



Counseling Programs Student Handbook

School of Education, Hunter College
City University of New York

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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 manual, 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

Our Mission

The Hunter College Counselor Education Program's mission is to prepare carefully selected and qualified students for the profession of counseling. At Hunter, the professional preparation of counselors emphasizes the nurturance of people within an urban context. Counselors in training at Hunter College are encouraged to join in a partnership with community organizations to provide quality personal and career counseling to individuals, particularly those in under-served populations.

Counselor Education offers a sequence of cohesive, unified courses and experiences that combine theory with practice so students can develop skills and knowledge in interpersonal and group relations; career counseling and development; family systems; life-span human development; social systems; psychological dynamics; educational, occupational, medical, and psychiatric information; and research and community resources. Courses, fieldwork, and integrated seminars provide detailed knowledge and skills in counseling, assessment, and the latest developments in the field of counseling.

Our preparation of counselors goes beyond the acquisition of specific skills and methods. We focus on the personal development and professional identity of students so that they understand and influence the social, political, and economic context within which they function.

Hunter College offers three graduate-level counseling programs (School Counseling, Clinical Rehabilitation Counseling, and Mental Health Counseling) to qualified students.

School Counselors provide counseling and consulting services to students and their families as well as other members of the school community. Issues that may be addressed include adjustment and coping with personal issues; academic and career advisement; orientation of new or prospective students; assessment of interests, aptitudes, and challenges; facilitating transition from school to adult life; and advocacy. School counselors are prepared to work in schools K-12 and in college settings. They may also be employed in other settings such as correctional facilities, hospitals, and community organizations.

Clinical Rehabilitation Counselors provide person-centered counseling and rehabilitation services to individuals with disabilities and their families. Issues that may be addressed include adjustment and coping with disability and other personal issues; assessment of interests, strengths, and challenges; preparation for employment and continued career development; transition from secondary or post-secondary education to adult life; independent living; and advocacy. Rehabilitation counselors are prepared to work with individuals in a variety of community-based settings including State-Federal vocational rehabilitation agencies (e.g., ACCES-VR), hospitals, rehabilitation centers, schools, colleges, chemical dependency agencies, career/vocational counseling programs, and independent living centers.

Mental Health Counselors provides 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 (e.g., 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.¹ 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. Demonstrate an awareness of self and others in order to provide culturally competent personal, academic, and career counseling to individuals, groups, families, and communities.

¹Footnote: These resources include but are not limited to bilingual family counseling centers, residential substance abuse programs for single mothers and their children, alternatives to incarceration programs, methadone maintenance programs, teen pregnancy prevention programs, welfare-to-work programs, employee assistance programs, college preparation programs for at-risk youth, teenage substance abuse programs, transition from school to adult life programs, and settlement programs for immigrants.

2. Demonstrate competencies to work both individually and systemically within complex systems (e.g., schools, rehabilitation agencies, and hospitals) by advocating for access, equity, and social justice.
3. Demonstrate the awareness, knowledge, and skills to effectively work with clients who represent the diversity of race, gender, religion, ethnicity, ability status, nationality, and sexual orientation as relevant to professional counselors working in contemporary urban contexts.
4. Demonstrate comprehension of ethical and legal issues and practices relative to school, rehabilitation, and mental health counseling in urban contexts.
5. Demonstrate a professional identity with the role and function of a professional school counselor, rehabilitation counselor, or mental health counselor.

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 this [Home Page](#) as well.

Information and guidance towards teacher and school counselor certification in the State of NY is provided via the School of Education website as well, under **[Current Students →Teacher Certification](#)**.

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 website section for **[Current Students](#)**.

- 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 on the School of Education web site under **[Current Students →Degree Audit/Graduation](#)**.

Prior to approval for graduation, all School of Education students are required to successfully complete the School of Education Technologies Competencies Assessment. Information on this initiative is also available online through the School of Education website under Current Students. The Technology Competencies support system is an online resource that helps students at Hunter College School of Education to assess their competence with technology for teaching and counseling, learn the skills they need, and keep track of their progress. The competencies include fifteen skills in five aspects of technology in teaching: productivity, research, communication, media, and presentation.

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 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 Internship in Counseling I
 COUNM/R/S 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 II

Course Sequence & 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 #	Title	Credits	Pre-/Co-Requisites
COCO 700	Life Stage Development	3	None (Complete prior to or during Practicum)
COCO 701	Counseling & Interviewing Skills*	3	None (Complete prior to Practicum)
COCO 702	Theories of Counseling	3	None (Complete prior to Practicum)
COUNR 716	Resources and Foundations of Rehabilitation	3	None (Complete prior to Internship)
COCO 703	Psychosocial Aspects of Disability	3	None
COCO 706	Group Counseling*	3	Pre: COCO 701; COCO 702
COCO 707	Multicultural Aspects of Counseling	3	Pre: COCO 701
COCO 708	Measurement & Appraisal	3	None
COCO 709	Research Methods	3	None
COCO 710	Chemical Dependency	3	None
COCO 712	Career Counseling	4	None
COCO 715	Family Systems & Counseling Issues	3	None
COUNR 720	Medical Aspects of Disability	3	None (Complete prior to Internship)
COUNM 717	Psychopathology & Diagnosis	3	None
COUNR 719	Advanced Counseling Skills and Contemporary Issues Seminar*	3	Co: COUNR 718
COCO 711	Supervision & Administration	3	Pre: COUNR 718

Clinical Fieldwork Courses (Must complete fieldwork application and be approved to enroll)

COUNR 718	Practicum in Counseling* (Complete prior to Internship)	3	Pre: COCO 701, COCO 702
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			Pre/Co: COCO 700; COUNR 716 Co: COCO 719
COUNR 725	Internship in Counseling I* (Only begins in Fall, then continues to 726 in Spring)	4	Pre: COCO 718; COCO 719; COCO 706 Pre/Co: COUNR 720
COUNR 726	Internship in Counseling II*	4	Pre: COCO 725

Mental Health Counseling Program

Course #	Title	Credits	Pre-/Co-Requisites
COCO 700	Life Stage Developments	3	None
COCO 701	Counseling Skills & Interviewing*	3	None
COCO 702	Theories of Counseling	3	None
COCO 703	Psychosocial Aspects of Disability	3	None
COCO 706	Group Counseling*	3	Pre: COCO 701; COCO 702
COCO 707	Multicultural Aspects of Counseling	3	Pre: COCO 701
COCO 708	Measurement & Appraisal	3	None
COCO 709	Research Methods	3	None
COCO 711	Supervision & Administration	3	Pre: COUNM 718
COCO 712	Career Counseling	4	None
COCO 715	Family Systems & Counseling Issues	3	None
COUNM 718	Practicum in Mental Health Counseling*	3	Pre: COCO 701, COCO 702 Pre/Co: COCO 700; COUNM 716 Co: COUNM 719
COUNM 719	Advanced Counseling Skills and Contemporary Issues Seminar*	3	Co: COUNM 718
COUNM 725	Internship in Counseling I*	4	Pre: COUNM 718; COUNM 719; COCO 706 Pre/Co: COUNM 717
COUNM 726	Internship in Counseling II*	4	Pre: COUNM 725
COUNM 716	Foundations in Mental Health Counseling	3	None
COUNM 717	Psychopathology & Diagnosis	3	None
COUNM 720	Program Development & Evaluation	3	Pre/Co: COUNM 716; COUNM 717

Electives (Select ONE of the following)

COCO 710	Chemical Dependency	3	Fall – Spring Year:	None
COUNR 720	Medical Aspects of Disability	3	Fall Only Year:	None
COUNS 721	Counseling Interventions for Children & Adolescents	3	Fall Year:	Pre: COCO 700

Additional Requirements:

<input type="checkbox"/> Child Abuse Identification	<input type="checkbox"/> Hunter School of Education- Technology Competencies	<input type="checkbox"/> Research Participation (Fall 2014+)	
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School Counseling Program

Course #	Title	Credits	Pre-/Co-Requisites
COCO 700	Life Stage Developments	3	None
COCO 701	Counseling Skills & Interviewing*	3	None
COCO 702	Theories of Counseling	3	None
COCO 703	Psychosocial Aspects of Disability	3	None
COCO 706	Group Counseling*	3	Pre: COCO 701; COCO 702
COCO 707	Multicultural Aspects of Counseling	3	Pre: COCO 701
COCO 708	Measurement & Appraisal	3	None
COCO 709	Research Methods	3	None
COCO 711	Supervision & Administration	3	Pre: COCO 718
COCO 713	Career Counseling, College Readiness	4	None
COCO 715	Family Systems & Counseling Issues	3	None
COCO 718	Practicum in Counseling*	3	Pre: COCO 701, COCO 702 Pre/Co: COCO 700; COUNS 717 Co: COCO 719
COUNS 719	Advanced Counseling Skills and Contemporary Issues Seminar*	3	Co: COCO 718
COUNS 725	Internship in Counseling I*	4	Pre: COCO 718; COCO 719; COCO 706 Pre/Co: COUNS 721
COUNS 726	Internship in Counseling II*	4	Pre: COCO 725

COUNS 717	Foundations of School Counseling	3	None
COUNS 721	Counseling Interventions for Children and Adolescents	3	Pre/Co: COCO 700
COUNS 722	School Based Consultation	3	Pre/Co: COCO 725
COUNS 720	Culminating Seminar in School	3	Pre: COCO 709 Pre/Co: COCO 726

Additional requirements:

<input type="checkbox"/> Child Abuse Identification Training	<input type="checkbox"/> Assistive Technology Training	<input type="checkbox"/> Research Participation
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Optional bilingual (Spanish/English) Extension in Pupil Personnel Services: Contact Brian

Collins : bcollins@hunter.cuny.edu for information and application deadlines.

BILED 701	Principle and Practice in Bilingual Education (includes 5 hrs fieldwork)	3	Fall – Spring Year:	None
BILED 779	Multicultural Education (includes 5 hrs fieldwork)	3	Fall Year:	Pre/Co BILED 701
COCO 718	Requires Bilingual Supervisor for experience			

*Students who do not obtain a grade of at least "B" in clinical courses cannot 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.

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 Students ONLY:

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.

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:700 Life Stage Developments you will receive an email (see below) requesting your participation in research. This is part of the Life Stage Development course requirement. It is legitimate. Please follow the instructions so that you can meet the requirements of this class.

Fieldwork Requirement

SUMMARY FOR PRACTICUM STUDENTS:

- 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.
- Students are required to meet an hour per week with their site supervisor for onsite supervision.
- Students are required to meet weekly in Practicum Seminar (COUNM/COUNR/COUNS 71800) for small group supervision; scheduled at 5:10 – 6:50 PM or 7:10 – 8:50 PM throughout the 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.

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

Clinical Rehabilitation Counseling Student:

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

School Counseling Student:

- Direct supervision by a NYS permanently certified school counselor, with a minimum of 2 years professional experience

Mental Health Counseling Student:

o 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:

- o 1 hour of weekly on-site supervision
- o Assigned a caseload of 2 – 3 clients/semester
- o Attend weekly group supervision on campus (COUNR/M/S 718)

SUMMARY FOR INTERNSHIP STUDENTS:

- This is a one-year (two-consecutive semesters) field placement experience that must start in the fall semester and end in the spring semester.
- COUNM/COUNR/COUNS 725 (fall semester) & 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 an hour per week with their site supervisor for onsite supervision.
- Students are required to meet weekly in Internship Seminar (COUNM/COUNR/COUNS 725 and COUNM/COUNR/COUNS 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 5:10 – 6:50 PM or 7:10 – 8:50 PM throughout each semester (fall and spring.)
- 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).

Clinical Rehabilitation Counseling Student:

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

Mental Health Counseling Student:

o 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 Student:

- Direct supervision by a NYS permanently certified school counselor, with a minimum of 2 years professional experience

Supervision Requirement:

- 1 hour of weekly on-site supervision.
- Assigned a caseload of 5 – 6 clients/semester
- Attend weekly group supervision on campus (COUNR/M/S 725 or 726)

Advisement

Faculty advisors serve as mentors and advisors for students in counselor education programs. Students will be assigned to a faculty advisor upon enrolled 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 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

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Regional Organizations:

North Atlantic Region Association for Counselor Education and Supervision

National Organizations

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

National Rehabilitation Counseling Association (NRCA, a division of NRA)

International/College

Mu Sigma Rho of Chi Sigma Iota

Counseling Academic and Professional honor Society International

Select ACA 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 Mental Health Counselors Association (AMHCA)

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)^[11]_[SEP]

National Employment Counseling Association (NECA)^[11]_[SEP]

Student Services and Resources

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 look up your Hunter College email address visit the following web site,
<https://cfml.hunter.cuny.edu/emaillook/>.

Follow the instructions and do not capitalize any of the letters in your name. If you are unable to look up your e-mail address, please go to room HN 109 and someone there will assist you. Once you know your email address, you can access your account through any computer including the library or through the computer labs in the North Building on the 10th floor.

Resources for Students with Disabilities

Office for Students with Disabilities / AccessAbility
 East Building 1124
AccessAbility@hunter.cuny.edu
 212-772-4857 (office)
 212-650-3230 (TTY)

Monday - Thursday 10:00AM - 6:30PM
 Friday 10:00AM - 3:00PM

Students with physical, emotional or learning disabilities may receive a wide array of services from this office, including:

- | | |
|--|---|
| <input type="checkbox"/> Notice to Instructors | <input type="checkbox"/> Alternate Testing Conditions |
| <input type="checkbox"/> Individual & Group Counseling | <input type="checkbox"/> Notetakers |
| <input type="checkbox"/> Academic Advising | <input type="checkbox"/> Tutor (if funding permits) |
| <input type="checkbox"/> Program Planning | <input type="checkbox"/> Library Assistance |
| <input type="checkbox"/> Priority Registration | <input type="checkbox"/> Lockers for Mobility Restricted Students |
| <input type="checkbox"/> Readers and/or Scribes | <input type="checkbox"/> Referrals to Professional services |
| <input type="checkbox"/> Sign Language Interpreters | <input type="checkbox"/> Referrals to NYS Rehabilitation Agencies |

The Access Center
 Thomas Hunter Hall - Room 205
 212-772-5478
 Hours: Mon - Thurs 11:00 AM - 8:00PM
 Fri 10:00AM - 3:00PM

The Access Center provides space to work on specialized equipment, study, socialize or relax. Specialized equipment includes:

- | | |
|---|---|
| <input type="checkbox"/> IBM compatible computers with voice and enlarging software | <input type="checkbox"/> Text Reading Machine |
| <input type="checkbox"/> Scanners | <input type="checkbox"/> Talking Calculators |
| <input type="checkbox"/> Apple Macintosh computers | <input type="checkbox"/> Raised Line Drawing Kits |
| <input type="checkbox"/> Text Magnifiers | <input type="checkbox"/> Large Print Dictionaries |
| <input type="checkbox"/> Tape Recorders | <input type="checkbox"/> Braille Writer |

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

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.

Counseling center staff work closely with the [Hunter College Health Promotion and Education Program](#) (♾) managed by the Office of Student Services. The wellness education programs are dedicated to educating students about mental health-related topics and equipping them with knowledge and skills to make informed decisions about their health and well-being. These programs focus on mental health promotion and fostering the development of supportive connections throughout the Hunter community, to increase awareness of mental health issues and reduce related stigma and increase students' awareness of when and how to seek help or refer others for help.

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 SOE students.

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.

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 3rd floor in Hunter College East. You must have a valid student ID 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

General Financial Aid

FEDERAL SCHOOL CODE 002689

The OASIS is Hunter College's one-stop student service center, providing information and services to students on behalf of the Office of Financial Aid, the Registrar's Office and the Bursar's Office. Students with questions about financial aid should make the OASIS their first stop. Most financial aid related business can be transacted in the OASIS, located in Rm. 217 North.

Financial aid service representatives are on duty and available in the OASIS in Rm. N217 during the following hours:

Summer Office Hours	
<i>Effective June 25th, 2012 – August 10th, 2012</i>	
Monday – Wednesday	9:00 AM – 4:30 PM
Thursday	9:00 AM – 6:30 PM
Friday	CLOSED
Regular Office Hours	
Monday and Thursday	9:00 AM – 4:30 PM

Tuesday and Wednesday	9:00 AM – 4:30 PM
Friday	9:00 AM – 12:00 PM

Financial aid counselors are on duty and available in the Office of Financial Aid in Rm. N241 during the following hours:

Monday – Wednesday	9:00 AM – 4:30 PM
Thursday	10:00 AM – 6:45 PM
Friday	9:00 AM – 12:00 PM

The Office of Financial Aid at Hunter College is dedicated to providing efficient, courteous, and responsible services to students, their families, and alumni, while complying with federal, state and university regulations and policies. Our office provides financial assistance to students to help pay for tuition and fees, as well as other educationally related expenses.

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.

When are the courses offered?

Most courses are offered in the evenings, from 5:10 to 6:50pm and from 7:10 to 8:50pm on Monday, Tuesday, Wednesday, and Thursday evenings. At times when a class falls on a holiday (e.g., 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 (5:10 - 6:50 and 7:10 - 8:50). 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 semester the following semester. Your program advisor will contact you each semester announcing the beginning of advisement sign-up.

What about certification? Will I be a certified counselor when I finish this program?

Only school counselors are certified by the New York State Department of Education. To be eligible for provisional/permanent certification as a school counselor you must complete seminars in Child Abuse Assessment and Violence Prevention in Schools 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 provisional certification. You can apply for the permanent certificate after two years of full-time, paid school counseling experience. The City of New York requires New York State certification.

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

Upon graduation and after completion of two years of work, persons 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.

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 at: <http://www.op.nysed.gov/prof/mhp/mhclhc.htm>

To meet the examination requirement for licensure as a Mental Health Counselor in New York State, you must pass the National Clinical Mental Health Counselor Examination (NCMHCE), administered by the National Board for Certified Counselors (NBCC). You can sit for the NCMHCE only after your documentation showing completion of all other licensure requirements has been approved by the Office of the Professions.

What about financial aid?

Financial aid is available only to students who are fully matriculated. To apply for a student loan, contact the Financial Aid Office, North Building, Room 241 for a free application for federal student aid (FAFSA), or, you can access information at the Hunter College web site: www.hunter.cuny.edu/finaid. 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).

There are state-funded grant traineeships, through the OASAS Work Study Program, available for students in the Rehabilitation Counseling Program wishing to pursue a specialization in Chemical Dependency in Rehabilitation Counseling.

There are also grant-funded traineeships, through the RSA Traineeship Program, available for individuals pursuing the general Rehabilitation Counseling program.

Once accepted into the program, you can apply for any grant-funded projects that are available.

Work-Study Project

Hunter College Graduate Program in Rehabilitation Counseling and the New York State Office of Alcoholism and Substance Abuse Services (OASAS) offer qualified students an opportunity to work in a substance abuse agency while attending school. This project places full-time students in OASAS-funded agencies where they earn an annual salary. This is an exciting opportunity for an on-the-job experience in an expanding and challenging field.

Course Work

All students participate in the 60-credit Rehabilitation Counseling Core Curriculum. Course work has been enriched to address the special treatment needs of the substance abuser. A two-hour seminar class offered on a weekly basis provides students with up-to-date specific information tools to give them hands on vocational rehabilitation counselor in the treatment setting. OASAS staff conduct regularly scheduled full day seminars and workshops for all students in this project.

Fieldwork

The paid work experience is credited toward fieldwork requirements. Students work a minimum of 28 hours a week at their assigned agencies. Work schedules allow students to attend all classes and related academic activities. Students receive on-site supervision from Hunter College project supervisors who are Certified Rehabilitation Counselors. Agencies involved in the project included therapeutic communities, methadone maintenance treatment programs, and outpatient drug-free programs.

Employment Opportunities

This project reflects the urgent need for Vocational Rehabilitation Counselors to work in OASAS-funded programs. It also illustrates the need for the Rehabilitation counselor to function as a member of the substance abuse treatment team. Upon entering the program, students commit to work for an OASAS-approved agency for two years after graduation at salaries commensurate with their education and experience. They may work at any OASAS-approved agency located within New York State where positions are available.