



**ST. BONAVENTURE**  
UNIVERSITY  
Founded 1858

**School of Education  
Counselor Education Program Handbook**



Council for Accreditation of  
Counseling & Related Educational  
Programs

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## NOTES AND IMPORTANT INFORMATION

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## **I. INTRODUCTION TO THE HANDBOOK**

This handbook is intended for students, faculty members and cooperating site supervisors in counseling settings. Mutual familiarization among all the aforementioned parties with program objectives, policies and responsibilities, as well as with CACREP accreditation standards, is essential to

- student success in the program,
- the fostering of rewarding mentoring relationships,
- the facilitation of successful site placements and training.

Additional specific information may be found in the Graduate Studies Catalog. Through this manual, and open communication among students, faculty members and site supervisors, the result for all involved will be a “BONA VENTURE,” (good journey), for all.

## **II. MISSION STATEMENTS, GOALS & OBJECTIVES**

### **UNIVERSITY MISSION STATEMENT**

Founded in 1858, St. Bonaventure is a Catholic university dedicated to educational excellence in the Franciscan tradition. We are committed to the constant pursuit of distinction in our undergraduate and graduate programs, our innovative liberal arts core and all of our courses of study. At St. Bonaventure University, we come to know our students on an individual basis and become their mentors. We strive to bring out the best in every individual. As an academic and spiritual community, we endeavor to prepare our students for the challenges they will face in their professional careers as well as in their personal lives. True to our Franciscan heritage, we encourage students to manifest our values through lives of citizenship and service.

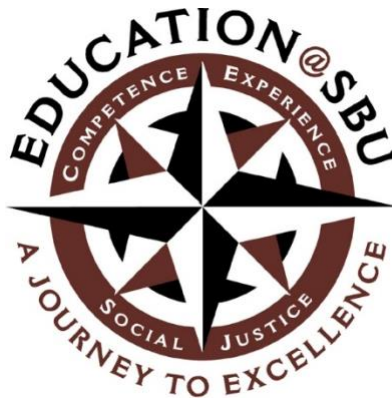
### **SCHOOL OF EDUCATION MISSION STATEMENT**

The St. Bonaventure University School of Education supports students in developing the competencies and values needed to be effective in their chosen fields through authentic experiences designed to prepare them for professional practice. Keeping with our Franciscan values, we produce innovative professionals who are grounded in current theory and practices that are guided by research in human development and the learning sciences. We support students to serve schools, agencies, and communities in an ever-changing world. We support all those in our community to help them become their best selves through culturally responsive practice and reflection.

## **GOALS FOR PROFESSIONAL PREPARATION PROGRAMS PROFESSIONAL COMMITMENTS AND DISPOSITIONS:**

### **Counselor Education Dispositions:**

- **Cultural Responsiveness:** Ability to engage with, respond to, and interact respectfully with cultures. Demonstrates cultural humility, compassion, curiosity, and comfort with differences.
- **Interpersonal abilities:** Interact with peers and faculty with collegiality and respect. Demonstrate professionalism, navigate conflict, appropriate netiquette, conflict resolution skills, and avoidance of third rail issues.
- **Self-awareness:** Knowing strengths and areas of growth, being able to reflect, seeks appropriate supervision, pausing before reacting and speaking.
- **Emotional maturity:** Applying feedback in a meaningful way, ability to regulate and hold space in session. Addresses countertransference appropriately. Demonstrates social-emotional management, especially when working with clients and students.
- **Openness/tolerance for ambiguity:** Able to tolerate distress, trials and tribulations of graduate study, and demonstrate growth over time as a counselor in training. Flexibility and ability to adapt.



**The CONCEPTUAL FRAMEWORK FOR THE SCHOOL OF EDUCATION includes the following Knowledge, Skills and Dispositions:  
Conceptual Framework Outcomes**

- K1. Candidate uses content knowledge and strategies for short- and long-term planning of activities appropriate to the professional discipline.
- K2. Candidate considers learner or client and environmental characteristics when planning activities.
- K3. Candidate uses research and evaluation findings to guide critical thinking when working with learners and clients.
- S1. Candidate communicates effectively in speech and writing with students or clients, administrators, parents, and other stakeholders in the educational process.
- S2. Candidate uses technology appropriately and effectively for professional work (communication, collaboration, and production).
- S3. Candidate uses appropriate assessment tools and techniques to inform practice.
- D1. Candidate uses reflection to improve professional practice.
- D2. Candidate demonstrates professionalism in interactions, appearance, and behaviors.
- D3. Candidate is receptive to feedback.
- D4. Candidate works as an active part of a learning community.
- D5. Candidate demonstrates respect for the dignity and worth of individuals.
- D6. Candidate creates effective learning environments that recognize commonalities while affirming diversity in all its forms.

**COUNSELOR EDUCATION PROGRAM**

*MISSION STATEMENT:* The mission of the Counselor Education Program is to prepare students for the professional practice of counseling in a multicultural and diverse society. Specific program goals are: (a) support for the mission of St. Bonaventure University; and (b) adherence to the highest standards of Counselor Education. The programs abide by the principles set forth by the American Counseling Association [ACA]. The Clinical Mental Health and School Counseling programs are fully aligned with the standards put forth by CACREP (Council for Accreditation of Counseling and Related Educational Programs).

*GOALS:* The goals of this program are to provide students with common core curricular experiences in the following eight content areas: Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment

and Research and Program Evaluation, as well as areas associated with their specific focus of study. Note: this program is housed in the CAEP accredited School of Education.

**OBJECTIVES:** In keeping with the St. Bonaventure University mission and values, students will graduate the program with a professional identity grounded in:

- Compassion for all individuals and believing in the worth and dignity of all members in society.
- A commitment to seeking wisdom, which involves intellectual pursuits as well as how to live authentically.
- Integrity as demonstrated by accepting responsibility to practice as an ethical and competent reflective practitioner in an intentional way.

Specific key performance indicators in support of the highest standards of counselor education are set and are in line with CACREP accreditation principles. At the completion of the degree programs, the student will be able to:

1. Professional Orientation: Students are able to demonstrate ethical decision making grounded in their professional identities as clinical mental health or school counselors.
2. Social and cultural: Students will practice from a culturally responsive approach
3. Human growth: Students will conceptualize clients from a combination of models that emphasize wellness across the lifespan
4. Career: Students will be able to articulate the role of work and how it impacts key domains of clients' and students' lives or well-being
5. Counseling and helping: Students will be able to form a therapeutic working alliance with clients and work intentionally from a theoretically informed lens
6. Group counseling: Students are able to synthesize an understanding of group work
7. Testing and assessment: Students are able to communicate with clients and other stakeholders about the entire assessment process
8. Research and program evaluation: Students will demonstrate knowledge of how to consume, engage in, and apply research as it pertains to their specialty
9. Clinical mental health counseling: Students will demonstrate an identity as reflective clinical mental health counselors that are committed to client growth and wellness in a variety of settings
10. School counseling: Students will demonstrate an understanding of the multiple roles school counselors have as leaders, advocates, and systems change agents in P-12 schools and be able to evaluate components of a comprehensive school counseling program.
11. Students will demonstrate appropriate dispositions as a professional counselor.

### **III. ADMISSIONS & FINANCIAL AID INFORMATION**

#### **DIVERSITY IN RECRUITMENT**

The Counselor Education Program, like the University, provides equal opportunity in its admissions, educational programs, and all activities without regard to race, color, national or ethnic origin, gender, marital status, sexual orientation, religion, age, disability, veteran status, or any other legally protected category.



## **ADMISSION**

Admission to the program involves a series of assessment steps, starting at the undergraduate level, whereby student program competency, preparation and readiness are evaluated according to specific criteria. Admissions are on a rolling basis. Applications must be received no later than the deadline established by Graduate Admissions.

You may contact Admissions at: [http://www.sbu.edu/graduate\\_admissions.aspx?id=5746](http://www.sbu.edu/graduate_admissions.aspx?id=5746).

Admission into the Counselor Education degree program is based on faculty review of the following composite information. Note that a bachelor's degree from a regionally accredited college or university is a basic requirement for admission to a graduate program. Candidates must have this degree in hand to start the program. There is no specified undergraduate degree discipline that is obligatory. Necessary requirements include:

- Minimum 3.0 undergraduate GPA
- A completed application for admission, including a writing sample
- Official transcripts from all colleges attended (graduate and undergraduate). Individuals applying while still completing a bachelor's degree will need to provide a current transcript and then a final transcript before enrolling at SBU.
- Two letters of recommendation
- Admissions interview with core faculty

## **PROVISIONAL ADMISSIONS**

Students may be accepted into the program on a provisional basis due to academics or dispositions and fit for career. Students who are accepted on a provisional basis will be reviewed by the core faculty at the end of their first semester and will remain as a provisional admission for their first three semesters enrolled in classes. Students who are accepted on a provisional basis due to academics had an undergraduate GPA of less than 3.0. This student must maintain a "B" grade in every class or they will be reviewed for dismissal. Students may also be accepted provisionally due to dispositions and/or career fit. This is in response to the application materials or limited answers provided during your interview. Students who continue to raise concerns regarding dispositions will be reviewed by faculty for dismissal.

## **RE-APPLICATION FOR ADMISSION**

If after receiving one graduate degree from St. Bonaventure University, a student decides to do additional graduate work, either as a non-degree candidate, as a candidate for another graduate degree, or as a candidate for an advanced certificate, the student must file a new formal application for admission. Students must also file an application for readmission when there has been a lapse in graduate enrollment of more than one year. Students asking to change graduate programs must contact their Faculty Advisor. Their Advisor will notify the Program Director of the Counselor Education Program. The Program Director will review the request and make a final determination. Additional documents as outlined by the program's admissions requirements may be requested of the applicant. Successful work in one SBU graduate program does not guarantee admission to another graduate program. Please see the Graduate Studies Catalog for additional information regarding University regulations.

## **ADVANCED CERTIFICATES**

SBU offers two advanced certificates for those who already have a graduate degree in counseling. This allows the applicant to have a shorter program of study focused on the courses required to obtain either a school counseling state certification or clinical mental health counseling license. Students currently enrolled in either track at SBU can apply for the advanced certificate through their faculty advisor after they have completed 21 credits and passed CE 610 practicum in counseling. If a student has received a letter of warning, has a GPA below 3.5 or has been on a professional development plan they will need to complete an additional letter with this application via form D in the appendix.

Students interested in the program will complete the form and send it to their faculty advisor. The advisor will review and if the student meet the qualifications and requirements they will sign off. If the student does not meet the requirements and have completed the additional letter, the core faculty will review the application at the next faculty meeting and make a decision regarding if the application is approved. If denied, the Program Director will inform the student. If approved the student, success coach, and the registrar will be updated. The student success coach will then work with the student to create the new plan of study with the additional classes. The required classes are covered in appendix D1.

Alumni interested will need to apply through the admissions office with their transcripts, two letters of recommendation, and their letter of intent. They will also complete an admissions interview with core faculty. Applicants interested who did not graduate from SBU will have to go through a transcript review to determine eligibility before applying. If the applicant requires more than 28 credits they will have to apply for the full 60 credit degree.

## **MATRICULATION**

Matriculation is granted to students who have satisfied all requirements for admission, and whose preparation the proposed department or field of specialization, to be completely satisfactory for graduate study, has judged. Please see the Graduate Studies Catalog for specific admission status options.

## **REGISTRATION**

All graduate students are required to register online for classes prior to each semester and summer session for which they will be enrolled. Students should consult with their advisor before selecting courses and must follow their plan of study. Failure to follow the assigned plan of study may result in a delay of graduation. Students who have an outstanding balance may be unable to register for classes. Students may not attend classes they are not registered for. Please see the academic calendar for add/drop and withdrawal dates (<https://www.sbu.edu/academics/academic-resources/registrar-office>). Drop/add requests are handled through the registrar's office; students should start this process there. A student's record is not amended to reflect a drop or add until the proper paperwork is on file with the University registrar. Students wishing to change from one area of study to another should confer first with the faculty adviser.

The Financial Aid Office, located in the Administrative Building, is available to assist graduate students in securing funding for their graduate work. They can be contacted at: 716-375-2502.

## **IV. PROFESSIONAL DISPOSITIONS, PROGRAM STATUS, & EXPECTATIONS**

## PROFESSIONAL DISPOSITIONS

Disposition is defined as “a person’s inherent qualities of mind and character” (Merriam Webster Online, 2020). Counselor dispositions are the qualities, characteristics, and good judgment that a counselor must practice working effectively with clients and that which students must demonstrate to receive professional endorsement. Counselor dispositions include emotional stability, self-awareness, cooperativeness/professionalism, openness and flexibility, and cultural sensitivity. The chart below outlines behaviors that meet expectations. Further information outlining the expectations are in the Dispositions Rubric Appendix C1c.

<b><i>Cultural responsiveness:</i></b> Ability to engage with, respond to, and interact respectfully with cultures. Demonstrates cultural humility, compassion, curiosity, and comfort with differences.
<b><i>Interpersonal abilities:</i></b> Interact with peers and faculty with collegiality and respect. Demonstrate professionalism, navigate conflict, appropriate netiquette, conflict resolution skills, and avoidance of third rail issues.
<b><i>Self-awareness:</i></b> Knowing strengths and areas of growth, being able to reflect, seeks appropriate supervision, pausing before reacting and speaking.
<b><i>Emotional maturity:</i></b> Applying feedback in a meaningful way, ability to regulate and hold space in session. Addresses countertransference appropriately. Demonstrates social-emotional management, especially when working with clients and students.
<b><i>Openness/tolerance for ambiguity:</i></b> Able to tolerate distress, trials and tribulations of graduate study and growth as a counselor in training. Ability to sit with client feelings and strong emotional expression. Management of expectations.

## **PROGRAM STATUS**

### **Student Review Process: Academic Review and Professional Dispositions Review**

All students are reviewed each academic year, and student concerns are regularly addressed at core faculty meetings. Student progress is reviewed in two forms: academic and professional disposition.

Students are evaluated by faculty and adjuncts at:

- Admissions
- Successful completion of 18 credit hours
- Successful completion of 36 credit hours

Students are evaluated by site supervisors in:

- Practicum
- Internship I
- Internship II

Students evaluate themselves:

- In practicum application

#### **Academic Review**

In cases whereby a student's academic performance does not meet the minimal standards (i.e. no grade lower than a "B" and minimum 3.0 GPA), students will be informed of their status in the program. Upon receiving a grade below a "B" in a course, a student will be issued a letter of warning from the Program Director. A student who receives a second "C" or a lower grade will automatically be reviewed by core faculty for possible dismissal from the program.

#### **Professional Dispositions Review**

In cases whereby a student has exhibited dispositions concerns, the Counselor Education Faculty will take the following steps. Please note that depending on the severity of the dispositions concern, step 1 may be skipped for a particularly egregious offense. If concerns continue students will be escalated to a Professional Development Plan. If the concerns arise during a clinical course the Practicum & Internship Coordinator will also be included in the meeting. All meetings will be recorded.

### **Remediation/Professional Development Plan Information**

Remediation plans, or as they are referred to here, Professional Development Plans, are a universally accepted practice in Counselor Education Programs. Our ACA (American Counseling Association) Code of Ethics Standard F.6.b. focuses on Gatekeeping and Remediation. Specifically, the standard states "Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions." These plans are designed to help student work through dispositions concerns in a systematic way and with the support of Counselor Educators. Students who fail to successfully complete a remediation plan may be dismissed from the program.

### **Step1: Note of Concern (Appendix C1A)**

When faculty/staff note a student concern related to class participation, late or missing assignments, missed live sessions (practicum and internship only), academic writing not at graduate level, lack of professionalism/respect to faculty or peers, professional disposition concerns as noted in the Student Handbook, ethical violations or concerns, practicum and internship concerns, persistent difficulties with technology, inability to demonstrate basic clinical concerns, and other concerns (specified) they will implement the following:

- Inform the student directly via email and with the NOC. Student can request or decline a zoom meeting which will be recorded to discuss concerns noted. If a student requests a meeting, recommendations will be discussed to alleviate and or address concerns
- Determine in the NOC how follow up will be monitored and when
- Forward signed (or indicate if student refused to sign) form to Student Disposition Committee and copy the student's advisor

## **Step 2: Formal Dispositions Meeting with Student (Appendix C1B)**

When a faculty member determines that a student's dispositional concerns have escalated to a Step 2, as evidenced by the concern continuing, a second NOC is completed. The NOC is forwarded to the Student Dispositions Committee (SDC) who will schedule a Zoom meeting to meet with the student to issue a Professional Development Plan (PDP). Meetings will occur once every two weeks at a preset time. The student is expected to make arrangements to attend the meeting. If they are unable to meet a PDP will still be issued. Once receiving the second notice the student will have the option to decline a formal meeting and accept the SDC proposed PDP. The meeting will be recorded to the SDC's Zoom cloud for record-keeping purposes. **The purpose of this meeting is to:**

- Two members of the Student Disposition Committee and if requested, the student's advisor acting as support for the student will meet with the student. If there is a conflict of interest with the student's advisor e.g., they are the referring instructor) or if they are unable to attend the meeting than the student may request another faculty member to attend. The meeting will address with student the concerns with professional dispositions as noted on the NOC form (s).
- Provide additional feedback to student as needed.
- Review the required recommendations for the professional development plan and allow the student an opportunity to ask questions.
- Notify the student that they are required to review, sign, and submit their plan to the SDC by the submission deadline that they are given.
- Inform student of the deadline to complete the professional development plan and consequences of not successfully completing and submitting the plan to their advisor by the hard deadline that is given
  - Student will be informed of the following clause from their remediation plan: ***All tasks must be completed and submitted to advisor by the established deadline (insert date). Failure on the part of the student to complete and submit tasks may result in dismissal from the program. Any student that completes a professional development plan successfully but continues to exhibit dispositional or academic concerns thereafter may be dismissed from the program at the end of the term.***
- Advise the student that they will receive a formal program status letter from the Program Director after the meeting as written notification of their current status in the program.

## **Written Notification – Program Status Letter**

After completing the formal dispositions meeting, Program Director will send a program status letter to the student and all appropriate parties including the faculty advisor, SDC, SOE Dean, Graduate Dean, and registrar.

### **Compliance**

When a professional development plan is completed successfully, the student will be informed by the SDC. The SDC will send formal notification to the student which will include the following:

*Based on faculty review, you have successfully completed your professional development plan. Please note if a student successfully completes a professional development plan but dispositional concerns persist, the student may receive dismissal from the program at the end of the term. As indicated in your plan, the completion of professional goals does not necessitate that the dispositional requirements for the profession have been displayed accordingly. It will take active effort on the part of the student to engage in reflective practice in demonstrating professional dispositions as they interact with faculty, staff, students, clients and site supervisors.*

### **Non-compliance**

Once the student has received their professional development plan, any observed non-compliance will be addressed.

- If the student fails to submit their signed professional development plan to their advisor by the deadline, the advisor will inform the SDC. The SDC will follow up with the student via email and to reiterate the use of hard deadlines and compliance to the SOC process.
- Failure on the part of the student to complete/submit tasks by the deadline may result in dismissal from the program.
- If a student successfully completes a professional development plan but dispositional and or academic concerns persist, the student may receive dismissal from the program at the end of the term.

Right to Appeal: Students reserve the right to file an official grievance pursuant to University criteria if they disagree with program decisions related to dismissal.

### **RETENTION**

Graduate students in the Counselor Education program must abide by all of the criteria set forth by the University in terms of academic scholarship. Graduate students must comply with both ethical and professional codes of behavior. Any questions should be addressed immediately with, and documented by, the student's faculty advisor, the Student of Concern coordinator, and when appropriate, the cooperating site supervisor.

- **Suspension:** Suspension from a field placement and/or the Counselor Education program may occur for many reasons. Some of the contributing factors may include, but are not limited to: unethical behavior; unprofessional conduct; refusal to complete tasks; lack of completion of requirements within a timely manner; unexplained or unexcused absences; non-compliance with university, program, or field policies; incompetence; or personal psychological or emotional disturbances which are academically incapacitating. Direct consultation with the student, and documentation of the issues, will occur prior to the

suspension. Students may also be dismissed from a field placement upon the request of a site supervisor.

- **Termination:** Grievous violations of policies or procedures, or gross incompetence, which may result in harm to another person, and/or signify an inability to act in a professional capacity, may result in termination of the student from a field experience and/or the program. Reasons for such termination may include but are not limited to: falsification of documents; insubordination; sexual harassment; moral turpitude; gross immorality; administering corporal punishment; violation of field board policy; actions blatantly detrimental to the welfare of others; felony conviction; or failure to notify the program director of any event which would invalidate university clearance of the student.
  - Students who have been dismissed from the program and appeal this decision successfully will be required to successfully complete a remediation plan before being allowed to return to classes or clinical work.
- **Grievance Policy:** In keeping with the spirit of Franciscan values that proclaim dignity and worth of all persons, any member of the St. Bonaventure community has the right to grieve perceived mistreatment, as outlined in the *University Handbook*.

## ACADEMIC HONESTY & THE USE OF AI

Graduate students are expected to utilize the latest edition of APA formatting for all work throughout their program of study. Students are expected to write and create original pieces of work that are based on scholarly research. The Graduate Policy related to Academic Honesty along with definitions can be found here: <https://catalog.sbu.edu/graduate/academic-related-policies/>

Students who violate the academic honesty policy in any way, both intentionally or unintentionally, will earn a 0 on the section of the assignment, the entire assignment, or for the entire course. This will depend on the severity of the violation. Please note that part of the Academic Integrity policy is that plagiarism includes presenting someone or something else's work as your own. Using AI is representative of not utilizing your own original work and thought processes, and it is a form of academic misconduct. Additionally, as counselors-in-training, it is imperative to display ethical behavior. Using AI to complete assignments demonstrates concerns regarding ethical behavior.

If an assignment is found to have used generative AI tools in an unacceptable way, it will result in a Notice of Concern being filed along with a meeting regarding the Academic Honesty policy. Please know that this also results in the Dean and Registrar's office being notified. A second act of academic honesty will result in a hearing before the Academic Honesty Board. A hearing before the board can result in additional penalty beyond what is assigned by the instructor such as suspension or expulsion from SBU.

The faculty are aware that many students utilize AI and as such have created a guide to help understand acceptable and unacceptable uses. This includes using programs such as ChatGPT, GPT4, Bard, and Grammarly just to name a few. It's important to note that the acceptable uses primarily involve formatting, fine-tuning, or editing.

Acceptable Uses	Unacceptable Uses
Brainstorming and refining ideas	Finding information for an assignment
Fine tuning research questions	Impersonating you in classroom contexts,

	such as by using the tool to compose discussion board prompts assigned to you
Clarifying information on a topic	Completing group work that your group has assigned to you
Drafting outlines*	Writing a draft of a writing assignment
Checking grammar and style AFTER you've written something*	Writing entire sentences, paragraphs or papers to complete class

\*If you use AI to generate an outline or check grammar, you must submit the outline and/or original draft with your final assignment.

## **ETHICAL & PROFESSIONAL BEHAVIOR & ACTIVITIES**

**Ethical Behavior:** It is expected that students accepted into the Counselor Education Program will exhibit ethical, professional behavior at all times. Students are required to be aware of, and abide by, the American Counseling Association's (ACA) Ethical Codes, as well as guidelines associated with their specific field of study, such as those proposed by the American School Counseling Association (ASCA), the American Mental Health Counseling Association (AMHCA). More specific delineation of ethical behavior is presented in Appendix A.

**Professional Behavior:** Students accepted into the Counselor Education Program are expected to demonstrate professional behavior across academic and field settings. These behaviors include professional dress and demeanor; respectful communication and receptiveness to feedback; punctuality and compliance with attendance requirements; appropriate classroom behavior and active participation in the learning process; responsibility, initiative, and ability to collaborate within a team of colleagues; establishment and respect of proper boundaries; and sensitivity to and respect for diversity issues. The use of cell phones while functioning in a professional capacity such as class or while in the field is restricted to emergency situations only. Driving during a synchronous class session or presentation is restricted to emergency situations only. In addition, students will receive feedback about their professional presentation on a regular basis throughout their program of study as academic performance is just one piece of the training to become a good counselor.

**Professional Activities:** Students are strongly encouraged to join the American Counseling Association and/or the American School Counseling Association. These memberships provide valuable information and resources relative to the counseling field. In addition there are state organizations that can help support your growth as a counselor. Students are also made aware via the CE Moodle page regarding guest speakers, professional development opportunities, and professional conferences and events. In addition, professors' research interests are listed at the end of this handbook and on the website. Students may potentially be involved in joint scholarship endeavors such as conference presentations and publications. All students are also made aware of, and encouraged to join, the SBU Phi Rho Chapter of Chi Sigma Iota.

### **Technology/Social Media Policy:**

All Counselor Education students are expected to behave professionally and in accordance with program guidelines and expectations to maintain the integrity of St. Bonaventure University. Adherence to said guidelines protects the students, program faculty, clinical sites, and the clients we serve in the community. In addition to program guidelines found in the Student Handbook, the following guidelines pertain specifically to social media:



- Students demonstrate respect for St. Bonaventure University, the Counselor Education Program, faculty, staff, and students
- Students refrain from using social media sites while at their clinical setting or in class. Those sites include but are not limited to Facebook, Instagram, Twitter, etc.
- Students are aware that posts/images/comments on social media sites reflect on their professional image and status as an emerging counselor

Specific to the Clinical Experience:

- Students are aware that texts and emails are not secure forms of communication and should not be used to transmit confidential information.
- Students understand that client contacts via electronic communications can be included in court records: texts, emails, etc.
- Students understand that violating privacy and security protocols of the university or the agency/school for clinical placements is grounds for course failure and/or dismissal from the program.

Students maintain appropriate boundaries with clients. Students should not interact with clients via social media.

## COUNSELING REFERRALS

While students are not required to become involved in personal counseling as part of the program, when stressful life events occur for students such as a death in the family, or when students' professional dispositions or performance are negatively impacted by personal issues, students may be encouraged to seek out counseling. Counseling lists of professionals in the local communities [of both] are available upon request from Unit faculty members; In addition, students are made aware of the campus Wellness Center at the time of Orientation. Should students choose the campus Wellness Center, they are assigned to counselors who are not teaching in the program to avoid duality of roles and preserve confidentiality. The Wellness Center may be able to offer some basic tips to online students on stress management, test anxiety, or other psychoeducational tools though they cannot offer long term therapy to students outside NY State. Online students are encouraged to utilize a trusted therapist in their area if needed. Some basic guidelines might be to check the counselor's credentials (i.e. licensed), areas of expertise, and recommendations/referrals from family, friends, or a trusted source.

## ACADEMIC COMPONENTS

### PROGRAMS

The Counselor Education Department offers tracks in Clinical Mental Health (60 credit hours) and School Counseling (60 credit hours). Critical thinking, application of theory to practice, community-service, and contributions to the profession is highly valued:

- **Clinical Mental Health:** This program is designed for individuals who wish to serve as counselors in community-based agencies; for example, mental health, social services, college counseling, and probation.
- **School:** This program is designed for individuals who wish to serve as counselors in K-12 settings.

These programs provide extensive research-based knowledge and skill development in the areas of group and individual counseling, testing, diagnosis and treatment planning.

## **ORIENTATION & PROFESSIONAL DEVELOPMENT REQUIREMENTS**

**New Student Orientation:** New students are given an orientation at the start of each semester that provides an overview of the program, professional dispositions, university services, professional development components of the program, and a brief introduction to faculty members.

**Experiential Group Overview:** All new students will participate in a ten hour experiential group. The sessions will run across the semester-

The philosophy and assumptions underlying this group are:

- Self-understanding is a prerequisite to helping others.
- Professional preparation involves not only academic work but professional introspection & development.
- Fundamental counseling skills may be enhanced in professional development opportunities.
- Participation in such an experiential group allows for the establishment of empathy for group members, and development of skills as group leaders in counseling.

## **COURSE REQUIREMENTS**

The course requirements are specified in the respective plans of study found in Appendix A2. A link to the course carousel for online students can be found on the Counselor Education Moodle Page.

## **REQUIRED COURSES**

<b>Common Core Program Courses</b>	<b>School Specific Courses</b>	<b>Clinical Mental Health Specific Courses</b>
CE 501 Counselor Education Program Orientation (zero credit course)	CE 628 Foundations of School Counseling	CE 636 Ethical and Legal Issues in Clinical Mental Health Counseling
CE 609 Introduction to Clinical Work (zero credit course)	CE 629 Ethical and Legal Issues in School Counseling	CE 637 Management of Clinical Mental Health Programs
CE 500 Research Methods	CE 632 Child and Adolescent Counseling	CE 640 Introduction to Addictions
CE 510 Introduction to the Profession of Counseling*	CE 650 SC & Special Education	CE 642 Introduction to Crisis Counseling
CE 511 Advanced Human Growth and Development	CE 633 Special Topics in School Counseling	CE 649 Family Counseling
CE 530 Techniques of Counseling*	CE 620A Internship I: School Counseling	CE 625A Internship I: Clinical Mental Health

		Counseling
CE 540 Diagnosis of Psychopathology	CE 620B Internship II: School Counseling	CE 625B Internship II: Clinical Mental Health Counseling
CE 550 Group Counseling*		
CE 560 Psychological Testing & Assessment		
CE 570 Career Counseling		
CE 610 Practicum in Counseling ( <b>*courses are prerequisites</b> )		
CE 634 Counseling Interventions for School and Mental Health Counseling		
CE 638 Multicultural Counseling ( <b>CMH &amp; School</b> )		
CE 639 Human Sexuality in Counseling		
CE 656 Introduction to Play Therapy		

**All students must also complete the New York State Child Abuse Prevention program. This can be completed by registering for EDUC 599B Child Abuse Prevention or by providing proof of completion from another provider.**

**All school counseling students must complete the workshops for Safe Schools and Anti-Bullying (DASA). These can be completed by registering for EDUC 599A and EDUC 599J or be completing through a New York State approved program and providing proof of completion.**

\*\* The **comprehensive exam** is taken during Internship I.

## **CLINICAL REQUIREMENTS**

### **OVERVIEW**

Clinical experiences for all students includes Practicum (CE 610), Internship I (CE 620A/625A), and Internship II (CE 620B/625B). Students must successfully complete Practicum before Internship I is started, and similarly, Internship I must be successfully completed before Internship II is begun. Success is ascertained by: the site supervisor input and evaluations; completion, and quality of work in course requirements as evaluated by the group supervisor; as well as demonstration of professional dispositions by students.

The Practicum (a 100 hour experience) is focused on building a general counseling foundation and skill development through direct service to clients (minimum of 40 direct hours) in individual and

group formats. Internships I and II (an experience totaling 600 hours, with 240 direct hours required) expand on Practicum, broadening counseling skills and knowledge, and developing a further awareness of the contextual dimensions of the counseling field. Clinical Mental Health students are typically placed in Clinical Mental Health or college counseling settings. School Counseling students are typically placed in K-12 school settings. However, Practicum is a more generic experience, as opposed to Internships where experiences are specific to the area of study. Practicum students can do a field placement in either type of site, and we encourage all students to gain experience in as wide a variety of settings as possible. ***Please note that you are discouraged from completing your clinical experience in your work setting, unless you are able to secure a schedule between your clinical experience and your work schedule. You are also discouraged from securing a placement in a private clinical setting, as they typically do not have the diversity and depth of clinical experience needed for your clinical requirement.***

Students are required to attend a mandatory Clinical Orientation (a.k.a., Practicum and Internship Orientation) two semesters prior to their anticipated Practicum start. During this orientation all requirements will be reviewed and the process for securing placements will be explained.

**All further information about Practicum and Internship can be found in the Practicum and Internship Handbook**, available on the Counselor Education Moodle page. This is also where students are able to find all Practicum and Internship related documents.

## **VI. CREDENTIAL REQUIREMENTS**

**It is the responsibility of the student to review their individual state requirements regarding licensure and certification.**

### **School Counseling Certification**

#### ***NY residents***

For school counseling students located in NY, SBU will only provide endorsement for certification after you have completed the entire 60 credit program. SBU will not provide endorsement for a 48 credit hour provisional certificate. While students can choose to apply for a provisional certification at 48 credit hours, we do not recommend or encourage this. The rationale for this is students who have applied for their provisional certification at 48 credit hours have had their applications pending for increasing amounts of time with many having their application for provisional still pending upon graduation. NYS does not allow for you to have your provisional and certification for internship pending and in review at the same time. This leads to students losing money as they have now paid for both.

The School Counseling program is registered with the NY State Education Department. Registration signifies that the educational courses meet the criteria required by the state, making candidates who have successfully completed the 60 hours program eligible to apply for the provisional certification in school counseling. The only candidates recommended {endorsed} for School Counselor certification in NY by the School of Education are those who have successfully completed the School Counseling Master's degree in its entirety.

Certification: Once the Clinical Experience and Certification Coordinator receives the Official Graduation List from the Registrar's Office (***approximately four weeks after graduation***) ***School Counseling*** Graduates in New York State will automatically be recommended in TEACH for their provisional ***and*** permanent/professional certification. Make sure you have a TEACH account prior

to your graduation. The Clinical Experience and Certification Coordinator will contact you once you have been recommended by email with the steps to start the TEACH application process for New York. ***It is essential that School Counseling students apply for certification immediately post-graduation after you are contacted as certification requirements are open to change and graduate data is not kept indefinitely in the state databases. Currently, files are kept for ten years, then they are destroyed.*** Graduates should keep records of their clinical experience, hours logs, evaluations, and other essential documentation for any future needs that arise.

*For Fingerprinting:*

[Office of Human Resources | New York State Education Department \(nysed.gov\)](#)

*Application process*

1. Create a New York State Certification TEACH Account. [TEACH Resources: TEACH System :OTI:NYSED](#).
2. Complete your Counselor Education Program Requirements
3. Complete your Certification Tests
4. Complete your mandated workshops
5. Complete your fingerprint clearance documentation
  - a. [Office of Human Resources | New York State Education Department \(nysed.gov\)](#)
6. Apply for NYS Certification
  - a. [Certification:OTI:NYSED](#)
  - b. [school-counselor-certification.pdf \(sbu.edu\)](#)
7. Forms and Contact Information:
  - a. [Contact the Office of Teaching Initiatives :: OHE :: NYSED](#)
  - b. [EMAIL: tcert@mail.nysed.gov](mailto:tcert@mail.nysed.gov)
  - c. Frequently asked questions for TEACH System
    - i. [TEACH Resources: TEACH System System :OTI:NYSED](#)
  - d. [Office of Teaching Initiatives Home Page:OTI:NYSED](#)

### ***Outside NYS***

Students in the online program seeking school certification in states other than New York should contact that state's Educational Office or Board of Education in regards to their specific requirements. As an institution, we cannot guarantee certification and/or licensure outside of NYS. You should also receive an email regarding certification in your state from your Student Success Coach upon entering the program. The SSC will provide a resource on certification in your state, but it is the student's responsibility to know and understand the certification requirements of their state of residency. More information can be found via ASCA <https://schoolcounselor.org/About-School-Counseling/State-Requirements-Programs>

## Mental Health Licensure

### *NY residents*

The Clinical Mental Health Counseling program is registered with the NY State Education Department. Registration signifies that the educational courses meet the criteria required by the state, making candidates who have successfully completed the 60-hour program eligible to apply for the Limited Permit toward the New York Mental Health Counselor license. Upon graduation, students should complete the application for the Mental Health Counselor Licensure. This application is available through the NY State Office of Professions, [www.nysed.gov](http://www.nysed.gov). Please visit: <http://www.op.nysed.gov/prof/mhp>.

### *Forms:*

- [LMHC Checklist \(nysed.gov\)](http://www.nysed.gov)
- [Application Forms for Mental Health Counselors | Office of the Professions \(nysed.gov\)](http://www.nysed.gov)

### *Application Licensure Process*

- *Final Semester Prior to Graduation*
  - Complete Form 1: Application for Licensure; Submit to New York State Education Department (NYSED) along with \$371 fee.  
<https://eservices.nysed.gov/professions/before/018>
- *Prior to graduation or immediately following*, regardless of the status of your Forms 1 & 2, you can start applying for jobs.
  - However, you cannot begin counseling or counting those hours towards your 3,000 required supervised hours until
    - (a) you have graduated and
    - (b) your application for a limited permit has been approved.
- *After Graduation*
  - Complete Part 1 of Form 2: Certification of Professional Education  
<https://eservices.nysed.gov/professions/before/018>
    - a. Submit Form 2 to the SBU Registrar's Office and they will send the completed document to NYSED (they need to send it; NYSED will not accept transcripts from you). There is no fee for the form to be completed but there is a \$10 fee to have your transcripts sent to NYSED. 2. NYSED Office of Professions will send you a notification acknowledging that the educational requirements have been met and that you are now eligible to sit for the licensure exam.
- *Once you have completed your 3,000 supervised hours*
  - Complete Form 4:
  - <http://www.op.nysed.gov/prof/mhp/mhc4.pdf>
  - Have each of your supervisors complete and submit Form 4B:  
<http://www.op.nysed.gov/prof/mhp/mhc4b.pdf>

### ***Outside NYS***

Mental Health Licensure Students in the online program seeking licensure in states other than New York should contact that state's licensure board in regard to their specific requirements. You should also receive an email regarding licensure in your state from your Student Success Coach upon entering the program. The SSC will provide a resource on licensure in your state, but it is the student's responsibility to know and understand the licensure requirements of your state of residency. You can use the guide on ACA's website for additional reference <https://www.counseling.org/knowledge-center/licensure-requirements>

### **Nationally Certified Counselors**

To become a National Certified Counselor, you need to take and pass the [National Counselor Examination \(NCE\)](#). The NCE is used by many states as part of their licensure requirement. For more information about the NCC credential, visit the National Board of Certified Counselors ([NBCC LINK](#)). Please note that the NCC credential is separate from being licensed to practice. This credential does not allow you to practice as a mental health counselor in your state. Some states prefer their school counselors to seek this credential in addition to their school counseling certification.

### **Teaching Certification**

Teaching Certification: The School Counseling program, (**NOT** Clinical Mental Health) does meet the criteria for permanent teacher certification in the State of New York (provided the candidate enters the program with initial NY teaching certificate). Graduates seeking Teaching Certification outside of the state of New York should consult the relevant state's education department.

## **VII. EXIT CRITERIA**

Graduation criteria: In order to be awarded the degree in Counselor Education (Clinical Mental Health or School Counseling), students must have a cumulative minimum GPA of 3.0. They must be in good academic and professional standing in the program, and have successfully completed the Practicum, Internship I and Internship II. In addition, students must successfully pass the CE-COMP course. Students who have met all of the above requirements are approved for graduation, and endorsed for applications for credentials.

### **Comprehensive Counseling Examination**

- Each student is required to take and pass the CE-COMP course. The course includes summative assignments, providing the opportunity for students to demonstrate their counselor professional identity and a comprehensive exam, allowing students the opportunity to demonstrate the knowledge they've acquired throughout the program.
- Students will enroll in their faculty advisor's section of the CE-COMP course during the same semester they take Internship 1.
- Students must complete all required elements in the CE-COMP course and pass the comprehensive exam.
- In the case of a non-passing performance by a student, i.e., either failing the test or required assignment, the student is required to retake and pass the CE-COMP course the following semester. Students will not be able to graduate until this is successfully completed.

## **Career and Professional Readiness Center**

Students are encouraged to take advantage of the services offered by the University's *Career and Professional Readiness Center* (CPRC). Face-to-face and virtual appointments are available.

Students are encouraged to use InterFolio, an online dossier site (<https://www.interfolio.com/>) to set up a career file.

## **Graduation**

Students who have successfully completed all of their required coursework may attend the Commencement Ceremony held in May or the December Recognition Ceremony. Those students who have successfully completed all of their required coursework except for one course may petition to walk at the Graduation ceremony.

## **VIII. PROGRAM EVALUATIONS AND DISSEMINATION OF INFORMATION**

### **Evaluations**

See Appendices for forms (*Appendices D – G*)

- **Student Survey:** Students at the end of each year of study will be asked to complete a student survey, in which the program is evaluated.
- **Supervisor Survey:** Site supervisors of Practicum and Internship students will be asked to complete a survey in which the program is evaluated. This survey will be done in conjunction with the completion of the field evaluation of the students.
- **Alumni Survey:** Every 3 years, alumni will be asked to complete an alumni survey, in which the program is evaluated. (available online; recently developed)
- **Employer Survey:** Every 3 years, employers of our graduates will be asked to complete a survey in which our program and the alumni are evaluated. (available online; recently developed)

### **Dissemination of Program Information:**

There are multiple means by which program information is disseminated. Alumni receive information from the dean's alumni newsletter and the alumni office. Program information is posted on our website and Moodle Page. A Counselor Education Program Advisory Board exists which is comprised of community supervisors, administrators, partners; alumni and current students.



## **APPENDICES**

**PLEASE NOTE THAT ALL FORMS ARE AVAILBLE ON THE CE MOODLE PAGE IN A FILLABLE PDF FORMAT. THEY ARE LISTED IN THE APPENDIX FOR EASY REFERENCE**

## APPENDIX A: ETHICS AND PROFESSIONALISM

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### 1. Ethical and Professional Guidelines

ACA and discipline specific guidelines are introduced, distributed, and reviewed during students' first course of study, 'Introduction to the Profession of Counseling'. ACA guidelines may be found at [www.counseling.org/resources/codeofethics.htm](http://www.counseling.org/resources/codeofethics.htm). In addition, general program ethical and professional guidelines to which all students are expected to adhere include:

The following professional expectations must be maintained throughout students' course of study.

#### **1. Respect of and compliance with the following guidelines:**

- i.** Professional standards [i.e., ACA Code of Ethics]
- ii.** Federal & State laws
- iii.** University, program and field policies and protocols [e.g., completion of IRB for research studies, Mandated Reporter Child Abuse, Safe Schools and Violence Prevention trainings; avoidance of corporal punishment to a child on site].

#### **2. Creation of learning, counseling environments that are:**

- i.** Affirmations of diversity in all its forms.
- ii.** Respect for the dignity & worth of all persons.
- iii.** Promotions of social justice.
- iv.** Collaborations within the community.

#### **3. Demonstration of professionalism via:**

- i.** Use of appropriate professional dress, language & behavior.
- ii.** Maintenance of role consistent with graduate students in training.
- iii.** Preservation of confidentiality; avoidance of dual relationships.
- iv.** Academic honesty.
- v.** Appropriate notification in regards to limited amount of absences.

#### **4. Demonstration of active participation in the learning process in class & on site as demonstrated by:**

- i.** Complete review of the *Counselor Education Program Handbook*.
- ii.** Timely preparation of required work, participation and follow through.
- iii.** Use of reflection, critical thinking.
- iv.** Receptiveness to feedback.
- v.** Demonstration of initiative, responsible nature.

## APPENDIX B: SAMPLE PLAN OF STUDY

You will be provided your specific plan of study by your student success coach when you begin the program. This is what you will follow for registration each semester. Please be sure to review your plan carefully as sometimes courses are offered in both the A term and the B term. It is important that you register according to your plan of study to avoid taking more classes than you are supposed to at one time. The program is constructed so that you are limited in how often you are taking more than one class at a time. Students are not able to double up on coursework to fast track graduation. This is due to the heavy work load affiliated with many of the courses. Courses should not be taken out of sequence and doing so may result in a delay of graduation. You are not able to take your clinical courses (CE 610, 620A, 620B, 625A, or 625B) earlier than scheduled on your plan of study. Any adjustments to your plan must be made with your faculty advisor.

The following is an example of a SC plan of study

Course #	Course Title	When Taken
CE 501	Counselor Education Program Orientation*	Fall A Year 1
CE510	Intro to the Prof of Counseling	Fall A Year 1
CE500	Research Methods	Fall B Year 1
CE530	Theories/Techniques of Counseling	Spring A Year 1
CE 609	Introduction to Clinical Work*	Spring A Year 1
CE550	Group Counseling	Spring B Year 1
CE628	Foundations of School Counseling	Summer A Year 1
CE639	Human Sexuality in Counseling	Summer A Year 1
CE511	Advanced Human Growth/Development	Summer B Year 1
CE560	Psychological Testing & Assessment	Fall A Year 2
CE638	Multicultural Counseling	Fall B Year 2
CE610	Practicum	Spring A Year 2
CE570	Career Counseling	Spring B Year 2
CE629	Legal & Ethical Issues in School Counseling	Summer A Year 2
CE632	Children & Adolescent Counseling	Summer A Year 2
CE663	Introduction to Play Therapy	Summer B Year 2
CE650	School Counseling & Special Education	Fall A Year 3
CE COMP	Comprehensive exam**	Fall A & B Year 3
CE620A	Internship 1	Fall A & B Year 3
CE634	Interventions	Spring A Year 3
CE620B	Internship 2	Spring A and B Year 3
CE633	Special Topics in School Counseling	Summer A Year 3
CE540	Diagnosis of Psychopathology	Summer B Year 3

\*denotes a zero credit course that is Pass/Fail to complete requirements for the program

\*\*comprehensive exam, students have full semester to complete

**The following is an example of a CMHC plan of study**

Course #	Course Title	When Taken
CE 501	Counselor Education Program Orientation*	Fall A Year 1
CE510	Intro to the Prof of Counseling	Fall A Year 1
CE500	Research Methods	Fall B Year 1
CE530	Theories/Techniques of Counseling	Spring A Year 1
CE636	Legal and ethical issues in CMHC	Spring B Year 1
CE550	Group Counseling	Summer A Year 1
CE511	Advanced Human Growth/Development	Summer B Year 1
CE560	Psychological Testing & Assessment	Fall A Year 2
CE638	Multicultural Counseling	Fall B Year 2
CE570	Career Counseling	Spring A Year 2
CE 609	Introduction to Clinical Work*	Spring A Year 2
CE540	Diagnosis of Psychopathology	Spring B Year 2
CE642	Introduction to Crisis Counseling	Summer A Year 2
CE 649	Family & Couples Counseling	Summer B Year 2
CE610	Practicum	Fall A and B Year 3
CE 639	Human Sexuality in Counseling	Fall A Year 3
CE634	Interventions	Fall B Year 3
CE625A	Internship 1	Spring A and B Year 3
CE COMP	Comprehensive Exam**	Spring A and B Year 3
CE 656	Introduction to Play Therapy	Spring A Year 3
CE637	Management of CMH	Spring B Year 3
CE 625B	Internship 2	Summer A and B Year 3
CE 640	Introduction to Addictions	Summer A Year 3

\*denotes a zero credit course that is Pass/Fail to complete requirements for the program

\*\*comprehensive exam, students have full semester to complete

## APPENDIX C: GUIDELINES AND SAMPLE CHECKLIST FOR STUDENTS

Timeframe	Content	Done
Start of Program	Meet with Adviser: Course registration & Develop Plan of Study	
Start of Program	For all School Counseling students: complete Child Abuse Reporting, Safe Schools & DASA Workshops	
Start of the Program	Review: Counselor Education Handbook [& Professional Disposition Form]	
Start of the Program	Attend: Program orientation	
Start of the Program	Attend Experiential Groups	
Early in the Program	Obtain: ACA or ASCA membership, professional liability insurance & fingerprint clearances (if required)	
Early in the Program	Meet with Adviser & Director of Program Administration Application for and decision regarding Practicum	
Early in the Program	Meet with Adviser: Course registration; Update Plan of Study; Discuss Internship I	
Early in the Program	Attend: Clinical Orientation	
Later in the Program	Do: Application for Internship I Do Evaluation of Practicum Site and Supervisor Have Supervisor complete Program Survey and Practicum Evaluation	
Later in the Program	Renew: ACA membership, liability insurance	
Later in the Program	Consider: Joining CHI SIGMA IOTA	
Later in the Program	Meet with Adviser: course registration; update Plan of Study; discuss Internship II	
Later in the Program	Attend: Internship Group Supervision	
Later in the Program	Do: Application for Internship II Do Evaluation of Internship I Site and Supervisor Have Supervisor complete Program Survey and Internship Evaluation	
Later in the Program	Attend: Internship Group Supervision	
Later in the Program	Do: Evaluation of Internship II Site and Supervisor Have Supervisor complete Program Survey and Internship Evaluation	
Internship I	Complete comp exam	
End of the Program	Graduation Application	
End of the Program	Complete: Student Program Survey	

### POST GRADUATION

#### Credentials

- Apply for School Counseling Provisional Certification **OR**
- Complete state application for Mental Health Counselor License

#### Surveys

- Complete Alumni Survey
- Have Employer complete survey



**APPENDIX C1A: NOTE OF CONCERN**

**NOTICE OF CONCERN (NOC)**

Student Name: \_\_\_\_\_

Date:

Reporter's (Faculty/Staff) Name: \_\_\_\_\_

Course (if applicable):

The Notice of Concern refers to the initial point of contact when concerns about student behavior or performance have been observed by faculty. The specific categories of concern and observations are noted below.

The notice of concern serves to complete the following goals:

1. Convey the nature of the concern to the student;
2. Make recommendations for ways the student can grow;
3. Offer students the opportunity to request further feedback via a meeting with their advisor.

The Notice of Concern remains in the student file until graduation. The Notice of Concern is intended to guide students and give them an opportunity to improve before their academic progress is affected. If a student does not sign and return the NOC in 7 days from receipt, it may result escalating to a Step 2, requiring a Professional Development Plan.

**1.) IDENTIFIED AREAS OF CONCERN AND REASON FOR NOTE OF CONCERN:**

<input type="checkbox"/>	Lack of participation in class discussions/collaborate	<input type="checkbox"/>	Professional disposition concerns as noted in the student handbook (Specify which one(s) below)
<input type="checkbox"/>	Assignment/Task/Documentation(s) late or missing	<input type="checkbox"/>	Ethical or legal violations or concerns
<input type="checkbox"/>	Response to faculty requests or communication with faculty or peers not appropriate/respectful/lacks professionalism	<input type="checkbox"/>	Practicum and internship concerns to include amenability to supervision/ Lack of responding to faculty and professional supervision/Inability to be flexible
<input type="checkbox"/>	Written communication not at graduate level standards	<input type="checkbox"/>	Persistent difficulties with technology
<input type="checkbox"/>	Two missed practicum or internship live sessions	<input type="checkbox"/>	Inability to demonstrate basic clinical skills
<input type="checkbox"/>	Other (Specify below)		

Explanation of Concern:

1<sup>st</sup> Note of Concern

2<sup>nd</sup> Note of Concern requires a Professional Development Plan, Step 2

**2.) DUE TO THE ABOVE CONCERN(S) THE FOLLOWING ITEMS ARE SUGGESTED:**

- Referred to Writing Center for assistance with writing skills/paper preparation
- Recommend student seeks outside counseling
- Recommended remedial work or assignments to include:

Other (Specify):

**3.) STUDENT'S RESPONSE (PLEASE SELECT ONE)**

- I understand this notice and do not need to meet further to discuss this;
- I understand this notice and I wish to schedule a time to meet with my academic advisor to discuss this further (your advisor will follow-up to schedule this);
- I do not understand/agree with this notice and I refuse to sign this document.



Student Signature

Date

Reporting Person's Signature

Date

*Reporting (Faculty/Staff) member: Please send this form to the Student Dispositions Committee and Copy the Student's Advisor*

**APPENDIX C1B: Professional Development Plan**

**Professional Development Plan**

This form is to be completed at Step 2 when a student has been notified about areas of improvement, deficiencies or problems in their graduate program of study in Counselor Education. It is to be reviewed with the student and signed by the student, faculty advisor, and where pertinent, program director, the departmental dean and/or the cooperating site supervisor.

<b>Student Name</b>		<b>Date</b>
<b>Academic Advisor</b>		<b>Cooperating Site Supervisor</b>
<b>Student's Enrolled Program:</b>	<input type="checkbox"/> School Counseling	<input type="checkbox"/> Clinical Mental Health

The following presenting problem(s) have been identified. The associated objectives and goals were discussed and agreed upon all parties involved.

**Presenting Problem(s)**

Core faculty have identified the dispositional concern(s), with supporting evidence:

Emotional Stability	Openness
Self-Awareness	Cultural Sensitivity
Cooperativeness/Professionalism	Program Policy or Ethical Violations

**Supporting Evidence:**

**Objectives & Goals:**

Goal(s):

Objective(s):

This contract specifies parties to be involved, responsibilities that each party will perform and the timeframe for completion of these tasks.

Student Name	Tasks	Deadline Date (s)
--------------	-------	-------------------

Advisor Name	Interventions	Deadline Date(s)
--------------	---------------	------------------

Cooperating Site Supervisor (if applicable)	Interventions	Deadline Date(s)
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**Tasks to be Completed**

Please complete these tasks in APA format and in the following order:

**Task 1**

Sign this Student Improvement Plan, and return to advisor within 24 hours of receipt.

**Other Tasks (Specify each one):**

Task 1 must be completed and returned to the advisor within 24 hours of receiving this document. All other tasks must be completed and submitted to advisor by the established deadline \_\_\_\_\_. Failure on the part of the student to complete and submit tasks thoroughly and according to the directions may result in dismissal from the program. Any student that completes a remediation plan successfully but continues to exhibit dispositional concerns thereafter may be dismissed from the program at the end of the term.

Please note the completion of the professional development plan and goals does not necessitate that the dispositional requirements for the profession have been displayed accordingly. It will take active effort on the part of the student to engage in reflective practice in

demonstrating professional dispositions as they interact with faculty, staff, students, clients and site supervisors.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

### APPENDIX C1C Dispositions Rubric

Disposition Rating	Inadequate	Developing	Expected Target	Above Target
Cultural Responsiveness	Student's behavior is impacted by intolerance or lack of interest in understanding client's unique experience. Student is closedminded and has a lack of respect for cultural differences. Student sticks more to a one-size-fits-all approach instead of adapting to fit client needs.	Student is able to recognize bias only after pointed out by instructor/supervisor / peers. Student struggles with importance of culture but attempts to understand through reliance on others.	Student recognizes bias and looks to instructor/supervisor/peers to help. Student demonstrates appreciation for culture and differences in behavior, values, and beliefs. They are open to new experiences and interested in learning about their clients.	Student demonstrates cultural humility, compassion, curiosity, and comfortability with behaviors, values, and beliefs and recognizes importance and need for understanding and appreciating client culture(s).
Interpersonal Abilities	Students do not fulfill obligations promptly, consistently, or reliably. Such as not adhering to ethical codes and violate	Able to read and respond to social cues, but may struggle in appropriate boundary setting and conflict resolution.	Able to read and respond to social cues; interacts appropriately with instructors/supervisors / peers through showing interest in others in a professional manner. Handles conflict	Accurately reads and appropriately responds to social cues; demonstrates genuine and appropriate warmth in relationships;

	<p>professional boundaries in the educational setting. Engages in inappropriate power struggles and aggressive interactions.</p>		<p>appropriately.</p>	<p>demonstrates the capacity to interact effectively with others; manages conflict appropriately; speaks up/contributes ideas in academic and professional situations that promote discussion/peer growth.</p>
<p>Self Awareness</p>	<p>Student is resistant to feedback, especially after repeated interventions, by providing justifications for their actions and/or is argumentative. Student does not use feedback to increase self-awareness.</p>	<p>Student is not able to independently identify biases and values and how those might influence behavior. Student attempts to incorporate feedback into practice.</p>	<p>Student is able to recognize obvious personal issues that may impact their objectivity. Student relies on instructor/supervisor/peers to increase self-awareness. Student actively listens to feedback and incorporates feedback into practice.</p>	<p>Students are able to independently identify their strengths and areas for improvement. Student actively and regularly seeks and incorporates feedback into practice. Willing to set goals for self-improvement.</p>
<p>Emotional Maturity</p>	<p>Student struggles to control their emotions and is highly reactive. Student may be impulsive, project negativity onto others or display high anxiety and/or</p>	<p>Student struggles with recognizing impact of their emotions and only does so when it is pointed out by instructor/supervisor / peers. Concerns are received appropriately by student.</p>	<p>Student is able to manage negative emotions in appropriate manner to avoid interfering with their professional performance. They manage emotional reactions consistently and expression is congruent with the situation.</p>	<p>Student displays commitment to growth by utilizing healthy communication skills, humility, and self-control. Student monitors for signs of stress</p>

	perfectionism that hinders their performance and ability to connect and relate to others.			and emotional reactions. Student takes the initiative for maintaining their own well-being
Openness/tolerance for ambiguity	Student has a lack of willingness to engage in new experiences. They lack curiosity and show poor judgment. Avoidant of broaching difficult conversations.	Student appears uncomfortable with new experiences in coursework. Student is rigid in thinking and how they handle experiences	Student shows curiosity towards new ideas and viewpoints and is interested and engaged. They are able to use good judgment in problem solving, providing feedback, or other tasks.	Student is courageous in trying out new (but appropriate) experiences to solve problems. Student learns from mistakes. Engages in difficult conversation with an appreciation for learning and continued growth.

## APPENDIX C2: ASSIGNMENT EMERGENCY EXCEPTION REQUEST

In efforts to standardize expectations across the curriculum, the formal late work policy for the Counselor Education Program is that work submitted past the due date/time will receive a grade of zero on the assignment. Students who have an emergency situation may complete this form to request an extension on one required task in the course. **Emergencies include: unexpected hospitalization (this does not include planned surgeries), a note from your medical doctor indicating your inability to complete school work for a specified period of time, unexpected death in your immediate family, sudden military deployment, or natural disaster. Reasons that will NOT be considered include but are not limited to - internet outage, technical issues, vacations, birthdays, or not feeling well that day.** Please remember that you receive your syllabus with all assignment and discussion instructions, rubrics, and due dates during preview week. It is your responsibility to plan ahead and be mindful of

when your items are due. If you require ongoing accommodations, please contact the Accessibility services and accommodations office <https://www.sbu.edu/life-at-sbu/student-services/student-success-center/accessibility-services-and-acommodations>

**Student Name** \_\_\_\_\_

**Faculty Instructor** \_\_\_\_\_

**Course** \_\_\_\_\_

**Assignment to be submitted late** \_\_\_\_\_

**Date of request** \_\_\_\_\_ **Assignment original due date** \_\_\_\_\_

**Emergency request reason** \_\_\_\_\_

**I understand that submitting this request does not indicate the exception will be granted. I understand that if it is not granted, I will receive a grade of zero for this task and that if it is granted I will be given a specific due date/time that I must submit the work by. If I miss that extension, I will receive a grade of zero for the task. I also understand that these exceptions will be tracked by the program and if I submit multiple exception forms, I will be reviewed by the faculty at the student of concern meeting and be placed on a possible remediation plan. I understand that my course instructor may consult with core faculty and that my name and information may be brought up in students of concerns meetings to best support my development.**

---

**Student Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Faculty decision:**

**Exception granted** \_\_\_\_\_

**New due date and time** \_\_\_\_\_

**Exception denied** \_\_\_\_\_

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**Faculty Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

#### **APPENDIX D: ADVANCED CERTIFICATE APPLICATION**

This form is to be used for any currently enrolled Counselor Education students applying to complete an Advanced Certificate program. Students are to **complete Section A and if applicable Section B**, and send the completed form to their advisor.

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**Requirements:** To apply for the Advanced Certificate Program, you must have completed the following:

- You must have successfully completed at least 21 credits.
- You must have passed CE 610 Practicum.
- You must currently have a GPA of 3.5 or above.

- If you are currently on a Professional Developmental Plan (PDP), you must successfully complete the plan before you can apply for the Advanced Certificate Program.
- For those with the following considerations see Section B for further instructions:
  - Have a GPA below 3.5 and/or received a Letter of Warning
  - Have received a Notice of Concern (NOC) or Academic Misconduct Violation
  - Have been on a Professional Development Plan (PDP) but have successfully resolved it

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**Section A (to be completed by student)**

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Student Name:  
 Faculty Advisor:  
 Current Degree Program:

Advanced Certificate Program:

MSED Clinical Mental Health Counseling MSED School Counseling  
 Clinical Mental Health Counseling  
 School Counseling

I, \_\_\_\_\_ (student name), verify that I wish to apply for the Advanced Certificate program checked above.

**Student Signature: Date:**

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**Section B (If you have a GPA below 3.5 and/or received a letter of warning, an NOC, PDP, or Academic Misconduct violation, you will need to complete this section to apply for the Advanced Certificate program.)**

Choose the applicable Letter(s) of Application to complete below.

**NOC and/or Academic Misconduct Violation Letter of Application**

Please write a letter to the faculty answering the following questions:

1. Why do you want to complete the Advanced Certificate program in CMHC or School (answer whichever is applicable)?
2. Please explain what happened and why you received a Notice of Concern or Academic Misconduct Violation for [insert whatever category is checked from #1 on NOC] from [insert

instructor] on [insert date].

3. What led you to receive this NOC? Discuss any personal or professional circumstances that led to the issue outlined in the NOC.
4. What lessons did you learn from this situation?
5. Outline a clear, detailed plan you will follow to ensure your success in completing the Advanced Certificate program. The plan should address the concerns outlined in your NOC and demonstrate your potential to successfully complete the Advanced Certificate program.

### **PDP Letter of Application**

Please write a letter to the faculty answering the following questions:

1. Why do you want to complete the Advanced Certificate program in CMHC or School (answer whichever is applicable)?
2. Please explain what happened and why you completed a Professional Development Plan (PDP).
3. What led you to completing a PDP? Discuss any personal or professional circumstances that led to the issues outlined in the PDP.
4. What lessons did you learn from this situation?
5. Outline a clear, detailed plan you will follow to ensure your success in completing the Advanced Certificate program. The plan should address the concerns outlined in your PDP and demonstrate your potential to successfully complete the Advanced Certificate program.

### **GPA Below 3.5 and/or Letter of Warning Letter of Application**

Please write a letter to the faculty answering the following questions:

1. Why do you want to complete the Advanced Certificate program in CMHC or School (answer whichever is applicable)?
2. Please explain what happened and why your GPA is below a 3.5 and/or you earned a C or F in [insert course number and name] during [insert semester].
3. What led to your GPA falling below a 3.5 and/or earning a failing grade? Discuss any personal or professional circumstances that led this.



4. What lessons did you learn from this situation?
5. Outline a clear, detailed plan you will follow to ensure your success in completing the Advanced

Certificate program. The plan should address the concerns that led to your GPA falling below 3.5 and/or earning a failing grade and demonstrate your potential to successfully complete the Advanced Certificate program.

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**Section C (to be completed by advisor and sent to Program Director)**

1. Verified that student has completed at least 21 credits
2. Verified that student has completed and passed CE 610 Practicum
3. Verified that if student has been on a PDP, they have successfully completed it

N/A

4. Verified that if student has received one of the following, they have included

applicable Letter(s) of Application. Check all that apply: NOC  
PDP  
Letter of Warning (Earned a grade of C or F)

GPA below 3.5 N/A

5. The student is eligible based on department requirements or faculty review.

**SBU Faculty Advisor Signature: Date:**

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**Section D (process for advisor to follow)**

1. If student is deemed eligible, the advisor will send the completed form to the Program Director and will CC the student and the Student Success Coach
2. If the student is ineligible because they have not completed at least 21 credits or have not yet passed CE 610 Practicum, then the advisor may email the student informing them they will need to reapply once they've met the requirements.
3. If the student completed Letters of Application, forward the name of the student to the Program Director to review at our next faculty meeting. Based on the review, one of two things will happen:

Student is approved, so advisor will follow D1.

Student is denied, so Program Director will send an official letter of their denial.

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**Section E (for approved students only)**

Program Director emails Registrar to add certificate to the student's record.

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## **APPENDIX D1: ADVANCED CERTIFICATE REQUIRED CLASSES**

### Bridge/Advanced Certificate Programs Degree Plan

Students must have graduated from a CACREP approved program to be eligible for the bridge program. *At minimum* they will need the following courses:

### Clinical Mental Health Counseling

CE 636 Ethical and legal issues in clinical mental health counseling

CE 637 Management of Clinical Mental Health Programs

CE 640 Introduction to addictions++

CE 642 Introduction to crisis counseling++

CE 649 Family Counseling

CE 625A Internship I: Clinical Mental Health Counseling

CE 625B Internship II: Clinical Mental Health Counseling

### School Counseling

CE 628 Foundations of School Counseling

CE 629 Ethical and Legal Issues in School Counseling

CE 632 Child and Adolescent Counseling

CE 650 School Counseling and Special Education

CE 633 Special Topics in School Counseling

CE 620A Internship I: School Counseling

CE 620B Internship II: School Counseling

++ These courses would be waived if students completed our graduate program between 2018-2022 (These courses were part of the SC plan of study up until now, they have been replaced with SC specific courses due to NYS requirements)

Each applicant will have to go through a transcript review to determine how many credits are needed. If they need *more* than 28 credits they will not be eligible for the bridge program and must apply to the 60 credit degree program.

Applicants *must* have their signed hour log from practicum to not have to take that course again otherwise they will have to take CE 610 Practicum in Counseling as we will be required to provide certification to the state that they completed 700 hours.

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## **APPENDIX E: EVALUATION OF THE PROGRAM BY SUPERVISOR**

Thank you for taking the time to supervise our Counselor Education students during their field placement at your site. In an effort to continue to improve our program we are asking you to complete the following short survey and return it with the Field Evaluation Form. Your input is of great value to us and we appreciate you taking the time to assist us.

Level of SBU students supervised (check all that apply): Practicum \_\_\_ Internship 1 \_\_\_ Internship II \_\_\_

Setting: Agency \_\_\_\_\_ School \_\_\_\_\_ Other (Specify): \_\_\_\_\_

Please use the following scale in regard to each question. [Please answer each question based on the pool of SBU students you have supervised, and collaboration with our program]. Use the norm of students at their specific level of training in an academic program.

**Above Target:** level beyond that of a graduate program; comparable to that set forth by agencies and schools for working professionals

**Expected Target:** level expected for a graduate program

**Developing:** Lacking consistency

**Inadequate:** level below that expected of a graduate program

NE= No Evidence

**Program:**

**The expectations set forth by SBU regarding student performance are clear and applicable.**

**The expectations that SBU has for site supervisors role and obligations are clear and reasonable.**

**Level of communication with program faculty**

**Level of support with student concerns from program faculty**

**In comparison to all the students you supervise, how would you rate the SBU students?**

**If given the opportunity would you hire a graduate of SBU Counselor Education program?**

**Identify 2 strengths of the SBU Counselor Education Program:**

1.

2.

**Identify 2 suggestions for the SBU Counselor Education Program:**

1.

2.

**Identify 2 needs you have as a supervisor:**

1.

2.

**ADDITIONAL COMMENTS**

**APPENDIX F: ALUMNI SURVEY**

**Directions:** This survey is to be completed by alumni every three years.

School  Clinical Mental Health  Year Graduated \_\_\_\_\_

Time after graduation employed in the field \_\_\_\_\_

Certifications/licenses held (specify) \_\_\_\_\_

**Please rate each of the areas below according to the following scale:**

**2=Target** (*beyond what is expected at typical academic programs*)

**1=Adequate** (*equivalent to what is expected for an academic program*)

**0=Inadequate** (*below what is expected in an academic program*)

**N/E=No Evidence**

Item	Rating [T, A, I Or N/E]	Comments
Course Content		
Course Sequence		
Registration Process		
Professor Knowledge		
Professor Accessibility		
Field Placement Process		
Field Experience		
Adviser		
Mentoring		
Professional Development Opportunities		
Community Service Opportunities		
Phi Rho		
Comprehensive Preparation		
E-folio Preparation		
Work Readiness Preparation		

**Identify 2 strengths of the program:**

1. \_\_\_\_\_
2. \_\_\_\_\_

**Identify 2 suggestions for program improvement:**

1. \_\_\_\_\_
2. \_\_\_\_\_

**Identify 2 needs you have as alumni from our program:**

1. \_\_\_\_\_
2. \_\_\_\_\_

**Additional Comments** [you may use the back side of this form for comments]:

**APPENDIX G: EMPLOYER SURVEY**

Thank you for taking the time to complete this survey in regard to the hiring of our Counselor Education graduates. Your input is of great value to us and we appreciate you taking the time to assist us!

How many graduates have you hired? \_\_\_\_\_  
Setting: Agency \_\_\_\_\_ School \_\_\_\_\_

Please use the following scale in regard to each question. (Please answer each question based on the pool of SBU counselors you have hired, and collaboration with our program). Use the norm of counselors at their specific level of training at the time of being hired.

**3= Target** (level beyond that of most graduates hired; advanced skills)

**2= Adequate** (level expected for a graduate)

**1= Inadequate** (level below that expected of a graduate)

**General Counselor Dispositions:**

Level of Professionalism	3	2	1
Maturity	3	2	1
Academic Preparation	3	2	1

**Counselor Skills:**

Communication Skills	3	2	1
Counseling Skills			
Writing Skills	3	2	1
Organizational Skills	3	2	1
Technology Skills	3	2	1

**In comparison to all the counselors you have hired, how would you rate the SBU counselors?**

**Top 5% \_\_\_\_\_ Top 10% \_\_\_\_\_ 50%-90% \_\_\_\_\_ Below 50% \_\_\_\_\_**

**Identify 2 strengths of the SBU Counselor Education Preparation of Counselors:**

- 1.
- 2.

**Identify 2 suggestions for the SBU Counselor Education Preparation of Counselors:**

- 1.
- 2.

**Identify 2 needs you have as an employer:**

- 1.
- 2.

**Prioritize the reasons you hire our students, with 1 being the most important and 5 the least important:**

- \_\_\_\_\_ Availability
- \_\_\_\_\_ Qualifications
- \_\_\_\_\_ Work Readiness
- \_\_\_\_\_ Maturity

Other (specify):

Additional Comments (You may use the back side of this survey):

## APPENDIX Z: CORE FACULTY OVERVIEW

**Luedke, Ashley** (*Associate Professor and Program Director*)

B.A. State University of New York at Fredonia; M.S. Canisius College

Ph.D. Florida Atlantic University

Interests: Nonverbal communication, the therapeutic relationship, supervision models, crisis and trauma work

**Hindman, Margaret** (*Assistant Professor*)

B.S. Louisiana State University; M.S. University of Arkansas in Fayetteville

Ph.D. University of Arkansas in Fayetteville

Interests: Play therapy, public mental health literacy, creative approaches to supervision, expressive arts, and group therapy work.

**Henry, Heidi** (*Assistant Professor*)

B.A. Messiah College; M.A. Louisiana State University

PhD Sam Houston State University

Interests: Religious identity development, Multicultural counseling competency, Social justice, Adolescent counseling, Career counseling, Mood disorders

**Luke, Charles** (*Associate Professor*)

B.A. & M.A. Columbia International University

Ph.D. University of Tennessee

Interests: Neuroscience-informed counseling, career counseling, addiction, child and adolescent counseling

**Mason, Nathaniel** (*Assistant Professor*)

B.A. University of Virginia; M.Ed. William & Mary

Ph.D. William & Mary

Interests: LGBTQ+ clients, intersecting identities, role of spirituality and connectedness with others, fostering wellness

**Payne, Demah** (*Visiting Assistant Professor*)

B.S. Campbell University; M.S. East Carolina University

Ph.D. North Carolina State University

Interests: Dually licensed counselors (school and mental health counselors) identity, marginalized, discriminated and oppressed communities.

**Scherer, Rebecca** (*Associate Professor*)

B.S. James Madison University; M.A. Marymount University

Ph.D. University of North Carolina at Charlotte

Interests: Multicultural Counseling, Social Justice, Clinical Mental Health Counseling, Mentorship

**Smith, Nate** (*Assistant Professor*)

B.A & M.A. University of Wyoming

Ph.D. Texas Tech University

Interests: Internalized homophobia within the LGBTQIA community, narrative approaches in qualitative research, and the application of feminist counseling theories specifically relational cultural theory



