



Counseling Programs Student Handbook

School of Education, Hunter College
City University of New York (CUNY)

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Welcome Letter

Dear Counseling Students,

Welcome to counseling programs (Clinical Rehabilitation Counseling, Mental Health Counseling, and School Counseling) at Hunter College! We are delighted to have you as a graduate student in counseling. You have been selected from a large number of applicants to begin professional training for a career in counseling. Some of you plan to become rehabilitation counselors, some school counselors, and others mental health counselors. As pre-professionals, it is important for you to understand some core expectations that we have: Students are expected to:

- Be prepared for class by completing readings or other activities as assigned by the course instructor.
- Make thoughtful contributions to class discussions to enhance student learning.
- Conduct themselves in a professional manner consistent with the ethical guidelines published by the American Counseling Association.
- Demonstrate increasing levels of self and multicultural awareness, both of which are core values of the Counselor Education Programs.
- You are responsible for reading this handbook, the Fieldwork Placement Manual, and other notifications and documentation distributed to you through the Counseling Program List-Serv, the School of Education website, and the Department of Educational Foundations & Counseling Programs websites.

Again, welcome, graduate students! We're looking forward to working with you as you pursue your degree in counseling.

Sincerely,

Faculty and Staff, Counseling Programs

Mission and Philosophy Statement

Counseling Program Mission Statement

Our mission is to train clinicians who are clinically insightful, capable of practicing in various clinical settings, and committed to serving a diverse population that reflects the fabric of New York City. We value an education that promotes cultural humility, curiosity, empathy, critical thinking, self-awareness, ethical practice, advocacy, and an appreciation of human diversity. Our aim is for trainees to provide therapeutic interventions that are evidence-based, offer practical solutions to everyday concerns, foster personal insight, and promote self-efficacy and overall well-being.

School Counselors

School counselors provide counseling and consultation services to students and their families, as well as to other members of the school community, through comprehensive, developmentally appropriate school counseling programs. In alignment with the mission of schools, school counselors support students' academic achievement, college and career readiness, and social/emotional development while promoting equitable access, opportunity, and success for each and every student. School counselors are prepared to work in K through 12 school settings and may also apply their counseling, consultation, assessment, and advocacy skills in college settings and other related settings such as correctional facilities, hospitals, and community organizations.

Clinical Rehabilitation Counselors

Clinical Rehabilitation Counselors provide person-centered counseling and rehabilitation services to individuals with disabilities and their families across the lifespan. They support clients in addressing disability adjustment and coping, personal and psychosocial concerns, assessment of strengths, interests, and barriers, career exploration and employment preparation, educational and vocational transitions, independent living, and self-advocacy. Graduates are eligible to pursue the nationally recognized Certified Rehabilitation Counselor (CRC) credential and are prepared to work in a wide range of community-based settings, including state-federal vocational rehabilitation agencies (for example: Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR)), hospitals, rehabilitation centers, schools, colleges and universities, substance use treatment programs, career and vocational counseling agencies, and independent living centers.

Mental Health Counselors

Mental Health Counselors provide counseling services to persons across the life span, including children, adults, and families. Mental health counselors often work in hospitals, agencies, community settings as well as in private practice. This program leads to professional licensure in New York State; professional licensure is required to practice mental health counseling.

Our Philosophy

Central to all counseling approaches is the belief that people can develop, assume responsibility, achieve autonomy, and engage in problem-solving. Effective counseling requires counselors to understand and accept clients, develop rapport, and establish collaborative working relationships. To achieve these ends, counselors need to understand the psycho-social aspects of human development, counseling theories, the impact of diversity (for example: gender, disability, ethnicity, religion, age, sexual orientation) on

human experience, ethics, and human service systems, and must develop skills in counseling and assessment. They must have knowledge of current issues in counseling and research. In addition, counselors must be self-aware and understand their own values, judgments, and beliefs. Course work and supervised practice in agencies provide students with the skills needed for employment.

Counselors of today must possess the knowledge and skills to function effectively in various systems that affect people living in our city. As a counselor training program in an urban area, our program provides students with the opportunity to learn from and work with individuals from many diverse backgrounds. Our students learn about the needs of specific populations and have access to a multitude of community resources. In addition, the program is located in New York City, an environment that offers a rich array of accessible opportunities for our students and the people they serve.

Program Objectives

Counselor education students will demonstrate a set of values and attitudes consistent with the highest professional standards. They are expected to identify themselves with the counseling profession and to adhere to counseling program objectives.

The counseling program prepares graduates who will:

1. Professional Identity – Students develop a professional identity aligned with the roles and functions of professional school counselors.
2. Counseling Skills – Students become effective counselors who use clinical skills and evidence-based strategies to improve the lives of their clients.
3. Ethical and Legal Practice – Students apply ethical standards, principles, and legal considerations in their work with clients.
4. Multicultural Humility and Advocacy – Students develop and demonstrate multicultural humility, knowledge, skills, and advocacy by actively minimizing stereotyping, prejudice, and stigmatization.
5. Human Development and Wellness – Students develop an awareness of and a strengths-based approach to human development across the lifespan and apply strategies to promote wellness.
6. Systems Advocacy and Social Justice – Students demonstrate the competencies to work both individually and systemically within complex systems by advocating for access, equity, and social justice.

Hunter College School of Education Guidelines for Students

The [Hunter College School of Education website](#) is a repository of valuable information that will assist you throughout your program at Hunter College. We hope that you will take the time to explore the information available to you through this website. Program and College wide announcements are often posted on the [Hunter College School of Education Home page](#).

Information and guidance towards teacher and school counselor certification in the State of New York is provided via the School of Education website as well, via the [Certification and Licensure page](#).

The School of Education Conceptual Framework is available through the [School of Education Website homepage](#). This [conceptual framework](#) provides a guideline for the overall goals and mission of the School of Education for all our students as well as our contributions to our communities. Please make yourself familiar with this document as it is the central guide for School of Education policies and initiatives.

The following forms for current students are also available online at the [School of Education Policies and Forms page](#).

- Admissions Conditions Request
- Graduate Time Extension
- Exemption or Waiver of a Course Requirement
- Transfer of Credit
- Independent Study Form
- Permit to Attend Another College
- Graduate Leave of Absence

Information on the Graduate Degree Audit Forms are available online at the [School of Education Policies and Forms page](#).

College Rules

In order to be in compliance with rules that govern the College, students should:

- Adhere to College guidelines and policies that are included in the Graduate Catalog.
- Attend all classes and be punctual. Please refer to course syllabi; each professor's requirements may vary.
- Inform instructors of absences before class. All assignments must be completed and handed in on time.

- Ask permission from the course instructor before audio-taping a lecture for personal use.
- Ask permission from the course instructor before bringing food into the classroom.

Counseling Program Requirements

- Maintain a 3.0 Grade Point Average (GPA) to remain in the program and complete a minimum of 60 credits of course work to graduate.
- Demonstrate counseling knowledge and skills as defined by the faculty and community agency supervisors. The faculty may require a student to gain additional experience in counseling skills and competencies before permission is granted to complete the program.
- Gain acceptance as a matriculated student based on faculty review of both academic performance and professional behavior. Non-matriculated students do not automatically become matriculated, and they may not complete more than 12 credits of course work without becoming a matriculated student. Therefore, during the semester prior to completing 12 credits, an application for matriculation must be submitted to the Hunter College Office of Graduate Admissions. Students are notified about the decision prior to registration for the next semester.
- The following courses are Clinical Courses for all students in Counselor Education. All students must obtain a grade of “B” or better in these courses:
 - COCO 701 Counseling Skills & Interviewing Techniques
 - COCO 706 Group Counseling
 - COUNM/R/S 718 Practicum in Counseling
 - COUNM/R/S 725 Internship in Counseling I
 - COUNM/R/S 726 Internship in Counseling II
- The following courses MUST be taken in the Hunter College Counselor Education Program (and may not be taken elsewhere):
 - COCO 701 Counseling Skills & Interviewing Techniques
 - COCO 706 Group Counseling
 - COCO 707 Multicultural Aspects of Counseling
 - COUNM/R/S 718 Practicum in Counseling
 - COUNM/R/S 719 Advanced Counseling Skills
 - COUNM/R/S 725 Internship in Counseling I
 - COUNM/R/S 726 Internship in Counseling

Course Sequence and Pre-Requisites

The co- and pre-requisites for each of the three programs are included below. They are the same for each of the three programs for the core courses but differ for the specialization courses.

Clinical Rehabilitation Counseling Program Course Planning Sheet

Courses

COCO 700 - Life Stage Development

- Credits: 3
- Pre-/Co-Requisites: None. Complete prior to Internship.
- Fall or Spring Semester
- Year: _____

COCO 701 - Counseling & Interviewing Skills

- Credits: 3
- Pre-/Co-Requisites: None. Complete prior to Fieldwork.
- Fall or Spring Semester
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College.

COCO 702 - Theories of Counseling

- Credits: 3
- Pre-/Co-Requisites: None. Complete prior to Fieldwork.
- Fall or Spring Semester
- Year: _____

COUNR 716 - Resources and Foundations of Rehabilitation

- Credits: 3
- Pre-/Co-Requisites: None. Complete prior to Internship.
- Fall Only
- Year: _____

COCO 703 - Psychosocial Aspects of Disability

- Credits: 3

- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 706 - Group Counseling

- Credits: 3
- Pre-/Co-Requisites: COCO 701; COCO 702
- Fall or Spring Semester
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College.

COCO 707 - Multicultural Aspects of Counseling

- Credits: 3
- Pre-/Co-Requisites: COCO 701
- Must be taken at Hunter College
- Fall or Spring Semester
- Year: _____

COCO 708 - Measurement & Appraisal

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 709 - Research Methods

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 710 - Chemical Dependency

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 712 - Career Counseling

- Credits: 4

- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 715 - Family Systems & Counseling Issues

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COUNR 720 - Medical Aspects of Disabilities

- Credits: 3
- Pre-/Co-Requisites: None
- Spring Only
- Year: _____

COUNM 717 - Psychopathology & Diagnosis

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COUNR 719 - Advanced Counseling Skills and Contemporary Issues Seminar

- Credits: 3
- Pre-/Co-Requisites: COUNR 718
- Fall or Spring Semester
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College.

COCO 711 - Supervision & Administration

- Credits: 3
- Pre-/Co-Requisites: COUNR 718
- Fall or Spring Semester
- Year: _____

Clinical Fieldwork Courses

COUNR 718 - Practicum in Counseling

- Credits: 3
- Complete prior to Internship
- Prerequisites: COCO 701, COCO 702
- Pre/Co-Requisites: COCO 700; COUNR 716
- Corequisite: COUNR 719
- Must complete fieldwork application and be approved to enroll.
- Fall or Spring Semester
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College.

COUNR 725 - Internship in Counseling I

- Credits: 4
- Prerequisites: COUNR 718; COUNR 719; COCO 706
- Must complete fieldwork application and be approved to enroll.
- Only begins in Fall, then continues to COUNR 726 in Spring
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College.

COUNR 726 - Internship in Counseling II

- Credits: 4
- Prerequisites: COUNR 725
- Must complete fieldwork application and be approved to enroll.
- Spring Only
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College.

Additional Requirements

- ☐ Child Abuse Identification Training

- ☐ Assistive Technology Training
- ☐ Research Participation

Mental Health Counseling Program Course Planning Sheet

Courses

COCO 700 - Life Stage Development

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 701 - Counseling & Interviewing Skills

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College. Summer Courses offered are limited and not guaranteed.

COCO 702 - Theories of Counseling

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 703 - Psychosocial Aspects of Disability

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 706 - Group Counseling

- Credits: 3
- Pre-/Co-Requisites: COCO 701; COCO 702
- Fall or Spring Semester
- Year: _____

- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College. Summer Courses offered are limited and not guaranteed.

COCO 707 - Multicultural Aspects of Counseling

- Credits: 3
- Pre-/Co-Requisites: COCO 701
- Fall or Spring Semester
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College. Summer Courses offered are limited and not guaranteed.

COCO 708 - Measurement & Appraisal

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 709 - Research Methods

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 711 - Supervision & Administration

- Credits: 3
- Pre-/Co-Requisites: COUNM 718
- Fall or Spring Semester
- Year: _____

COCO 712 - Career Counseling

- Credits: 4
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 715 - Family Systems & Counseling Issues

- Credits: 3
- Pre-/Co-Requisites: None
- Spring Semester. Offered sometimes in the Fall.
- Year: _____

COUNM 718 - Practicum in Mental Health Counseling

- Credits: 3
- Complete prior to Internship
- Prerequisites: COCO 701, COCO 702
- Pre/Co-Requisites: COCO 700; COUNM 716
- Corequisite: COUNM 719
- Fall or Spring Semester
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College. Summer courses offered are limited and not guaranteed.

COUNM 719 - Advanced Counseling Skills and Contemporary Issues Seminar

- Credits: 3
- Pre-/Co-Requisites: COUNR 718
- Fall or Spring Semester
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College. Summer courses offered are limited and not guaranteed.

COUNM 725 - Internship in Counseling I

- Credits: 4
- Prerequisites: COUNM 718; COUNM 719; COCO 706
- Pre/Co-Requisites: COUNM 717
- Fall only
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These

clinical courses along with COCO 707 must be taken at Hunter College. Summer courses offered are limited and not guaranteed.

COUNM 726 - Internship in Counseling II

- Credits: 4
- Prerequisites: COUNM 725
- Spring Only
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College. Summer courses offered are limited and not guaranteed.

COUNM 716 - Foundations in Mental Health Counseling

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COUNM 717 - Psychopathology & Diagnosis

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COUNM 720 - Program Development & Evaluation

- Credits: 3
- Pre-/Co-Requisites: COUNM 716; COUNM 717
- Fall or Spring Semester
- Year: _____

Electives

Select one of the following courses.

COCO 710 - Chemical Dependency

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COUNR 720 - Medical Aspects of Disabilities

- Credits: 3
- Pre-/Co-Requisites: None
- Fall Only
- Year: _____

COUNS 721 - Counseling Interventions for Children & Adolescents

- Credits: 3
- Pre-/Co-Requisites: None
- Fall Only
- Year: _____

Additional Requirements

- ☐ Child Abuse Identification Training
- ☐ Research Participation

School Counseling Program Course Planning Sheet

Courses

COCO 700 - Life Stage Development

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 701 - Counseling & Interviewing Skills

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester.
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College. Summer courses offered are limited and not guaranteed.

COCO 702 - Theories of Counseling

- Credits: 3
- Pre-/Co-Requisites: None. Complete prior to Internship.
- Fall or Spring Semester

- Year: _____

COCO 703 - Psychosocial Aspects of Disability

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 706 - Group Counseling

- Credits: 3
- Pre-/Co-Requisites: COCO 701; COCO 702
- Fall or Spring Semester
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College. Summer courses offered are limited and not guaranteed.

COCO 707 - Multicultural Aspects of Counseling

- Credits: 3
- Pre-/Co-Requisites: COCO 701
- Must be taken at Hunter College
- Fall or Spring Semester
- Year: _____

COCO 708 - Measurement & Appraisal

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 709 - Research Methods

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 711 - Supervision & Administration

- Credits: 3
- Pre-/Co-Requisites: COUNS 718

- Fall or Spring Semester
- Year: _____

COCO 713 - Career Counseling & College Readiness

- Credits: 4
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 715 - Family Systems & Counseling Issues

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COUNS 718 - Practicum in Counseling

- Credits: 3
- Complete prior to Internship
- Prerequisites: COCO 701, COCO 702
- Pre/Co-Requisites: COCO 700; COUNS 717
- Corequisite: COUNS 719
- Fall or Spring Semester.
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College. Summer courses offered are limited and not guaranteed.

COUNS 719 - Advanced Counseling Skills and Contemporary Issues Seminar

- Credits: 3
- Co-Requisites: COUNS 718
- Fall or Spring Semester
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College. Summer courses offered are limited and not guaranteed.

COUNS 725 - Internship in Counseling I

- Credits: 4
- Prerequisites: COUNS 718; COUNS 719; COCO 706
- Pre/Co-Requisites: COUNS 721
- Fall or Spring Semester.
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College. Summer courses offered are limited and not guaranteed.

COUNS 726 - Internship in Counseling II

- Credits: 4
- Prerequisites: COUNS 725
- Fall or Spring Semester.
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College. Summer courses offered are limited and not guaranteed.

COUNS 717 - Foundations of School Counseling

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COUNS 721 - Counseling Interventions for Children and Adolescents

- Credits: 3
- Pre-/Co-Requisites: COCO 700
- Fall or Spring Semester
- Year: _____

COUNS 722 - School Based Consultation

- Credits: 3
- Pre-/Co-Requisites: COUNS 725
- Fall or Spring Semester
- Year: _____

COUNS 720 - Culminating Seminar in School

- Credits: 3
- Pre-requisites: COCO 709
- Pre-/Co-Requisites: COUNS 726
- Fall or Spring Semester
- Year: _____

Additional Requirements

EDUC 7200 - Health and Safety (DASA, Child Abuse Identification, School Violence Prevention and Intervention)

- Credits: 0
- Pre-requisites: None
- Fall or Spring Semester
- Year: _____

Bilingual School Counseling Program Course Planning Sheet

Courses

COCO 700 - Life Stage Development

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 701 - Counseling & Interviewing Skills

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester.
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College. Summer courses offered are limited and not guaranteed.

COCO 702 - Theories of Counseling

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester

- Year: _____

COCO 703 - Psychosocial Aspects of Disability

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 706 - Group Counseling

- Credits: 3
- Pre-/Co-Requisites: COCO 701; COCO 702
- Fall or Spring Semester.
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College. Summer courses offered are limited and not guaranteed.

COCO 707 - Multicultural Aspects of Counseling

- Credits: 3
- Pre-/Co-Requisites: COCO 701
- Must be taken at Hunter College
- Fall or Spring Semester
- Year: _____

COCO 708 - Measurement & Appraisal

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 709 - Research Methods

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 711 - Supervision & Administration

- Credits: 3
- Pre-/Co-Requisites: COUNS 718

- Fall or Spring Semester
- Year: _____

COCO 713 - Career Counseling & College Readiness

- Credits: 4
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COCO 715 - Family Systems & Counseling Issues

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COUNS 718 - Practicum in Counseling

- Credits: 3
- Complete prior to Internship
- Prerequisites: COCO 701, COCO 702
- Pre/Co-Requisites: COCO 700; COUNS 717
- Corequisite: COUNS 719
- Fall or Spring Semester.
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College. Summer courses offered are limited and not guaranteed.
- A minimum of one semester of fieldwork must be under the supervision of a bilingual certified school counselor

COUNS 719 - Advanced Counseling Skills and Contemporary Issues Seminar

- Credits: 3
- Co-Requisites: COUNS 718
- Fall or Spring Semester.
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College. Summer courses offered are limited and not guaranteed.

COUNS 725 - Internship in Counseling I

- Credits: 4
- Prerequisites: COUNS 718; COUNS 719; COCO 706
- Pre/Co-Requisites: COUNS 721
- Fall or Spring Semester.
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College. Summer courses offered are limited and not guaranteed.
- A minimum of one semester of fieldwork must be under the supervision of a bilingual certified school counselor

COUNS 726 - Internship in Counseling II

- Credits: 4
- Prerequisites: COUNS 725
- Fall or Spring Semester.
- Year: _____
- This is a clinical course. Students who do not obtain a grade of at least “B” in identified Clinical Courses have not successfully completed the course. Students need to petition the program and be approved to continue in the program. These clinical courses along with COCO 707 must be taken at Hunter College. Summer courses offered are limited and not guaranteed.
- A minimum of one semester of fieldwork must be under the supervision of a bilingual certified school counselor

COUNS 717 - Foundations of School Counseling

- Credits: 3
- Pre-/Co-Requisites: None
- Fall or Spring Semester
- Year: _____

COUNS 721 - Counseling Interventions for Children and Adolescents

- Credits: 3
- Pre-/Co-Requisites: COCO 700
- Fall or Spring Semester
- Year: _____

COUNS 722 - School Based Consultation

- Credits: 3
- Pre-/Co-Requisites: COUNS 725
- Fall or Spring Semester
- Year: _____

COUNS 720 - Culminating Seminar in School

- Credits: 3
- Pre-requisites: COCO 709
- Pre-/Co-Requisites: COUNS 726
- Fall or Spring Semester
- Year: _____

Additional Requirements

EDUC 7200 - Health and Safety (DASA, Child Abuse Identification, School Violence Prevention and Intervention)

- Credits: 0
- Pre-requisites: None
- Fall or Spring Semester
- Year: _____

BILED 701 - Principle and Practice in Bilingual Education

- Credits: 3
- Pre-/Co-Requisites: None
- Includes 5 hrs fieldwork
- Fall or Spring Semester
- Year: _____

BILED 779 - Principle and Practice in Bilingual Education

- Credits: 3
- Pre-/Co-Requisites: BILED 701
- Includes 5 hrs fieldwork
- Fall or Spring Semester
- Year: _____

Mandatory Training Workshops

For All Counseling Program Students

Child Abuse: Assessment and Reporting

This seminar defines child abuse, including sexual abuse, emotional abuse, maltreatment, etc. Topic areas include: assessment of children and families for child abuse; contributors to child abuse; and social, emotional, medical and behavioral signs of child abuse.

Mandated and non-mandated reporting is presented. This seminar also addresses the counselor's feelings about reporting child abuse, and assessing agency policies and procedures.

For School Counseling and Bilingual School Counseling Students Only - The required trainings are covered in EDUC 7200.

Violence Prevention

This seminar is mandated by the State of New York for all school staff and addresses the violence in the schools and techniques for prevention.

Dignity for All Students Act (DASA) Workshop

The Dignity for All Students Act Certification Workshop is a requirement for all Teacher Education and School Counseling students by New York State and by Hunter College for successful graduation and certification.

For Rehabilitation Counseling Students Only

Assistive Technology Workshop

This seminar provides information about current devices and technology available to aide individuals with disabilities. Current legislation, resources, funding sources and vendors are discussed.

Research Participation

When you register for COCO 709: Research Methods, you will receive an email requesting your participation in research. This is part of the course requirement. It is legitimate. Please follow the instructions so that you can meet the requirements of this class.

Fieldwork Requirement

The Fieldwork Manual includes all detailed information and the application procedures.

Practicum

- Practicum represents 100 hours in the clinical setting with the student having the opportunity to develop basic counseling skills, with 40 hours of direct client contact required. If a student exceeds this 100-hour minimum, which occurs at many sites, these additional hours cannot count towards their 300-hour internship requirement, even if the student completes both fieldwork experiences at the same site. [CACREP Standard 4.Q,R]
- Students are covered by individual professional counseling liability insurance [CACREP Standard 4.B]
- Students are required to meet 1 hour per week with their site supervisor for onsite supervision. [CACREP Standard 4.S]
- Students are required to meet weekly in Practicum Seminar (COUNM/COUNR/COUNS 71800) for small group supervision; scheduled at 5:20 – 7:00 PM or 7:15 – 8:55 PM throughout the semester. [CACREP Standard 4.T]
- Practicum Seminar (COUNS 718) should not exceed 12 students per class [CACREP Standard 4.Z,AA,BB]
- Upon successful completion with a grade of B or higher in practicum, students may start their two-semester internship the following fall semester.
- For Clinical Rehabilitation Counseling students, practicum is only offered in the Spring semester. For School Counseling and Mental Health Counseling students, practicum is offered in both fall and spring semester.

Supervision

Direct supervision by a licensed or certified professional depending on your academic program:

Clinical Rehabilitation Counseling Student

- Certified Rehabilitation Counselor (CRC) with a minimum of 2 years pertinent professional experience.

School Counseling Student

- New York State Professional School Counselor certification with a minimum of 2 years of pertinent professional experience.

Mental Health Counseling Student

- Licensed Mental Health Counselor (LMHC) or NYS Licensed Professional (LCSW only, NOT LMSW) or Licensed Psychologist with a minimum of 2 years pertinent professional experience.

Supervision Requirement

- 1 hour of weekly on-site supervision
- Attend weekly group supervision on campus (COUNS 718)
- For Practicum: based upon a minimum 8 to 10 hours per week the number of ongoing individual clients per week is a minimum of 5 and a maximum of 6.

Internship

- This is a one-year (two-consecutive semesters) field placement experience that must start in the fall semester and end in the spring semester.
- Internship represents a minimum of 600 hours over two consecutive semesters (300 hours per semester) during one academic year. These include a minimum of 240 hours of direct service (120 hours per semester). [CACREP Standard 4.U,V]
- Students are covered by individual professional counseling liability insurance [CACREP Standard 4.B]
- COUNM/COUNR/COUNS 725 (fall semester) and COUNM/COUNR/COUNS 726 (spring semester) are the courses in which counseling instruction in support of the internship takes place.
- Students are required to meet 1 hour per week with their site supervisor for onsite supervision.
- Students are required to lead or co-lead group counseling sessions or psychoeducational groups, at least 2 sessions per semester.
- Students are required to meet weekly in Internship Seminars (fall semester: COUNM/R/S 725 and spring semester: COUNM/R/S 726) for two consecutive semesters of internship, with faculty supervisors while engaged in internship. Students are required to meet for small group supervision, scheduled at 5:20 to 7 PM or 7:15 to 8:55 PM throughout each semester (fall and spring.) [CACREP Standard 4.X]
- Internship Seminars (fall semester: COUNM/R/S 725 and spring semester: COUNM/R/S 726) should not exceed 12 students per class. [CACREP Standard 4.Z,AA,BB]

Notes

- Some agencies ask for more than the minimum number of hours required by this program. In these cases, students and placement sites must negotiate the number of hours.

- Credit for each semester will be given only if the student has recorded the required number of hours, has a satisfactory evaluation from the field supervisor and has met requirements for Practicum Seminar or Internship Seminar.

Supervision

Direct supervision by a licensed or certified professional depending on your academic program:

Clinical Rehabilitation Counseling Student

- Certified Rehabilitation Counselor (CRC) with a minimum of 2 years pertinent professional experience.

Mental Health Counseling Student

- Licensed Mental Health Counselor (LMHC) or another NYS Licensed Professional (LCSW only, NOT LMSW) or Licensed Psychologist with a minimum of 2 years pertinent professional experience.

School Counseling and Bilingual School Counseling Students

- New York State Professional School Counselor certification with a minimum of 2 years of pertinent professional experience.
- School Counseling students and Bilingual School Counseling students are required to follow the new NYS School Counselor certification requirements. In summary, students are required to intern in two separate grade groups, elementary OR middle school (grades K to 8) AND high school (grades 9 to 12). Regardless of the grade level that students worked with during their practicum experience, they are required to split their internship year between two grade levels, elementary or middle AND high school.

Bilingual School Counseling Fieldwork Students Only

A minimum of one semester of fieldwork (practicum semester or fall internship or spring internship semester) must be under the supervision of a bilingual certified school counselor.

Supervision Requirement

- 1 hour of weekly on-site supervision
- Attend weekly group supervision on campus (COUNR/M/S 725 or 726)
- For Practicum: based upon a minimum 8 to 10 hours per week the number of ongoing individual clients per week is a minimum of 5 and a maximum of 6.

Credit for Field Placement

- In order to receive credit for field placement, students must also pass their practicum and internship courses (COUNR/M/S 718, 725, 726) with a grade of no less than B.
- A student receiving any grade below a B in any of these clinical courses may be placed on academic probation and offered a second and final attempt at fieldwork or may be academically dismissed from the program. If logs are not received or if too few hours are reported, this will adversely affect the grade, which may lead to a grade below B

Advisement

Faculty advisors serve as mentors and advisors for students in counselor education programs. Students will be assigned to a faculty advisor upon enrolling in the programs. They provide students with support around various areas during their academic career including:

1. Professional development opportunities in the field of rehabilitation counseling;
2. Advice and support for future educational opportunities in the field of rehabilitation counseling and counselor education;
3. Research and scholarship opportunities in rehabilitation counseling;
4. Academic support during coursework;
5. Assistance in navigating classroom and fieldwork site placement environments;
6. Planning and organizing course work sequence;
7. Developing an identity as a rehabilitation counselor and career development;
8. Advice for joining professional organizations and conferences; and
9. Advice for certification and licensure exams and applications.

Additionally, within the School of Education there is one full-time academic advisor who is designated solely to provide academic advising for counselor education students. The academic advisor is responsible for

1. Course registration;
2. Transfer of credits;
3. Assistance in apply for financial aid;
4. Planning and organizing course work sequence; and
5. Assistance in enrolling the required workshops.

Professional Counseling Certification and Licensure Requirements

Certified School Counselors

Only school counselors are certified by the New York State Department of Education. To be eligible for initial and professional certification as a school counselor you must complete seminars in Child Abuse Assessment, Dignity for All Students Act (DASA) Workshop, and School Violence Prevention Workshop, which are offered each semester, in addition to completing your program. At least one fieldwork experience must be completed at a school.

Upon completion of the M.S. Education degree from Hunter College you are eligible for initial certification. You can apply for the professional certificate after two years of full-time, paid school counseling experience. The City of New York requires New York State certification for School Counselors.

Certified Rehabilitation Counselors (CRC)

All students in rehabilitation counseling are eligible to take the examination for Certification in Rehabilitation Counseling after completing 75 percent of their course work or after completing the degree. This national certification is administered by the Council on Rehabilitation Counselor Certification.

Licensed Mental Health Counselor (LMHC)

The Mental Health Counseling Specialization at Hunter meets the education requirements for licensure. Upon completion of our program, including training in the identification and reporting of child abuse offered by a New York State approved provider, you will be eligible to obtain your Mental Health Counselor Limited Permit (providing you meet the other New York State mandated requirements). The Limited Permit is granted to individuals who have submitted an Application of Licensure as a Mental Health Counselor and satisfied all the licensure requirements except the post-graduate supervised experience and successfully passing the required examination. The Limited Permit is granted in order to practice Mental Health Counseling while completing the supervised clinical hours and examination requirements. A complete outline of the requirements for Licensure as a Mental Health Counselor in the State of New York can be found via the [New York State Education Department's website](#).

After graduating you must complete a minimum of 3,000 supervised employment hours under a limited permit to be eligible to sit for the National Clinical Mental Health Counselor Exam administered by the National Board for Certified Counselors (NBCC).

You can sit for the National Clinical Mental Health Counselling Exam (NCMHCE) only after your documentation showing completion of all other licensure requirements has been approved by the Office of the Professions.

National Board of Certified Counselors (NBCC)

Upon graduation and after completion of two years of work, graduates who have been awarded a master's degree in counselor education, with any specialization, may sit for the national certification examination awarded by the National Board of Certified Counselors. Not all employers require these national certifications.

Endorsement Policy for Recommending Students for Credentialing and Employment

Students who meet the minimum educational standards (Key Performance Indicator (KPI): Developing; Key Professional Disposition (KPD): Acceptable- see the systemic program evaluation plan) and meet the ethical guidelines will be recommended for credentialing (New York State (NYS) School Counselor, Certified Rehabilitation Counselor, or Licensed Mental Health Counselor).

Students who meet the higher educational standards (Key Performance Indicator (KPI): Proficient; Key Professional Disposition (KPD): Acceptable- see the systemic program evaluation plan) and meet the ethical guidelines will be recommended for employment.

Professional Organizations

It is strongly recommended that you join professional organizations to obtain current information. Listed below are some of the organizations to consider joining:

Mu Sigma Rho Chapter of Chi Sigma Iota

Chi Sigma Iota (CSI) is the international honor society whose mission is to promote scholarship, research, professionalism, leadership, and excellence in counseling as well as to recognize the accomplishments of those in the pursuit of academic and clinical excellence in the counseling profession. Established in 1985 for professional counselors, CSI was designed to support, substantiate, and recognize outstanding achievements as well as outstanding service within the profession. CSI was created for counselors in-training, counselor educators, and professional counselors whose career commitment is to research and to provide a specialized service through professional counseling. Mu Sigma Rho, the chapter of CSI at Hunter College represents School, Rehabilitation, and Mental Health counseling students. Currently, Drs. Jen Chiu and GoEun Na serve as the Chapter Faculty Advisors of the honor society. Eligibility includes a) students enrolled in

one of the counseling programs, b) completed at least 12 credits, and c) maintain a GPA 3.5 or above. Eligible students will receive invitations each semester.

Local Organizations

- Metro Chapter of the New York Mental Health Counselors Association
- National Rehabilitation Association (NRA)
- National Rehabilitation Counseling Association (NRCA)

State Organizations

- New York Mental Health Counselors Association
- New York State Association for Counselor Education and Supervision
- New York State Counseling Association
- New York State Rehabilitation Counseling Association
- New York State School Counselor Association

Regional Organizations

- North Atlantic Region Association for Counselor Education and Supervision

National Organizations

- American Counseling Association (ACA)
- American Mental Health Counselors Association (AMHCA)
- American Rehabilitation Counseling Association (ARCA, a division of ACA)
- American School Counseling Association (ASCA)
- Association for Counselor Education and Supervision
- National Rehabilitation Association (NRA)
- National Rehabilitation Counseling Association (NRCA, a division of NRA)

International or College Organizations

- Mu Sigma Rho of Chi Sigma Iota
- Counseling Academic and Professional honor Society International

Select American Counseling Association Divisions

- Association for Assessment in Counseling and Education (AACE)
- Association for Adult Development and Aging (AADA)
- American College Counseling Association (ACCA)
- Association for Counselor Education and Supervision (ACES)
- Association for Humanistic Counseling (AHC)

- Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)
- Association for Multicultural Counseling and Development (AMCD)
- American Rehabilitation Counseling Association (ARCA)
- Counselors for Social Justice (CSJ)
- International Association of Addictions and Offender Counselors (IAAOC)
- International Association of Marriage and Family Counselors (IAMFC)
- National Career Development Association (NCDA)
- National Employment Counseling Association (NECA)

Progress Standards, Key Performance Indicators, and Key Professional Dispositions

Progress Standards

1. Minimum Grade Point Average (GPA) for Retention: Graduate students must maintain a minimum cumulative Grade Point Average (GPA) of 3.0 to remain at Hunter College. Students whose grades fall below this standard are required to raise their Grade Point Averages (GPAs) to at least 3.0 within one semester.
2. No F in the first two semesters: students who receive a grade of F(WU) in any course in the first two semesters will not be allowed to continue in the program.
3. Progress holds due to Incomplete Grades - Students with two or more INCs will not be allowed to register for any courses.
4. Key Course Performance Standards
 - a. Students must receive a grade of at least a B in certain key program courses (to be determined by programs, labeled in CUNY First, and noted in the catalog).
 - b. Students who receive a grade of F/WU in certain key program courses may not continue in the program (to be determined by programs, labeled in CUNY First, and noted in the catalog).

Key Performance Indicators (KPIs)

The Counseling Programs use Key Performance Indicators (KPIs) to assess student learning, monitor progress toward program objectives, CACREP standards, and professional competencies, and evaluate overall program effectiveness. Embedded throughout the curriculum, KPIs are assessed at designated transition points through key assessments that measure students' knowledge, counseling skills, and readiness for

professional practice. At the end of each semester, instructors evaluate students using a standardized Key Performance Indicator (KPI) rating scale aligned with program learning outcomes.

Students are expected to achieve at least a rating of “Developing” on each Key Performance Indicator (KPI). Those who do not meet this minimum expectation will receive remediation and reassessment opportunities in accordance with program policies and procedures. Key Performance Indicator (KPI) data are collected separately from course grades and are used solely for program evaluation, continuous improvement, and accreditation purposes.

Key Performance Indicator (KPI) 1. Professional Counseling Orientation and Ethical Practice

Students demonstrate knowledge of ethical standards, ethical principles, and legal considerations relating to their work with clients at field placement sites. Students deepen their understanding of their role as professional counselors within their specialty areas through ongoing weekly supervision in both their coursework and in the field, where they receive weekly supervision by a professional counselor.

Key Performance Indicator (KPI) 2. Social and Cultural Identities and Experiences

Students develop and demonstrate multicultural counseling awareness, skills, knowledge, and advocacy by minimizing stereotyping, prejudice, and stigmatization. Students understand and demonstrate cultural humility by recognizing the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, systemic oppression, and acculturative experiences on individuals’ worldviews.

Key Performance Indicator (KPI) 3. Lifespan Development

Students develop an awareness and strengths-based approach to human development across the lifespan, including the impact of family, community, and environmental factors, as well as strategies to promote wellness across the lifespan.

Key Performance Indicator (KPI) 4. Career Development

Students demonstrate knowledge of theories and models of career development and are developmentally responsive for facilitating career and educational development, assessments, interventions, program planning, and evaluation.

Key Performance Indicator (KPI) 5. Counseling Practice and Relationships

Students demonstrate knowledge of counseling theories and models by maintaining consistent client relationships based on cultural humility and culturally relevant interventions and strategies.

Key Performance Indicator (KPI) 6. Group Counseling and Group Work

Students demonstrate knowledge of the theoretical foundations of group counseling, group development, process, and therapeutic factors. Students develop ethical and culturally relevant strategies for designing and facilitating direct experiences in group settings.

Key Performance Indicator (KPI) 7. Assessment and Diagnostic Processes

Students develop and demonstrate ethical and culturally relevant skills and knowledge of statistical concepts and procedures for the effective practice of assessment and testing in professional counseling. Students will gain an understanding of the assessment selection, administration, and interpretation process and the usefulness and limitations of assessments.

Key Performance Indicator (KPI) 8. Research and Program Evaluation

Students demonstrate skills and knowledge to evaluate research designs and program evaluation designs and procedures for the counseling profession. Students can identify ethical, legal, and cultural issues in research and program evaluation.

Clinical Rehabilitation Counseling Specialty Area

Students will develop and demonstrate an understanding of how the onset, progression, and duration of disability affect clients' overall functioning. They will explore psychosocial and adjustment aspects of disability, including barriers, family dynamics, caregiving, health management, assistive technology, and legal/ethical considerations. Additionally, students will learn about rehabilitation service systems, the role of rehabilitation counselors in the continuum of care, and strategies for advocacy and collaboration across home, school, and workplace settings.

Mental Health Counseling Specialty Area

Students will develop and demonstrate an understanding of mental health conditions and their impact on individuals' emotional, cognitive, behavioral, social, and occupational functioning. They will explore the etiology, assessment, diagnosis, treatment, and prevention of mental and emotional disorders, as well as factors that promote resilience, wellness, and recovery. Students will examine multicultural, developmental, family, and systemic influences on mental health and learn to address barriers to care and access to services. Additionally, students will gain knowledge of community mental health systems, evidence-based counseling interventions, crisis response, ethical and legal considerations, and the role of clinical mental health counselors in advocacy, consultation, collaboration, and service coordination across diverse settings.

School Counseling Specialty Area

Students demonstrate the knowledge of roles and responsibilities of professional school counselors and develop culturally sustaining models and interventions for academic, personal, social, and career counseling in a school setting, with emphasis on diverse urban school settings.

Key Professional Dispositions (KPDs)

Key Professional Dispositions (KPDs) are assessed at designated transition points, including COCO 701 Counseling Skills, COUNM/R/S 718 Practicum, and COUNM/R/S 725 Internship I, to evaluate students' professional growth, readiness for clinical practice, and attainment of program expectations. At the end of each semester, instructors complete standardized disposition evaluations through the Qualtrics 360 assessment portal, which is separate from their final grades.

Students are expected to achieve a minimum rating of "Acceptable" in each Key Professional Disposition (KPD) area. Those who do not meet this benchmark will be provided with remediation and reassessment opportunities in accordance with program policies and procedures. Key Professional Disposition (KPD) data are used to support student development, identify areas requiring intervention, and inform program evaluation and continuous improvement efforts.

Key Professional Dispositions (KPDs) 1 Professional Counseling Ethics

Demonstrates exploration, deliberation, and judgment of the ethical guidelines of the ACA, ASCA, CRC, and/or AMHCA.

Key Professional Dispositions (KPDs) 2 Professional Counseling Conduct

Behaves professionally, including being collaborative, communicative, punctual, and flexible. Demonstrates intrapersonal and interpersonal awareness, evidenced by self understanding, non-defensiveness, and being open to receiving and integrating feedback.

Key Professional Dispositions (KPDs) 3 Professional & Personal Boundaries

Demonstrates appropriate boundaries by separating their feelings and needs from others. Demonstrates ability to regulate emotions and impulses (e.g., maintain focus on client and site responsibilities when emotionally distracted and upset).

Key Professional Dispositions (KPDs) 4 Multicultural Development and Cultural Humility

Demonstrates awareness, appreciation, and respect of human diversity in interactions with others. Employs a strengths-based approach that recognizes client strengths and

minimizes stereotyping, prejudice, stigmatization, and oppression. Demonstrates cultural humility through lifelong self-reflection and openness to feedback.

Remediation, Retention, and Dismissal Policy

Consistent with Hunter College School of Education policies, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, ethical standards from the professional counseling organizations, the Counseling Program evaluates students on academic performance, professional dispositions, ethical behavior, counseling competencies, and readiness for professional practice. The Counseling Program reserves the right to require remediation, place students on probation, suspend fieldwork activities, or recommend dismissal when student performance fails to meet program expectations.

Grounds for Remediation, Probation, or Dismissal

A student may be identified for remediation, probation, or dismissal when they demonstrate one or more of the following:

1. Failure to maintain the minimum progress standards required by Hunter College, School of Education, and the Counseling Programs.
2. Failure to achieve the minimum performance threshold on Key Performance Indicators (KPIs) and Key Professional Dispositions (KPDs).
3. Violation of the ethical standards of the counseling profession, including applicable ethical codes (e.g., American Counseling Association Code of Ethics, American School Counseling Association (ASCA) Ethical Standards, Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics).
4. Unsatisfactory performance in fieldwork experiences.

Faculty Review and Identification of Concerns

Concerns regarding student performance may be identified through:

- Course assignments and grades;
- Key Performance Indicator (KPI) assessments;
- Key Professional Disposition (KPD) evaluations;
- Faculty observations;
- Practicum and internship evaluations;
- Site supervisor reports;
- Advising meetings;

When concerns are identified, the faculty member shall document the concern and notify the student's faculty advisor and/or Program Coordinator.

Remediation Process for Academic Performance and Key Performance Indicators (KPIs)

Students must maintain a Grade Point Average (GPA) of 3.0 and above, and must receive a grade of at least a B in certain key program courses. When a student fails to meet the minimum progress standards:

1. The School of Education (SOE) Dean's office will notify the student and the program coordinators,
2. The student will be placed on academic probation,
3. The Counseling Faculty meet to discuss whether the student meets criteria for repeating the course or if academic dismissal is warranted.
4. The faculty advisor will meet with the student to review concerns and identify contributing factors.
5. When a student is eligible to repeat the course, a written remediation plan is created to identify areas of concern and requirements for improvement. This plan is provided to the student and Counseling Faculty.

Students are expected to achieve a minimum rating of "Developing" on all Key Performance Indicators (KPIs). When a student fails to meet the minimum KPI threshold:

1. The course instructor and/or faculty advisor will notify the student of the deficiency.
2. The faculty advisor will meet with the student to review performance concerns and identify contributing factors.
3. An individualized remediation plan will be developed and documented in writing.

The remediation plan may include:

- Additional coursework or assignments;
- Skill practice activities;
- Reassessment opportunities;
- Faculty mentoring;
- Tutoring or academic support services;
- Increased supervision; or
- Other educational interventions deemed appropriate by faculty.

Upon completion of remediation activities, the student will be reassessed using the same or a comparable evaluation method. Documentation of the remediation process and outcomes will be maintained in the student's program file.

Students who continue to perform below the minimum Key Performance Indicator (KPI) threshold after remediation may be referred to the Department Chair for additional review and consideration of probation, suspension from fieldwork, or dismissal from the program.

Remediation Process for Professional Dispositions

Students are expected to demonstrate professional dispositions at a minimum rating of Acceptable in all Key Professional Disposition (KPD) areas.

When a student receives a rating below the acceptable level:

1. The faculty advisor will meet with the student to discuss the concern.
2. Faculty will review relevant documentation and determine whether remediation is warranted.
3. A written remediation plan will be developed.

Remediation activities may include:

- Reflective writing assignments;
- Professional development activities;
- Increased supervision;
- Faculty mentoring;
- Professional behavior contracts;
- Counseling or wellness referrals, when appropriate;
- Additional fieldwork requirements; or
- Other interventions designed to support professional growth.

The student's progress will be reviewed within the timeline established in the remediation plan. Follow-up evaluations will determine whether sufficient improvement has occurred.

Failure to demonstrate satisfactory improvement may result in probation, suspension from fieldwork, or dismissal from the program.

Remediation Process for Concerns at Fieldwork Site

If a fieldwork placement site encounters problems related to the Fieldwork Student's ("Counseling Student") conduct:

- The fieldwork placement site shall inform the Clinical Coordinator of Fieldwork Placements (“Fieldwork Coordinator”) and/or the Fieldwork Course Instructor of the problem(s) in a timely manner.
- Fieldwork Coordinator, Fieldwork Course Instructor and Counseling Student meet to discuss the concerns and assess the severity of those concerns.
- Fieldwork Coordinator, Program Coordinator and Counseling Faculty develop a remediation plan.
- The Counseling Student is notified in writing of the remediation plan.
- The Counseling Student must follow the remediation plan.
- If the Counseling Student does not satisfactorily comply with the remediation plan, the placement organization will contact the Fieldwork Coordinator in a timely manner.
- If this process does not lead to a satisfactory conclusion and the placement organization terminates the Counseling Student for cause, the Counseling Student will receive a failing grade in the fieldwork course(s). Removal from a fieldwork site is at the discretion of the site. Please refer to the Removal Policy below.

In addition, the counseling program fieldwork student will be placed on academic probation for a minimum of one semester and the Counseling Student will be given no more than one opportunity at another placement (this would amount to a total of two placements including the initial unsuccessful fieldwork placement).

Termination from Fieldwork Placement Site

When a Counseling Student has been removed for cause from their fieldwork placement, the Counseling Faculty will inform the Department Chair and Associate Dean of this matter.

The Counseling Student:

- Must withdraw immediately from their Fieldwork Seminar course and will no longer be eligible to attend that course;
- When a student is terminated after the official withdrawal period for the semester has closed, a student will no longer be eligible to attend that course and earns a grade of “F” in the course;
- Cannot attend the placement site from which they were terminated and must immediately cease contact with the placement organization and any of their clients, patients, or students;

- Is not eligible to start at any other placement site for the remainder of the semester; and,
- Will not receive course credit (COUNR 718, 725, or 726) nor credit for any clinical hours accrued once terminated from the fieldwork site.

In such a case, the Counseling Faculty, Department Chair and Associate Dean will:

1. Conduct an investigation to review the Counseling Student's behavior(s) and reason(s) for termination.
2. Report findings of the investigation to the Counseling Faculty.
3. A disposition is made and reported to the Counseling Student in writing, and to the Department Chair and Associate Dean. Dispositions can result in one of the following two outcomes:
 - a. Replacement at a second fieldwork placement organization will be granted the next semester the same course is offered.
 - b. Termination from the Counseling Program
 - If the Associate Dean and Chair determine that replacement is not appropriate, they will recommend this action be reviewed by the School of Education's Clinical Standards Committee (CSC), which shall be composed of the School of Education's Dean and one or more School of Education Department Chairs. The Counseling Student will be placed on academic probation until the Clinical Standards Committee (CSC) issues a written decision. This decision shall serve as the final determination by the College's School of Education.
4. When replacement is appropriate, the Counseling Student will be placed on academic probation for a minimum of one semester and a remediation plan is developed by the Counseling Faculty and will be presented to the Counseling Student.
 - a. The Counseling Student will be held to the requirements and standards of the remediation plan.
 - b. After a remediation plan is in place, steps toward finding a new field placement site can begin.
 - c. It is the responsibility of the student to contact the Counseling Faculty and Fieldwork Coordinator to start this process the semester prior to starting their second and final fieldwork placement.

5. The Counseling Student must successfully complete this second and final attempt at their field placement including adherence to the remediation plan. If the Counseling Student does not successfully complete their second and final attempt at the field placement, termination from the Counseling Program will result.

Removal by a Fieldwork Placement Organization

A Counseling Student should be aware that as a member of the College community, they must follow the procedures listed in this document as well as the other policies referenced herein. As such, if a fieldwork placement organization removes a Counseling Student from a fieldwork placement for cause (including but not limited to unprofessional or egregious conduct and/or unsatisfactory performance), the College cannot mandate that the placement organization take the Counseling Student back.

Academic Probation and Dismissal

Students may be placed on academic or professional probation when concerns are significant or when remediation efforts have not resulted in satisfactory improvement.

Probation may include:

- Restricted enrollment;
- Delayed progression to practicum or internship;
- Increased monitoring by faculty;
- Remediation plans; or
- Other conditions deemed appropriate by the Counseling Faculty.

If a student's Hunter Grade Point Average (GPA) falls below the established retention level (1.50 for 0 to 12 credits; 1.75 for 13 to 24 credits or 2.00 for 25 or more credits), they are automatically placed on academic probation. Probationary status remains in effect until faculty determine that the student has met all remediation requirements and demonstrated sustained improvement.

If the minimum Grade Point Average (GPA) is not achieved during this period, the student will be automatically dismissed from the college. If a student is dismissed from the college, they may attend the first summer term at Hunter to improve their Grade Point Average (GPA) with only grades earned at Hunter calculated into the Hunter Grade Point Average (GPA). Students are advised to attend a Dismissal Advising Workshop where they will be given information about the dismissal appeals process, the possibility of readmission and other education options.

Recommendation for Dismissal

Dismissal may be recommended to the Dean of School of Education when a student:

- Fails to successfully complete remediation requirements;
- Demonstrates persistent academic deficiencies;
- Demonstrates persistent deficiencies in professional dispositions;
- Violates professional ethical standards;
- Engages in behavior that places clients or others at risk;
- Is removed from fieldwork and deemed unsuitable for continued clinical training;
or
- Otherwise fails to meet the standards of the counseling profession.

Prior to dismissal, the Counseling Faculty will review all relevant documentation and determine whether continued enrollment is appropriate.

Dismissal Review Process

When dismissal is recommended:

1. Counseling Faculty will prepare written documentation outlining the concerns, remediation efforts, and rationale for dismissal.
2. The recommendation will be submitted to the Department Chair and Associate Dean for review.
3. Following review, the matter may be referred to the School of Education Clinical Standards Committee (CSC).
4. The Clinical Standards Committee (CSC) will review all documentation and make a recommendation to the Dean of the School of Education.
5. The Dean will issue the final determination regarding the student's status in the program.

The student will receive written notification of the final decision.

Appeals Process

A Counseling Student who wishes to appeal the disposition (i.e., the disposition from the Counseling Program, School of Education (SOE) Department Chair/Dean, and/or Hunter College administration) may submit a written appeal to the School of Education (SOE) Dean of Hunter College, stating reasons for their appeal, within 30 days of being notified by the Counseling Program disposition. The School of Education (SOE) Dean will decide the appeal within a reasonable time period and this decision will be the final decision by the School of Education (SOE) College. Students also have the right to appeal their course grade (consult the Hunter College policy on Grade Appeals).

Student Services and Resources

Technology Support

Students can request technology support at the [Hunter College Help Desk](#) through phone calls or emails, in-person visit. School of Education has its own [Frankfort Center for Learning and Scholarly Technologies](#), which advances the needs of students, faculty and staff at the School of Education by supporting the integration and exploration of technology across the curriculum and in research. Technology is meant to enrich learning and help students develop important transferable skills, but should not become a roadblock to learning.

Hunter College Email Address

You have been issued an e-mail address through the College. It is your responsibility to check your Hunter College email address regularly, as this is the conduit for official communications for all students.

To access your Hunter College accounts and logins visit the [Newly Accepted Students page](#).

Student Id/Empl Id Number

Your student ID number, also known as your EMPL ID number is printed on the front of your OneCard. This number allows faculty and staff to access your record in CUNYfirst.

Resources for Students with Disabilities

Office of AccessABILITY

The Office of AccessABILITY works to ensure that all students with disabilities have equal access to the full Hunter College experience. Whether you need classroom accommodations, assistive technology, additional time on exams or other support services, we're here to help you succeed. To register with the Office of AccessABILITY, please visit the [Office of AccessABILITY website](#).

Access and Technology Center

Visit the [Access and Technology Center website](#) for office hours, location and contact information. The Access and Technology Center provides space to work on specialized equipment, study, socialize or relax. Software and Hardware devices include:

- ZoomText Magnifier/Screen Reader (Win)
- Jaws (Win)
- Kurzweil 1000
- Kurzweil 3000 (Mac/Win)
- Dragon Naturally Speaking (Win)
- Braille Embosser
- Perkins Braille Writer
- ClearView Computer-Compatible CCTV
- Magic Wand
- Livescribe Echo Smartpen

Training for specialized equipment is available, free of charge, throughout the term via seminars and tutorials.

International Student Office

To maintain F-1 Student visa:

- Graduate students must enroll minimum 9 credits each semester
- Must take a minimum of 6 in-person credits. Remaining credits may be taken online.

For more information, visit the [International Student Office Website](#)

Counseling and Wellness Services

All students who are currently attending classes are eligible for free confidential psychological counseling and wellness services through [Hunter Counseling and Wellness Services](#). Counseling is provided by licensed social workers as well as social work and counseling psychology interns, none of whom are associated with the Hunter College Master's Degree Graduate Programs in Counseling. Individual and group counseling are provided and students are welcome to take advantage of the walk-in service or schedule appointments. In addition, the center provides the following personal counseling services: personal crisis, personal consultation, theme-centered workshops, and mental health screening.

Career Services

Counseling students also eligible for career counseling services through the [Hunter College Office of Career Development Services](#): This office assists students and alumni with all aspects related to attaining optimum satisfaction in their career choice. Career counseling is

provided by experienced master's level counselors. Counselors explore and evaluate the student's education, training, work history, interests, skills, and personal traits to assist in their choosing a major and career. Students can make individual appointments with a career counselor to help identify and explore personal and professional goals, resolve confusion, and aid in decision making regarding choosing a major and a career. School of Education has its own [Career, Professional, and Partnership Development \(CPPD\)](#), which provides career development resources and services to School of Education students.

Counseling Labs

Programs in Counseling maintains four counseling labs located on the 12th floor in Hunter College East. Each lab room contains audio-video equipment used for training, including cameras and Internet access. The computer labs are primarily reserved for students taking Counseling Skills (COCO 701) and Group Counseling (COCO 706).

Library

The Hunter College Library is located on the third floor in Hunter College East. You must have a valid student identification card to access the library and use its services. The library has computers available for students to access resources, work on assignments, and check email.

Financial Aid

[The Office of Financial Aid](#) aims to provide assistance to all students who demonstrate a need, whether in the form of scholarships, grants, federal and state loans and/or work-study opportunities. The Office of the Financial Aid is located in Room 241, North Building.

Financial aid is available only to students who are fully matriculated. To apply for a student loan, contact the Financial Aid Office, for a free application for federal student aid (FAFSA), or, you can access information at the [Hunter College Financial Aid page](#). Students must be enrolled in six credits to qualify for College Work Study and for some loans; students must be enrolled in 12 credits to apply for the Tuition Assistance Program (TAP).

Federal School Code

- 002689

Frequently Asked Questions

How long will it take for me to complete the master's degree?

It depends on whether you attend full-time or part-time. Students who attend part-time may take up to five years to finish; students who attend full-time typically finish in about two and a half years. The maximum time to graduate is five years.

When are the courses offered?

Most courses are offered in the evenings, from 5:20 to 7 PM and from 7:15 to 8:55 PM on Monday, Tuesday, Wednesday, and Thursday evenings. At times when a class falls on a holiday (for example Thanksgiving) classes may be held on another evening in order to make up the time. Such changes in schedule will be posted in the academic calendar on the Hunter College website and should be indicated in your course syllabus.

How many courses may I take?

Some students take one course a semester, while others take up to four courses. You should decide what is right for you, based on your personal circumstances and in consultation with your advisor.

Can I take courses on the same evening, back to back?

Yes. Sometimes your schedule will work out so that you can take two classes back to back (5:20 to 7 PM and 7:15 to 8:55 PM). Sometimes that will not be possible. Some semesters you may be able to schedule classes on one night per week. Other semesters, it may work out that you will have to attend classes on several nights of the week.

Are summer classes offered?

Yes. Some courses are offered in the summer. Summer class offerings will be announced in the Spring Semester each year. Not every class is offered in the summer.

If I am working full-time, how can I schedule fieldwork experiences such as practicum or internship?

Some placements can be scheduled on the weekends or the evenings. Alternatively, some students have taken a leave of absence or vacation time from their work in order to complete these requirements. If you begin a new counseling job no more than three months prior to the beginning of the semester in which you are completing the practicum or internship, the job will be reviewed by faculty for consideration as a fieldwork

placement. (Note: In this case, the job must meet the college requirements for a field work placement.)

Can I do my field placement at the job I already have?

No. Students must find a new setting in which to do their placement in order to get the richest learning experience possible. At times, students have found placements at other sites within their employment setting, for example, at a middle school in the district in which they are an elementary school teacher or as a counselor working in another area of an agency where they are employed.

How much time must be spent at field placements?

Students are required to complete two field placements. The first placement is the Practicum for 100 hours during one semester. Concurrently with Practicum, students enroll in an individual supervision class for one hour per week, and a separate weekly seminar that meets on campus. The second placement is the internship for 600 hours over two semesters (300 hours each semester). During internship, students enroll in and attend a weekly seminar that meets on campus.

Does the program help students find field placements?

Yes! We have lists of potential sites. We also have prior students' evaluations of their experiences at those sites, as well as contact persons with their phone numbers. Students are welcome to look at the list. All sites must meet the fieldwork requirements of Programs in Counseling.

Do I need to be a school teacher to be a school counselor?

No, not in New York. The State of New York does not require you to be a teacher in order to be a school counselor. In fact, counseling is quite different from teaching and some teachers have had difficulty switching roles. However, some students believe it is easier to get a school counseling job if you are already a teacher in a school system. If you are planning to work outside of New York State, it would be best to check with that state's Department of Education to determine whether it has a teaching requirement.

If I elect to follow the school counseling program, then can I work only in a school when I graduate?

No. As with any of our three programs, you are receiving a degree in counselor education, with a specialization in one area. Much of your coursework is preparing you to be a general counselor. However, because most of your fieldwork experiences will have been in a school setting, you are likely to be more marketable in this area.

Can I take course work in different specializations (school, rehabilitation, & mental health)? Can I complete more than one specialization?

No. At this time we do not offer a dual or multiple specialization program.

Can I transfer courses from another graduate school?

Once you are admitted to our program, you can present your request for transfer credit along with the course description and the course syllabus. Only the coordinator of the program or the program advisor can approve the transfer of credit. Some courses must be taken only at Hunter College. A maximum of 12 credits may be transferred and only if the course matches a course offered by Counselor Education at Hunter College.

Can I use credits earned as an undergraduate to fulfill some of the requirements for the graduate degree?

No, undergraduate credits can never be used to satisfy graduate requirements.

How do I sign up for courses?

To enroll for your first semester in Counselor Education, you must attend the orientations that are scheduled during June and August. At that time, you will select your courses, and receive instructions for completing your registration.

You will be assigned a program advisor early in your first semester in the program. During your first semester as a graduate student, you will sign up for courses the following semester. Your program advisor will contact you each semester announcing the beginning of advisement sign-up.