



Master's Program Handbook 2026-2027

Clinical Mental Health Counseling
School Counseling P-12

Counseling and Human Services Programs
Syracuse University School of Education
150 Huntington Hall
Syracuse, NY 13244
315.443.9319

Table of Contents

<i>Master’s Program Handbook Acknowledgement Form</i>	4
<i>Section I: Program Orientation and Overview</i>	5
Mission Statement	5
Philosophy and Values	5
Program Signatures	6
Program Objectives	8
History of Counseling and Human Services	11
Counseling Faculty.....	12
Chi Sigma Iota International Inc.	13
Counselors for Social Justice.....	13
Professional Identity and Affiliation.....	13
Program Orientation.....	14
<i>Section II: Policies, Procedures, and Practices</i>	15
Commitment to Student Recruitment	15
Admission Criteria and Process	15
Program Advising	16
Full-Time or Part-Time Status	17
Leave of Absence	17
Continuous Registration.....	17
Syracuse University Inclusion Policies.....	18
Technological Resources and Requirements.....	18
Master’s Program Curriculum.....	18
Key Performance Indicators (KPIs)	19
Course Descriptions	20
Course Waivers.....	22
Grade of “INCOMPLETE”	23
Academic Accommodations.....	23
Transfer of Credit.....	23
Communication.....	23
Comprehensive Examination: Counselor Preparation Comprehensive Examination (CPCE)	24
Ongoing Evaluation of Student Competence and Professionalism	24
Program Student Evaluation Process.....	27
Program Retention	28

Important Student Milestone Deadlines.....	28
Endorsement Policy.....	29
Personal Counseling Services.....	29
Licensure and Career Placement Services	29
Part-time Work Opportunities, Scholarships and Other Funds	29
<i>Appendix A: Clinical Mental Health Counseling – General Track Recommended Course Sequencing.....</i>	<i>31</i>
<i>Appendix B: Clinical Mental Health Counseling-Caring Gene Track Recommended Course Sequencing..</i>	<i>32</i>
<i>Appendix C: School Counseling P-12-IMPRESS Track Recommended Course Sequencing</i>	<i>33</i>
<i>Appendix D: VALT at the School of Education</i>	<i>34</i>

Master's Program Handbook Acknowledgement Form

I acknowledge that I have read the 2026-2027 Master's Degree Student Handbook including: Counseling and Human Services (CHS) Mission Statement, criteria for evaluation, and program objectives for my declared major. I understand that I am responsible for knowing and abiding by the information and policies in the Handbook, as well as regulations stipulated by the School of Education and Graduate School, including the Code of Student Conduct Standards. I understand that the information and policies in the Handbook is subject to change based on programmatic need, and that the CHS unit leader will alert me to any changes in this information or policy. I understand that the faculty will review my progress through the program on a regular basis and will use the criteria for evaluation as stipulated in the Handbook, along with GPA, program dispositions, professionalism, and ethics as the primary vehicle for doing so. I am assured of timely notification and full due process if the faculty have concerns about my progress.

Syracuse University School of Education publishes this handbook annually, but the policies and procedures may be subject to change during the academic year.

You must indicate that you agree to all the above statements by completing this form:

https://syracuseuniversity.qualtrics.com/jfe/form/SV_6JVCldXcBbC24Xs

Section I: Program Orientation and Overview

Mission Statement

The mission of the Counseling and Human Services programs is to educate and prepare the next generation of professional counselors, supervisors, counselor educators, and leaders who will have meaningful and sustained impact in their communities through commitment, excellence, and humanistic engagement. Such an impact is accomplished by readying our students to practice in a diverse, multicultural, and global society with marginalized populations in a manner that actively and diligently affirms the dignity and self-worth of all persons.

Philosophy and Values

We believe that all human beings have inherent worth and dignity, the ability to develop a greater sense of self-realization throughout the lifespan, and the need to cultivate personal and community-based well-being. We believe in the power of human relationships to be a catalyst for positive growth in students' and clients' lives. We believe that each individual can make a difference, and because of that potential, each of us shares a responsibility to our clients, students, communities, culture, and society to work toward the betterment of human life. Through their skills as leaders and advocates, our students will make a difference to the larger public they serve.

We are committed to serving a diverse society, cultivating a strong and engaged professional identity, and pursuing the highest standards of excellence in the counseling profession. We are committed to ethical and effective counseling and require our students to adhere to the American Counseling Association's (ACA) Code of Ethics (ACA, 2019). We champion a commitment to living excellence and promote such a stance with our students, within the broader School of Education, and Syracuse University communities, and across the greater Syracuse, United States of America, and global contexts.

We seek to nurture intellectual curiosity and a desire for personal growth in all our students, as well as a desire for lifelong learning which will extend their education and development beyond their formal professional education. We expect students to engage in reflective learning activities in order to meet these goals. Our personhood is inextricably connected to our ability to be competent and ethical counselors, supervisors, and educators, and thus, our program emphasizes self-awareness and personal development as a critical facet of professional training and development. We value the role of the personhood in counseling, and we create learning experiences that reflect such a value. To be successful, students must engage in self-reflection and pursue self-growth and exploration within an engaged learning environment.

We seek to meet the larger goals of Syracuse University. Our teaching is informed by the research in our field, and we strive to instill in our students a scholarly posture as well as a practitioner's skill in attending to the goals of the clients they serve and the systems within which those clients function. Our training programs are enriched by their location within an urban setting, with suburban and rural communities in close proximity.

As a faculty, we attempt to exemplify the mission, philosophy, and values in all our interactions with students as we meet program objectives. We challenge students to learn within a context that

carries these values of respect for diversity, intellectual curiosity, reflection, wellness, humanistic engagement, and the courage required for personal growth.

Program Signatures

Our program signatures highlight our values and commitments that encompass the characteristics we embrace and develop as a counselor training facility. Our program signatures include Reflexive Leadership; Impactful and Engaged Scholarship; Experiential and Constructivist Pedagogy; Socially Just Advocacy and Activism; Constructivist Clinical Supervision; Humanistic Engagement; and Wellness, Prevention, and Resiliency.



Humanistic Engagement

We believe in the power of human relationships to be a catalyst for positive growth in students' and clients' lives. We diligently work to nurture meaningful relationships among students and faculty that extend beyond static notions of student-teacher. We consider student-faculty classroom interactions to be important and necessary to the professional development of students; but also, we believe the mentoring that occurs beyond traditional academic spaces is vital to preparing outstanding counseling practitioners, supervisors, and educators. Our faculty provides mentoring on a range of professional endeavors including research, professional identity, and career aspirations. We expect that such commitment to humanistic engagement provides a model through which students can develop collaborative and meaningful working relationships with the clients, students, and supervisees they serve.

Reflexive Leadership

We aspire to be leaders at all levels of influence, namely community, state, regional, national, and international, with a focused intent of providing leadership within counseling, counselor education, and supervision. We are dedicated to advancing the profession through scholarship, professional

service, pedagogy, and clinical engagement. Our leadership commitment is situated within reflexivity in that we believe that the most effective and transformative leaders accomplish change through a high level of self-awareness and ongoing cultivation of their personhood. We are motivated to mentor the next generation of leaders in order to create a legacy of leadership emanating from Syracuse University and generating a profound impact on our communities, clients, students, and professional associations.

Impactful and Engaged Scholarship

Grounded in a belief that academic pursuits can address real world dilemmas, we are involved in research projects that are designed to make a difference in the lives of students, clients, and consumers.

Embedded in the communities we serve, student and faculty research is informed by, and in turn, informs the populations with whom we work. Whether seeking to identify effective teaching, counseling, or supervision strategies or exploring the experiences of a particular group in a specific context (e.g., students of color in multicultural coursework, clients with hearing loss in a community clinic, LGBTQ+ persons participating in counseling or Gay-Straight Alliances), our scholarship is noted as having a wide influence on the overall counseling and counselor education profession. As recognized experts in their field, members of the CHS community have authored widely referenced books, and they regularly publish in top-tier counseling and counselor education journals. The dissemination of our scholarship at state, national, and international conferences, as well as community in-services and workshops facilitate practitioners' access to our work and ensures the spread of best practices to many of the areas of service most in need.

Experiential and Constructivist Pedagogy

Our student-centered learning community encourages students to be open and reflective, willing to explore novel knowledge and experiences, and fully engaged in the learning process. The central premise anchoring constructivist pedagogy is that individuals and groups make meaning of novel information, at least partially, by interpreting it through the lens of experience. Therefore, learning is an active, contextualized process rather than something acquired directly and objectively from an instructor, text, or other source. This entails that students are not just passive receivers of knowledge but rather active agents in the learning process. We view students' prior knowledge as foundational to the learning process. Students are encouraged to self-reflect in order to become more conscious of whom they are as well as to become more aware of the life experiences which have contributed to their development. Students can expect to engage in activities that ask them to experiment with ways to integrate prior knowledge with the novel knowledge and skills they encounter in the program. Students will encounter a learning environment rich with activities and experiences that will parallel the real-world contexts and situations they will encounter as helping professionals.

Socially Just Advocacy and Activism

We have a deep and longstanding commitment to being change agents and advocates for social justice. We have held leadership positions in several professional counseling organizations wherein we have spearheaded initiatives designed to identify and respond to systems of oppression that negatively influence development and wellness. Additionally, we are engaged in counseling related community service that is focused on increasing access to and the equity of counseling and educational services with underserved populations, including but not limited to people with

disabilities, people living in under resourced communities, and people who identify as part of an historically marginalized population (e.g., persons who are LGBTQ+, persons of color, English language learners). Students are supported to engage in multiple curricular and co-curricular opportunities to enact professional standards of excellence related to advocacy and develop the knowledge, skills, and awareness necessary to confront the varied forms of discrimination which continue to perpetuate disparities in opportunities and outcomes for marginalized communities. Collectively, we create meaningful assignments and develop community engaged experiences that integrate and reflect our ongoing commitment to social justice and advocacy.

Wellness, Prevention, and Resiliency

Wellness, prevention, and resiliency are foundational values of professional counseling and counselor education and are supported by our faculty and staff. Wellness engenders healthy growth, personal evolution, and the overall well-being of the individual. Prevention serves to optimize and contextualize the meaning and intention of self-care, and it is a core value of professional counseling. Resiliency involves the ability of the individual to readily navigate difficulty in both personal and professional endeavors. Because of the guiding values of professional counseling and the imperative role of one's personhood in being a counselor, supervisor, and educator, it is important that a commitment to wellness, prevention, and resiliency be pervasive in individual practice to filter into the educational, supervisory, and therapeutic environments. To do so ensures the health of the individual and the profession. We strive to support wellness and encourages the resiliency of students to foster their ability to traverse the graduate education experience, thereby promoting more highly functioning and effective professionals.

Constructivist Clinical Supervision

We provide a challenging and supportive supervision experience that encourages critical reflection of self, impact on others, as well as intuitive ideas related to how people develop and how professional counselors assist in this growth process. We strive to assist counseling students in constructing theoretical and philosophical approaches to counseling that integrate idiosyncratic ideas and prior knowledge with established, empirically supported approaches that are appropriate for the varied contexts in which they may find themselves working to enhance the lives of others. Students can expect to work closely and collaboratively with their supervisors as they begin the life-long process of counselor development. We are committed to cultivating supervisors and supervision experiences that are reflective of the synergy between lived experience and clinical supervision discourse.

Program Objectives

The two master's programs share core curriculum and professional experiences that prepare counselors to be professionals, advocates, and leaders in their desired practice setting. There are transcendent and shared objectives for both programs, specifically:

1. Graduates will demonstrate foundational knowledge expected of professional counselors in a diverse society;
2. Graduates will demonstrate foundational interpersonal skills and interventions that acknowledge dimensions of context, culture, and ethics;
3. Graduates will demonstrate dispositions that are expected and consistent within the profession of counseling;

4. School Counseling graduates will be prepared to function effectively in educational settings and assume the roles and responsibilities of their specialized practice area;
5. Clinical Mental Health Counseling graduates will be prepared to function effectively in mental health settings and assume the roles and responsibilities of their specialized practice area.

Clinical Mental Health Counseling Program Objectives

The 60-credit, CACREP accredited Master of Science program in Clinical Mental Health Counseling prepares professional counselors with the ability to offer a broad range of clinical mental health counseling services and interventions focused on wellness and advocacy. This range of therapeutic services are designed to enhance the growth and development of all clients and can be delivered in a variety of settings. Our clinical mental health counseling program objectives are grounded in knowledge, understanding, practice, analysis, synthesis, and evaluation are provided below to contextualize the depth of experience required in preparation for work as a clinical mental health counselor.

Graduates of the clinical mental health counseling program will:

1. Possess knowledge and understanding of the foundational aspects of professional counseling and integrative care including human development and how development is enhanced or restricted due to a number of intrapersonal, interpersonal, and systemic variables; inter-professional collaboration; have demonstrated skill in assisting clients in meeting developmental tasks
2. Evidence knowledge, awareness, understanding, and skills requisite for counseling persons from different cultural contexts and of different levels of ability and have demonstrated a respect for individual differences and an ability to assist persons in ways that are both culturally sensitive and enhancing.
3. Demonstrate knowledge and understanding of counseling, career development, and consultation theory; have demonstrated use of biopsychosocial case-conceptualization and treatment planning skills, and a range of counseling interventions that are theoretically sound and contribute to the ability of their clients to respond effectively to their issues and developmental tasks; have demonstrated an ability to use brief therapeutic counseling modalities; have demonstrated ability to use a variety of techniques and interventions for wellness, prevention, and treatment of a broad range of mental health issues
4. Evidence knowledge and understanding of the principles of group dynamics as well as knowledge of various approaches for working in groups with client populations; possess skills in group work.
5. Display knowledge and understanding of the variety of clinical settings within which the continuum of care is provided; understand the range and impact of issues such as crisis, trauma, and addiction on the individual, family, and community.
6. Display knowledge and understanding of appraisal methods and their underlying constructs; have demonstrated the use of individual and group assessment and evaluation instruments in ways that are both culturally and developmentally enhancing.
7. Have demonstrated an ability to draw upon counseling research and assess its contribution to the profession's knowledge base and apply/integrate its contribution to specific areas of knowledge and practice.
8. Evidence functional skills for using technology in one's work.

9. Have demonstrated an ability to assess the needs of a community or populations; develop both appropriate programs to meet assessed needs and an evaluation plan
10. Have demonstrated methods for assessing mental health status, including an ability to utilize the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems such as the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD); have a knowledge and understanding of practice and management issues such as record keeping and third-party reimbursement.
11. Possess knowledge and understanding of the historical, philosophical, and political influences that have shaped the counseling profession and the practice of clinical mental health counseling; have knowledge and understanding of present certification, accreditation, and licensing standards.
12. Possess the requisite skills for advocacy for profession, agency, and clients within public policy and governmental venues; possess skills to advocate for the counseling profession.
13. Possess knowledge of ethical codes that direct the practice of clinical mental health counseling; have demonstrated the ethical practice of counseling.
14. Have demonstrated an integration of the knowledge and awareness obtained through individual courses and how this knowledge applies to the clinical mental health counseling context.

School Counseling P-12 Program Objectives

The 60-credit, CACREP accredited Master of Science program in School Counseling P-12 prepares students to work with youth of all ages in urban, rural, and suburban preK-12 school settings. Students gain hands-on experiences throughout their program of study that prepare them for holistic school counseling practice. They work closely with their advisors to ensure completion of a sequenced curriculum in tandem with field experiences across grade levels. In addition to a number of core counseling courses, students are provided with multiple school counseling specialty courses through which they acquire the knowledge and abilities necessary to implement a comprehensive, developmental school counseling program, including direct and indirect services and program planning and management. Students further gain the tools necessary to be effective professional school counselors and systemic change agents, so they can help to meet the needs of all students. The program is closely aligned with the American School Counselor Association (ASCA) National Model and meets the academic requirements for initial and professional New York State Certification as a School Counselor. Graduates from our program are employed in schools as: School Counselors, Directors of Guidance, Career Center Counselors, Admissions Counselors, Support Service Counselors, Alcohol-Drug Abuse Prevention Education Program (ADAPEP) Counselors, Student Assistance Counselors, and Family Support Counselors.

Graduates of the School Counseling P-12 program will:

1. Demonstrate clear and consistent commitment to the development of personal maturity.
2. Evidence clear and consistent commitment to one's own professional growth and accountability.
3. Display a clear and consistent commitment to diversity and equity.
4. Show a clear and consistent commitment to subject matter excellence.
5. Demonstrate clear and consistent commitment to professional ethics and integrity, professional standards of practice, and the profession at large.
6. Describe the history and development of school counseling.

7. Distinguish the models of school counseling programs and models of school-based collaboration and consultation.
8. Utilize models of P-12 comprehensive career development and assessments specific to P-12 education.
9. Identify school counselor roles as leaders, advocates, and systems change agents in P-12 schools as well as in consultation with families, P-12 and postsecondary school personnel, and community agencies.
10. Implement school counselor roles in relation to college and career readiness, school leadership and multidisciplinary teams.
11. Evaluate school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma.
12. Demonstrate competencies to advocate for school counseling roles.
13. Distinguish characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders.
14. Identify common medications that affect learning, behavior, and mood in children and adolescents.
15. Assess signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs.
16. Appraise qualities and styles of effective leadership in schools and locate community resources and referral sources.
17. Recognize professional organizations, preparation standards, and credentials relevant to the practice of school counseling.
18. Discuss legislation and government policy relevant to school counseling and interpret legal and ethical considerations specific to school counseling.
19. Locate examples of school counseling program mission statements and objectives and illustrate ability to design and evaluation of school counseling programs.
20. Develop and implement core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.
21. Utilize interventions to promote academic development.
22. Manifest developmentally appropriate career counseling interventions and assessments and techniques of personal/social counseling in school settings.
23. Select and implement strategies to facilitate school and postsecondary transitions.
24. Distinguish skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement.
25. Experiment and assess approaches to increase promotion and graduation rates.
26. Display interventions to promote college and career readiness.
27. Formulate and use strategies to promote equity in student achievement and college access.
28. Evaluate techniques to foster collaboration and teamwork within schools.
29. Develop strategies for implementing and coordinating peer intervention programs.
30. Demonstrate use of accountability data to inform decision making to advocate for programs and students.
31. Evidence functional skills for using technology in one's work.

History of Counseling and Human Services

Syracuse University has been a national leader in preparing counselors since 1931 when we introduced the Student Dean program designed to prepare women to be high school and college

counselors and placement officers. Master's degree programs in guidance, established in 1937, and rehabilitation counseling, established in 1963, were among the earliest of such programs in the United States. In 1993, these two programs merged into a single administrative unit called Counseling and Human Services. Over the years, we have continued to emphasize the preparation of professional counselors who will become leaders in the profession at the local, regional, and national levels.

Our master's (M.S.) degree programs in Clinical Mental Health Counseling and School Counseling P-12 are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since 1994. CACREP accreditation provides recognition of the quality and scope of training as well as assures students that the program is stable and committed to meeting professional benchmarks of quality. Graduating from a CACREP accredited program provides streamlined processes for certification and licensure and will be required to be a Nationally Certified Counselor as of January 1, 2022. We also offer a CACREP-accredited doctoral program in Counseling and Counselor Education.

Counseling and Human Services Program Faculty

Unit Lead for 2026-2027

- **Cathy Engstrom, PhD**
Professor, Faculty Director of Graduate Studies
cmengstr@syr.edu

Core Faculty

- **Alex Gantt-Howrey, PhD, LPC (ID), NCC**
Assistant Professor
acgntth@syr.edu
- **Eunae Han, PhD, LPC (TX), NCC**
Assistant Professor
ehan13@syr.edu
- **Yanhong Liu, PhD, NCC**
Associate Professor
Professor
yliu363@syr.edu
- **Caroline O'Hara, PhD, LPC (GA), NCC**
Associate Professor
clohara@syr.edu
- **Derek Seward, PhD, LMHC (NY), NCC**
Associate Professor
dxseward@syr.edu

Adjunct Faculty

- Dr. Linzy Andre landre@syr.edu
- Dr. Sabrina Butler smbutl01@syr.edu
- Dr. Alan Miller acmill03@syr.edu
- Dr. Alonzo Turner aturne03@syr.edu

Retired Faculty

- Dr. Melissa Luke, mmluke@syr.edu

Emeritus Faculty

- Dr. James Bellini jlbellin@syr.edu
- Dr. Janine Bernard bernard@syr.edu

- Dr. Dick Pearson repearso@syr.edu

Chi Sigma Iota International Inc.

Our programs work collaboratively with and support Sigma Upsilon, a chapter of Chi Sigma Iota International (CSI). CSI is the international honor society for the counseling profession which celebrates academic and professional excellence, leadership, advocacy, professional identity, and wellness. Students who maintain a GPA of 3.5 and above are invited to apply for membership in the society after their first semester of study. Students will automatically be invited for membership in CSI if they meet the criteria, so no initial action is required prior to membership invitation from the chapter faculty advisor. For more information about CSI, please visit csi-net.org.

Counselors for Social Justice

Counselors for Social Justice (CSJ) is a division of the American Counseling Association (ACA) that works "to promote social justice in our society through confronting oppressive systems of power and privilege that affect professional counselors and our clients and to assist in the positive change in our society through the professional development of counselors" (CSJ Mission). The Syracuse University Chapter of CSJ was established in 2017 and is registered with the Graduate Student Organization at Syracuse. We strive to participate in and help build grassroots efforts in our community that promote social justice and systemic wellness for our client constituencies in and around Syracuse. In addition to local engagement, our Chapter of CSJ strives to participate in political advocacy on a larger scale, such as writing to Senators to promote health care legislation, which will affect counseling at large. For more information, please visit the CSJ website at counseling-csj.org.

Professional Identity and Affiliation

Highly developed and engaged professional identity is a hallmark of our programs. Faculty have a legacy of and current commitment to leadership in national, regional, and state associations, and both faculty and students are actively engaged in professional associations. Students should become members of the professional organizations relevant to their field of study. These organizations are sources of knowledge and opportunities concerning current research, education and professional training, leadership, advocacy, and contemporary issues pertinent to the field. We urge students to join the ACA and one of its many divisions. You may also join the American School Counselor Association (ASCA) or the American Mental Health Counseling Association (AMHCA) without being a member of ACA. Participation at the state and regional levels are encouraged in that there are many opportunities for advocacy, leadership, and engagement. Professional association membership is a powerful way to showcase your professional identity and to build professional networks. Please find below contact details for ACA and the specialty divisions as well as divisions and branches closely aligned with our Program Signatures. Information and applications are available in the Counseling and Human Services office or by contacting these organizations directly:

- American Counseling Association (ACA): counseling.org
- American College Counseling Association (ACCA): collegecounseling.org
- Society for Sexual, Affectional, Intersex, and Gender Expansive Identities (SAIGE): saigecounseling.org
- Association for Multicultural Counseling & Development (AMCD): multiculturalcounselingdevelopment.org
- American Mental Health Counseling Association (AMHCA): www.amhca.org
- Counselors for Social Justice (CSJ): counseling-csj.org
- New York Mental Health Counselors Association (NYMHCA): <https://nymhca.org/>
- American School Counselor Association (ASCA): schoolcounselor.org
- Association for Assessment and Research in Counseling (AARC): aarc-counseling.org
- NY School Counselor Association (NYSSCA): nyssca.org, 1-877-NYSSCA1

- Association for Counselor Education and Supervision (ACES): acesonline.net
- Association for Specialists in Group Work (ASGW): <https://www.asgw.org/>
- North Atlantic Region of the Association for Counselor Education and Supervision (NARACES): naraces.org
- Association for Humanistic Counseling (AHC): humanisticcounseling.org

Program Orientation

A program orientation is held on Thursday, August 20th, 2026, 2-4PM, at Huntington Hall 107, for all recently matriculated master's students. Attendance is **mandatory**, and the intent of the orientation is to provide a framework of values and professional expectations, build collaborative relationships, and address logistical and programmatic issues and questions.

Section II: Policies, Procedures, and Practices

This Master's Student Handbook is designed to be used in conjunction with the [Syracuse University Graduate Course Catalog](#) and the [School of Education Master's Degree Handbook](#). This Handbook is not intended as a replacement for these documents. These official documents are revised periodically. It is the student's responsibility to obtain the latest editions of these documents.

Commitment to Student Recruitment

These programs are committed to recruiting and retaining students who represent a multicultural and diverse society. To this end, the faculty:

- Will actively seek opportunities to meet with prospective students who represent diverse cultural groups, belief systems, and abilities.
- Will work to increase the likelihood that underrepresented CHS master's students receive scholarships.
- Will seek additional funding sources for students representing underrepresented groups.
- Will use their personal networks of counselor educators to recruit students who represent diverse backgrounds.
- Will continue to recruit international students at the master's and doctoral levels in order to extend our diversity agenda to one that is global, and
- Will continue to explore and identify new ways to increase program diversity.

Admission Criteria and Process

In our admission process, we consider multiple facets of an applicant's portfolio and background because we believe that successful counselors need to be interpersonally skilled, highly self-aware, professionally mature, academically prepared for graduate work, and committed to the values and philosophies of the counseling profession and counseling programs at Syracuse University. Therefore, academic, interpersonal, professional, leadership, and personal components are integrated in our admission decision process.

The faculty seeks to admit individuals who are personally and academically prepared to be successful in completing a rigorous, intense two-year master's degree program in counseling. Within these parameters, the faculty is committed to admitting students who represent diverse backgrounds or who have special abilities to serve a diverse population. Admission is highly competitive, and application reviews are conducted once a year for fall semester admission only.

Applicants are expected to demonstrate prior solid academic standing and potential, typically evidenced by a GPA of 3.0 or above, and provide a strong personal statement detailing their careers goals aligning with school counseling or clinical mental health counseling. Three letters of recommendation, with at least two from academic references are also required. International students are required to submit results of an English Language Test. Acceptable tests are TOEFL, iBT, IELTS, or Duolingo English Test.

Admission is based on the following criteria:

1. Evidence of academic ability and potential for graduate-level study
2. Potential for forming effective interpersonal relationships in individual and small group contexts and with diverse individuals
3. Appropriateness of career goals and objectives and their relevance to a program of study
4. Openness and maturity required for self-exploration and personal and professional self-development
5. Evidence of paid or volunteer experience indicative of an interest in the helping professions
6. Evidence of leadership and advocacy potentiality
7. History of and potential for tenacity, engagement, and collaboration

Applications are reviewed once a year and must be submitted by January 15th for admission for the Fall of the same year. An admissions committee composed of full-time faculty reviews all applications for admission and makes a recommendation to the Graduate School regarding each applicant. The process of the admissions committee is as follows:

- All completed applications, including reference forms, the Graduate School application, the Supplemental Application, official transcripts, and TOEFL, iBT, IELTS, or Duolingo for international students, are reviewed by the committee beginning January 15th of each academic year.
- After application review, some applicants are selected for participation in an online interview process based on the strength of their application materials. All interviews are conducted by CHS faculty members. The interview process typically includes large- and small- group activities.
- Following all interviews, the admissions committee meets to review all candidates based on their potential for success within the confines of available openings.
- Recommendations are made to the Graduate School for each applicant.

Program Advising

When a student has accepted admission, they are assigned a faculty advisor. It is the student's responsibility to make regular contact ***at least once a semester*** with their faculty advisor regarding their academic and programmatic progresses, professional opportunities, and policies and procedures.

The foundational responsibilities of the faculty advisor are:

- Address questions related to program curriculum.
- Advise the student each semester about courses to take in the subsequent semester.
- Communicate any feedback to the student that was generated as a result of faculty evaluations.
- Review the advisee's records at the time that the student registers to graduate to determine that the student has met all program requirements.
- Serve as a liaison between the program and/or the School of Education and the advisee.
- Encourage student's professional development and identity as a counselor.

It is the student's right to change faculty advisors at any time during their course of study. If a student would like to change advisors, the student should inform in writing the faculty advisor of record and the CHS unit lead of such a desire and provide a rationale for the request.

Because faculty are not on contract during the summer, they do not keep regular summer office hours. They will continue to respond advisee inquiries as promptly as possible. Students should consult with their advisors regarding summer and fall course schedules prior to the end of spring semester. Students are provided with an opportunity to evaluate their advising experience each year.

In addition to faculty advisors, every student has an academic advisor in the SOE Office of Academic and Student Services (ACS): Speranza Migliore, smiglior@syr.edu, 315-443-4522. Speranza assists with filing all critical administrative forms and clearing you for graduation.

Full-Time or Part-Time Status

It is University policy that a load of at least 9-credit-hours of coursework is equal to full-time status.

Part-time study is defined by the University as less than 9 credit hours. Students who are employed full-time may not take more than 6-credit-hours of coursework per semester by University policy.

For students completing their program with less than 9 credits in their final semester, they are eligible to complete a [Full Time Certification form](#) which requests the specific number of credits to be deemed as full-time given high demands of clinical work. Please consult with your faculty advisor about this form if needed for your final semester. The deadline for submission of this form every Fall and/or Spring, is the same as the Add/Drop Deadline. One of the purposes of this form is to determine your federal loan eligibility and/or repayment of any loans.

If you are working full-time at Syracuse University and taking classes, prior to the beginning of each semester you will want to complete the “[Application to Determine Whether An Employee’s Graduate Tuition Qualifies for Non-Taxable Treatment](#)” form, signed by your supervisor and unit leader, if you want the cost of your courses to be tax-exempt.

Note: If you work full-time at Syracuse University, you are not eligible for any SOE scholarships.

Leave of Absence

Students wishing to take a leave of absence of up to one calendar year must complete [a Leave of Absence Form](#). Upon returning from your leave of absence, you must reapply for admission by filing a Readmission prior to registering for classes. Contact Speranza Migliore, SOE Graduate Advisor, to obtain this form. Because your request for readmission must be acted on by the faculty, your request for readmission should be filed well in advance of registration. Students who take an unauthorized leave of absence are not covered by this policy. Additionally, students who exceed a leave of one calendar year must reapply for admission through the regular admission process.

Continuous Registration

The University has long had a requirement of continuous registration during each academic semester once a student matriculates. That is, every fall and spring semester, students must be registered for courses that are part of their programs. Students who are in between courses, or who have completed all courses, but who are still working on requirements such as projects, exams, or portfolios, meet this requirement by registering for GRD 998 Degree in Progress, for “0” credit hours. Online registration of **GRD 998** is accepted during regular registration periods. You are allowed up to four GRD 998 registrations at no cost. After that you have to pay \$500 for the fifth and all subsequent

GRD 998 registrations. This fee indicates continuing engagement in a graduate program; it recognizes the continuing use of faculty, staff, and institutional resources, even during periods when courses are not being taken. It is designed to encourage you to enroll in courses on a continuous basis so that you complete your degree program expeditiously. Finally, it maintains your active status in the program. If you fail to register for GRD 998 when you are not taking classes, you will have to be re-activated into the program, pending faculty approval.

Syracuse University Inclusion Policies

Please visit Syracuse University's Office of People and Culture:

<https://diversity.syracuse.edu/resources-faq/policies/>

Technological Resources and Requirements

Throughout the program students are required to utilize and gain competence in the necessary resources and technology for completion of their coursework.

Resources

- Blackboard website: <https://blackboard.syr.edu/>
For more information about Blackboard at Syracuse University, visit: <https://su-jsm.atlassian.net/wiki/spaces/blackboard01/overview>
- HIPPA Compliant Zoom: <https://phi-syracuseuniversity.zoom.us/>
For more information about Zoom, visit:
https://support.zoom.com/hc/en/category?id=kb_category&kb_category=0044652787af211089a37408dabb35b8
- VALT (<https://soe-valt.syr.edu>) (Appendix D)
Each student will use the VALT Platform to:
 - Upload, watch, and review all your counseling session recordings each week when you see clients
 - Complete and upload progress notes and other documents
 - Receive supervision and clinical feedback from course instructors and doctoral supervisors
- [Fieldwork Placement Handbook](#): located on Resources for Current Students webpage in the Student Resources Section.
- [Fieldwork Placement Materials](#): located on Resources for Current Students webpage in the Fieldwork Placement Materials Section.

For technology support, students must contact the SOE Helpdesk by emailing soehelp@syr.edu and copying their course instructor. It is student's responsibility to seek timely, appropriate technological support to ensure compliance with course expectations. Students are not excused from course expectations based on their failure to resolve technological issues.

Technological Requirements

- Students must have access to a high-quality digital device to record counseling sessions, and competence in its use. All devices used for recording purposes must be password protected.

Students are required to purchase and use a 16GB Corsair Flash Padlock Thumb Drive or 16GB Aegis Secure Key Thumb Drive to store fieldwork course sequence (e.g., PrePracticum, PrePracticum 2, Practicum, Internship) related data. This flash drive needs to be dedicated to the student's clinical coursework only, in that counseling videos and materials for clinical courses.

Master's Program Curriculum

The program believes in preparing professional counselors who can effectively and competently practice in a variety of settings.

Because of the commitment to professional counselor identity, the curriculum for both master's

programs includes core curricular requirements shared by all students. The core curriculum reflects critical knowledge and practice domains that define the identity, competence, and understanding of counselors.

Core Curriculum Requirements

Required core courses for all master's degree programs within Counseling and Human Services:

- COU 612: Professional Orientation & Ethical Practice
- COU 614: Group Work in Counseling
- COU 624: Theories of Counseling and Psychotherapy
- COU 626: Social and Cultural Dimensions of Counseling
- COU 628: Life-Span Human Development
- COU 642: Career Development
- COU 644: Counseling PrePracticum
- COU 651: Crisis Counseling
- COU 646: Assessment in Counseling
- COU 672: Counseling Children & Adolescents
- COU 675: Substance Abuse Counseling
- COU 750: Practicum in Counseling
- COU 758: Research Methods in Counseling
- COU 790: Internship in Counseling (6 Credits)
- SWK 724: Psychopathology

Program Requirements for Clinical Mental Health Counseling

For students in the Clinical Mental Health Counseling program, they must complete a minimum of 15 additional credits. The required program courses are:

- COU 645: Counseling PrePracticum II: Advanced Multicultural Counseling
- COU 727: Foundations of Mental Health Counseling
- MFT 625: Family Systems and Therapy
- XXX ###: Elective (As Approved by Faculty Advisor and must be a graduate level course) [If a chosen elective is not approved/ listed in Degree Works, students will need to fill out a [Petition to Faculty Form](#)]

Additionally, students must complete a 2-hour workshop on Identifying and Reporting Child Abuse that is provided as a component of the COU 612 course and is noted as a Student Milestone on the Academic Transcript.

Program Requirements for School Counseling P-12 Program

Students completing the School Counseling P-12 program must complete a minimum of an additional 12 credits of graduate work focusing on knowledge and practice of school counseling on top of their general counseling courses. These specialty courses are:

- COU 678: Child Centered Play Therapy
- COU 729: The Counselor in the Schools
- COU 739: School Counseling for College Access
- COU 749: Leadership and School Counseling Program Implementation
- EDU 510: Safe and Healthy Learning Environments (0 Credit Course)

Key Performance Indicators (KPIs) for Clinical Mental Health and School Counseling P-12 Master's Programs

Students are evaluated on an on-going basis by CHS faculty, doctoral supervisors, and instructors. A student's performance is evaluated formally and informally throughout their progression through the program across KPIs, academic progress, and professional dispositions.

- CACREP STANDARD 3.A. Professional Counseling Orientation and Ethical Practice
 - KPI: Apply an Ethical Decision-Making Model to Counseling Practice (skill).
- CACREP STANDARD 3.B. Social and Cultural Diversity
 - KPI: Demonstrate culturally appropriate knowledge and awareness of diverse sociocultural groups (Knowledge).

- CACREP STANDARD 3.C. Lifespan Development
 - KPI: Demonstrate working knowledge of human development across the lifespan (Knowledge).
- CACREP STANDARD 3.D. Career Development
 - KPI: Demonstrate working knowledge of career theory relevant to practice in clinical or school settings (Knowledge).
- CACREP STANDARD 3.E. Counseling Practice and Helping Relationships
 - KPI: Apply invitational, attending, and influencing skills in working with clients/students (Skill).
- CACREP STANDARD 3.F. Group Counseling and Group Work
 - KPI: Applies group leadership skills in a counseling context (Skills).
- CACREP STANDARD 3.G. Assessment and Diagnostic Process
 - KPI: Interpret and synthesize information from multiple sources (Skills).
- CACREP STANDARD 3.H. Research and Program Evaluation
 - KPI: Use counseling research to inform practice (Skill).
- Dispositions
 - KPI: Demonstrate dispositions consistent with the profession of counseling.
- CACREP STANDARD 5.C. Clinical Mental Health Counseling
 - KPI: Demonstrate specialized skills needed for practice in CMHC settings (Skills).
- CACREP STANDARD 5.H. School Counseling P-12
 - KPI: Apply the ASCA National Model with attention to school counselor roles in addressing school needs (Skills).

Course Registration

Students must obtain an SU ID number in order to register for courses. New students starting at the University, first [submit a photo](#), then complete the [ID Card Services Issue/Replacement Form](#). For the issue type, they should select “First Issue.” Students will be notified via email when their card is ready for pick up in 111 Waverly, Suite 111. **After July 15, an SUID card must be requested via the [request form](#).**

All COU graduate courses require faculty permission. For a recommended course sequencing for full-time students, please consult Appendices A and B. Full-time students are strongly encouraged not to deviate from the recommended course sequencing unless they have approval from their CHS faculty advisor.

Course Descriptions

COU 612 Professional Orientation & Ethical Practice

The historical development of professional counseling, legal and ethical issues, professional identity, and professional counseling practices in various settings.

COU 614 Group Work in Counseling

Principles of group dynamics, group developmental stage theory, leadership styles, and group leadership methods, with a focus on the integration of practice and theory in multiple group contexts. Course includes a lab component in which students participate as a group member for a minimum of 10 hours.

COU 624 Theories of Counseling and Psychotherapy

Theories used in the counseling and consultation process: their psychological assumptions, the therapeutic process inherent in each, and the expected outcomes of successful counseling and consultation.

COU 626 Social and Cultural Dimensions of Counseling

Theory and research related to counseling persons of different cultural identities. A broad definition of culture as premise for increasing student awareness, knowledge, and skill for approaching the

counseling process.

COU 628 Life-Span Human Development

Individual and family developmental theory and research pertaining to change and consistency across the lifespan. Focus on the facilitation of human development for persons of varying backgrounds and experience. Application of developmental principles to counseling practice.

COU 642 Career Development

The meaning of work for individuals and within cultural contexts: theories of career development; using computers in career counseling; vocational decision making; and career counseling strategies for working with diverse populations, including persons with disabilities.

COU 644 Counseling PrePracticum

Introduction to counseling skills and therapeutic interventions through practical experiences in various aspects of counseling behavior. Extensive use of video and audio taping of role-played counseling interactions.

COU 645 Counseling PrePracticum II: Advanced Multicultural Skills

Designed to build upon the counseling skills that were taught in part one of this sequence. Further examine the social and cultural bases of the human experience, including race, ethnicity, culture, gender, sexual orientation, ability, and religion, with a primary focus on the applicability for the professional practice of counseling. PreReq: COU 644

COU 646 Assessment in Counseling

Analysis and interpretation of selected interest and personality tests, as well as assessment environments. Synthesis of comprehensive case data and report writing in educational, vocational, and general counseling. Assessment of individuals and families.

COU 651 Crisis Counseling

Review of the theory, history, and practice of crisis counseling. Emphasis is placed on the study of techniques and interventions appropriate for use in a variety of crisis situations. PreReq: COU 644

COU 672 Counseling Children and Adolescents

Specialized knowledge, skills, and awareness necessary for counseling children and adolescents within individual, group and family counseling modalities. Developing a therapeutic relationship and implementing effective interventions.

COU 675 Substance Abuse Counseling

Biological, psychological, and social factors contributing to chemical dependency. Overview of different theoretical approaches to substance abuse counseling. Discussion, demonstration, and practice of counseling strategies for prevention and intervention.

COU 678 Child Centered Play Therapy

Students will acquire a theoretical and applied philosophical understanding of the child-centered model of play therapy. Students will be exposed to didactic, interactive, and experiential learning experiences for the purposes of developing the requisite skills to conduct individual, dyadic, group, and filial play therapy as a part of their counseling intervention repertoire. The skills set includes, but is not limited to reflective listening, tracking, limit setting, selection of props, structuring of sessions, identifying themes, and use of consultation. Emphasis will be placed on how to develop a cross-cultural relationship with children to facilitate the therapeutic mechanisms of change.

COU 727 Foundations of Mental Health Counseling

Roles, functions, and contexts for mental health counselors working in community agencies. A comprehensive review of dimensions, interventions, and characteristics of agencies serving diverse populations. Foundations of mental health consultation, prevention, and program evaluation.

COU 729 The Counselor in the Schools

Roles and functions of school counselors. Analysis of the history, development, implementation, and evaluation of school counseling programs.

COU 739 School Counseling for College Access

School counseling related knowledge, skills, and awareness necessary for college access. Use of the ASCA National Model to influence P-12 students, families, schools, colleges, and the entrepreneurial admissions sector.

COU 749 Leadership and School Counseling Program Implementation

An advanced course in school counseling. Implementation of comprehensive K-12 developmental school counseling programs; models, strategies, and interventions to work effectively as school counselors at different school levels. PreReq: COU 729; CoReq: COU 750 or COU 790

COU 750 Practicum in Counseling

A one-semester, 100-hour clinical placement to advance the student's counseling skills. Video or audio taping at the practicum site is required for supervision. Students receive weekly individual and group supervision on campus. PreReq: COU 612, COU 614, COU 624, COU 626, COU 644, and COU 645 (CMHC Program).

COU 758 Research Methods

Methods, strategies, and issues related to research. Includes evaluating knowledge claims, quantitative and qualitative research designs, statistical analyses, and research ethics. Critical review of the professional literature for application to professional practice.

COU 790 Internship in Counseling

A supervised field placement in a school, agency, college, or rehabilitation setting during which students assume the varied role of counselor. Weekly individual supervision and group supervision are required. Internships must meet all accreditation guidelines. PreReq: COU 750; PreReq or CoReq: COU 642, COU 646, SWK 724 (CMHC Program), COU 729 (SC Program)

NOTE: For courses offered in other Departments, students are referred to the S.U. Graduate Course Catalog.

Course Waivers

These programs require that **only graduate level courses** be used to meet program curriculum requirements. Please also see Transfer or Credits section. Students wishing to waive a required course based on a graduate course taken elsewhere must (a) have received a grade of no less than a "B" in the course and (2) must submit a syllabus so their faculty advisor who may consult CHS faculty to collectively determine if the content is sufficiently similar to the course being waived. If transfer is approved, the student then completes a formal [Petition to faculty](#) form that is submitted to the Graduate School. For matriculated students, they need to receive prior approval from their advisor in consultation with appropriate faculty about a course to substitute for a required course. Syllabi are typically required, so the faculty advisor can review course content and ensure a level of equivalency and professional preparation. Coursework completed on a pass/fail basis is not eligible for transfer, unless approved by both the Director of Graduate Studies and the Dean of the Graduate School.

Waiving a required course does not carry course credit. The student who successfully waives a course will need to be advised into another course to ensure the appropriate credits are earned towards the degree.

Grade of “INCOMPLETE”

Only for unusual circumstances will a grade of Incomplete be given for any course. When it has been determined by the instructor that such a grade is appropriate, the faculty member and student document what the student is required to do to complete the course and the date by which the outstanding work is due. The faculty member then submits the request on the electronic grade sheet. It is policy of the CHS programs that a student carrying two grades of incomplete may not register for additional coursework until the incomplete courses have been completed.

Academic Accommodations

Students with disabilities must contact the Center for Disability Resources (disabilityresources.syr.edu) to develop an accommodation plan. Students with accommodations due to a documented disability should inform the course instructor no later than, or if possible, before the first week of classes to request necessary accommodations. You can contact the Center for Disability Resources at disabilityresources@syr.edu; 804 University Avenue, Suite 303; voice number 315.443.4498; TDD 315.443.1371; fax 315.443.1312. Counseling programs and faculty are dedicated to working with students with disabilities and welcomes the enactment of necessary support and accommodations. (CACREP 1.M.9)

Transfer of Credit

The Graduate School at Syracuse University allows students to transfer in up to 30% of the credits required for a master's degree from other academic institutions. Only courses taken within the last seven years in which grades of "B" or better were earned can be transferred. Once matriculated, decisions about transfer of specific courses, as well as decisions about whether any course may be used to waive a required course, are made by the student's advisor in consultation with appropriate faculty. Some courses (for example, Practicum) taken elsewhere may not be used to substitute for the same course at SU.

Key Performance Indicator Policy for Transferring in Coursework

When student is approved to transfer in a course which involves the program's key performance indicator (KPI), the student is responsible to work with their faculty advisor to further assess equivalency of assignment(s) completed with that/those of the substituted course offered through CHS. The student may be asked to complete the KPI-related assignments required by the substituted course without re-taking the course.

Communication

The counseling programs have created a listserv as the primary and most efficient vehicle for communicating with students. It is imperative that all matriculated students are on the listserv. The listserv is used to announce schedule changes, opportunities for graduates' assistantship on campus, deadlines, professional opportunities, research invitations, and so much more. Students must log on to the listserv from their **syr.edu** email account only. All official SU communication done individually will also be through your SU email account only. The instructions for adding oneself to the listserv are as follows:

- Send an email message to listserv@listserv.syr.edu
- Leave the "subject" line blank
- In the body of the message write: Sub chslist Your name
- If you have an automatic signature block, you need to remove it before sending this message.
- You will receive confirmation that you are now on the CHS listserv.
- If you change email addresses, you will need to repeat the above from your new email address.

Comprehensive Examination: Counselor Preparation Comprehensive Examination (CPCE)

Our master programs use the Counselor Preparation Comprehensive Examination (CPCE) for its knowledge-based comprehensive examination. Comprehensive Examinations (COMPS) serve as the culminating academic exercise of your program. Students should plan to take the COMP exam in the second to last semester, or the last semester of your program. Students must register to take the COMP exam no less than eight weeks prior to their anticipated graduation date (Approximately March 1st for the May degree award date, June 15th for Summer and August degree award date, and October 15th for the December degree award date); CHS faculty will receive your CPCE scores, determine if a student has passed, and submit the necessary documentation to the Office of Academic and Student Services. It is the student's responsibility to anticipate when they intend to take the CPCE and to register at the appropriate time. Students will set up a personal account through the Credentialing Gateway System (my.cce-global.org) and submit their intent to register for the CPCE. Their intent will be approved by the SOE Accreditation Coordinator and students will then receive an email directly from Pearson with instructions for CPCE registration. There are 2 formats for the CPCE exam that SU students can register for: CPCE-CBT at a Pearson VUE site, or CPCE-ABE taken on a student's personal computer with restrictions and guidelines. SU does not offer the CPCE-APB format. Students are responsible for the \$150 CPCE registration fee. (CPCE fee is subject to change). If a testing accommodation is needed, students are responsible to secure and upload a request for accommodation letter while registering for the exam. The Center for Credentialing & Education may need up to 4 weeks to process an accommodation request.

Ongoing Evaluation of Student Competence and Professionalism

Evaluation Criteria

Effective and competent counselors demonstrate professionalism, ethical decision-making and practice, reflexivity, self-awareness, and multi-culturally informed counseling skills. Students completing a master's degree in counseling are evaluated based on academic, clinical, and professional (referred to as "dispositions" by CAEP) criteria. The professional and non-academic criteria or dispositions are the unique set of skills and behaviors relevant to the profession of counseling including the need for students to always act professionally in the classroom, at their fieldwork sites, and in any public space in which they may be observed by their clients, students, or other professionals or stake holders. These skills and behaviors are essential ~~for you~~ to be successful in courses and your career as a professional counselor.

All professions require above average skills in some area. For entrance into the counseling profession, students must be able to demonstrate above average interpersonal and intrapersonal skill. (Daniel Goleman refers to Emotional Intelligence; William Menninger used the term Emotional Maturity.) Whatever global term a student prefers, the following general professional dispositions and counseling dispositions will be assessed by the faculty on a regular basis:

Professional Dispositions

As part of our on-going assessment of students and to support student's professional development, CHS faculty evaluate all master's students on the following professional dispositions at numerous points in the student's career in CHS: during review of applications, throughout the student's time in the program, and at the end of every semester. These dispositions represent CHS faculty expectations of our students and foundational qualities of professional counseling practice reflected in students' observable behaviors.

- Ability to be open to new ideas
- Ability to be cooperative with others
- Ability to be aware of one's impact on others
- Ability to be flexible and adaptable
- Ability to accept and use feedback
- Ability to motivate oneself and take initiative

- Ability to learn from experience
- Ability to demonstrate humility
- Ability to evidence professionalism
- Ability to deal with conflict
- Ability to express feelings effectively and appropriately
- Ability to take responsibility for oneself
- Ability to be culturally sensitive
- Ability to demonstrate professional ethical behavior at all times
- Ability to evidence professional wellness and self-care
- Ability to seek help

Counseling Dispositions

In addition to evidencing and enhancing upon professional dispositions, incoming students must realize that they will also be challenged to grow personally as they move through the counseling training program. This profession utilizes interpersonal and intrapersonal strengths to perform professional duties. Students must be willing to look at themselves closely when they face challenges in the program. Though we plan that personal growth will occur throughout the program, courses such as Introduction to Group Work, Social and Cultural Dimensions of Counseling, PrePracticum, and both Practicum and Internship are especially likely to stimulate personal reflection. Because of this, these are often referenced as particularly rewarding curricular experiences by students. The counseling dispositions represent CHS faculty's comprehensive expectations of our students both professionally and personally reflected in students' observable behaviors across their completion of the master's program.

1. Demonstrates a clear and consistent commitment to the **development of personal maturity**, as characterized by:
 - accepting responsibility for one's words and actions
 - maintaining positive attitudes
 - cultivating self-confidence
 - exhibiting humility
 - being reliable and trustworthy
 - budgeting time and effort appropriately
 - understanding social and workplace etiquette
 - displaying sound judgment
 - being honest and acting with integrity
 - respecting oneself and treating others with respect
 - considering the ideas and perspectives of others with an open mind
2. Demonstrates a clear and consistent commitment to **one's own professional growth and accountability**, as characterized by:
 - showing one's own intellectual curiosity by creating opportunities for study, discovery, problem solving, and inquiry-based learning related to one's practice
 - showing a positive and enthusiastic attitude toward one's own learning
 - seeking, accepting and acting on constructive feedback
 - setting goals for one's own exceptional performance
 - accepting responsibility for student/client outcomes
 - evaluating oneself toward continuous improvement in practice
 - monitoring and adjusting one's actions based on reflective practices
3. Demonstrates a clear and consistent commitment to **diversity and equity**, as characterized by:
 - respecting the dignity of all others
 - appreciating and incorporating diverse cultural perspectives
 - exhibiting fairness toward all others
 - advocating for learners/clients as needed
 - supporting every learner's/client's success, grounded in a belief that all will learn and

- thrive
- maintaining high expectations for all learners/clients
- conducting oneself in a caring and empathic manner towards others
- creating an environment where there is respect for individual differences
- 4. Demonstrates a clear and consistent commitment to **subject matter excellence**, as characterized by:
 - reflecting on and critically examining issues and practices related to curriculum and instruction of one's subject area
 - expanding one's knowledge of subject area or expertise related to professional practice
 - critically examining systems, policies, and procedures related to one's subject area
 - showing a positive and enthusiastic attitude toward the subject area for which one is seen as an authority
- 5. Demonstrates a clear and consistent commitment to professional ethics and integrity, professional standards of practice, and the profession at-large, as characterized by:
 - understanding and following the ACA code of ethics and others (i.e., ASCA Ethical Standards for School Counselors, AMHCA Code of Ethics, NBCC Code of Ethics) set within the counseling profession.
 - understanding and meeting expectations of confidentiality
 - displaying professional demeanor across professional contexts
 - promoting exemplary practice among colleagues and in one's school or workplace
 - collaborating with colleagues, parents, and community members to enhance learners' /clients' opportunities, to solve problems, and to work toward the success of all learners/clients
 - taking the initiative to question issues of importance to one's school and/or the profession
 - understanding the importance of being involved in the school community
 - communicating in ways that inform, inspire, and lead others in regard to educational issues
- 6. Uses interpersonal behaviors for collaboration and cooperation:
 - Collaborating effectively with other professionals in different service settings
 - Displaying professional demeanor when interacting with various service providers
 - Understanding the different roles and perspectives of professionals in various service settings
 - Representing the ethical standards of the counseling profession in interactions with other collaborating professionals
- 7. Seeks, accepts, and uses constructive feedback and supervision to support growth:
 - Being aware of one's behaviors and impact on others in counseling and supervisory relationships
 - Accepting constructive feedback from faculty, supervisors, and peers without being defensive
 - Showing a positive attitude toward constructive feedback
 - Being able to utilize constructive feedback over time to enhance counseling dispositions and skills

The Disposition Rating Scale

The Disposition Rating Scale reflects a particular understanding of the nature of dispositions and the process by which they develop. First, dispositions reflect values that are important to a profession. Second, they require more than merely "understanding" or professing a commitment to those values: They are demonstrated by how one *acts* and the *attitudes* one displays in action. Third, they can be reflected in either negative or positive ways; that is, evidence can suggest marked inconsistency with the values of a disposition, or evidence can suggest a commitment to those values. For some students, developing professional dispositions will first be learning to avoid actions and attitudes that disregard particular values. This step is reflected in the difference between a rating of

“1” and a rating of “2” on the disposition scale.

A student can avoid negative actions and attitudes and still not be committed to professional values. To develop strong professional dispositions is to practice the values of one’s profession in particular situations, where responsibilities or actions and attitudes provide opportunities to “stand up” for a professional value. This level of development is the difference between ratings of “2” and “3,” where one moves from a neutral to an occasionally positive stance.

What is ultimately expected of a professional, however, is not occasional demonstration of actions and attitudes supportive of some professional value, but consistent and substantial evidence that one’s actions and attitudes are guided by an understanding of and commitment to a set of related professional values. Then others can say that the values of the profession have become so central to a person’s professional identity that promoting them has become habitual and that the person is disposed to act in a professionally responsible manner. The person is characterized by these dispositions. This is the difference between ratings of “3” and “4” on the dispositions scale.

Importantly, dispositions move from words to actions. Through ongoing dialogue with faculty, staff, supervisors, field partners, and peers, students gain perspective and validation of why the dispositions are so important. They move from being told how to act to acting on their own, given their understanding of this importance.

1. The evidence is markedly inconsistent with the values of this disposition
2. There is little or no evidence of a commitment to the values of this disposition
3. There is clear evidence that reflects a commitment to the values of this disposition
4. There is clear and consistent evidence of a commitment to most or all of the values of this disposition

Program Student Evaluation Process

The Counseling and Human Services faculty meets after every semester (or as necessary) to evaluate the program progress of each matriculated student. Input is obtained from faculty (including clinical and adjunct faculty, as well as doctoral students who have worked with master’s students) concerning each student’s academic and clinical performance, along with the student’s demonstration of professionalism and ethical conduct. Each student’s progress is rated on a scale from 1 to 5:

1. **No Concerns.** Student is progressing in their program.
2. **Minor Concerns.** Potential issues will be monitored by faculty over the subsequent semester. The advisor may meet with the student to discuss faculty concerns, and the student’s progress will be reviewed during the next end of semester meeting.
3. **Moderate Concerns.** A Student Evaluation form will be completed and the student’s advisor, and other faculty as appropriate, will schedule an appointment with the student to discuss faculty concerns. Subsequent to meeting with their advisor, students will be asked to send an email to their advisor indicating their understanding of the concerns. The advisor will respond to the student’s email confirming and/or clarifying the student’s response to ensure that the student clearly understood the faculty’s concerns. The student’s improvement (or lack of such) will be evaluated during the next end of semester meeting.
4. **Major Concerns.** Faculty will clearly identify problematic areas that need to be addressed by the student. The student will work with their advisor, and as appropriate other faculty members, to develop a professional development plan. The written professional development plan needs to be approved by the entire full-time faculty and signed by the student. The professional development plan will include specific target behaviors that the student needs to address, specific activities in which the student will engage to address those behaviors, an evaluation plan, consequences for not completing the plan, and a timeline. The professional development plan will also indicate any course restrictions that the student may have during the professional development period (e.g. the professional development plan may restrict the student from enrolling in specific classes such as practicum or internship). A professional

development plan is an academic intervention designed to assist the student to improve their performance in the program; it is not a disciplinary action. Students cannot graduate without successful completion of their professional development plan.

5. **Program Dismissal.** The School of Education requires all graduate students to earn a minimum cumulative GPA of 3.0 (4.0 scale) to graduate. If at any time the student's cumulative GPA falls below 2.8, the student's matriculated status may be cancelled by the Graduate School upon recommendation of the student's academic program. Additional requirements are stated in the School of Education's Master's Handbook and in CHS program documents. Failure to meet these additional requirements also constitutes grounds for dismissal. Reasons for dismissal include and are not limited to failure to pass the master's comprehensives examination; failure to develop appropriate professional skills and dispositions; failure to adhere to professional ethics and standards of practice; student impairment; academic dishonesty and other forms of professional misconduct. When a student is judged not to have met the university, school, or program requirements, the Faculty Director for Graduate Studies will notify the student in writing of this determination and the recommendation of dismissal from their program. A copy of this notice will be sent to the Assistant Dean for Student Success. If no appeal of the dismissal is lodged within 10 business days, the dismissal will be communicated to the Graduate School. This policy and the appeal process can be found in SOE's Master's Handbook ([Graduate Academic Dismissal Policy](#)).

Program Retention

All Counseling and Human Services program entry level students are assigned with a faculty advisor prior to the start of their first semester in their program of study. The faculty advisor provides consistent support to support student progresses in the program. The Counseling and Human Services faculty systematically assess student progress in knowledge, skills, and professional dispositions outlined in above sections throughout their programs of study. Key performance Indicators (KPIs) are assessed through related courses or program milestone at different points of time. The faculty review student progresses and dispositions each semester and as needed if a concern arises, and each student is rated using the Likert-point scale discussed in the above section. Faculty work collectively to make decisions regarding student retention, remediation, and dismissal, based on assessment outcomes from course KPIs and student reviews each semester.

Important Student Milestone Deadlines

Students should be aware of, and responsible for, these deadlines for critical student milestones in order to successfully complete the program. While faculty will assist students in the completion of these tasks, you they are responsible for initiating the processes and seeking out faculty input and assistance.

1. **Registration for the Counselor Preparation Comprehensive Examination (CPCE) (which is your comprehensive exam):** The CPCE serves as the culminating academic exercise of program. Students should plan to take the CPCE exam either in the second to last, or last semester of their program. Notice will be given by email alerting students as to how and when to register for this exam. Once the results are in, the program will then submit the necessary documentation to the Office of Academic and Student Services. It is student's responsibility to anticipate when they intend to take the Comprehensive Exam and to register at the appropriate time.
2. **Application For Graduation:** Students must process the diploma request on their MySlice account early in their last semester of their program of study. Students who will graduate in August must file their diploma request in Spring. Failure to submit a diploma request card may cause a delay in the student's graduation.
3. **Application For National Certification Examinations:** While not mandated, students are eligible to take the National Counselor Examination (NCE) or National Clinical Mental Health Counselor Examination (NCMHCE) prior to completion of their program (however New York State requires the NCMHCE exam to be taken after conferral of your degree). Both exams take place every Fall and Spring semesters. Students need to check the requirements of the state they wish to be licensed in to confirm which exam they need to take:

<https://nbcc.org/search/stateboarddirectory>. Notice will be given on the listserv for how and when to register for the exam.

4. **New York State [School Counselor Content Specialty Test \(CST\)](#):** Although CST is not a graduation requirement, School Counseling P-12 students seeking to be school counselors in New York State must pass the New York State Content Specialty Test to be certified as a New York State School Counselors.

Endorsement Policy

Students who successfully complete all requirements for the Master of Science degree will receive formal endorsement in their area of specialization by the faculty of the training program. Formal endorsement includes recommendation for provisional state certification and employment for those students successfully completing the program in the school counseling P-12 program; or a recommendation for a limited permit to practice mental health counseling and employment for students successfully completing the clinical mental health counseling program. Students will receive formal program endorsement only in that program for which they have met training requirements. Successful completion of a program means the completion of all didactic and experiential course work - including practicum and internship, passing program comprehensives, and is marked by performance sufficient to ensure that the candidate possesses the knowledge, skills, and dispositions necessary for ethical provision of services to clients/students in the setting for which endorsement is made. To seek for professional endorsement, students may reach out to CHS Fieldwork Coordinator, Dr. Derek Seward, or their faculty advisor.

Personal Counseling Services

Training to become a counselor often stimulates personal, unresolved issues in students. It is the recommendation of the faculty that students seek out counseling when such issues emerge or as a part of enhancing one's lived experience. In addition to counselors in the private sector, the following are services available on campus:

- The Counseling Center (The Barnes Center at The Arch) provides short-term individual and group counseling on personal and psychological concerns. Services are free to students who have paid the Health and Wellness Fee. Contact them at 315.443.8000.
- Psychological Services Center (804 University Ave, Rm 201) provides individual counseling for students and community members. Contact them at 315.443.3595.

Licensure and Career Placement Services

For questions regarding licensure/certification or institutional recommendation for such purpose, students may contact Lauren Gill (lcschmid@syr.edu), Career Services and Certification Counselor within SOE Academic and Student Services. Information about job opportunities, career counseling and employment can be found in a number of locations. The counseling listserv will be used to announce employment opportunities.

The School of Education's Career Services Office (soe.syr.edu/students/academic-services/career-services/) assists with resumes and interviewing, provides a credentials service, and provides job openings and opportunities. Its services are most useful for individuals seeking employment in school (K-12) settings. Syracuse University's Career Services also provides a credential service. Staff can assist students with resumes and cover letters among other services.

Part-time Work Opportunities, Scholarships and Other Funds

Part-time Work Opportunities

Students looking part-time employment will find information on Handshake:

experience.syracuse.edu/career/get-hired/handshake/

Note: If you work full-time at Syracuse University, you are not eligible for any SOE scholarships.

Financial Aid

The Syracuse University Office of Financial Aid, located at 200 Bowne Hall, can assist with questions

about completing the [FAFSA](#) and applying for federal loans. Students may visit the SU [Office of Financial Aid](#) for helpful information. To schedule an appointment with a financial aid advisor please complete the email [contact form](#) at and indicate that you are a graduate student or call 315.443.1513

Goldberg Pearson Professional Development Funds

The Goldberg Pearson Professional Development Fund awards grants to Counseling and Human Service (CHS) master's students to participate in professional learning opportunities beyond our curriculum (i.e., conferences, meetings, workshops, trainings). Grants may be awarded up to \$400. Up to five grants may be awarded annually. Funds can be used for conference registration, travel, lodging, and meals. A maximum of one grant may be awarded per counseling master's student per fiscal year (July 1 to June 30). Formal request of application for the Goldberg Pearson Fund should be made to the CHS Lead (Dr. Cathy Engstrom via cmengstr@syr.edu), at least one week in advance prior to the proposed conference/event to allow time for funding processing.

Appendix A: Clinical Mental Health Counseling - General Track Recommended Course Sequencing

These course recommendations are for full-time students matriculated into the program as of 2026.

2026-2027		2027-2028	
Fall 2026 Courses	Cr.	Fall 2027 Courses	Cr.
COU 612 Prof. Orient. & Ethical Prac.	3	COU 642 Career Development	3
COU 644 PrePracticum	3	COU 646 Assessment	3
COU 624 Theories of Counseling	3	COU 750 Practicum	3
COU 614 Group Work	3	COU 628 Lifespan	3
FALL I TOTAL CREDITS	12	FALL II TOTAL CREDITS	12
Spring 2027 Courses	Cr.	Spring 2028 Courses	Cr.
COU 727 Foundations of CMHC	3	COU 758 Research Methods	3
COU 645 PrePracticum II	3	MFT 625 Family Systems	3
COU 672 Counseling Child. & Adolescents	3	COU 790 Internship	3
COU 626 Social & Cultural Dimensions	3	COU 675 Substance Abuse Counseling	3
SPRING I TOTAL CREDITS	12	SPRING II TOTAL CREDITS	12
Summer 2027 Courses	Cr.	Summer 2028 Courses	Cr.
COU 651 Crisis Counseling	3	COU 790 Internship	3
SWK 724 Psychopathology	3	Elective	3
SUMMER I TOTAL CREDITS	6	SUMMER II TOTAL CREDITS	6
PROGRAM TOTAL CREDITS		60	

Note:

a) Students graduate in August 2028.

b) To meet the graduation timeline, students will plan to register and take their CPCE Comprehensive exam no later than mid-June 2028.

Appendix B: Clinical Mental Health Counseling-Caring Gene Track Recommended Course Sequencing

These course recommendations are for full-time students matriculated into the Caring Gene Track of the CMHC program as of 2025.

2025-2026		2026-2027	
Summer 2025 Courses	Cr.		
COU 612 Prof. Orient. & Ethical Prac.	3		
SWK 724 Psychopathology	3		
SUMMER I TOTAL CREDITS	6		
Fall 2025 Courses	Cr.	Fall 2026 Courses	Cr.
COU 644 PrePracticum	3	COU 642 Career Development	3
COU 624 Theories of Counseling	3	COU 646 Assessment	3
COU 614 Group Work	3	COU 628 Lifespan	3
Elective	3	COU 790 Internship	3
FALL I TOTAL CREDITS	12	FALL II TOTAL CREDITS	12
Spring 2026 Courses	Cr.	Spring 2027 Courses	Cr.
COU 727 Foundations of CMHC	3	COU 758 Research Methods	3
COU 645 PrePracticum II	3	MFT 625 Family Systems	3
COU 672 Counseling Child. & Adolescents	3	COU 675 Substance Abuse Counseling	3
COU 626 Social & Cultural Dimensions	3	COU 790 Internship	3
SPRING I TOTAL CREDITS	12	SPRING II TOTAL CREDITS	12
Summer 2026 Courses	Cr.		
COU 651 Crisis Counseling	3		
COU 750 Practicum	3		
SUMMER II TOTAL CREDITS	6	PROGRAM TOTAL CREDITS	60

Note:

a) Students graduate by May 2027.

b) To meet the graduation timeline, students will plan to register and take their CPCE Comprehensive exam no later than mid-March 2027.

Appendix C: School Counseling P-12-IMPRESS Track Recommended Course Sequencing

These course recommendations are for full-time students matriculated into the Project IMPRESS Track of the SC P-12 program as of 2026.

2026-2027		2027-2028	
Summer 2026 Course	Cr.		
SPE 611 Perspectives on Disabilities	3		
<i>SUMMER I TOTAL CREDITS</i>	3		
Fall 2026 Courses	Cr.	Fall 2027 Courses	Cr.
COU 612 Prof. Orient. & Ethical Prac.	3		
COU 644 PrePracticum	3	COU 628 Lifespan	3
COU 624 Theories of Counseling	3	COU 729 Counselor in the Schools	3
COU 614 Group Work	3	COU 790 Internship	3
EDU 510 Safe and Healthy Learning Environments	0		
<i>FALL I TOTAL CREDITS</i>	12	<i>FALL II TOTAL CREDITS</i>	9
Winterlude 2026 Course			
SPE/COU 640 Culturally Sustaining Practices in School Counseling and Special Education	0		
Spring 2027 Courses	Cr.	Spring 2028 Courses	Cr.
COU 729 Counselor in the Schools	3	COU 758 Research Methods	3
COU 750 Practicum	3	COU 749 Leadership & SC Prog Impl	3
COU 626 Social & Cultural Dimensions	3	COU 675 Substance Abuse Counseling	3
COU 672 Counseling Child. & Adolescents	3	COU 790 Internship	3
<i>sSPRING I TOTAL CREDITS</i>	12	<i>SPRING II TOTAL CREDITS</i>	12
Summer 2027 Courses	Cr.	Summer 2028 Courses	
COU 651 Crisis Counseling	3	SPE 705 Practicum in Psychoeducational Evaluation and Planning	3
COU 678 Child Centered Play Therapy	3	COU 739 SC for College Access & Retention	3
<i>SUMMER II TOTAL CREDITS</i>	6	<i>SUMMER III TOTAL CREDITS</i>	6
PROGRAM TOTAL CREDITS		60	

Note:

- a) Students need to fill out two [Petition to Faculty](#) forms to substitute SWK 724 with SPE 611, and COU 642 with SPE 705.
- b) Students graduate in August 2028.
- c) To meet the graduation timeline, students will plan to register and take their CPCE Comprehensive exam no later than mid-June 2028.

Appendix D: VALT at the School of Education

What is VALT?

Valt is a platform that makes it simple to capture, manage, stream, observe and search for audio/video content. SOE utilizes this platform for Counseling students to record, store and share video online while being HIPAA compliant. IVS (Intelligent Video Solutions) is the vendor of the VALT and BEAM applications.

How to access VALT?

First, a request needs to be submitted to soehelp@syr.edu from a faculty member with students (or any new users) that need to be added to the VALT system with NetID(s) and which user group they are in. Once IT puts the new users in the proper access groups, the user should login to VALT to establish their account. The website for VALT is <https://soe-valt.syr.edu> and uses your SU NetID and password to log in.

Where can I find more information on how to use VALT?

The company behind VALT, IVS (Intelligent Video Solutions), has many videos and helpful guides on the software that can be found here:

https://ipivs.info/wiki/index.php/VALT_Manual



How Can I upload my own videos to VALT?

From the link (QR Code) above for the VALT manual, follow the Review link and then the Upload link for the steps on how to upload your own video to VALT: https://ipivs.info/wiki/index.php/VALT_6_Review#Upload
Your video file must be under 16GB and be one of the following filetypes: .mp4 .asf .mov .qt .mkv .avi

What is BEAM?

BEAM is an iOS application that has been set up on 5 iPad carts. These iPads can be used to record video, live view, and upload to the VALT website while on campus.

How do I login to BEAM?

If you've never logged into the VALT website, <https://soe-valt.syr.edu>, do that first to ensure your account is created. On the BEAM iPads use your SU email address and the first 4 digits of your SUID # to log in. There is info on how to use BEAM to record

at: https://ipivs.info/wiki/index.php/IVS_BEAM_Recording

NOTE: When you are done recording in BEAM and your video has been sync'd you logout. Do NOT click "Change Server" or it will lock up the iPad and you'll need to soehelp@syr.edu.



must
to report

More information is available and updated on Answers.syr.edu at:
<https://su-jsm.atlassian.net/wiki/x/CoGmE>



Questions or assistance?

Email us at soehelp@syr.edu with as much detail as possible