

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

Student Handbook 2013-2014

Department of Applied Psychology
246 Greene Street
New York, New York 10003
(212) 998-5555
Steinhardt.nyu.edu/appsyh

About This Handbook

This handbook is intended to provide details about the counseling programs and about select policies and procedures. For a comprehensive explanation of *all* policies and procedures, please refer to the NYU Steinhardt Graduate Student Bulletin (<http://steinhardt.nyu.edu/bulletin/>). **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. Alisha Ali, Program Co-Director

http://steinhardt.nyu.edu/appsych/faculty_bios/view/Alisha_Ali

Dr. Randolph Mowry, Program Co-Director

http://steinhardt.nyu.edu/appsych/faculty_bios/view/Randolph_Mowry

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

Corinne Miller Weinman, Director of Training and Internship: (212-998-5285), cweinman@nyu.edu

-Appointments can be scheduled online at: <http://steinhardt.nyu.edu/appsych/appointments/?user=cmw3>

-Questions regarding internship placements and internship course, licensure requirements

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

Beginning with the Fall 2012 incoming class, students will have the opportunity to select a faculty mentor on a first-come, first-serve basis. This process will take place in the summer prior to beginning the program. 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.

Alisha Ali	alisha.ali@nyu.edu
Kesia Constantine	kesia.constantine@nyu.edu
Arnold Grossman	arnold.grossman@nyu.edu
Shabnam Javdani	shabnam.javdani@nyu.edu
Sam Juni	sam.juni@nyu.edu
Mary McRae	mm13@nyu.edu
Randolph Mowry	randolph.mowry@nyu.edu
Sumie Okazaki	sumie.okazaki@nyu.edu
Mary Sue Richardson	msr1@nyu.edu
Lisa Suzuki	las1@nyu.edu

Advisement

The academic advisor, Erika Y. Jackson, is a primary point of contact and 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.

Over the summer or during the first month of the semester, students must communicate with the academic advisor to discuss and complete the *Statement of Requirements*, as well as review their course of study and any possible transfer credits. **It is the student's responsibility to submit the Statement of Requirements form.** The Statement of Requirements formally records any incoming transfer credits or advanced standing. If a student would like to have credits transferred in, the student must request a transfer credit review with the academic advisor **no later than the end of September** of the first year.

A copy of the Statement of Requirements, program advising record, and a copy of the transfer credit request, if applicable, will be kept on file. The student will be given a copy of each form and must keep the program advising record on hand, as it is the primary map for the program.

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. 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.

Please note that the online system will list any student holds. When students are registering in the spring semester for the following fall semester, they may see that they have an "advisor approval hold." It is important to **click for more details** to determine whether this hold is for summer registration or fall registration. **A hold for summer registration will not prevent a student from registering for the fall semester.**

Curriculum and Guidelines

Course Sequencing and Planning

All School Counseling students register for APSY-GE 2650 Professional Orientation and Ethical Issues in School Counseling and APSY-GE 2662 Foundations of School Counseling in their first semester. It is essential that students registering for section 001 of APSY-GE 2650 register for section 002 of APSY-GE 2662, and likewise for section 002.

Full time students should take APSY-GE 2663 Program Development and Evaluation, during the fall semester, and APSY-GE 2673 Interpretation and Use of Tests in Counseling Children and Adolescents, during the spring semester, of their second year. Because these courses are often scheduled in the same

time block, students should plan to take one of these two courses in each semester of the second year so as to avoid schedule conflicts in the final semester.

Lab

In order to gain and strengthen counseling skills, students complete a two-course lab sequence called Individual Counseling: Practice I and II (APSY-GE 2658 and APSY-GE 2659). The counseling labs are 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 classes involve 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. APSY-GE 2658 is a prerequisite for APSY-GE 2659. Full time students are to complete these courses in the first and second semesters. Students in the Counseling and Guidance programs have specially designated sections of Lab I and Lab II; this designation is listed in the course notes in the course description.

Grading for the lab courses is Pass/Incomplete/Fail. **Students who miss more than two classes are given a failing grade, depending upon the circumstances.** Those students in Lab I who have not acquired the necessary insight or skill level required for advancement to Lab II will be required to repeat Lab I.

Any counseling student who receives an incomplete or failure grade in Lab II will be subject to review by the counseling program faculty.

Internship

Students in the Counseling and Guidance program are required to complete a minimum of 200 hours (2 full days or 14 hours per week) in each of two consecutive semesters in a school setting under the direct supervision of a permanently certified school counselor. **Many students elect to complete a total of 600 hours of internship in order to satisfy other states' requirements.** Bilingual school counseling students should complete their internship under the supervision of a NY State certified bilingual school counselor or in a bilingual school setting.

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

Grading for the internship courses is Pass/Incomplete/Fail. Students who miss more than two classes are given an incomplete or failing grade, depending upon the circumstances.

Internship preparation workshops will be held late in the fall semester. These information sessions will be announced via email. **You must attend one session in order to prepare for the process involved in securing an internship placement site.** You will work closely with Corinne Miller Weinman, Training Director for Internship, during this process.

Please direct all inquiries regarding internship and certification to Corinne Miller Weinman at cweinman@nyu.edu.

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

APSY-GE 2650 Professional Orientation & Ethical Issues in School Counseling
APSY-GE 2662 Foundations of School Counseling
APSY-GE 2657 Counseling: Theory and Process
APSY-GE 2658 Individual Counseling: Practice I
APSY-GE 2659 Individual Counseling: Practice II (Prereq: 2658)
APSY-GE 2138 Human Growth and Development
APSY-GE 2620 Group Dynamics: Theory and Practice
APSY-GE 2682 Cross-cultural Counseling

Counseling and Guidance students have the option to take APSY-GE 2271 Survey of Developmental Psychology or APSY-GE 2272 Adolescent Development in place of APSY-GE 2138 Human Growth and Development. Students interested in either of the alternatives to APSY-GE 2138 should consult with their advisor. **Students should be aware that a graduate level life-span development course is required for the National Certified Counselor Credential.**

*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.*

Course Load and Equivalency

Students typically register for 12 units per semester, which is the minimum to be considered full time. Depending on semester course loads and whether they complete summer coursework, students sometimes have fewer than 12 units remaining in the final semester. **Students who are required to take a minimum of 12 units in order to remain eligible for scholarships but who have fewer than 12 units remaining in their final semester should contact the academic advisor for instructions to avoid having the scholarship canceled.**

Students who are taking 6-11 units in a semester are considered half time and still meet financial aid eligibility. If visas or other reasons require a student to be half time or full time, students **may** be granted equivalency. Equivalency may be granted only for the purposes of visas, student loans, student loan deferral, TAP and Veterans' Benefits requirements. For more information about this, please review the full policy at: <http://steinhardt.nyu.edu/registration/policies#equivalency>.

Summer and Winter Sessions

Most summer classes offered by the Department of Applied Psychology run during four three-week sessions. Students are limited to taking one course per session but may take as many as four courses over the summer, if necessary.

The winter session takes place during three weeks in January, prior to the start of the spring semester. Students are limited to taking one course per winter session. It is important to note that **graduate students register for winter session courses when they register for the spring semester; there is not a**

separate registration period for winter session courses. Tuition and fees for the winter session course are applied toward the spring semester.

Counseling and Guidance: Schools, K-12: Electives

One "Special Population" elective course is required in this program. The Department defines a special population as one in which the psychological development of the individual may be adversely affected by systematic societal factors related to social class, gender, racial/ethnic status, age, disability, or other social positions. Additional courses that fit this definition may be considered by advisement.

One applied content area course is required in this program. The elective course is intended to broaden the skills, knowledge, and breadth of understanding of counseling related topics. It should be selected with the approval of the student's advisor. **Courses that fall under the Special Populations category may also be taken as applied content courses.**

Students may take additional courses by advisement under applied content areas.

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. For purposes of admission, competence in a language other than English will be determined on the basis of 1) status as a native speaker of the target language, or 2) completion of a baccalaureate degree in the target language, or 3) assessment by Steinhardt School of Culture, Education, and Human Development faculty. Following completion of the degree and in order to satisfy requirements for the 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.

Students completing the bilingual extension will take BILED-GE 2001 Bilingual Multicultural Education: Theory and Practice and BILED-GE 2103 The Bilingual Exceptional Child. The following courses may be used as an alternative to BILED-GE 2103 The Bilingual Exceptional Child: APSY-GE 2527 Development of Immigrant Origin Youth OR BILED-GE2005 Intercultural Perspectives on Multicultural Education. There are no substitutions permitted for BILED-GE 2001.

Please note: sometimes the bilingual education courses conflict with APSY-GE 2663 and/or APSY-GE 2673. Students must plan carefully if they take the bilingual classes in the second year, when APSY-GE 2663 and APSY-GE 2673 are to be taken. As an alternative, some students may opt to take intermediate courses over the summer so that they can take the bilingual education courses in the first year to avoid scheduling conflicts; other students may decide to take 15 units each semester during the first year. Taking more than 24 units in the first year and/or taking summer classes will likely result in being part time for all or part of the second year.

Students in the Bilingual School Counseling Program are required to take the Bilingual Education Assessment Exam prior to graduation. Registration for the exam can be found at: <http://www.nystce.nesinc.com/>.

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**. This single session, non-unit workshop should be taken concurrently with **APSY-GE 2667: Internship in School Counseling I**.

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 of matriculation in the program. It is usually held during the last Friday of October and the first Friday in March.

Effective January 1, 2014, the Counselor Preparation Comprehensive Examination (CPCE) price per student will be \$50. This rate affects all programs testing after December 31, 2013, regardless of order date. Students have two opportunities to pass the examination. If they are unable to pass the exam, the Program Co-Directors will assign an alternative project. Failure to pass the CPCE examination may result in a delayed graduation.

Program Standards and Evaluation

Student Evaluation Policies*

Academic Standards

The Department of Applied Psychology requires students to maintain at least a 3.0 GPA. The lowest passing grade for degree credit is a B-. In addition, students must obtain passing (P) grades in practice (lab) and internship courses. Failure to maintain these academic standards will activate the formal student remediation procedures (see below).

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* 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:

**Portions of the following policy were adapted, with permission, from the University of Virginia Counseling Programs.*

- 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, if a faculty member raises a concern about an item or items on the *Professional Characteristics Review Form* (Appendix C), 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. For example, a student's personal characteristics (e.g., the way in which the student interacts with others) may be rated as a concern on the *Professional Characteristics Review Form* (PCRF). 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 are 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, one of the program co-directors, 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 co-directors 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 co-directors 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 beginning of this section for Program requirements.

According to NYU Steinhardt policy, academic warning occurs when a student's cumulative grade point average falls between 2.1-2.4 or if a student has more than one incomplete grade in one semester. A student with more than one incomplete grade may be prohibited from registering for new courses until incomplete coursework is resolved.

Academic probation occurs when a student's cumulative grade point average falls below a 2.0. Probation is noted on the student's official transcript. A student placed on probation for two consecutive semesters or three non-consecutive semesters may be recommended for dismissal. If a student is placed on probation, the advisor will meet with the student and provide in writing the following information:

- A behavioral description of the problem
- Possible courses of remediation
- Criteria stated in behavioral terms for ending the probationary status
- A time frame for meeting these criteria
- A summary of the options available to the student (e.g., appeals, dropping out, methods of remediation)
- A detailed description of the consequences of not meeting criteria within the time frame

All of these points will be clarified with the student so that there is an understanding of the problem, the remediation options, the criteria for removal of the probationary status, and the time limits for completing the criteria. At the end of the probationary period, the program faculty will again meet to review the student's progress toward meeting the criteria for removal of the probationary status. The student will be informed of the meeting in advance and will have the opportunity to provide additional information to the group for consideration at that meeting, either in writing or in person. A decision will be made from the following:

- Return the student to full graduate status
- Continue the probation (which would necessitate preparation of another set of recommendations as specified above)
- Terminate the student's program (enforced withdrawal)

The program co-directors will inform the student of the decision both verbally and in writing. The student will be given the opportunity to respond orally and/or in writing to this recommendation.

Dismissal Procedure

If a student is recommended for enforced withdrawal, the program co-directors 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 co-directors 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 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/policies/procedures#Student%20Complaint%20Procedure>:

1. Students whose complaints relate to academic or nonacademic matters and who seek a review of their complaints should follow the procedures outlined below within six months from the time the action occurred and/or the grade was posted. If a student has exhausted the School's procedures for student complaints and believes that the School's procedure and/or process for receiving the complaint were not implemented as set forth in the Steinhardt School Student Complaint Procedure, he/she may also seek consultation through the ombudsperson. The ombudsperson, a tenured professor who is elected by students, attempts to achieve equitable resolutions to student complaints by ensuring that processes and procedures are followed.
 1. It is recommended that student complaints begin with the person against whom the complaint is being made. If the issue involves the instructor of a course, the complaint is with the instructor. The student shall first contact the instructor and attempt to resolve the complaint. Pertinent documentation should accompany the complaint.
 2. If the complaint is not resolved at the level of the instructor, the student should schedule an appointment with the program director, the next level for the review of complaints.
 3. If the complaint is not resolved at the level of the program director, the next level of appeal is the department chair. The department chair, at his or her discretion, may call a meeting of the instructor, the program director, and the student. If resolution of the complaint is achieved at either stage two or three, the program director or department chair, respectively, will send a confirmatory memo to all those who have been involved.
2. If there is no satisfactory resolution of the student complaint at the departmental level in the judgment of the student or if the nature of the complaint involves a personal or confidential matter, the student may proceed as follows:
 1. The student may bring the complaint to the attention of the Associate Dean for Student Affairs. The Associate Dean is responsible for administering the student complaint procedure and may, when appropriate, make recommendations for the resolution of student complaints.
 2. As a final level of appeal, the student may request a review of the complaint by the Associate Dean for Academic Affairs, who may then refer it to the Dean of the Steinhardt School.

Additional Policies and Procedures

Please refer to the Graduate Study/General Requirements section in the New York University Graduate Bulletin for a comprehensive list of policies and procedures (http://steinhardt.nyu.edu/steinhardt/bulletin/nyu_steinhardt_graduate_bulletin_2010.pdf). 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.

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 following is the University's official statement on plagiarism. The full passage can be found on pages 228-229 in the NYU Steinhardt Graduate Bulletin 2009-2011:

*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.)

**Adapted from Expository Writing Program, "Statement on Plagiarism," New York University, undated, mimeographed.*

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.

Students dropping a three week summer session course will receive a full tuition and applicable fee refund for a class dropped within the first three days of the session. If the course is dropped beyond the first three days, there will be no refund offered.

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 Programs 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 and arrange for their files to be sent to the Department of Applied Psychology MA Program Co-Directors by January 15th.

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 31st.

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 co-directors 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 co-directors 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>

Students who are considering applying for New Jersey School Counseling Licensure, should note that New Jersey requires one course, *Community Agencies*, which is not currently offered in our program. The Community Agencies course is offered online through William Patterson College in New Jersey (CSP 614: Community Agencies: Resources and Social Welfare Policy).

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.

Additional Resources

Graduate Steinhardt Bulletin

Please consult the Graduate Bulletin for questions about policies and procedures.

<http://steinhardt.nyu.edu/bulletin/>

University Calendar

<http://www.nyu.edu/registrar/calendars/university-calendar.html>

Student Counseling Association

The Student Counseling Association (SCA) primarily focuses on promoting and supporting the students' voice and is composed of social, community, and professional events. Its goal is to serve as an effective liaison between the faculty, students, and professional organizations. Overall, the SCA is an organization created by the students for the students seeking their Master's degree within the counseling programs of New York University.

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.

Student Resource Center

<http://www.nyu.edu/life/resources-and-services/student-resourcecenter.html>

Office of Graduate Life

<http://www.nyu.edu/students/graduates/graduate-life.html>

Writing Center

http://www.nyu.edu/cas/ewp/html/writing_center.html

Housing

On campus residence hall information: <http://www.nyu.edu/housing/residence.halls>

Off campus housing information: <http://www.nyu.edu/housing/offcampus/>

Transportation

Learn about the safe ride van service.

<http://www.nyu.edu/public.safety/transportation/>

Safety

Familiarize yourself with emergency services so that you are prepared in case of emergency.

<http://www.nyu.edu/public.safety/safety/>

International Students and Scholars

<http://www.nyu.edu/life/student-life/international-students-and-scholars.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

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 Henry and Lucy Moses Center for Students with Disabilities (CSD)

<http://www.nyu.edu/life/safety-health-andwellness/students-with-disabilities.html>

Office of Lesbian, Gay, Bisexual, and Transgender Student Services

<http://www.nyu.edu/life/student-life/diversity-at-nyu/lesbian-gay-bisexual-transgender-and-queer-student-center.html>

Students with Children

<http://www.nyu.edu/clubs/studentswithchildren/index.html>

Military Service/Veteran's Resources

<http://www.nyu.edu/students/undergraduates/student-information-and-resources/veterans.html>

The Wasserman Center for Career Development

<http://www.nyu.edu/careerdevelopment/>

Appendix A: Advising Records, Sample Course Sequencing for School Counseling, K-12

ADVISING RECORD
COUNSELING & GUIDANCE: SCHOOLS, K-12 (CNGU/CGS)

Semester	Course No.	Course Title	Units
<u>Foundational Courses (18 points)—To be taken during the first year</u>			
<i>First Semester</i>			
_____	APSY-GE 2650	Prof. Orient. & Ethical Issues in School Coun. ¹	3
_____	APSY-GE 2662	Foundations of School Counseling ¹	3
_____	APSY-GE 2657	Individual Counseling: Theory and Process ¹	3
_____	APSY-GE 2658	Individual Counseling: Practice I ¹	3
<i>Second Semester</i>			
_____	APSY-GE 2138	Human Growth and Development ^{1, 2}	3
_____	APSY-GE 2659	Individual Counseling: Practice II ¹	3
<u>Intermediate Courses (12 points)—To be taken before or during internship, as noted</u>			
_____	APSY-GE 2070	Research & Evaluation in Behavioral Sciences	3
_____	APSY-GE 2620	Group Dynamics: Theory and Practice ¹	3
_____	APSY-GE 2634	Dynamics of Vocational Development	3
_____	APSY-GE 2682	Cross-cultural Counseling ¹	3
<u>Advanced Courses (12 points)—To be taken during the second year</u>			
_____	APSY-GE 2663	Program Development & Evaluation	3
_____	APSY-GE 2673	Interp. and Use of Tests in Coun. Chil & Adol.	3
_____	APSY-GE 2667	Internship in School Counseling I	3
_____	APSY-GE 2668	Internship in School Counseling II	3
<u>Other Requirements (6 points)—To be taken anytime</u>			
_____	_____	Special Population Course _____	3
_____	_____	Applied Content Area _____	3
_____	TCHL-GE 2999	Drug, Alcohol Education/School Violence Prevention/Child Abuse Recognition	0
_____		CPC Exam (To be taken during final semester)	0
Total Number of Units:			48

¹Indicates successful course completion required prior to internship.

²Students may substitute APSY-GE 2271 Developmental Psychology or APSY-GE 2272 Adolescent Development, provided that the student has sufficient background in life span development. **This course (or its substitute) must be completed prior to internship.**

Foundational Courses are to be taken first, in conjunction with intermediate courses, followed by advanced courses. Other requirements may be taken as they fit into student programs.

For part-time students, the sequencing of courses remains the same. Part-time students need to pay special attention to pre- and co-requisites in planning their programs.

Appendix A: Advising Records, Sample Course Sequencing for School Counseling, K-12

Counseling and Guidance: Schools, K-12

Sample Course Sequencing for degree completion in two years

First Semester

			Fall	Spring	Sum.
APSY-GE 2650	Prof. Orient. & Eth. Issues in School Counseling	3	X		
APSY-GE 2662	Foundations of School Counseling	3	X		
APSY-GE 2657	Counseling: Theory and Process	3	X	X	
APSY-GE 2658	Individual Counseling: Practice I	3	X		
12					

Second Semester

APSY-GE 2659	Individual Counseling: Practice II	3		X	
APSY-GE 2138	Human Growth and Development*	3	X	X	X
APSY-GE 2620	Group Dynamics*	3	X	X	X
APSY-GE 2682	Cross-Cultural Counseling*	3	X	X	X
12					

Third Semester

APSY-GE 2663	Program Development & Evaluation	3	X	X	
APSY-GE 2667	Internship in School Counseling I	3	X		
APSY-GE 2xxx	Any intermediate level course*	3	X	X	X
_____	Special Population/Applied Content Area*	3	X	X	X
TCHL-GE 2999	Drug and Alcohol Education, Child Abuse Identification, School Violence Prevention	0	X		
12					

Fourth Semester

APSY-GE 2668	Internship in School Counseling II	3		X	
APSY-GE 2673	Interp. and Use of Tests in Couns. Children and Adolescents	3	X	X	
APSY-GE 2xxx	Any intermediate level course*	3	X	X	X
_____	Special Population/Applied Content Area*	3	X	X	X
12					

Intermediate Level courses

APSY-GE 2138	Human Growth and Development**	3	X	X	
APSY-GE 2620	Group Dynamics	3	X	X	X
APSY-GE 2634	Dynamics of Vocational Development	3	X	X	
APSY-GE 2070	Research and Evaluation Methods in Beh. Sci.	3	X	X	
APSY-GE 2682	Cross-Cultural Counseling	3	X	X	X

*You may choose to take some of these courses during the summer sessions. Group Dynamics and Cross-Cultural Counseling are typically offered over the summer. Some electives are also offered each summer. Students may also have the option to take a winter session class. Winter session and summer courses vary.

**You may substitute APSY-GE 2271 Survey of Developmental Psychology, or APSY-GE 2272 Adolescent Development with advisor approval. It is recommended that students complete this requirement in the second semester.

Appendix B: Advising Records, Sample Course Sequencing for Bilingual School Counseling, K-12

ADVISING RECORD
COUNSELING & GUIDANCE: BILINGUAL SCHOOLS, K-12 (CNGU/CGB)

Semester	Course No.	Course Title	Units
Foundational Courses (18 points) — <i>To be taken during the first year</i>			
<i>First Semester</i>			
_____	APSY-GE 2650	Prof. Orient. & Ethical Issues in School Coun. ¹	3
_____	APSY-GE 2662	Foundations of School Counseling ¹	3
_____	APSY-GE 2657	Individual Counseling: Theory and Process ¹	3
_____	APSY-GE 2658	Individual Counseling: Practice I ¹	3
<i>Second Semester</i>			
_____	APSY-GE 2138	Human Growth and Development ^{1, 2}	3
_____	APSY-GE 2659	Individual Counseling: Practice II ¹	3
Intermediate Courses (12 points) — <i>To be taken before or during internship, as noted</i>			
_____	APSY-GE 2070	Research & Evaluation in Behavioral Sciences	3
_____	APSY-GE 2620	Group Dynamics: Theory and Practice ¹	3
_____	APSY-GE 2634	Dynamics of Vocational Development	3
_____	APSY-GE 2682	Cross-cultural Counseling ¹	3
Advanced Courses (12 points) — <i>To be taken during the second year</i>			
_____	APSY-GE 2663	Program Development & Evaluation	3
_____	APSY-GE 2673	Interp. and Use of Tests in Coun. Chil & Adol.	3
_____	APSY-GE 2667	Internship in School Counseling I	3
_____	APSY-GE 2668	Internship in School Counseling II	3
Other Requirements (6 points) — <i>To be taken any time</i>			
_____	BILED-GE 2001	Bilingual Multicultural Educ: Theory/Practice	3
_____	BILED-GE 2103	The Bilingual Exceptional Child ³	3
_____	TCHL-GE 2999	Drug, Alcohol Education/School Violence Prevention/Child Abuse Recognition	0
_____		CPC Exam (To be taken during final semester)	0
Total Number of Units:			48

¹Indicates successful course completion required prior to internship.

²Students may substitute APSY-GE 2271 Developmental Psychology **OR** APSY-GE 2272 Adolescent Development, provided that the student has sufficient background in life span development. **This course (or its substitute) must be completed prior to internship.**

³Students may substitute BILED-GE 2103: The Bilingual Exceptional Child with APSY-GE 2527 Development of Immigrant Origin Youth **OR** BILED-GE 2005 Intercultural Perspectives on Multicultural Education by advisement.

Foundational Courses are to be taken first, in conjunction with intermediate courses, followed by advanced courses. Other requirements may be taken as they fit into student programs.

Appendix B: Advising Records, Sample Course Sequencing for Bilingual School Counseling, K-12

Counseling and Guidance: Bilingual Schools, K-12
Sample Course Sequencing for degree completion in two years

First Semester

			Fall	Spring	Sum.
APSY-GE 2650	Prof. Orient. & Eth. Issues in School Counseling	3	X		
APSY-GE 2662	Foundations of School Counseling	3	X		
APSY-GE 2657	Counseling: Theory and Process	3	X	X	
APSY-GE 2658	Individual Counseling: Practice I	3	X		
12					

Second Semester

APSY-GE 2659	Individual Counseling: Practice II	3		X	
APSY-GE 2138	Human Growth and Development*	3	X	X	X
APSY-GE 2620	Group Dynamics*	3	X	X	X
APSY-GE 2682	Cross-Cultural Counseling*	3	X	X	X
12					

Third Semester

APSY-GE 2663	Program Development & Evaluation	3	X	X	
APSY-GE 2667	Internship in School Counseling I	3	X		
APSY-GE 2xxx	Any intermediate level course*	3	X	X	X
BILED-GE 2001	Bilingual Multicultural Educ: Theory/Practice	3	X	X	
TCHL-GE 2999	Drug and Alcohol Education, Child Abuse Identification, School Violence Prevention	0	X		
12					

Fourth Semester

APSY-GE 2668	Internship in School Counseling II	3		X	
APSY-GE 2673	Interp. and Use of Tests in Couns. Children and Adolescents	3	X	X	
BILED-GE 2103	The Bilingual Exceptional Child	3	X	X	
APSY-GE 2xxx	Any intermediate level course*	3	X	X	X
12					

Intermediate Level courses

APSY-GE 2138	Human Growth and Development**	3	X	X	
APSY-GE 2620	Group Dynamics	3	X	X	X
APSY-GE 2634	Dynamics of Vocational Development	3	X	X	
APSY-GE 2070	Research and Evaluation Methods in Beh. Sci.	3	X	X	
APSY-GE 2682	Cross-Cultural Counseling	3	X	X	X

*You may choose to take some of these courses during the summer sessions. Group Dynamics and Cross-Cultural Counseling are typically offered over the summer. Some electives are also offered each summer. Students may also have the option to take a winter session class. Winter session and summer elective courses vary.

**You may substitute APSY-GE 2271 Survey of Developmental Psychology, or APSY-GE 2272 Adolescent Development with advisor approval.

*You may choose to take these courses during the summer sessions.

**You may substitute this course with APSY-GE 2527, Development of Immigrant Origin Youth or BILED-GE2005, Intercultural Perspectives on Multicultural Education.

***You may substitute APSY-GE 2271, Survey of Developmental Psychology, or APSY-GE 2272, Adolescent Development with advisor approval.

Counseling and Guidance

Student Name:		NID:		Program Start:	
Course Number	Course Name	Semester of Completion	Possible Credits	Course Number	Course Name
First Semester					
APSY-GE 2650	Prof. Orient & Ethical Issues in School Counseling		3		
APSY-GE 2662	Foundations of School Counseling		3		
APSY-GE 2657	Individual Counseling: Theory and Process		3		
APSY-GE 2658	Individual Counseling: Practice I		3		
Second Semester					
APSY-GE 2659	Individual Counseling: Practice II		3		
APSY-GE 2138	Human Growth and Development		3		
Third Semester					
TCHL-GE 2999	Drug Alcohol Ed/Child Abuse Id/School Violence		0		
APSY-GE 2667	Internship in School Counseling I		3		
Fourth Semester					
APSY-GE 2668	Internship in School Counseling II		3		
CPC Exam			0		
Total Credits:			48		

*Students wishing to graduate with 60 credits may select the additional courses by advisement.

Faculty Instructions:

Faculty Information

<input type="checkbox"/> Ms <input type="checkbox"/> Mr		
	First Name	Last Name
Email Address		Faculty/Staff Phone

Student Information

<input type="checkbox"/> Ms <input type="checkbox"/> Mr			N
	First Name	Last Name	ID Number (if known)
<p>Is this concern related to a specific class? If yes, please provide course name and number.</p>			
<p>Have you discussed the issue with the student? If not, have you tried to contact the student to discuss the issue? Please describe the outcome of your discussion with the student or list the days and times of each attempt to reach out to the student.</p>			
<p>Please select the area(s) of concern (provide more explanation on page 2):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student is underperforming on tests/quizzes/written assignments <input type="checkbox"/> Student has incomplete/missing assignments <input type="checkbox"/> Student has not met agreed upon date(s) for assignment extensions <input type="checkbox"/> Student has missed two or more classes, is frequently late for class and/or frequently leaves early (please indicate how often this occurs) <input type="checkbox"/> Student exhibits inappropriate/disruptive classroom behavior <input type="checkbox"/> Student demonstrates counseling skill issues (particularly in Lab or Internship) <input type="checkbox"/> Student is in violation of ethical standards (has demonstrated questionable ethical behavior) <input type="checkbox"/> Student has revealed personal issues affecting academic performance <input type="checkbox"/> Student shows signs of depression, anxiety, substance abuse, etc. <input type="checkbox"/> Other concern(s) (please indicate) 			

Please provide more details about your concerns in the space below. In addition to your comments, if you have written documentation (e.g., email exchanges) to support your concerns, please copy them here or forward to [the academic advisor].