Master of Arts
Counseling and Guidance:
School Counseling, K-12
Bilingual School Counseling, K-12

Student Handbook 2017-2018
About This Handbook

This handbook is intended to provide details about the counseling programs and about select policies and procedures. **Students are expected to read this handbook in its entirety. Students will be held to the policies contained herein while enrolled in the Counseling and Guidance Master of Arts Program at NYU Steinhardt.**

Students are encouraged to ask questions and to maintain a dialogue with their academic advisor and faculty mentor throughout their time in the program. While the advisor and mentors strive to provide the most accurate, up-to-date information possible, **students are responsible for keeping track of their courses, credits/units, and other program requirements.**

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Mission Statement

The counseling programs in the Department of Applied Psychology are committed to generating, advancing, and disseminating knowledge related to all aspects of research and practice in counseling and counseling psychology. The principles informing our work include understanding people across the lifespan in cultural contexts, promoting equity and social justice in our work, and helping all people craft lives of wellness, health, and meaning.

Important Departmental Information

Dr. LaRue Allen, Department Chair
http://steinhardt.nyu.edu/appsych/faculty_bios/view/LaRue_Allen

Dr. Lisa Suzuki, Program Director
http://steinhardt.nyu.edu/appsych/faculty/Lisa_Suzuki

Erika Y. Jackson, Academic Advisor: (212) 998-5604, erika.jackson@nyu.edu
- Appointments can be scheduled online at: http://steinhardt.nyu.edu/appsych/advisement/advisors/masters
- Questions regarding registration, pass/fail option, full-time equivalency, dropping/adding courses

*Students in online School Counseling program will also have an additional advisor. Please review online orientation for more information.*

Contact information for other faculty, as well as all faculty research interests, can be found online at: http://steinhardt.nyu.edu/appsych/faculty_bios/list/Faculty/Applied_Psychology

Contact information for administrators and faculty outside of the department can be found within the NYU Directory, which can be accessed from NYUHome or http://www.nyu.edu/search.directory.html.

In order to receive pertinent program information, students must be on the MA Counseling listserv. Subscription to the counseling programs listserv is required. Students should sign up here: http://steinhardt.nyu.edu/appsych/lists/ma/counseling. This list is comprised of current students, graduates, faculty, staff, and members of the community.
Faculty Mentorship

Students will have the opportunity to select a faculty mentor on a first-come, first-serve basis. This process will take place during the first week of classes. All students will have a faculty mentor. Students should meet or communicate with their faculty mentor at least once a semester. Faculty mentors are available to speak with students about topics including academic progress, academic and professional goals, and research. In the case of an academic or clinical concern arising, the faculty mentor will take an active role in the remediation process.

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Advisement

The academic advisor, Erika Y. Jackson, is available to discuss academic issues, including, but not limited to: registration; the pass/fail option; and dropping and adding classes after the registration deadline.

The student may schedule meetings with the academic advisor as frequently as necessary. Alternatively, students may communicate with the advisor via email. Students will need advisor approval for each semester’s course schedule, including the approval of elective courses. Students must complete a registration form (provided by the advisor) in order to have the Advisor Approval Hold lifted from the online registration system.

Students are expected to follow the established curriculum as outlined in Appendix A. When planning their programs, students should pay attention to course schedules across at least two years, as certain courses are not offered each semester.

Please be aware that if you are completing the program on a part-time basis, you must meet with the academic advisor each semester to ensure that you are meeting all requirements and moving along in a timely manner.
Registration Procedures

Prior to registering each semester, students must complete and submit a registration form, which will be provided by the academic advisor. The academic advisor will review the student’s proposed schedule and “clear” the student, making it possible for the student to register using the online system.

In the online system the Applied Psychology Department is listed as Programs in Applied Psychology-GE, under the Steinhardt School. The department code is APSY-GE. Students should take courses at the 2000-level. Therefore, when conducting a course search, students should look for courses that begin with APSY-GE 2XXX; this is the course number. In addition to the course number, there is a section number. Every course section is assigned a class number. This class number is specific to that course section and is used to register for a class. Be careful not to refer to a course by its class number as the class number changes each semester and is only used as a means for the system to identify a particular course section.

Online students should register for courses with the section number 800.

Students will enter the class number into the “Shopping Cart” in order to register. When registering, students should confirm that the courses in the shopping cart are correct, and click to finish enrolling. When a course has been added to the student’s schedule, the student will see the word “Success.”

For help with course searches, visit: http://www.nyu.edu/registrar/pdf/Albert_Course/Search_Help.pdf?ref=S4S.

For registration instructions, go to: http://www.nyu.edu/registrar/pdf/Albert_Registration_Help.pdf?ref=S4S.

Curriculum and Guidelines

Course Sequencing and Planning
All School Counseling students must register for APSY-GE 2662 Foundations of School Counseling and APSY-GE-2657 Individual Counseling: Theory and Process in their first semester. Full time students must also register for APSY-GE-2658 Individual Counseling: Practice I in their first semester. All Students should discuss course sequencing with their advisor.

Students in the Online School Counseling program should follow their corresponding plan of study. This will be provided to you prior to registration.

Lab
In order to gain and strengthen counseling skills, students complete a one semester lab sequence called Individual Counseling: Practice I (APSY-GE 2658). The counseling lab is designed to present students with an opportunity for experiential learning and practice in communication skills and counseling process. Based on a training program called Interpersonal Process Recall (IPR), the class involves the use of training DVDs and audiovisual recording of counseling sessions to help students develop self-awareness, personal and professional insight, and basic counseling skills. All students are to complete this course in their first semester.
Grading for the lab course is Pass/Fail. Students are only permitted to repeat Lab I once.

It is important to read the course information notes prior registering for the lab course. Students in the Counseling and Guidance programs have specially designated sections of Lab I; this designation is listed in the course notes in the course description.

**Practicum**

Following Lab I, student must take APSY-GE-2648 Practicum in School Counseling. This is a 100-hour experience in a school, accompanied by a seminar focusing first on a module of multicultural learning followed by the integration of these skills in ongoing counseling relationships. Students appraise clinical problems and needs and develop appropriate counseling strategies in a school setting. Grading for the Practicum course is Pass/Fail.

**Internship**

Students in the Counseling and Guidance program are required to complete a minimum of 600 hours (during two consecutive semesters/terms in a school setting under the direct supervision of a permanently certified school counselor. Bilingual school counseling students should complete their internship under the supervision of a state certified bilingual school counselor or in a bilingual school setting.

The internship takes place in the final year or term. To support the fieldwork, students register for and successfully complete APSY-GE 2667 and APSY-GE 2668 (Internship in School Counseling I and II) during the internship year/terms. APSY-GE 2667 is a pre-requisite for APSY-GE 2668. Students must register for each of these courses during the semester/term prior to the one in which they plan to take the course. Full time students may complete coursework, the internship, and internship seminar concurrently. Grading for the internship courses is Pass/Fail.

Internship preparation workshops will be held prior to starting your internship. **You must attend all sessions in order to prepare for the process involved in securing an internship placement site.**

All students are required to be fingerprinted prior to the start internship.

Students must successfully complete the following courses before beginning the internship:

- APSY-GE 2662 Foundations of School Counseling
- APSY-GE 2650 Professional Orientation & Ethical Issues in School Counseling
- APSY-GE 2657 Counseling: Theory and Process
- APSY-GE 2658 Individual Counseling: Practice I
- APSY-GE 2648 Practicum in School Counseling (Prereq: 2658)
- APSY-GE 2138 Human Growth and Development
- APSY-GE 2620 Group Dynamics: Theory and Practice
- APSY-GE 2682 Cross-cultural Counseling

*If a student plans to pursue certification outside of New York State, it is recommended that the student research any academic and clinical requirements for a particular state in which he or she plans to work so that the student can complete appropriate coursework and fieldwork hours while at NYU.*
Counseling and Guidance: Bilingual Schools, K-12: Requirements
A student in the Bilingual School Counseling Concentration must be competent in English and in a second language. **Students seeking certification in New York** - Following completion of the degree and in order to satisfy requirements for the NYS bilingual extension certificate, the student will be required to submit evidence of having achieved a satisfactory level of oral and written proficiency in English and in the target language on the New York State Bilingual Education Assessment (BEA) Examination. Registration for the exam can be found at: http://www.nystce.nesinc.com. This test can be taken prior to or after graduation.

Students completing the bilingual extension will take APSY-GE-2527 Development of Immigrant Origin Youth and APSY-GE-2055 Child Language Development.

State-Mandated Requirement
All Counseling and Guidance students must complete **TCHL-GE 2999: Drug and Alcohol Education/School Violence Prevention/Identifying and Reporting Child Abuse.** For more information regarding this requirement, please contact your academic advisor.

Culminating/Terminal Experience
The Counselor Preparation Comprehensive Examination (CPCE) is the terminal experience for the MA counseling programs. The exam should be taken during the student’s last semester/term of matriculation in the program. Students have two opportunities to pass the examination. If they are unable to pass the exam, the Program Director will assign an alternative project. Failure to pass the CPCE examination may result in a delayed graduation.

Program Standards and Evaluation

Student Evaluation Policies*

*Good Academic Standing*
Good academic standing for Master of Arts in Counseling students in the Department of Applied Psychology is defined as having a cumulative GPA of 3.0 or higher; note that this is a department standard and supersedes Steinhardt's school-wide academic standard. Failure to maintain good academic standing will result in an academic action including but not limited to being placed on academic warning, academic probation, or being academically dismissed from the program and university.

The lowest passing grade for degree credit is B-; any course in which a student earns below a B- must be repeated. Students should note that although B- is the minimum passing grade they may be required to complete additional coursework (i.e., an elective) if their cumulative GPA is less than 3.0 at the time of graduation. Students cannot graduate with a cumulative GPA below 3.0.

Graduate Repeat Policy
Courses must be repeated in instances where a grade below B- was earned. Additionally, required courses with grades of NR, W, or F must be repeated. Per NYU Steinhardt policy, when a course is repeated, both the original grade and second grade will be calculated into the GPA and both grades will appear on the transcript. Students may repeat a course only once and will be dismissed from their program
if the minimum grade requirement is not earned after the second attempt. When a course is repeated, credit is only earned once. Students must register and pay for a course when it is repeated.

Students in the MA counseling programs must complete their degree within six (6) years of matriculation. Upon approval of their advisor, students can apply for a one year extension. For additional information, please refer to the NYU Steinhardt Graduate Student Bulletin (http://steinhardt.nyu.edu/bulletin/).

Students are expected to: complete the program in a timely manner in compliance with all program, NYU Steinhardt, and University policies and procedures; follow the appropriate course sequence; demonstrate creative problem solving, critical thinking skills, and intellectual flexibility; progress in career role, practice, and knowledge of relevant professional organizations.

Clinical Performance
Students are evaluated on their ability to: integrate theory and research to guide clinical practice; acquire or manifest professional skills at an acceptable level of competency; progress in ability to work with clients with concern toward: assessment, conceptualization, selection, implementation, and evaluation of counseling interventions; maintain all clinical documentation in an appropriate and timely manner; integrate multicultural awareness, knowledge, and skills into professional interactions; establish professional interactions with clients, supervisors, and colleagues; and maintain professional ethics.

Non-Academic Standards
In addition to maintaining high scholastic standards, students enrolled in the counseling program must develop skills necessary to work effectively with people with diverse needs. Members of the counseling programs faculty expect prospective counselors to:

- Be committed to personal growth and professional development
- Be concerned about other people
- Demonstrate emotional and mental fitness in their interactions with others
- Demonstrate the ability to give constructive feedback and receive, integrate, and utilize feedback from peers, faculty, and supervisors

Further, students are expected to adhere to the Code of Ethics, http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources, published by the American Counseling Association. The members of the counseling programs faculty endorse the American Counseling Association Code of Ethics, which states that counselor educators have a responsibility to provide regular feedback to students and to dismiss students who are unable to render competent service due to academic or personal limitations. Faculty members also recognize their obligation to:

- Consult with colleagues and document their decision to refer students for assistance or to request that students be put on probation or dismissed from the program
- Support students in obtaining remedial assistance
- Assure that students have adequate recourse to address decisions made
Students who enter the counseling programs at New York University will be evaluated throughout their graduate program both for the benefit of students and to ensure that graduates of the program are prepared to serve as counseling professionals.

**Overview of the Evaluation Process**

Faculty members make judgments as to students’ fitness and performance based on observations of:

- Coursework, evaluations of students’ work in simulated practice situations, and supervisors’ evaluations of students’ clinical skills
- Students’ adherence to the American Counseling Association’s *Code of Ethics*
- Students’ personal characteristics related to professionalism

A series of formal evaluations are conducted at key stages of the student’s education. All students receive feedback after any formal evaluation by the faculty. If a student is not making satisfactory academic progress or if the student otherwise demonstrates other difficulties as a graduate student/future counselor, the policies and procedures described below will be followed.

On rare occasions, faculty members become concerned about a student’s suitability for entry into the counseling profession even though the student may be evidencing satisfactory performance in academic course work. In such instances, the program faculty members have adopted specific policies and procedures in order to fulfill the program’s professional responsibility and to protect the rights of students. Examples of behaviors that evidence professional impairment may include the following and are not intended to be exhaustive:

- Violation of professional standards of ethical codes
- Behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements
- Interpersonal behaviors and interpersonal functioning that impair one’s professional functioning
- Inability to exercise sound clinical judgment, poor interpersonal skills, and pervasive interpersonal problems

**Possible Actions Following Manifestations of Professional Impairment**

This list contains possible examples of actions following manifestations of professional impairment and is not intended to be exhaustive.

- A formal reprimand
- Recommendation for personal counseling
- An unsatisfactory grade in a skills-based course (i.e., Practice I or II, or Internship class) with the requirement that the course be repeated
- Adjustments to practicum or internship caseload (in consultation with the practice lab supervisor, director of internships and/or internship field supervisor)
- Required additional coursework, practicum, or internship
- Increased supervision (e.g., more frequent supervision meetings, on-site and on-campus; more than one supervisor; more extensive use of video or audiotapes)
- Formal probation
- Leave of absence
- Encouragement to withdraw from the program
Formal dismissal from the program

Faculty may work on an informal basis with students in their courses who are evidencing academic, clinical, or non-academic difficulties (e.g., personal issues affecting student’s ability to work effectively) when circumstances indicate that this method may be productive. The faculty member and student will discuss the problem(s), review appropriate measures of correction, and establish a time line for change. This should be done prior to initiating formal remediation procedures except when the severity of the problem does not allow for an informal method. In such incidences formal remediation procedures may be implemented as described in the following section of this handbook.

Remediation Procedures

In circumstances where informal attempts for rectifying a situation have proven unsuccessful, formal procedures for consideration of academic action will be initiated. These procedures are followed to ensure that the rights of the student and the integrity of the program can be protected in the process.

Step 1
When a determination is made by a faculty member that an educationally, clinical, or professionally related problem that could not be resolved on an informal basis exists, the faculty member discusses this with the student and the faculty mentor. They will meet to discuss the problem and try to outline, verbally and in writing, ways to correct or rectify the problem. This process should allow the student ample opportunity to proactively respond to the acknowledged problem area. If the problem is resolved, no further action is needed.

Step 2
If the problem continues, the mentor again will discuss the problem with the student. A meeting will then be held with the faculty mentor, academic advisor, program director, the student, and the concerned faculty member as appropriate. The meeting date will be set so that the student will have the opportunity to provide additional information to the group for consideration at the meeting. The purpose of the meeting will be to determine whether the problem needs to be addressed by a sub-committee of the program core faculty and relevant adjunct faculty.

Step 3
If the outcome of the Step 2 meeting is that the problem should be brought to a sub-committee of three members of the program faculty, three members of the program faculty will be appointed. The student will be informed of the time of this meeting in advance and will have an opportunity to provide additional information to the sub-committee for consideration at the meeting, either in writing or in person. The sub-committee will vote to decide whether further remediation is required and/or the student should be placed on probation or the student should be dismissed from the program.

Outcomes:
A. If the vote is for further remediation and/or probation, then the director will report the decision to the student orally and in writing.
B. If the vote recommends dismissal, then the sub-committee will report to the full faculty its findings. The full faculty will vote whether to support the sub-committee’s recommendation. This action requires three quarters of the faculty present (virtual or in person) at the meeting to be in agreement. The program director and/or other designated persons will inform the student of the decision both orally and in writing. The student will have five working days to respond orally and/or
in writing to the recommendation. If the student does not file a response to the action, the sub-committee’s recommendation will be considered a final decision.

C. Appeals of the decision in Outcome A or B may be made to the Chair of the Department of Applied Psychology. If the Chair upholds the counseling faculty’s decision, the student may appeal to the Associate Dean for Student Affairs of the Steinhardt School.

_Probation Procedure_

Please note that the Program’s cumulative GPA and minimum passing grade for a course are stricter than Steinhardt’s policies. Refer to the following link for NYU Steinhardt’s policy in regards to probation and procedures in relation to academic progress. [http://steinhardt.nyu.edu/registration/standards](http://steinhardt.nyu.edu/registration/standards)

_Dismissal Procedure_

If a student is recommended for enforced withdrawal, the program director and appropriate faculty will meet with the student and provide both orally and in writing the following information:

- Specifications of the student behaviors that resulted in the recommendation for termination of her or his program of studies
- A summary of the appeal options available to the student

All of these points will be clarified with the student so there is an understanding of the reasons for the termination decision and the options available for appeal. The termination decision will be forwarded by the program director to the department chairperson and the Associate Dean for Student Affairs for the Steinhardt School. In order to aid in the transition, alternative career paths and options will be discussed with students who are asked to leave the counseling programs.

_Student Complaint and Grade Appeal Procedure_

Consistent with the ACA Code of Ethics on professional responsibility, student complaints or grievances should be discussed only with the involved parties or appropriate faculty or staff. Under no circumstances should any student complaints or grievances be discussed on the Listserv. The Student Complaint Procedure should be followed as stated at http://steinhardt.nyu.edu/studentguide/

_Additional Policies and Procedures_

Please refer to the NYU Steinhardt Student Guide for a comprehensive list of policies and procedures at [http://steinhardt.nyu.edu/policies/](http://steinhardt.nyu.edu/policies/) Students are welcome to contact the academic advisor for interpretation or clarification of the policies and procedures listed in the bulletin or this handbook.

_Full Time/Part Time_

Students are encouraged to complete the MA program as a full time student, but exceptions will be made for those who cannot adjust their schedule for full time status. Students are required to complete a specific
number of hours of fieldwork; students who are working full time will not be given exception to this requirement. Students must complete a minimum of three units each semester in order to maintain matriculation. Students who cannot meet that minimum must register to maintain matriculation; this must be discussed with an academic advisor.

Communication
Upon matriculation, students are provided with an NYU email address. This is considered an official channel of communication. **Students must check their NYU email regularly.** Information is frequently emailed to students at their NYU email addresses. It is imperative that students are checking their NYU email frequently. Students are expected to use their NYU email address, as opposed to a personal email address, when contacting faculty and staff. Students should include their NID numbers when contacting the academic advisor so that the advisor can verify the writer’s identity.

Electronic Devices
Electronic devices such as laptops or tablets are permitted, by instructor approval, when used for instructional purposes (e.g., notetaking). It is inappropriate to use email, look at websites or Facebook, etc. during class, and if the instructor detects inappropriate use, he or she can require you to shut off your device.

Students are prohibited from using electronic devices such as cell phones, smart phones, MP3 players, and similar portable devices while in class.

Exemptions/Substitutions
If a student has earned a graduate degree prior to attending the counseling programs and took coursework in the previous program that matches required coursework for the counseling programs, that student may not be required to repeat the coursework. However, New York State requires that mental health counseling students graduate with 60 units. Therefore, if a student has previously completed required coursework toward a separate degree, that student must still complete the required amount of units for the program. Clinical courses cannot be accepted as transfer credits. Transfer credit may be accepted for a maximum of 30% of a student's total graduate program (note: this total includes any advanced standing previously approved upon initial matriculation). Please also note that a minimum of 24 credits must be completed in residence with a minimum of 18 credits at the 2000 level or above for master's students and all 24 credits at the 2000 level or above for certificate students. Transfer credit may only be accepted from accredited colleges and universities. Course work may not have been applied to another degree and must have been completed within the last ten years with a grade of B or better. The form to request graduate transfer credit should be signed by the academic advisor and filed with the Office of Graduate Studies.

Plagiarism
Plagiarism is considered a serious violation of academic integrity. Students who are unsure if they are plagiarizing should consult the Publication Manual of the American Psychological Association, 6th Edition, 2010, Chapter 6, “Crediting Sources.” All work must be properly cited in accordance with the APA guidelines.

The Bylaws of the University define as faculty jurisdiction the educational conduct of students. Given this charge, the Steinhardt School of Culture, Education, and Human Development has
established the following guidelines to avoid plagiarism, a form of academic misconduct. Students in the process of learning acquire ideas from others and exchange ideas and opinions with classmates, professors, and others. This exchange occurs in reading, writing, and discussion. Students are expected—often, required—to build their own work on that of other people, just as professional researchers and writers do. Giving credit to someone whose work has helped one is courteous and honest. Plagiarism, on the other hand, is a form of fraud. Proper acknowledgment marks the difference.*

A hallmark of the educated student is the ability to recognize and acknowledge information derived from others. The Steinhardt School of Culture, Education, and Human Development expects that a student will be scrupulous in crediting those sources that have contributed to the development of his or her ideas. In particular, it is the responsibility of the student to learn the proper forms of citation: directly copied material must always be in quotes; paraphrased material must be acknowledged; even ideas and organization derived from another’s work need to be acknowledged. The following definition of plagiarism has been adopted by the faculty members of the Steinhardt School of Culture, Education, and Human Development:

—Plagiarism is presenting someone else’s work as though it were your own. More specifically, plagiarism is to present as your own: a sequence of words quoted without quotation marks from another writer; a paraphrased passage from another writer’s work; facts or ideas gathered, organized, and reported by someone else, orally and/or in writing.

—Since plagiarism is a matter of fact, not of the student’s intention, it is crucial that acknowledgment of sources be accurate and complete. Even where there is no conscious intention to deceive, the failure to make appropriate acknowledgment constitutes plagiarism.*

The Steinhardt School imposes heavy penalties for plagiarism in order to safeguard the degrees that the University grants. Cases of plagiarism are considered among the most serious of offenses. (See the Steinhardt School’s Statement on Academic Integrity in the Steinhardt School of Culture, Education, and Human Development Student Handbook.)


Pass/Fail
Although not encouraged, NYU Steinhardt does allow students the option to take up to 25% of their coursework as Pass/Fail. However, the MA Counseling program only allows students to take a maximum of two elective courses as Pass/Fail. Students must see their academic advisor to discuss this option and will fill out the necessary form. This option does not include courses in the program that are already designated as Pass/Fail (Practice I and II, Internship I and II). The form must be returned to the Registrar before the fifth week of the semester (5th class meeting during summer session).

Add/Drop/Withdrawal
Students may adjust their schedules through the third week of the semester; any course that is dropped during or beyond the fourth week will be marked with a “W” on the transcript. No course may be dropped after the ninth week. Students must consult with their advisor before making adjustments to their schedule. They will need to complete the “Change of Program” form and “Course Permission” form (if applicable) in order to make any changes to their rosters. Both forms must be signed by their academic advisor.
Refund Schedule:
Students who drop a class within the first two weeks of the fall or spring semester will receive a full refund for the course tuition and any applicable fees. There will be no refund offered after the second week of the semester.

Leave of Absence/Maintenance of Matriculation
MA students who are considering a leave of absence are encouraged to talk to their advisors. Students must complete an interview with the Office of Counseling and Student Services. A leave of absence cannot exceed two semesters or one academic year. Students on leave cannot access University facilities during this time. Students who wish to maintain matriculation must register to do so. Maintaining matriculation requires a fee and allows students access to University facilities. This is most often relevant when a student has completed all coursework but is still working to meet program requirements, such as the thesis.

Internal Transfers
Internal transfers within the Steinhardt School of Culture, Education, and Human Development and the Department of Applied Psychology
Transfer Applications will be reviewed and accepted during the Spring Semester. Students who are interested in transferring into the Counseling for Mental Health and Wellness program from another program in the Steinhardt School of Culture, Education, and Human Development, or from another non-counseling program in the Department of Applied Psychology must complete a new personal statement, supplemental essay, current resume and arrange for their files to be sent to the Department of Applied Psychology MA Program Director by January 15.

Internal transfers are not guaranteed. Internal transfer applications will be reviewed by a selection committee. The criteria used by the selection committee will be similar to that used for admission of new students. Students will be notified of final decisions no later than March 31.

If accepted, the student will complete the Internal Transfer form, be assigned to a program faculty mentor, and complete a new MA statement of requirements to be submitted to Graduate Admissions.

Internal transfers within the Counseling Programs (including Drama Therapy)
Internal transfers within the MA Counseling Programs are not automatic. Applications for internal program transfer will be considered once each semester. Students who wish to transfer should write a rationale for their interest in transferring and submit it to the MA program director by October 10th in the fall semester and by February 1st in the spring semester. Students interested in transferring from the drama therapy program must also arrange for their files to be sent to the MA program director by Oct. 10th. Decisions regarding transfers will be made by the selection committee, and students will be advised of their decision shortly after these dates. Students will be required to complete all coursework for their new program except the Professional Orientation and Ethical Issues in Counseling course, which may be transferred.

Professional Life and Certification

New York State School Counseling Certification Information
Graduates of the Counseling and Guidance: Schools, K-12 program are eligible to be recommended for certification as a school counselor to the New York State Department of Education.

Graduates of the Bilingual School Counseling Concentration are eligible to be recommended for certification as a school counselor with a bilingual extension to the New York State Department of Education.

Students who plan to work outside of New York State should check the individual states’ requirements. This information is available through ASCA (American School Counseling Association) website as follows: http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=242

New York State issues two types of certificates to legalize professional services as a school counselor in the public schools. The provisional certification is valid for five years and is obtained upon application online when students complete the NYU School Counseling Program. Two years of full-time experience as a school counselor (or its equivalent part-time) are required for permanent certification.

NYU’s School Counseling Program is registered with New York State at 48 units for both provisional and permanent certification. Additional units are not required for permanent certification. However, the New York City Department of Education offers a $5000 pay differential to counselors who have earned 60 graduate units.

Information about NYC certification can be obtained at the following links:
http://schools.nyc.gov/TeachNYC/
http://schools.nyc.gov/TeachNYC/NYSCertifiedTeachers/ApplyOnline/

Professional Organizations
Students are urged to become a member of the appropriate professional organizations (ACA: American Counseling Association, ASCA: American School Counselor Association, and NYSSCA: New York State School Counseling Association), who work diligently to advocate for the school counseling profession.

University Resources
Graduate Student Organization
The Graduate Student Organization serves as the student government for NYU Steinhardt. Students are automatically members of the GSO. The GSO provides services and activities to strengthen and enhance the student experience.
http://steinhardt.nyu.edu/gso/

Office of Graduate Life
http://www.nyu.edu/students/graduates/graduate-life.html

Health Services/Health Insurance
Be sure to understand the immunization requirements and the health insurance requirements/waiver.
http://www.nyu.edu/shc and www.nyu.edu/shc/about/insurance.html

The Henry and Lucy Moses Center for Students with Disabilities

Housing
On campus residence hall information: http://www.nyu.edu/housing/residence.halls
Off campus housing information: http://www.nyu.edu/housing/offcampus/

International Students and Scholars
http://www.nyu.edu/life/student-life/international-students-and-scholars.html

Lesbian, Gay, Bisexual, Transgender, and Queer Student Services

Military Service/Veteran’s Resources
http://www.nyu.edu/students/undergraduates/student-information-and-resources/veterans.html

Safety
Familiarize yourself with emergency services so that you are prepared in case of emergency.
http://www.nyu.edu/public.safety/safety/

Students with Children
http://www.nyu.edu/clubs/studentswithchildren/index.html

Student Resource Center
http://www.nyu.edu/life/resources-and-services/student-resourcecenter.html

Transportation
Learn about the safe ride van service.
http://www.nyu.edu/public.safety/transportation/

University Calendar
http://www.nyu.edu/registrar/calendars/university-calendar.html
University Counseling Services
Services offered include one-on-one counseling, group counseling, self improvement classes, referrals, and psychiatric medication.
http://www.nyu.edu/shc/counseling/

The Wasserman Center for Career Development
http://www.nyu.edu/careerdevelopment/