the faculty and Powell Institute/Clinic secretary need to be out of the building, at which time the exterior doors will be locked for safety and security.

Some classes are scheduled after business hours. Instructors have keys and are responsible for ensuring that students arriving after 4:30 have access to the building, and for insuring that the building is locked when the class is finished.

Students who arrive for classes in the downstairs classroom should enter and leave from the back door. They should not walk through or congregate upstairs, especially when clinic is in session. They should also use the restrooms that are downstairs.

Clinic GAs: Graduate assistants working for the Child and Family Services Center have keys for locking up when clinic is finished for the day. GAs should not be in the building after hours or on weekends unless they have a specific assignment from a supervisor which must be completed during that time.

Reserving Rooms: The Secretary for the Powell Institute/Clinic keeps a master schedule for room use in the building. Student access to conduct dyad practice, review tapes, use test materials, etc., is to be scheduled with Lisa and must occur during business hours.

Scheduled classes, including clinic, have priority use of classrooms and clinic rooms. Any student who wishes to use a room when clinic is in session **MUST** clear this directly with the clinic supervisor, who will make sure that no clients are scheduled during that time.

Copiers: There are no copiers at the clinic that take money or copy cards. Therefore, students who are doing work for their classes must plan ahead and make copies in other locations.

Computers: All of the computers at the Clinic/Institute are only to be used for Clinic- or Institute-related work. Students who are preparing materials for their courses should plan ahead and have those materials ready before they arrive for classes at the Institute.

Coffee: The coffee (tea, hot chocolate, etc.) that students and faculty drink during classes held at the Institute comes from the same fund that pays for coffee at the Science Center. Therefore, if students wish to drink coffee during these classes, they should contribute to the coffee fund. There are coffee makers and supplies located in the downstairs Rural Justice Institute office which are to be used for this purpose.

## **Computer Center**

The technology services that are available are frequently updated and expanded, so please contact the Information Technology Services Helpdesk (x2222; ground floor of Herrick Library) for your specific needs and questions.

The University uses a variety of approaches in making computers available to students. General and specialized micro-computing labs are located throughout the campus providing access to Windows, Macintosh, or Unix operating systems. Each open lab is managed and staffed by Student Technical Assistants who provide needs-based, one-on-one consultation. Laboratory computers are pre-configured with Windows XP desktop software, Netscape Communicator, and Microsoft Internet Explorer. Specialized software such as SPSS, ANSYS, Visual Basic, C++, Microsoft FrontPage, Adobe PhotoShop, etc., are available in a number of lab settings. Every residence hall on campus has a computer room in addition to a network access port for every student in every room. A laptop lending program for resident and commuter students has been instituted through the Information Technology Services helpdesk. This program enables students with short-term computing needs to borrow a laptop for use in the library or anywhere else on or off campus.

Students are expected to establish a user account to utilize the computer systems, and must abide by the rules and policies for use of the facilities.

## **Student Print Management**

To better prevent waste and foster greater environmental awareness on campus, ITS will implement Student Print Management beginning in fall semester 2011.

Recently, a committee composed of students, faculty, and staff, analyzed campus printing usage. Based on their recommendations, the Provost and the Director of ITS have decided on a print quota of 350 pages for undergraduates and 800 pages for graduate students starting in fall semester 2011.

Students will be able to print the number of allotted pages, after which they will be able to buy additional printed pages through a secure Web page that is linked to their Banner student accounts. The cost per page will be 3 cents (for both single-sided and duplex printing).

To learn more about the print management program and how you can decrease the number of pages you print, please visit the ITS Print Management page: <http://our.alfred.edu/its>

## **Herrick Memorial Library**

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

The Graduate Counseling contact person at Herrick Library is Ellen Bahr. You may contact her at [bahr@alfred.edu](mailto:bahr@alfred.edu), 607-871-2976, or in room 109 of Herrick. She is available for individual consultations with you to help with your research or to answer other library-related questions.

- \* Approximately 13,000 volumes in direct support of counseling
- \* Periodical indexes available for counseling research:

- \* On-line:
  - Academic Search Premier
  - Education Research Complete
  - ERIC
  - Health Reference Center
  - JSTOR
  - MasterFILE Select
  - Medline
  - Mental Measurements Yearbook
  - Professional Development Collection
  - ProQuest
  - PsycARTICLES (1988-present)
  - PsycCRITIQUES (1995-present)
  - PsycINFO (1872-present)
  - WilsonSelectPlus

- \* Print:
  - Psychological Abstracts
  - Education Index
  - Social Sciences Index
  - Child Development Abstracts & Bibliography

- \* Periodical Titles
  - Education – over 700 titles
  - Psychology – over 400 titles

- \* Journals with editorial policies of major interest to counselors

### **Primary Journals:**

Journal of Counseling & Development  
Professional School Counseling

Journal of College Counseling  
Counseling & Values  
Journal of Multicultural Counseling and Development

Secondary Journals:

Adolescence  
American Educational Research Journal  
American Journal of Education  
American Journal of Mental Deficiency  
American Journal of Orthopsychiatry  
American Psychologist  
Child and Family Behavior Therapy  
Child Development  
Educational and Psychological Measurement  
Educational Review (Absorbed by School and Society)  
Elementary School Journal  
Exceptional Children  
Harvard Educational Review  
Journal of Abnormal Child Psychology  
Journal of Abnormal Psychology  
Journal of Applied Behavioral Science  
Journal of Applied Behavior Analysis  
Journal of Clinical Psychology  
Journal of Community Psychology  
Journal of Consulting and Clinical Psychology  
Journal of Counseling Psychology  
Journal of Educational Measurement  
Journal of Educational Psychology  
Journal of Educational Research  
Journal of Experimental Education  
Journal of Learning Disabilities  
Journal of Personality Assessment  
Journal of Special Education  
Measurement and Evaluation in Guidance  
Professional Psychology  
Psychological Bulletin  
Review of Educational Research  
School Review

**Electronic Resources**

Via Herrick's Home Page, <http://herrick.alfred.edu>, a student has access to dozens of databases covering a wide variety of subject matters. Of primary interest is PsycINFO, which is the online equivalent of *Psychological Abstracts*. This database offers abstracts of journal articles, research reports, chapters from books, and dissertations going back more than 100 years. It can be accessed from any networked computer on campus or

from home. To connect from off campus, go to the Herrick Home Page (<http://herrick.alfred.edu/>) and select "Research Databases." To connect from off-campus, you must have a valid AU e-mail account; if you are having difficulty accessing this service, contact the library by phone at 871-2184 or by e-mail at [herricklibrary@alfred.edu](mailto:herricklibrary@alfred.edu).

### **Interlibrary Loan Services**

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

### **Additional Services Available**

Online access to electronic resources 24/7 from on and off campus

Wireless access

Desktop computers (PC and Mac) with Internet access, and Microsoft software including Word

In-library laptop lending program

Printers and scanners

24-hour study room

Leisure reading including bestsellers, music CDs, books on tape, DVD and video collections, current newspapers

Extended hours during exam week

Group study rooms

Microfilm readers

Photocopy/scanning machines

Silent study rooms

Special Collections and the University Archives

Library Hours (Always check for changes in hours during breaks, holidays, etc. The full schedule is posted on the library's website.)

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

Fri: 8:00AM - 11:00PM

Sat: 10:00AM - 11:00PM

Sun: 12:00PM - 1:00AM

24-Hour Study Room: Open 24 hours/day, seven days a week, during the academic year.

## **ANCILLARY SERVICES**

### **Information Technology Services (ITS)**

ITS frequently updates and expands their services and resources, so please contact the Information Technology Services Helpdesk (Ext 2222, on the ground floor of Herrick Library) for your specific needs and questions.

The university uses a variety of approaches in making computers available to students. General and specialized computing labs are located throughout the campus providing access to Windows and Apple-MacIntosh systems. Lab computers are configured with Office Professional 2007 software. Specialized software is available in a number of lab settings. Many residence halls on the campus have a computer room in addition to a network port for every student in every room. In addition, most building locations (including residence halls) have wireless access. An all-night computer lab for use by all University students is located on the ground floor of Herrick Library. A Windows/Apple laptop-lending program for students is available through the Technology Lending Program located on the 3<sup>rd</sup> floor of Pearlman Hall. This program enables students with short-term computing needs to borrow a laptop for use anywhere on or off campus. Also, students with multimedia production needs can get assistance at ITS Digital Media Lab located on the ground floor of Herrick Library.

### **Career Development Center**

The Career Development Center, located in the Steinheim building near the Powell Campus Center, is dedicated to the principle of helping all students develop essential career related knowledge and skills. This includes but is not limited to career decision making, resume and cover letter development, interviewing and networking skills, and assistance with the job and internship search. The Career Development Center offers the following services:

- One-on-one appointments to address career related issues
- An online graduate school database and computer based career guidance systems
- Saxon JobLink: Alfred University's job and resume posting web portal
- Numerous career events including the Engineering Career Fair, Graduate School Fair, Internship & Summer Job Fair, Etiquette Dinner and Professional Image Show, just to name a few
- A database of alumni contacts that represent a variety of educational and professional backgrounds
- Extensive job and internship search resources
- Free, lifetime supply of career services for Alumni

### **Wellness Center (Counseling and Health Services Offices)**

The Wellness Center is located in the north wing of the Crandall Center for Counseling and Health Services, near the Saxon Inn and comprises the Counseling Services Office and Health Services Offices. These offices, a component of Student Affairs, provides a comprehensive range of counseling, developmental, medical, and educational services to promote the personal growth and continued wellness of University students. These services are provided by National Certified Counselors and medical professionals and are completely confidential in accordance with standards set by the American Counseling Association and the American Medical Association.

All counseling assistance and most routine medical assistance at the Wellness Center is free and available to currently enrolled undergraduate and graduate students. Appointments can be arranged by calling (607) 871-2300 for Counseling Services, (607) 871-2400 for Health Services, or by stopping by the office. Please keep in mind that some of our division's students may work in the Counseling Services Office in an administrative capacity for their assistantships. If you want to use these services and are concerned about confidentiality, please contact Cathie Chester, Director of the C Wellness Center, directly at (607) 871-2300.

### **Special Academic Services**

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

Assurance of equal educational opportunities rests upon legal foundations established by federal law, specifically Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. By federal law, a person with a disability is a person who:

- (1) has a physical or mental impairment;
- (2) has a record of such impairment; or
- (3) is regarded as having such an impairment that substantially limits one or more major life activities such as self-care, walking, seeing, hearing, speaking, breathing, or learning.

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

Given that several graduate students from the Division of Counseling and School Psychology work at the Special Academic Services office, you should ask to speak with Andrea Burch directly about accessing services at (607) 871-2300, in order to maintain confidentiality. The phone number for the office is (607) 871-2148. Students with disabilities are given the opportunity to self-identify by completing the "Special Needs" form. Those students wishing to self-identify are requested to indicate their specific disability, and to provide the Special Academic Services office with current and appropriate medical, psychological, psychoeducational, or neuropsychological documentation indicating their disability and suggested accommodations.

The form also provides a section where the student may give their signed consent authorizing Special Academic Services staff to release information regarding the student to Alfred University faculty, staff, Health Center staff, Counseling and Wellness Center staff, and the Child and Family Services staff, as may be necessary and appropriate to provide the student with services.

Upon determination of eligibility, Ms. Burch will work with you in arranging for reasonable and appropriate accommodations, in identifying and utilizing the existing campus resources such as the Writing Center,

Tutoring Services, Health Center, and Counseling Center, in developing self-advocacy skills, and arranging individual sessions.

### **Writing Center**

The Writing Center provides free writing assistance to all Alfred University students, faculty, and support personnel. Whether you need help discovering ideas, organizing information, brushing up on basic grammar, revising a final draft, taking essay exams, or preparing technical documents, the Writing Center can help you improve your writing abilities and gain confidence as a writer. The Writing Center is located in Seidlin Hall, Room 003, Ground Floor. Undergraduate tutors mainly staff the Writing Center, but Dr. Vicky Westacott, the Director, is willing to meet with our students. You may call her at (607) 871-2245 or e-mail her at fcobb@alfred.edu.

### **Counseling Program Resources**

**Journals and Files:** In the student lounge and study room there are a number of files and resources for student use. These include past projects of students as well as articles or handouts of interest. Students often find these resources very helpful in preparing for papers or presentations. A directory of all these resources is available in the lounge, study room, or from the division secretary.

**Off Campus Housing:** A limited number of rentals (apartments and rooms) are listed through the Office of Residence Life. The University does not at any time enter into the relationship between a landlord and tenant. The University maintains a list of those rentals that landlords wish to list and does not attempt to evaluate the suitability of the facility. For more information on rentals, call 871-2186. Each summer, our division secretaries also maintain an informal list of available rentals. Many student rentals are communicated via "word of mouth." To gain access to this method of identifying housing, one should talk with off-campus students, watch bulletin boards (especially in the Campus Center), and talk with community members.

**On Campus Housing:** The University's residence hall program is located in Bartlett Hall (607-871-2186). Anything related to residence hall life should be directed to Brenda Porter in the Residence Life office.

## **APPENDIX A - COURSE DESCRIPTIONS**

### **GRADUATE PROGRAM IN COUNSELING:**

#### **COUN 601 - Foundations of Cultural Diversity**

As frontline practitioners in schools, human service agencies, and higher education settings, mental health providers are faced with a proliferation of cultural issues on a daily basis. It is essential that mental health providers develop an appreciation for cultural diversity and an understanding of how cultural diversity issues interact with service provision. This course is intended as an introduction to cultural diversity issues and their impact on the major areas of practice within schools, agencies, and higher education. Upon completion of this course, students will have acquired knowledge regarding cultural issues that provide a foundation for exploring these issues in subsequent specialization courses. (Cross-listed as PSYC 601) 1 Credit Hour

#### **COUN 602 - The Professional and Ethical Foundations of Counseling**

This course helps the student begin establishing professional identity as a counselor. Areas explored include professional roles, settings, functions, goals and objectives, organizations, history, ethics, and credentialing. Comparisons will be made between counseling in textbooks and in the "real world." 3 Credit Hours

#### **COUN 603 – Foundations of Mental Health Counseling**

This course focuses on contemporary issues facing counselors in a variety of counseling agencies. Topics include counseling clients with eating disorders, depression, survivors of incest, date rape, alcohol problems. ACOA, etc. Students also become familiar with diagnostic and statistical manual of mental disorders; consultation issues and managing office politics. Prerequisite: COUN 602 and 636. 3 Credit Hours

#### **COUN 604 – Foundations of School Counseling**

This course focuses on current guidance and counseling issues that are important to beginning school counselors. Examples of such issues include the CSE and IEP planning, course scheduling, working with BOCES, and managing time constraints. Prerequisite: COUN 602 and 636. 3 Credit Hours

#### **COUN 605 - Career Development and Life Planning**

Students learn how career development theories, occupational and educational information, vocational tests, sociological and economic factors, and family dynamics all relate in helping their clients to make career and life style career decisions. Students also spend time practicing skills directly related to career counseling. Prerequisite: COUN 602 and 636. Lab fee required.

3 Credit Hours

### **COUN 606 - Human Development: The Lifespan**

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

3 Credit Hours

### **COUN 607 - Issues in College Student Development**

This course will introduce students to issues and principles of practice in the college student personnel field. Topics may include developmental tasks of college students, counseling and the college student, and practices in a cross-section of areas in student affairs, including admissions, financial aid, student activities, residence life, and career development. Prerequisites: COUN 602 and 636. 3 Credit Hours

### **COUN 615 - Psychopathology and Differential Diagnosis**

This weekly course is designed to familiarize the students with the DSM-IV-TR axial system, and with etiology and general treatment issues for various psychological disorders. The students will learn differential criteria for diagnosis, multicultural factors, systemic issues, legal and ethical concerns, intake and information gathering skills, and basic psychopharmacological information pertinent to mental health diagnosis and treatment. The course will be focused on disorders that present with frequency to mental health counselors, including: mood disorders, anxiety disorders, substance use disorders, and impulse control disorders. 3 Credit Hours

### **COUN 616 - Mental Health, Exceptionality, and Disability**

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

### **COUN 617 - Exceptionality: College Students with Disabilities**

This course will focus on effective service provision for college students with disabilities. Topics will include the Americans with Disabilities Act, identification of and intervention with various disabilities, development of systems of support, and faculty consultation. Prerequisites: COUN 602, 606, and 636. 3 Credit Hours

### **COUN 618 - Leadership and Change in Higher Education Administration**

This seminar is designed to provide opportunities to explore and generate greater understanding of the culture of organization and administration in higher education, especially in terms of leadership and change. This course will introduce and define the nature of change and transformation in higher education; investigate various models for change as well as practical change strategies; and review and refine theories regarding transformation in higher education. Prerequisites: COUN 602, 606, 636. 3 Credit Hours

### **COUN 619 - Program Development and Grantsmanship**

This course will introduce students to fundamentals of program development and grantsmanship in the counseling field. Emphasis will be on techniques of successful proposal writing, funding opportunities at the local/state/federal level, grant administration, and building programs through collaborative teams of faculty, students, and school and agency personnel. 3 Credit Hours

### **COUN 626 - Assessment in Counseling**

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

### **COUN 636 - Principles of Counseling**

This course focuses on teaching students the process and theories of counseling. Students also spend time practicing skills directly related to the helping process. 3 Credit Hours

### **COUN 637 - Introduction to Group Dynamics**

The focus is on developing an understanding of the group process and its evolution, including basic group concepts and their applications. Students are involved in the process as they experience and then conceptualize group processes. An integral part of the experience is the student's engagement in self-examination. (Cross-listed as PSYC 637) 1 Credit Hour

### **COUN 638 - Advanced Counseling Theory and Practice**

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

### **COUN 639 - Group Counseling**

This course emphasizes the understandings and skills necessary to plan, organize, lead, and evaluate counseling groups. Attention is given to recent research and current issues related to groups in the helping professions. Students need access to counseling groups at the time of the course. Prerequisite: COUN 637. 3 Credit Hours

### **COUN 641 - Counseling Special Populations**

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

### **COUN 642 - Multi-Cultural Counseling**

An exploration of the considerations and issues involved in counseling persons from different cultural, religious, racial-ethnic, and gender/gender oriented groups. There is a focus on heightening an awareness and appreciation of difference. Prerequisite: COUN/PSYC 601. 3 Credit Hours

### **COUN 656 - Counseling Pre-Practicum**

This course will acclimate students to the environment in which the counseling experience occurs through a series of site visits (minimum of 5) to schools, mental health agencies, and/or colleges/universities. Interview summaries, detailed analyses, and other relevant counseling experiences are a part of the course. Continued orientation to the role of the professional counselor and ethical concerns will also be discussed. Students will practice the basics in terms of active listening skills and the use of appropriate counseling techniques through role-plays and other activities. 1 Credit Hour

### **COUN 657 - Practicum in Counseling I**

The student is required to spend a minimum of 100 clock hours at a selected school, agency or college/university, working under supervision with clients/students. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process. The student is provided practical, on-the-job, supervised and evaluated field experiences that provide the foundation for internship experiences. A weekly seminar class accompanies the fieldwork experience, which will focus on discussion of the theory and practice of supervision vis-à-vis the practicum. Prerequisite: COUN 656. 2 Credit Hours

### **COUN 658 - Practicum in Counseling II**

This is a continuation of COUN 657, with the exception that the student is required to spend a minimum of 200 clock hours at a selected school, agency or college/university, working under supervision with clients/students. Students continue to develop conceptual and professional skills related to their practice at a field site. Again, a weekly seminar class accompanies the fieldwork experience. Prerequisite: COUN 657. 3 Credit Hours

### **COUN 661 - Advanced Practicum in College Student Development I**

The student is required to spend a minimum of 200 clock hours at a selected college/university working under supervision with students and fellow student affairs professionals. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, counseling skills, and student affairs administration. Furthermore, the student will be made more aware of the ethical, legal and professional issues inherent in the counseling process. A weekly seminar class accompanies the fieldwork experience, which will focus on discussion of the theory and practice of supervision vis-a-vis the practicum. 3 Credit Hours

### **COUN 662 - Advanced Practicum in College Student Development II**

This is a second 200 hour practicum experience for students in the College Student Development track. Students will work in a setting different from their placement in COUN 661. Again, a weekly seminar class accompanies the fieldwork experience, which will focus on discussion of the theory and practice of supervision vis-a-vis the practicum. 3 Credit Hours

### **COUN 667 - Internship in Mental Health Counseling**

The student experiences the actual counseling practice by performing a wide range of counselor functions and activities in a field-training site. The site may be a social service agency, mental health clinic, veterans counseling service, or any other approved counseling setting. Site supervision is provided by a certified or licensed field supervisor. The student is expected to spend four full days each week at the site (400 clock hours), in addition to participating in a regular seminar on campus. Prerequisite: Satisfactory completion of qualifying examination. 9 Credit Hours

### **COUN 668 - Internship in School Counseling**

The student experiences the actual practice of a school counselor by performing in a wide range of counselor functions and activities in a public school. Site supervision is provided by a certified school counselor. The student is expected to spend five full days each week at the school (525 clock hours), in addition to participating in a regular seminar on campus. Permission of the instructor is required Prerequisite: Satisfactory completion of qualifying examination. 12 Credit

Hours

### **COUN 671 - Research and Statistics**

The course introduces the analysis of research design and basic statistics and gives the student the background necessary to read and judge professional evaluation research as well as the ability to design and implement basic program evaluation. 3 Credit Hours

### **COUN 695 - Topics in Counseling/Internship Seminar**

This seminar accompanies the full-time internship, and will examine professional issues encountered in the internship setting, and provide group supervision during the internship experience. Intensive study of theories, research, and practice will be based on applied issues that arise for the professional counselor. Prerequisite: COUN 667 or COUN 668. 3 Credit Hours

### **COUN 696 - Topics in College Student Development Practicum/Seminar**

This seminar accompanies the culminating practicum and will examine professional issues encountered in the practicum setting, and provided group supervision. Intensive studies of theories, research, and practice will be based on applied issues that arise for the professional counselor. Co-requisite: COUN 662. 3 Credit Hours

### **PSYC 639 - Exceptionality in Learning and Behavior**

This course presents the varieties of exceptionality in human learning and behavior. Various psychologically and educationally handicapping conditions are discussed. Classification systems, diagnosis, symptomology, prevalence, incidence, course and treatment are covered with an emphasis on empirical research findings. Professional, societal, and cultural issues in exceptionality provide an important focus for discussion. 3 Credit Hours

### **PSYC 641 - Introduction to Family Therapy**

This seminar is a multi-purpose course designed to supplement student experiences in the clinic practicum and to provide a practical introduction to family therapy. . Specifically, students will be trained in concepts and techniques of structural-strategic family therapy through videotaped demonstrations and simulations. Students will also have the opportunity to discuss actual clinic cases as a means of applying family therapy concepts. At the completion of the course, participants should have developed foundation skills for using family therapy interventions. Prerequisites: PSYC/COUN 636 and PSYC 637, or permission of the instructor. 3 Credit Hours

### **PSYC 646 - Consultation and Prevention**

This course covers the concepts and practice of consultation in educational and human service

settings. Emphases are on mental health and behavioral consultation including child-centered, teacher-centered and system centered techniques. This course has a practicum component. Prerequisite: PSYC 638 or COUN 638. 3 Credit Hours

### **PSYC 671 - Statistical Analysis and Research Design I**

This course emphasizes: (a) the identification and formulation of research problems; (b) the utilization of research design strategies; and (c) an understanding of appropriate statistics such as one and two way analysis of variance, correlation and regression techniques and their applications.

3 Credit Hours

## **APPENDIX B - LIST OF SCHOOL DISTRICTS AND AGENCIES FOR FIELD PLACEMENT**

Note: This is a list of schools/agencies that are frequently worked at by our students. The actual list does vary each year, based upon the availability of supervisors and student needs.

Addison Central School	1 Colwell St	Addison, NY 14801	607-359-2243
Alfred University	One Saxon Dr	Alfred, NY 14802	607-871-2806
Alfred-Almond Central School	6795 Route 21	Addison, NY 14801	607-276-6001
Allegany County Mental Health	45 Broad Street	Wellsville, NY 14895	585-593-6300
Arkport Central School	35 East Avenue	Arkport, NY 14807	607-295-7412
Athens Area Schools	401 W. Fredrick St	Athens, PA 18810	570-888-7766
Athens SRU Middle School	PO Box 38	E. Smithfield, PA 18817	570-596-3171
Avoca Central School	17-29 Oliver St	Avoca, NY 14809	607-566-2222
Bath – Dana L. Lyon Elementary	25 Ellis Ave	Bath, NY 14810	607-776-4110
Bath – Haverling High School	25 Ellis Ave	Bath, NY 14810	607-776-3301
Bath – Haverling Middle School	25 Ellis Ave	Bath, NY 14810	607-776-4110
Bath – Vernon E. Whitman Primary	216 Maple Heights	Bath, NY 14810	607-776-4123
Belfast Central School	PO Box 336	Belfast, NY 14711	585-365-8297
Bolivar-Richburg Central School	100 School St	Bolivar, NY 14715	585-928-2561
Bradford Central School	2820 Rt. 226	Bradford, NY 14815	607-583-4616
Campbell-Savona Central School	8455 Cty Rte. 125	Campbell, NY 14821	607-527-4571
Canaseraga Central School	4-8 Main St	Canaseraga, NY 14822	607-545-6421
Canisteo-Greenwood CSD	84 Greenwood St	Canisteo, NY 14823	607-698-2190
Concern for Youth	30 Seneca St	Hornell, NY 14843	607-324-0808
C-PP East High School	201 Cantigny St	Corning, NY 14830	607-936-3746
C-PP West High School	201 Victory Highway	Painted Post, NY 14870	607-936-3794
C-PP, Corning Free Academy	11 West Third St	Corning, NY 14830	607-654-2804
C-PP, Calvin Smith Elem. School	3414 Stanton St	Painted Post, NY 14870	607-936-4156
C-PP, Northside Blodgett MS	143 Princeton Ave	Corning, NY 14830	607-654-2794
Dansville Central School	282 Main St	Dansville, NY 14437	585-335-4020
Dundee Central School	55 Water St	Dundee, NY 14837	607-243-5534
Elkland Area High School	Ellison Rd	Elkland, PA 16920	814-258-5116
Elmira City School District		Elmira, NY 14901	607-735-3081
Elmira Christian Academy	235 E. Miller St	Elmira, NY 14904	607-734-7195
Elmira Free Academy	933 Hoffman St	Elmira, NY 14905	607-735-3110
Elmira - Southside High School	777 S. Main St	Elmira, NY 14904	607-735-3200
Elmira - Thomas A. Edison High	2083 College Avenue	Elmira Heights, NY 14903	607-733-5604

Family Service Society	101 Main St	Hornell, NY 14843	607-324-2460
Fillmore Central School	104 Main St, Box 177	Fillmore, NY 14735	585-567-2270
Friendship Central School	46 W. Main St	Friendship, NY 14739	585-973-3311
Geneseo Central School	4050 Avon Rd	Geneseo, NY 14454	585-243-3450
Hammondsport Central School	8272 Main St	Hammondsport, NY 14840	607-569-5260
Hinsdale Central School	3701 Main St	Hinsdale, NY 14743	716-557-2227
Hope for Youth	8 Pulteney Square	Bath, NY 14810	607-776-6441
Hornell Elementary Schools	173 Terry St	Hornell, NY 14843	607-324-2171
Hornell High School	134 Seneca St	Hornell, NY 14843	607-324-3702
Hornell Intermediate School	71 Buffalo St	Hornell, NY 14843	607-324-6665
Horseheads Central School	401 Fletcher St	Horseheads, NY 14845	607-739-5601
Ithaca Central School	1401 N Cayuga St	Ithaca, NY 14850	607-274-2157
Jasper-Troupsburg Central School	908 State Route 36	Troupsburg, NY 14885	607-525-6301
Keshequa Central School	PO Box 517	Nunda, NY 14517	585-468-3448
Kinship	2 Bethesda Dr, Ste 10	Hornell, NY 14843	607-324-0909
Lansing High School	300 Ridge Rd	Lansing, NY 14882	607-533-4752
Naples Central School	136 N. Main St	Naples, NY 14512	585-374-7900
Newark Valley High School	68 Wilson Creek Rd	Newark, NY 13811	607-642-8665
Newfield High School	247 Main St	Newfield, NY 14867	607-564-9955
Noyes Mental Health Service	1 Main St	Dansville, NY 14437	585-335-4316
Owego Free Academy	1 Sheldon Guile Blvd	Owego, NY 13827	607-687-6230
Penfield High School	PO Box 900	Penfield, NY 14526	585-249-6712
Pioneer Central School	PO Box 579	Yorkshire, NY 14173	716-492-9300
Prattsburgh Central School	1 Academy St	Prattsburgh, NY 14873	607-522-6228
South Seneca Central School	7263 S. Main St	Ovid, NY 14521	607-869-9636
Spencer-VanEtten High School	PO Box 307	Spencer, NY 14883	607-587-7144
Steuben Co. Mental Health Center	115 Liberty St	Bath, NY 14810	607-776-6577
Tioga Central School	27 Fifth Avenue	Tioga Center, NY 13845	607-687-8005
Towanda Jr. High School	High School Dr.	Towanda, PA 18848	570-265-2101
Twin Tiers Christian Academy	640 Main St, Box K	Breesport, NY 14816	607-739-3619
Victor High School	953 High St	Victor, NY 14564	585-924-3252
Watkins Glen High School	303 12 <sup>th</sup> St	Watkins Glen, NY 14891	607-535-3221
Watkins Glen Middle School	303 12 <sup>th</sup> St	Watkins Glen, NY 14891	607-535-3219
Wayland-Cohocton Central School	2350 Rt 63	Wayland, NY 14572	585-728-3547

Wellsville Central School	126 W. State St	Wellsville, NY 14895	585-596-2160
Whitesville Central School	692 Main St	Whitesville, NY 14897	607-356-3301

Appendix C – Performance Evaluation

**ALFRED UNIVERSITY**  
**Graduate Program in Counseling**  
*Performance Evaluation*

*Faculty Evaluation* \_\_\_\_\_  
*Student Evaluation* \_\_\_\_\_

Student \_\_\_\_\_ Date \_\_\_\_\_  
 Year in Program: \_\_1\_\_ \_\_2\_\_ \_\_3\_\_ GPA \_\_\_\_\_

**Rating Scale:**

<i>Needs Improvement</i>	<i>In Progress Toward Goals</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Demonstrates Excellence</i>
1	2	3	4	5

**ACADEMIC PROGRESS**

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

**Additional Comments:**

**PROFESSIONAL SKILLS**

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

**Additional Comments:**

**PRACTICA AND FIELD EXPERIENCES**

<i>Area</i>	<i>Rating</i>	<i>Comments</i>	<i>Goals/Suggestions for Future</i>
Counseling Adults			
Counseling Adolescents			
Counseling Children			
Consulting			
Other Interactions with Adults			
Other Interactions with Children			

**Additional Comments:**

**PERSONAL AND PROFESSIONAL DEVELOPMENT SKILLS**

<i>Area</i>	<i>Rating</i>	<i>Comments</i>	<i>Goals/Suggestions for Future</i>
Utilizing Feedback and Recognizing Strengths and Weaknesses Non-Defensively			
Handling Frustration and Ambiguity			
Appropriate Assertiveness Skills			
Sensitivity and Tolerance for Other Viewpoints			
Taking Appropriate Initiative for Improving Skills			
Awareness of and Sensitivity to Cultural Differences			

**Additional Comments:**

**Strengths:**

**Areas in Need of Improvement:**

Overall Progress in the Program: *Needs* \_\_\_\_\_ *Improvement* \_\_\_\_\_ *Satisfactory* \_\_\_\_\_ *Good* \_\_\_\_\_ *Excellent* \_\_\_\_\_

Date of Review \_\_\_\_\_

\_\_\_\_\_ Faculty Representative Signature \_\_\_\_\_ Student Signature

Appendix D – Field Placement Evaluation Form

**ALFRED UNIVERSITY**  
**Division of Counseling and School Psychology**  
**Graduate Program in Counseling**  
*School and Mental Health Form*

**FIELD PLACEMENT EVALUATION FORM**

**Student:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Site:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

\_\_\_\_\_ **Self-Rating**

\_\_\_\_\_ **Supervisor Rating**

**Rating Scale:**

<i>Needs Improvement</i>	<i>In Progress Toward Goals</i>	<i>Meets Expectations</i>	<i>Exceeds Expectations</i>	<i>Demonstrates Excellence</i>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**PROFESSIONAL SKILLS**

<i>Area</i>	<i>Rating</i>	<i>Comments/Suggestions for Improvement</i>
Completes Work in a Timely Manner		
Punctuality		
Dresses Appropriately for Work Setting		
Written Communication (letter writing, notes to parents, teachers/professors, colleagues, professional staff, etc.)		
Administrative Skills (scheduling, use of administrative programs/procedures)		
Guidance Skills (career development activities, academic or life-management counseling)		
Record Keeping		

**Additional Comments:**

**COUNSELING SKILLS**

<i>Area</i>	<i>Rating</i>	<i>Comments/Suggestions for Improvement</i>
Application of Basic Therapeutic Relationship Conditions (positive regard, empathy, genuineness) to Counseling Sessions, Parent/Guardian Contacts, and Consultations.		
Use of Appropriate Counseling Techniques for Students/Clients' Ages and Levels of Functioning.		
Counseling Individual Adults		
Counseling Individual Secondary Level Students/Clients		
Counseling Individual Elementary Level Children		
Counseling/Consulting with Parents or Colleagues		
Consulting with Teachers/Professors and Other School/College Personnel, Consulting with Other Professional Staff		
Group Counseling/ Guidance Skills with _____ Adolescents/Secondary Students _____ Children/Elementary Students _____ College Students _____ Adults		

**Additional Comments:**

**PERSONAL AND PROFESSIONAL DEVELOPMENT SKILLS**

<i>Area</i>	<i>Rating</i>	<i>Comments</i>	<i>Goals/Suggestions for Future</i>
Utilizing Feedback and Recognizing Strengths and Weaknesses Non-Defensively			
Handling Frustration and Ambiguity			
Appropriate Assertiveness Skills			
Sensitivity and Tolerance for Other Viewpoints			
Taking Appropriate Initiative for Improving Skills			
Awareness of and Sensitivity to Cultural Differences			

**Additional Comments:**

**Strengths:**

**Areas in Need of Improvement:**

Overall Progress:  *Needs Improvement*  *Satisfactory*  *Good*  *Excellent*

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**Practicum/Internship Supervisor**

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**Student Signature**