



University
of Rochester
Warner School of Education
& Human Development

2026-2027
Counseling Student Handbook

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INTRODUCTION

Dear New Counseling Student,

We are pleased to welcome you to the Counseling and Human Development Department of the Margaret Warner School of Education and Human Development and look forward to working with you. The Counseling and Human Development faculty are committed to helping you achieve your academic and professional goals. As you begin your program, we wish you success and hope that you take full advantage of the opportunities that are provided for you at the Warner School.

As you read through the contents of the handbook, it will quickly become apparent to you that it contains important details concerning key milestones in your academic studies at the Warner School.

Although this handbook provides vital information, initiating personal contact with Warner staff members, professors, and advisors is an equally important way to gain information and advice about your program. To this end, the staff and faculty of the Counseling and Human Development Program encourage you to request help or information to meet your personal, educational, and professional needs.

Sincerely,

The Counseling and Human Development Faculty and Staff

ADDITIONAL SOURCES OF INFORMATION

This handbook focuses on the Counseling Program in particular. There is a great deal of additional information, including rules and procedures for graduate students, which is provided in other official documents of the Warner School of Education and the University.

- ☐ The Warner School's website: www.rochester.edu/warner
- ☐ University of Rochester's [*Regulations and University Policies Concerning Graduate Studies*](#) (sometimes called the “red book” – containing pages from the *Official Bulletin*)
- ☐ The University of Rochester's [*Official Bulletin—Graduate Studies*](#)

Information about master's and doctoral clinical experiences (practica and internships) can be found in the Clinical Courses Handbook. Please consult with Dr. Davala and Dr. Rubenstein about your clinical experiences.

CACREP Accreditation



Counseling programs in the Warner School are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). For further information regarding CACREP 2024 Standards, the benefits of attending a CACREP-accredited program, and other CACREP-related programs, see the following web address: <http://www.cacrep.org>.

COUNSELING PROGRAM MISSION

The mission of the Counseling Program at the Warner School of Education and Human Development is two-fold:

1. To educate counselors who will empower their clients and students to create more rewarding and meaningful lives and relationships; become more self-reflective, caring, and compassionate people; and contribute to reform of the systems in which their lives are embedded.
2. To prepare counselor educators, researchers, practitioners and leaders in the counseling profession who will educate the next generation of counselors to do all of the above; will contribute new knowledge in the fields of counseling, counselor education and human development; and will be leaders in reforming educational and social systems to promote social justice, healthy human development, and quality relationships.

This mission is based on an ecological perspective of professional counseling that acknowledges the importance of personal development but also recognizes that individual lives are embedded in a variety of personal and extended relationships and social systems. Within this perspective, we:

- ☐ See human development, counseling and education in a historical, cultural and social context.
- ☐ Work to foster healthy development across life courses and across a diversity of capabilities.
- ☐ See the integration of biological, psychological and social intervention as an essential foundation for enduring and just human development and change.
- ☐ Recognize the counselor's role as an agent of institutional change and social justice as well as personal empowerment.
- ☐ Recognize the diversity of traditions, disciplines, practices and cultures that generate the wealth of counseling resources and welcome difference and innovation.
- ☐ Use the latest research to guide best practice and intervention strategies.

PROGRAM OBJECTIVES

Core Program Objectives

1. Students demonstrate understanding of how the historical roots of the profession are reflected in the philosophical foundations of present-day counseling practices across service delivery modalities. This understanding extends to a working knowledge of how counseling's orientation to practice is distinguishable from other professions striving to provide services that foster psychological health in a diverse, multicultural, and global society with marginalized populations.
2. Students demonstrate knowledge of the ethical codes and associated ethical decision-making processes espoused by the range of organizations that regulate professional counseling practices across service delivery modalities and specialized practice areas. In addition, students apply knowledge of competencies promulgated by the American Counseling Association and its divisions. Students understand the ways in which knowledge of these competencies governs ethical practice within a multicultural, pluralistic, and global society.
3. Students are aware of their own cultural heritage, including attitudes, beliefs, understandings, and acculturative experiences, and how those impact their views of others. They apply understanding of various dimensions of client cultural diversity, including various dimensions of power and privilege, oppression, and marginalization. Students utilize culturally sustaining advocacy processes for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. Students have gained understanding of a wide range of theories and models of intervention strategy and have developed their own personal approach to counseling grounded in theory and research, which will be informed by knowledge of theory and best practices. Students apply culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities.
4. In devising intervention strategies, students have the knowledge and skill to integrate systemic, interpersonal, intrapersonal, and biological approaches to healing using evidence-based counseling strategies and techniques.
5. Students demonstrate basic counseling skills and processes necessary to establish rapport, assess problems, identify client goals, and begin to implement and assess prevention and intervention strategies across diverse populations.
6. Students have knowledge of the theories and models of therapeutic group work and an understanding of group process and development and culturally sustaining and developmentally responsive strategies for designing and facilitating groups. Students also can function as effective group leaders across service delivery modalities.
7. Students will have an understanding of the professional roles and functions of counselors across specialty areas and will have an understanding of inter-agency and inter-organizational collaboration and consultation in diverse practice settings.
8. Students engage in self-reflective practices that sustain and build their competence in the profession of counseling and support engagement in continuous professional learning and ethical practice. Students can identify emergent theories of career development and counseling and apply theoretically relevant strategies to facilitate client career development and navigate career transitions.
9. Students have a knowledge of psychological, psychosocial, and socio-structural theories of human development and can apply this knowledge to aid in their understanding of common

counseling issues (e.g., addictions, anxiety, grief and loss). Students demonstrate an understanding of biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness, and systemic, cultural, and environmental factors that may affect development.

10. Students recognize and demonstrate knowledge of basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments. Students understand the importance of research in advancing the counseling profession, including identifying and evaluating evidence-based theory, interventions, and practices. They will also be able to identify and describe statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations. Students can apply culturally sustaining and developmentally relevant outcomes measures of counseling services.
11. Students understand the importance of membership in professional counseling organizations, professional development, and advocacy for the profession.

Clinical Mental Health Counseling Program Objectives

1. Students demonstrate understanding of etiology, nomenclature, diagnosis, treatment, referral of severe mental illness, and prevention of mental, emotional, and behavioral disorders. Students are proficient in the processes of current DSM diagnosis and can accurately formulate a diagnosis of problems presented by clients; distinguish between common forms of psychological suffering that are generated by contextual challenges and mental disorders across diverse populations; and master the vocabulary and knowledge necessary to discuss diagnosis with collaborating professionals across the helping professions across various service delivery modalities
2. Students understand the principles, models, and documentation formats of biopsychosocial case conceptualizations, treatment planning, treating major mental illness using evidence-based approaches, including the bio-psychosocial-spiritual model of addiction across diverse populations and service modalities.
3. Students will demonstrate how to theoretically conceptualize, treat, and assess addictive disorders from an ecological perspective (including but not limited to family, systems of care, societal norms and stigma, and legislative and ethical components) while recognizing the history of and neurobiological etiology of addiction treatment, different models of recovery, and different counselor roles across all levels of care.
4. Students have gained knowledge of etiological theories/models of substance use disorders, including research and information on environmental factors that affect both normal and abnormal behavior within culturally sustaining frameworks.
5. Students can skillfully employ counseling and psychotherapy interventions, including evidence-based protocols for phased treatment across individual, dyadic, group, and service delivery modalities, in-person and telehealth service delivery.

School Counseling Program Objectives

1. Students have a vision of school counseling that fosters conditions ensuring educational equity, access, and academic success for all students in diverse school communities.
2. Students have developed a perspective on school counseling that is based on the National (ASCA) standards and New York State (NYSSCA) model for the development of a comprehensive school counseling program K-12. Using this perspective, students have the skills

- to design and implement comprehensive school programs using culturally sustaining practices.
3. Students understand the characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders commonly seen in school settings.
 4. Students understand and employ school counselor roles and responsibilities in relation to school emergency management plans, crises, disasters and trauma-informed practices.
 5. Students understand and utilize principles and counseling skills of a comprehensive, developmental model to shape their practice, which consists of service and advocacy for all students in the areas of evidence-based school counseling and school counselor leadership across diverse student populations.
 6. Students are able to articulate a comprehensive, developmental strategy for implementation in school counseling programs.

Doctoral Program Objectives

1. Students have an interdisciplinary understanding of the connection between human psychological suffering and exposure to adversity across the life course, with scholarly examination of evidence-based counseling theories and processes.
2. Students understand the basic principles of quantitative, qualitative, and mixed-methods research designs and apply basic principles to their scholarly work.
3. Students have knowledge and skill to apply advanced research methods and program evaluation to their research agenda and demonstrate proficiency in culturally relevant and competent research strategies.
4. Students can utilize an advanced understanding of counseling theory to formulate integrative, holistic approaches that lead to developmental, strength-based counseling practices, and support healthy developmental trajectories across diverse populations and service delivery modalities.
5. Students have knowledge and demonstrate competency in models of advocating for clients at the individual, system, and policy levels.
6. Students have knowledge and demonstrate competency regarding classroom and digital pedagogical practices, roles, responsibilities, and ethics attendant to the training and education of counselors.
7. Students demonstrate the writing and presentation skills necessary to communicate scholarship with academics and practitioners in the field of counseling.
8. Students have an advanced understanding of practitioner roles in group counseling.
9. Students demonstrate understanding, ethicality, and capability as counseling supervisors, including culturally sustaining strategies for conducting counseling supervision and the use of technology in counseling supervision.

Administrative and Evaluative Processes

1. Input regarding student evaluation, as it pertains to both knowledge and practice, reflects the perspective of core faculty, non-core faculty, students, field supervisors, and clinical supervisors.
2. Evaluation of programs more broadly reflects the perspectives of core faculty, non-core faculty, current students, former students, clinical supervisors from cooperating agencies and clinics, and field supervisors from school settings.

ADVISORS AND PROGRAMS OF STUDY

Each student accepted into the Counseling and Human Development Department is assigned a Core Counseling Faculty advisor. The role of the academic advisor is extremely important for your success in your program. Advisors assist in developing programs of study, solving problems, monitoring students' progress, and providing other types of help and support when needed.

You are required to meet with your advisor to discuss the courses you will be taking throughout your program and to complete and sign a Program of Study to that effect. This is necessary because: (a) It is important to plan a course sequence that fits with the number of courses you intend to take each semester or summer session. Not all courses are offered every semester or even every year, so it is important to develop a program of study with your advisor that takes these scheduling issues into account. (b) Courses and requirements may change over time, so the courses listed on the following pages, or the times they are offered, may have changed since this edition of the *Handbook* was published. Your advisor should have the latest information about such changes, if any.

Once a Program of Study is completed and approved, be sure to get approval from your advisor for any changes. If it is a significant change, approval of the Department Chair and Associate Dean will also be required. Please note that international students will also receive advising support from the International Student Office. International students are expected to work with their ISO academic advisor closely to ensure they remain in compliance with relevant policies and expectations. The International advisor does not replace the Counseling Faculty Advisor. Students should work with both advisors closely throughout their program.

DESCRIPTION OF PROGRAMS

Incorporating the principles of this mission, we provide the following graduate programs:

Master of Science in School Counseling (CACREP Accredited) – provides entry-level preparation and meets the New York State academic requirements for initial and professional certification for school counselors. Additional Specializations in School Counseling are available in Community Counseling, Disability Counseling, Diversity Counseling, and Counseling Leadership.

Master of Science in Clinical Mental Health Counseling (CACREP Accredited)– provides entry-level preparation for counselors to become New York State license eligible as mental health counselors. Students graduating from this program are prepared to work in social service agencies, health care settings, child and family service centers, government agencies, and other Clinical Mental Health facilities. Students can choose electives and internships to specialize in gerontological counseling or college counseling, if they wish. Upon graduation from the program, students will be eligible to receive a limited permit that will allow them to amass the 3000 hours of supervised practice required for the state license. Full licensure will be granted once the student has completed the 3000-hour requirement and has passed the state licensure examination.

Advanced Certificate Bridge from Mental Health to School Counseling- for students who have already completed a master's degree leading to NYS licensure in mental health counseling, the Warner School offers an expedited way to meet the coursework and internship requirements for NYS initial and professional certification for school counselors. This 12-credit program requires only two school counseling courses and two internships.

Advanced Certificate Bridge from School to Mental Health Counseling- for students who have already completed a master's degree leading to NYS certification as a school counselor, the Warner School of Education and Human Development offer an expedited way to meet the coursework and internships required for NYS licensure as a mental health counselor. This 24-credit program requires only six mental health counseling courses and two internships. The program can be completed fully on-line.

Advanced Certificate in Mind/Body Healing and Wellness- for master's and doctoral students who are seeking to deepen their clinical practice, including hospital social workers, behavioral health specialists, mental health counselors, psychologists, nurses, physicians, physical therapists, and massage therapists.

Advanced Certificate in Addictions Counseling- Counseling offers healthcare and mental health professionals and students additional substance use disorders and addictions treatment training to help with obtaining CASAC, or Credentialed Alcoholism and Substance Abuse Counselor, recognition. This certificate is the first step toward earning CASAC in New York, with varying options for reciprocity between states. The 10-credit hour Advanced Certificate and CASAC bridge program is available to students and working professionals interested in gaining an integrated healthcare understanding of addictions and holistic recovery processes.

Advanced Certificate in Urban Teaching and Leadership-- available to counseling, teaching, and leadership students and is focused on helping all students succeed in urban schools. Discussions and readings address the inequalities confronting public education. Participants who have a passion for social justice learn to use innovative counseling, teaching, and leadership practices.

Doctor of Education (Ed.D.) in Counseling and Human Development with a Concentration in Counseling – prepares counseling professionals to become counselor educators, leaders, and advanced practitioners in the counseling field. Graduates of this program will typically work to advance personal development, and systems change in schools, community agencies, government, or higher education.

Doctor of Education (Ed.D.) in Mental Health Counseling and Supervision – prepares counseling professionals to become advanced practitioners who will work primarily in agency, medical or university settings, or assume a role in counselor education. This degree allows students, upon completion of the program, to begin the process of applying for a New York State license in Mental Health Counseling.

Doctor of Philosophy (Ph.D.) in Education with a Concentration in Counselor Education and Human Development – prepares counselor educators, leaders, and researchers who will work in university settings, educating the next generation of counselors and contributing to new knowledge in the fields of counseling, human development, and counselor education.

Program Demographics

Currently, our student body draws from a regional, national and international base. The master's programs consist mostly, but not exclusively, of students from the region and nation while our doctoral programs are comprised of a cross-section of regional, national and international students. Consistent with our mission, we serve both a part-time and full-time student body.

PROGRAM OF STUDY - STUDENT WORKSHEET*

Name: _____

Program: _____

Matriculation Term & Year: _____

Fall _____	Spring _____	Summer _____
Fall _____	Spring _____	Summer _____
Fall _____	Spring _____	Summer _____
Fall _____	Spring _____	Summer _____
Fall _____	Spring _____	Summer _____

**This is an optional form to use in drafting a program of study that will be discussed and finalized with your advisor.*

FACULTY/STAFF DIRECTORY
Counseling and Human Development Faculty

Name	Email	Office	Credentials
Boxell, Oliver (C) Assistant Professor	oboxell@warner.rochester.edu	408	Ph.D., University of Rochester, Potsdam
Davala, Marissa (C) Associate Professor, Associate Program Chair, Clinical Coordinator	mdavala@warner.rochester.edu	489	Ph.D., Kent State University, LMHC-D, BC-TMH
Guiffrida, Doug (C) Professor, Director, Counseling Program and Mind/Body Healing and Wellness	dguiffrida@warner.rochester.edu	490	Ph.D., LMHC, Syracuse University
Russotti, Justin (C) Assistant Professor	russotti@warner.rochester.edu	459	Ph.D., LCSW, University of Rochester
Lynch, Martin (C & HD) Associate Professor	mlynch@warner.rochester.edu	492	Ph.D., LCP, University of Rochester
Marquis, Andre (C) Associate Professor	amarquis@warner.rochester.edu	494	Ph.D., LMHC, University of North Texas
McAdam, David (HD) Assistant Professor, Program Advisor, ABA	dmcadam@warner.rochester.edu	482	Ph.D., BCBA, University of Kansas
McLeroy, Amanda (C) Assistant Professor	amcleroy@warner.rochester.edu	496	Ph.D., LMHC, North Carolina A&T
Rubenstein, Bonnie (C) Professor, Department Chair, Program Advisor, School Counseling	brubenstein@warner.rochester.edu	486	Ed.D., University of Rochester
Sorensen, Silvia (HD) Associate Professor, Director of Human Development	ssorensen@warner.rochester.edu	488	Ph.D., Pennsylvania State
Omar, Javier (HD) Assistant Professor	jomar@warner.rochester.edu	493	Ph.D., Stanford University

Name	Email	Office	Credentials
Campbell, Erin (HD) Assistant Professor	ecampbell@warner.rochester.edu	491	Ph.D., Duke University
Tulagan, Nestor (HD)	ntulagan@warner.rochester.edu	474	Ph.D., University of California Irvine
Yang, Luna (C & HD)	tyang@warner.rochester.edu	489	Ph.D., University of Rochester
Counseling and Human Development Senior and Emeriti Faculty			
Jefferson, Frederick	fcjefferson@warner.rochester.edu	NA	Ed.D., University of Massachusetts
Kirschenbaum, Howard	hkirschenbaum@warner.rochester.edu	NA	Ed.D., Temple University
Douthit, Katherine	kdouthit@warner.rochester.edu	NA	Ph.D., University of Rochester
Counseling and Human Development Adjunct Faculty			
Achtyl, Julie	Julie_Achtyl@URMC.Rochester.edu		Ph.D. Candidate, University of Rochester
Carbonaro, Rachel	rcarbona@u.rochester.edu		Ph.D., University of Rochester
Coffey, Kevin (C)	Kevin_Coffey@URMC.Rochester.edu		Ed.D., University of Rochester
Fitzgibbons, Sara (C)	Sarah_Fitzgibbons@warner.rochester.edu		Doctoral program, University of Rochester
Gearhart, Nancy (C)	njg@frontiernet.net		MS, Doctoral Program, University of Rochester
Sullivan, Kyle (HD)	ksulli31@u.rochester.edu		MS, Doctoral Program, University of Rochester
Tetenov, Serina	stetenov@warner.rochester.edu		Ph.D., University of Rochester
Administrative Support Office			
Rynski, Anna	arynski@warner.rochester.edu		Phone: 274-2818
Carter, Shellie	facultysupport@warner.rochester.edu		Phone: 275-1008
Administrator for Licensure and Accreditation			
Thompson, Abbey	athompson@warner.rochester.edu		Phone: 276-5405

COUNSELING AND HUMAN DEVELOPMENT DEPARTMENT POLICIES

New Student Orientation

All first-year Warner School students are required to attend the Warner School student orientations held throughout the year. This orientation is a valuable experience because you will be able to meet fellow students and faculty members. If you cannot attend a scheduled orientation, you should contact the Warner School Student Services Office at 273-2927 for any distributed handouts, and you should talk with another student who did attend to find out what you missed.

In addition to the Warner School orientation, all new Counseling students are required to attend the Counseling Program orientation that is held near the beginning of the fall semester. The purpose of the Department Orientation is to address the subjects covered in this handbook in depth. If you cannot attend this orientation, an online version will be available to view. Please contact your advisor for more information.

ACADEMIC POLICIES

To support our students and ensure awareness of key policies, include the following:

Accessibility and Accommodations: The University of Rochester respects and welcomes students of all backgrounds and abilities. In the event you encounter any barrier(s) to full participation in this course due to the impact of a disability, please contact the Office of Disability Resources. The access coordinators in the Office of Disability Resources can meet with you to discuss the barriers you are experiencing and explain the eligibility process for establishing academic accommodations. You can reach the Office of Disability Resources at: disability@rochester.edu; (585) 276-5075; Taylor Hall.

Online Etiquette, Anti-Discrimination and Harassment Policy: The University strictly prohibits the use of University online resources or facilities, including Blackboard, for the purpose of harassment of any individual or for the posting of any material that is scandalous, libelous, offensive or otherwise against the University's policies. Please see: <https://www.rochester.edu/policies/policy/discrimination-harassment/> and report an issue to the Office of Equity and Inclusion at uofr.us/padh-report.

Title IX: All members of the University community have the right to learn and work in a safe environment free from all forms of harassment, including harassment on the basis of sex or gender. The University does not tolerate any form of discrimination or harassment (including sexual assault, dating and domestic violence, stalking) based on protected characteristics (e.g., race, disability, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) or related retaliation (i.e., Prohibited Conduct).

All faculty and Teaching Assistants are considered Mandatory Reporters by the University, which means that if they observe or learn of Prohibited Conduct, they are obligated to immediately share that information with the University's Title IX Office. This obligation, grounded in law and policy, is designed to protect the safety of students and the broader University of Rochester community, as well as ensure that students receive information about available supportive measures and resolution options to enable them to make informed choices. Students who have been subjected to sexual harassment, including sexual assault, dating/domestic violence or stalking, have the right to receive academic,

housing, transportation or other supportive measures, to receive counseling and health services and to make a report about such behavior to the University and to law enforcement.

- ☐ Contact Professor Carol St. George, Deputy Title IX Coordinator; cstgeorge@Warner.rochester.edu (585) 275-0967; LeChase Hall 454
- ☐ Contact the Title IX Office directly (titleix@rochester.edu or 585-275-1654), without sharing any personal information. For more information, please visit www.rochester.edu/sexualmisconduct.
- ☐ If you are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth, please contact the Title IX Office for assistance.

Academic Integrity: Integrity of academic work is a central value at the University of Rochester.

Upholding academic integrity is a responsibility of all members of the university community, including graduate students. Cheating, forgery, plagiarism, and collusion in dishonest acts undermine the educational mission of the University of Rochester and the students' personal and intellectual growth. Please see [University Graduate Student Regulations and Policies](#) and [Warner Policies for Students](#) for additional information.

UR Care Services: The CARE Network enables members of the University community to express their concern about a person, incident, or issue. If you are concerned about another student or yourself, please visit UR Care Network to make a referral:

<https://www.rochester.edu/care/>. The University Counseling Center is also available for appointments and consultation for all U of R students (585) 275- 3113.

Additional Warner Policies and Forms can be found at <https://www.warner.rochester.edu/policies-forms>.

Uses of AI:

Consistent with UR guidelines for the use of AI in education, Warner recognizes that AI could provide valuable tools for you as a student - provided that you use AI in ways that assist/ enhance rather than replace learning, you verify the accuracy and appropriateness of AI-generated products, and you meet UR policies about data privacy and confidentiality. We also believe it is our responsibility to prepare future educators who can use AI effectively, safely, and ethically in their work, and that can empower their students to do the same. This needs to start with ensuring that AI is used in appropriate ways by Warner students in all our courses, while also recognizing that what constitutes appropriate use will depend on the specific tasks students are asked to perform - and most importantly, the learning goals of each task.

Therefore, each course instructor will determine when and how AI can be used in their course, and to make this expectation explicit to students. For additional guidance and resources, please refer to the [Allowable Uses of AI](#) document.

LETTERS OF RECOMMENDATION AND ENDORSEMENTS

Students may request letters of recommendation and endorsement from program faculty for credentialing, doctoral program applications, or employment purposes. Ethically, graduate faculty may endorse students for employment only in the area(s) for which they have been trained. Students should not list faculty members as references on job applications, university applications, or resumes/vitae without first obtaining the consent of the faculty member.

The more familiar a faculty member is with the students' academic work, professional experience, character, and other qualifications, the better reference or recommendation they can give. Neither the program nor the faculty members are obliged to serve as references or write letters of recommendation for students, but when faculty members can do so in a way that can be meaningful and helpful to students, they are usually happy to do so. Please give faculty members ample notice when requesting letters of recommendation.

CLASSROOM ETIQUETTE

The age of technology has brought significant improvements to the classroom, yet it has also brought some problems that can seriously disrupt the learning environment. Problems counterproductive to optimal classroom functioning include ringing cell phones, texting and tweeting, checking e-mail, searching the Internet, and playing computer games. Technological distractions, along with standard issues of etiquette (e.g., private discussions with classmates, more than one person talking at a time, lack of civility towards fellow students, napping and other disruptive behavior) during an intellectual or sensitive discussion or class lecture can create a toxic environment or compromise the learning experience of classmates. In light of the importance of maintaining a healthy, safe, and productive learning environment, all students will adhere to the following guidelines during class time:

1. Cell Phones will either be turned off or put into silent mode.
2. Students who need to receive emergency or "on call" phone calls during class should alert the instructor and students ahead of time and will exit the room to answer them.
3. No texting or tweeting during class time.
4. Watches and phone alarms will be turned off.
5. Some instructors may ask for laptops and other personal computing devices to be turned off during class time. Other instructors may allow laptops during class time for note taking only (no e-mail, web searches, or other class projects).
6. Students will be civil to each other and to the faculty at all times (i.e., avoid talking over others, having private conversations, yelling at others, using disrespectful and/or using profane language outside of an appropriate context).
7. Students will be prepared to participate in class discussions and activities (fully immersed in assigned readings) by no later than the second-class period. Information on the assigned books can be found at the University Bookstore website.

Students will be warned of inappropriate behavior or language and will be subject to disciplinary action or ultimate dismissal if warranted by their persistent violation of these policies.

EMERGENCY OR TEMPORARY CLOSINGS AND OTHER CHANGES IN CLASS SCHEDULES AND UNIVERSITY OPERATIONS

The University plans to commence and conclude classes on the dates indicated in the academic calendars. But unforeseen circumstances or events may occur that require the University to temporarily close or otherwise make adjustments to its student life, residential housing, class schedules and format, method and location of instruction, educational activities, and operations because of reasons beyond the University's control. For example, such circumstances or events may include but are not limited to inclement weather, the onset of public health crises, being subject to government order(s), significant safety or security concerns, faculty illness, strikes, labor disturbances, sabotage, terrorism, war, riot, civil unrest, fire, flood, earthquake, acts of God, malfunction of University equipment (including computers), cyberattacks, unavailability of particular University facilities occasioned by damage to the premises, repairs or other causes, as well as disruption/unavailability of utilities, labor, energy, materials, transportation, electricity, security, or the internet. If any of these or other unforeseen circumstances or events outside of the University's control occur, the University will respond as necessary and appropriate, and it assumes no liability for any interruption or adjustments made to student life, residential housing, class schedules and format, method and location of instruction, educational activities, and operations caused by these or other unforeseen circumstances or events. And the University shall not be responsible for the refund of any tuition or fees in the event of any such unforeseen circumstances or events, except as may otherwise be expressly provided in the University's Leave of Absence and Withdrawal Policy or its published tuition refund schedule ([Payments and Refunds - Office of the Bursar \(rochester.edu\)](#)).

If course instructors need to cancel a class or move an in-person class to Zoom, students will be notified via Blackboard. Students, therefore, should check their Blackboard sites regularly to stay informed about possible changes.

PERSONAL COUNSELING SERVICES

During the course of the program, students will engage in certain exercises and experiential activities to learn clinical techniques and promote self-awareness. These activities are not intended as therapy or counseling for the student. However, any exploration into the self has the potential to invoke emotions, memories or personal insights that may prove unpleasant or disconcerting.

Participating as a client in individual or group counseling fosters professional growth for future counselors to the extent that counseling helps us grow as people, gain insight into our own lives and the relationships and systems in which we operate, and resolve our own conflicts. Even if we are experiencing no particular conflicts or problems ourselves, counseling can be a means of further growth and learning. Counseling is a form of inquiry, a mode of research. Once we have experienced counseling from the perspective of a client, the deeper understanding have of the counseling process and the institutional practice of counseling. For all these reasons and others,

we strongly encourage all students to take the opportunity of receiving even a limited number of counseling sessions, for their own personal development and to help them to become successful in their future careers as professional counselors.

You may know of professional counselors with whom you might work as a client. However, students

can also use the services of the University Counseling Center (UCC) (www.rochester.edu/ucc, (585) 275- 3113). UCC will provide evaluation and counseling sessions for full-time students and will do evaluations and referrals for part-time students. Students who are having any academic, professional, or personal problems are encouraged to utilize one of these services, and students who are having none of these difficulties are equally encouraged to do so. Students engaged in such counseling are assured that not only are their sessions completely confidential, but Warner School faculty will not even know who is availing themselves of this service.

Additionally, consistent with the American Counseling Association Code of Ethics, the faculty may recommend or require students to seek counseling services as part of a remediation plan.

EVALUATION, RETENTION, REMEDIATION, AND DISMISSAL PROCEDURES

When a student graduates from the Warner School with a counseling degree, we are certifying that the student is ready to begin serving the public as a qualified professional counselor. We take this responsibility very seriously, and in this spirit, formal and informal evaluation occurs continuously throughout each student's program:

1. Throughout the academic year at regular Counseling Program faculty meetings (a meeting that is exclusively for Counseling Program faculty occurs monthly, as does another meeting with Counseling and Human Development Program faculty).
2. Throughout the semester in individual courses and clinical placements, and
3. Formally, once a year, all students are reviewed in the context of their academic, clinical, and personal developmental (i.e., dispositional) progress.

Dispositional concerns may be brought to the Counseling faculty for review. The faculty unit may collectively decide the appropriate ways to address the concerns, including recommendations on grading and remediation. It is Warner School policy that any student who receives two "C" course grades while at the Warner School be dismissed from the program and not allowed to reapply. Likewise, students who receive an "E" course grade (E designates failure) are immediately dismissed from the program. In light of this strict policy, to avoid dismissal, Counseling Program faculty strive to establish a remediation process in a case where a student has received a single "C" grade. The University's Regulations and University Policies Concerning Graduate Studies (the "Red Book") and the University's Official Bulletin—Graduate Studies contain additional information on how dismissal may also result from harassment, academic misconduct, or violation of other university rules. Both documents are available on the University of Rochester's website: <http://www.rochester.edu/gradstudies/>. Occasionally, students are in jeopardy of receiving a "C" or "E" grade in a course due to dispositional issues.

Additionally, faculty may note concerns about student dispositional issues during any of our departmental review processes that may not have been indicated in the student's letter grade for the class. In other words, there are cases where a student could fulfill the academic requirements of a course but still require remediation for dispositional issues. It is also important to note that faculty reserve the right to discuss all assignments and classroom exercises and experiences during our annual departmental review process.

The following outlines program expectations regarding student dispositions:

1. **Emotional Stability & Professional Functioning:** Students must consistently and reliably display a level of emotional strength and balance that allows them to effectively carry out the duties of a competent school or mental health counselor.
2. **Professional Responsibility & Reliability:** Reliable completion, even under conditions of stress and emotional challenge, of expected clinical and academic responsibilities, including: Meeting all obligations to staff and clients at the clinical site, Completing all necessary documentation and communication commitments at the internship or practicum placement, Completing class assignments, and being an active learner in the classroom.
3. **Multicultural Competence & Self-Reflection:** A respect for different beliefs, practices, appearances, and orientations, and a commitment to, and capacity for, self-reflection regarding related issues.
4. **Empathy & Compassion:** The ability, even in times of extreme stress, to convey empathy and compassion.
5. **Ethical & Moral Integrity:** Students must display sound moral and ethical judgment including the following: Full disclosure to supervisors or appropriate faculty of any difficulties with clients or delivery of client services; Accurately and honestly recording case note; Strictly adhering to the rules of confidentiality including both client information and personal information shared by classmates in the classroom; Becoming familiar with the ACA Code of Ethics and adhering to its principles; Avoiding plagiarism and other forms of academic dishonest.

REMEDIATION

The ACA Code of Ethics states that faculty members in counseling programs should help students and supervisees to obtain remedial assistance when needed, and that students should be dismissed from the training program who are unable to provide competent service due to academic or personal limitations.

If it appears to the program faculty that a student is having difficulty developing the professional knowledge, attitudes, skills, and essential behaviors expected of professional counselors, the faculty will intervene. If a student's fitness or suitability for the program is in question, the following steps will be taken:

1. Meeting with faculty: A request will be made for the student to meet with the appropriate faculty member or the advisor.
2. Documentation: Following discussion with the faculty member or advisor, the behavior or disposition will be documented and placed in the student's record, and a remediation plan will be developed by the Department Chair, in consultation with appropriate faculty.
3. Remediation: Steps will be proposed by the faculty/advisor for remediation of the problem. It is expected that the student will commit to the remediation process. If the student fails to successfully complete the remediation plan, they will be involuntarily withdrawn from the program.
4. Continued Pattern of Misconduct: If the student's pattern of misconduct or inappropriate disposition persists despite remediation efforts.
5. The student fails to complete the remediation plan successfully; they will be involuntarily withdrawn from the program. The Department Chair and the core Faculty may provide guidance, consultation, or directives to adjunct faculty or doctoral instructors pertaining to student evaluations.

Please note: Faculty may strongly recommend that students engage in personal counseling as part of a remediation process.

DISPUTING A GRADE

It is Warner School policy that in cases where the student feels the need to dispute the grade earned in a particular course, the following steps, consistent with institutional policy, occur:

1. The student would submit a written letter of appeal to the course instructor clearly articulating why, from the student's perspective, the basis for a particular grade should be re-evaluated.
2. The course instructor will either change the grade based on the appeal or submit a written communication articulating why the disputed grade should stand.
3. The student, at this juncture, may choose to accept the instructor's determination or choose to appeal further.
4. If the student opts for further appeal, they will then submit written communication to the Department Chair explaining the reason(s) why they find the instructor's interpretation of the circumstances around the grade to be in error.
5. The Department Chair then reviews the case materials, including all written communications, and makes a ruling.
6. The Department Chair will either change the grade based on the appeal or submit a written communication articulating why the disputed grade should stand.
7. The student, at this juncture, may choose to accept the instructor's determination or choose to appeal further.
8. If the student opts for further appeal, they will then submit a written communication to the Associate Dean of Graduate Studies explaining the reason(s) why they find the Department Chair's interpretation of the circumstances around the grade to be in error.
9. The Associate Dean then reviews the case materials, including all written communications, and makes a ruling in the form of written communication.
10. The student, at this juncture, may choose to accept the Associate Dean for Graduate Studies determination or choose to appeal further to the Dean of Warner School of Education.

Students are told that the program advisor is the first person whom students should normally consult about all matters pertaining to their more general academic experience in the Warner School. If students have further questions or concerns – or simply wish to express their views about various issues in the Warner School – they should next consult the Counseling and Human Development Department Chair. Beyond that, students may contact the Associate Dean of Graduate Studies.

STUDENT RETENTION POLICY

The Counseling Program uses a comprehensive evaluation system to determine student retention. Students must maintain a cumulative GPA of at least 3.0 and demonstrate satisfactory performance on Key Performance Indicators (KPIs) and professional dispositions throughout their program. Students are systematically assessed on KPIs and KPDs that measure competency across the eight CACREP foundational curriculum areas and their specialty area (Clinical Mental Health Counseling or School Counseling). Each KPI is assessed multiple times. Professional dispositions, including emotional stability, ethical conduct, cultural competence, interpersonal effectiveness, and professional responsibility, are evaluated throughout coursework, clinical experiences, and the annual review process. Faculty make retention decisions based on a comprehensive review of student data collected

over time through multiple methods, including grades, KPI assessments, disposition evaluations, and clinical performance. Students who receive two "C" grades or one "E" grade are automatically dismissed from the program. Students who do not demonstrate satisfactory KPI performance or appropriate professional dispositions may be required to complete remediation or may be dismissed from the program. All retention decisions are made collaboratively by program faculty during monthly faculty meetings and the annual student review and data retreat, consistent with ACA Code of Ethics Standards and Warner School academic policies.

PROFESSIONAL ASSOCIATIONS, MEMBERSHIP, AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

All Counseling Students are expected to reflect full professional stature, which includes membership and participation in the counseling professional organizations at the local, regional, and national level. Some relevant links to important professional organizations include:

American Counseling Association (ACA)

www.counseling.org

Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals. The American Counseling Association (ACA) is an educational, scientific, and professional organization whose members work in a variety of settings and serve in multiple capacities.

Association for Counselor Education and Supervision (ACES)

www.acesonline.net

The Association for Counselor Education and Supervision (ACES) is the premier organization dedicated to quality education and supervision of counselors in all work settings. ACES members are counselors, supervisors, graduate students, and faculty members who strive to improve the education and supervision of counselors in training and in practice.

North Atlantic Region Association for Counselor Education and Supervision (NARACES)

www.naraces.org

NARACES promotes Counselor Education and Supervision master's and doctoral students, faculty, and site supervisors in the District of Columbia, Europe, Puerto Rico, Virgin Islands, Connecticut, Delaware, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont; encouraging quality education and supervision of professional counselors who specialize in addictions counseling, career counseling, clinical mental health counseling, college student affairs counseling K-12 school counseling, and marital, couple, and family counseling

American Mental Health Counselors Association (AMHCA)

www.amhca.org/home

The American Mental Health Counselors Association (AMHCA) is the leading national organization for licensed clinical mental health counselors. AMHCA strives to be the go-to organization for licensed clinical mental health counselors for advocacy, education, leadership, and collaboration. Our organization provides the backbone of resources needed for clinical mental health counselors to thrive in today's world.

New York Mental Health Counselors Association (NYMHCA)

www.nymhca.org/

NYMHCA is a professional organization that represents the interests of practicing mental health counselors and students in New York State. NYMHCA continues our work to build working relationships with legislators and state agencies that will assist us in passing legislation vital to our profession.

American School Counselor Association (ASCA)

www.schoolcounselor.org/

The American School Counselor Association (ASCA) is the foundation that expands the image and influence of school counselors through advocacy, leadership, collaboration and systemic change. ASCA empowers school counselors with the knowledge, skills, linkages and resources to promote student success in the school, the home, the community and the world.

New York State School Counselor Association (NYSSCA)

www.nyssca.org/

A qualified, dedicated board committed to advocating for School Counselors and their professional role throughout New York State

National Board of Certified Counselors (NBCC)

<http://www.nbcc.org/>

As a National Certified Counselor (NCC), you recognized the importance of completing national standards in education, experience, and conduct as established by counseling professionals. Board certification through NBCC helps clients, colleagues, and the public recognize your achievement and indicates that you value high professional standards, compliance with ethical standards, and improvements in practice and skills through continued professional development.

Chi Sigma Iota (CSI)

www.csi-net.org

CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity.

The Counseling Program at the Margaret Warner School of Education sponsors a local chapter of Chi Sigma Iota, the National Honor Society for counselors. Our local chapter is named Upsilon Rho Iota. Membership in the chapter is open to faculty, program alumni, and students who have demonstrated academic and professional excellence. Along with national recognition as a counseling professional, your involvement with our local chapter will allow you to network with other counselors as well as contribute to your own growth and development within an organization that is dedicated to maintaining exemplary standards of practice. You will receive further information about the chapter and about eligibility in the spring semester of your first year in the program. Dr. McLeroy serves as the Chapter Faculty Advisor.

American Association of Pastoral Counselors

www.aapc.org/

AAPC is a membership organization open to all individuals who embrace its mission and desire to increase their professional capacity to provide spiritually informed and integrated care. Through its regions, AAPC offers vital continuing education opportunities; encourages networks for professional support and enrichment; and facilitates growth and innovation in the profession.

LOCAL PROFESSIONAL DEVELOPMENT OPPORTUNITIES

There are many professional opportunities available to you at the Warner School, the University, in the Rochester area, and beyond. These opportunities include workshops that are designed to help you meet your professional and educational needs; lectures; conferences; and educational opportunities offered within the Warner School, the University, and the community that can contribute to your personal and professional development.

Examples of workshops that are designed to help you meet your professional and educational needs include a Master's thesis workshop, a National Counselor's Exam workshop, a resume writing and mock interview workshop, an "elevator speech" practice session before presenting posters at our annual symposium, and academic writing workshops that are offered throughout the year by the Warner School Writing Support Program. Other valuable opportunities for professional development include the Warner School lunch hour colloquia that are given on a monthly basis by professionals in the field of counseling, education, and human development; and the URM Department of Psychiatry Grand Rounds Series. In addition, there are several annual local professional counseling conferences that students can attend for free or reduced rates, which include the Western New York School Counselor Consortium Conference (in which the Warner School is a partner), the UR Annual Diversity Conference, the New York School Counseling Association conference, the New York Mental Health Counseling Association Conference (including monthly chapter meetings held at Warner), and the University of Rochester Secondary Schools Issue Conference (sponsored by the Department of Admissions), to name just a few.

Some of these opportunities may be announced in classes; by notices placed in your mail folders; by email listserv; or in the Warner Word, which is our monthly Warner School newsletter. Another excellent place for learning about such opportunities is on the Counseling and Human Development Program bulletin board in the counseling office wing of LeChase Hall. You are encouraged to check the bulletin board regularly for information on upcoming conferences, professional workshops, and educational events.

We also strongly encourage our students to submit proposals to present their work at professional conferences or publish their work in professional journals.

CERTIFICATION AND LICENSURE

If you are interested in becoming certified as a school counselor in New York State or as a Licensed Mental Health Counselor in the State of New York, you will be able to use your master's or doctoral program to help you obtain certification or licensure. It is important to note that the only programs leading to NYS Mental Health Counseling Licensure are the master's degree in Mental Health Counseling, the Ed.D. in Mental Health Counseling, and the Bridge Program to Mental Health Counseling. The Ph.D. program in Counselor Education does not lead to NYS certification and cannot be used to fulfill internship hours for mental health counseling. The doctoral program will also help you meet the requirements for advanced certification in supervision through NBCC. For further information, contact your program advisor.

School Counselor Certification

For you to work as a counselor in schools in the State of New York, the University of Rochester must

recommend you for state certification. Please be aware that a recommendation for certification does not happen automatically upon completion of the graduate program in school counseling. It is your responsibility to obtain, complete, and submit application forms and related materials. This is normally done as you approach program completion. Information about how to apply for NYS certification can be found on our website. The Certification Officer will send clear instructions to students as they are near the end of their program.

The following are required for initial certification:

- ☐ Completion of the Master of Science degree in School Counseling from a program that has been approved by the New York State Board of Education (University of Rochester is approved).
- ☐ Completion of a workshop on recognizing the signs of child abuse.
- ☐ Completion of the SAVE workshop on violence prevention in schools.
- ☐ Completion of the DASA (Dignity for All Students Act) workshop
- ☐ Complete required NYS fingerprinting
- ☐ Register and take the school counselor CST exam to be eligible for initial certification. It is a computer-based test of 90 selected-response items and 1 constructed-response item.

The initial certificate is valid for employment as an elementary, middle, or secondary school counselor. After 3 years of employment as a school counselor, you can apply to the State for Professional Certification.

Mental Health Counseling Licensure in New York

As of January 1, 2006, the State of New York requires that all who practice as Mental Health Counselors be licensed. The New York State law dictates that without a license a person: 1) cannot call themselves a mental health counselor (i.e., use that particular title), and 2) cannot perform psychotherapy and other duties (i.e., participate outside their scope of practice). To be a licensed mental health counselor (LMHC) in New York State, counselors must have met three requirements:

- ☐ Obtained a master's degree from a mental health counseling program registered with New York State or independently amassed educational requirements detailed by the state. The Warner School's Clinical Mental Health Counseling Program (including gerontological and college specializations) is registered with New York State for licensure purposes.
- ☐ Passed a Mental Health Counseling Examination approved by New York State. This must be taken after completing the master's degree; and
- ☐ Amassed three thousand (3000) supervised hours of post-master's experience in an approved mental health counseling setting.
- ☐ Students must complete coursework or training on the identification and reporting of child abuse offered by a NYS provider.

Following completion of the Clinical Mental Health Counseling master's degree, the Ed.D. in Mental Health Counseling, and the Bridge to Mental Health Counseling Certificate at the Warner School, students are eligible to receive a limited permit to practice under supervision at a clinical site acceptable to the NYS Office of Professions. Students must request the Warner School Certification Officer to provide verification of their education and their degree conferral date on Form 2 of the licensure application. The limited permit is required to begin and complete the 3,000 hours of post-master's supervised practice. More information concerning the LMHC licensure process can be found on the

website of the Office of the Professions of New York State: <http://www.op.nysed.gov/mhp.htm>. Although Warner faculty make every effort to keep students updated regarding the licensure process, it is the responsibility of the students to familiarize themselves with the Office of the Professions website and to stay current with changes dictated by the State. Local and state groups such as the New York Mental Health Counselors Association (NYMCHA) and the Rochester chapter of NYMCHA invite student participation and are excellent sources of information regarding changes to the law being considered and implemented by the State. Additionally, our Master's in Mental Health Counseling Program, Ed.D. in Mental Health Counseling, and Bridge Program for School to Mental Health Counseling have all received Diagnostic Privilege Designation from NY State. Information about the diagnostic privilege credential can be found at <https://www.op.nysed.gov/mental-health-practitioners/Diagnostic-Privilege-for-Certain-Mental-Health-Practitioners>.

Transportability/Reciprocity

Requirements for licensure vary dramatically from state to state. Currently, the State of New York does not have reciprocal agreements with other states that would grant automatic licensure to New York LMHC's relocating to other states. Hence, if you plan to practice outside of New York, it is imperative that you become aware of the licensure laws in the new state. For more information, please consult the following hyperlink: <https://www.counseling.org/knowledge-center/licensure-requirements>

National Board for Certified Counselors

Students with a master's degree in School Counseling, Clinical Mental Health Counseling, or Mental Health Counseling may be eligible to apply for the credential, National Board-Certified Counselor, granted by the National Board of Certified Counselors (NBCC). Board Certification is a valuable asset for counselor educators and leaders in the field of counseling. You will learn about the National Board of Certified Counselors in one or more of your courses. Information on signing up for the NCE and notice of a workshop to help you prepare for taking the exam will be distributed via the CHD listserv and posted on the Counseling and Human Development Program Bulletin board at the appropriate times each year. Professor Andre Marquis coordinates the NCE and is the person to go to with questions about national certification and about the exam. More information about the NCE can be found at the following hyperlink: <http://www.nbcc.org/Exams/NCE>

CASAC-Trainee Certification

The Mental Health Counseling master's curriculum and Addictions Counseling advanced certificate are registered with OASAS, the Office of Addiction Services and Supports, as a 350-hour CASAC, or Credentialed Alcoholism and Substance Abuse Counselor, curriculum academic provider. Each graduate of the Mental Health Counseling program is eligible to earn a [CASAC-Trainee credential](#); this is the first step toward earning the premier substance use counseling credential in New York, CASAC, with varying options for reciprocity between states. Students who are interested in obtaining this credential upon graduation should speak with their internship instructor and view the following website: <https://oasas.ny.gov/credentialing/casac>. New York State may add additional training requirements that are not embedded in the established counseling curriculum. When this occurs, students are responsible for completing these additional trainings on their own and emailing their certificates of completion to certifications@warner.rochester.edu. Once students graduate and complete their additional training requirements, they must complete an application with NY State to become a registered CASAC at Credentialing.OASAS.NY.Gov. In addition to completing the application, they must also upload a copy

of their transcript and the certificate provided by Warner indicating their successful completion of the 350-hour training requirements. Students must also pay the application fee to NY state.

National Clinical Mental Health Counselor Exam

Students with a master's degree in Clinical Mental Health Counseling or Mental Health Counseling may be eligible to apply for the credential, National Certified Clinical Mental Health Counselor (NCCMHC), granted by the National Board of Certified Counselors (NBCC). In New York, the NCMHCE is the examination a counselor must pass to attain state licensure. More information about the NCMHCE exam can be found at the following hyperlink: <http://www.nbcc.org/Exams/NCMHCE>. Please note, if you want to obtain licensure outside of New York, you may need to take the National Counselor Examination (NCE).

Fingerprinting and Immunizations

State law requires that School Counseling employees be fingerprinted before being allowed to work in a school. Clinical mental health counselors who will be working with children in clinics and school settings are also required to be fingerprinted prior to employment. Mental health counselors working in hospital clinic settings will also need proof of immunizations. (This does not pertain to students doing their Practicum or Internship.) Near the end of your program, you will receive further information about fingerprinting, but we wanted you to be aware of this ahead of time in case there is something on your record that might disqualify you for work in a school or impact your application for a limited permit license. For further information, please refer to the Fingerprint information on our website, and for further details, contact Pam Kaptein, Certification Officer, at certification@warner.rochester.edu or 585-276- 5405.

Master's Capstone and Milestones

Candidates for the master's degree must successfully complete a final exam that consists of multiple-choice questions covering each of the core CACREP curriculum areas in either Mental Health or School Counseling. This is a required, in-person, closed-book exam is computerized, and students select one answer from four options for each question. Students will not be permitted to take the exam outside of the designated date, which will be set by the faculty and shared with students at the beginning of the Spring semester. Students who require Disability Accommodations need to contact the University of Rochester Office of Disability Resources at disability@rochester.edu or (585) 276-5075. While there is a two-hour time limit, students typically find they complete the exam in an hour or less. Scores are normed for each cohort; in the event that a student does not pass the first time, they will be given the option to retake the exam. Students in Mental Health who choose to take the exam should register for the zero-credit course "EDE469M" and students in the School Counseling Program should register for EDE469S in their final Spring semester in the program. Students in School Counseling will be given instructions on registration during their internship course. Students who fail two attempts of the exam may apply to the Department Chair to request permission to complete a Master's Capstone thesis project in place of the exam.

If approved, the student will complete the Thesis Proposal Form and will submit it to Dr. Davala. Students are required to enroll EDE469T. Students' graduation date is likely to be delayed in the event they fail the exam and need to complete a thesis.

MASTER'S CHECKLIST AND TIMELINE

This checklist will help you keep track of some of your responsibilities as you progress through the Counseling Program. The items below do not reflect *every* step, form, and hurdle in your path; rather, the list highlights some of the benchmarks that we particularly want to call to your attention so you have a sense of the flow of events and so you don't forget any important steps. You should consult the other handbooks and pay attention to other information that comes your way throughout the program to be sure you are current with other responsibilities or deadlines that the Counseling Program, the Warner School, or the University may have established.

Before or at the beginning of your program

- _____ **Attend the Warner School Student Orientation.** These are offered yearly on different topics and are required for all new students. If you cannot attend the scheduled orientations, you should contact your advisor about information that you may have missed.
- _____ **Attend the Counseling Program Student Orientation.** This is a mandatory meeting held at the beginning of the Fall term. The Spring orientation will be held virtually. During this orientation, all of the information located in this handbook is discussed. During this time, you are afforded the opportunity to ask your initial questions concerning the handbook contents.
- _____ **Meet with your assigned program advisor and develop a program of study.** This should be done as soon as possible upon beginning your program. It is important to plan your course of study with your advisor right from the beginning, so you are sure to take your courses in the most logical order. Your graduation could be delayed for as much as a year if you take some of the courses in the wrong sequence.

During the last year of your program Fall

- _____ **Begin planning your job search.** If you are looking for a new job upon graduation, begin planning in the fall of your last year. Job seeking, resume writing, and interviewing will be subjects for one or more sessions in the Supervised Internship course. Now is the time to start talking to people about and informally visiting potential schools or agencies where you might want to work.
- _____ **Complete a child abuse workshop.** This is a requirement for state certification and state licensure. Information on the workshops is sent from our student services office. Workshops are offered throughout the year, but if you haven't taken it already, it makes sense to do so this fall, as there are so many other things to do before graduation in the spring.
- _____ **Discuss your Capstone Exam OR Master's Thesis Project with your faculty advisor.** It is important to begin thinking of ideas for your master's thesis/capstone project as early as possible.
- _____ **Discuss the State Licensure Exam and/or National Counselor Exam with your advisor.** If interested, obtain an application packet from the Counseling and Human Development Office.

Spring

- _____ **Complete a violence prevention workshop** (school counselors only). This, too, is a requirement for state certification. Information on the workshops will be distributed in class and/or posted on the Counseling and Human Development program bulletin board. Workshops are offered throughout the year through the local BOCES. Typically, the Warner School offers one for free to its matriculated students in the spring semester.
- _____ **Take the optional National Counselor Exam (NCE) offered by the National Board for Certified Counselors (NBCC).**
- _____ **Apply for initial certification** (school counselors only). As you are near the end of your program, you can begin the process of applying on TEACH for certification. If you didn't complete the fingerprinting process as part of your practicum or internship experience, you'll need to do that before you can obtain NYS certification. For further questions regarding certification, contact our Certification Office at certification@warner.rochester.edu.
- _____ **Register for and pass your Mental Health or School Counseling Capstone Exam**
- _____ **Conduct a transcript audit to be sure all courses are complete, and grades are submitted.**
- _____ **Register for and attend Graduation.** It's really a lovely occasion, built around the graduates. Students should select the blue and gold academic regalia. (i.e., Master's in Education).

COUNSELING DOCTORAL PROGRAM: EXAMINATIONS AND RESEARCH EXPERIENCES

Portfolio Examination

All full-time doctoral students are required to submit a "portfolio" in the fall semester following their completion of 18 credit hours of doctoral coursework at the Warner School. Coursework must have included ED 506: Concepts and Issues in Social Science Research and at least one of the following doctoral-level counseling and human development courses: Contemporary Trends in Mental Health Assessment, Intervention and Research; Advanced Counseling Theory, Research and Practice; Research in Life Course Studies; Contemporary Learning Theories; Research in Cognitive Development, and Development of Selves.

The purpose of the portfolio is to provide students with the opportunity to reflect upon where they are in their academic career; specifically focusing on how they have grown as doctoral students and the proposed direction of their research. Items that are included in the portfolio are a narrative statement, an approved Program of Study, two papers from courses, grades, and a professional vita (see <https://www.warner.rochester.edu/students/matriculated/dissertation> for more information). Students who are eligible for the portfolio will receive instructions from Warner School student services that outline the process for completing the portfolio.

Faculty members review the portfolios to ensure that students are integrating in their learning,

developing their writing skills, narrowing their research interests, and thinking about their future directions. The portfolios also allow faculty members to provide students with feedback regarding their progress in the program and suggestions for further development. If your portfolio is judged unsatisfactory, you must submit a revised one the next year. If the portfolio is judged unacceptable on the second attempt, you are withdrawn from the doctoral program.

DOCTORAL QUALIFYING EXAMINATION

The Qualifying Examination for Counseling Doctoral Students reflects a student's ability to review and evaluate scholarship relevant to their particular interest area and is designed to determine whether students are developmentally prepared to meet the challenges of dissertation work. The qualifying examination comes after students have passed the *Portfolio Assessment* and completed all coursework for the degree (except for internships) but is before the dissertation. Students should consult with their advisors to determine when to begin the exam.

Purposes of the Qualifying Examination

1. To demonstrate a breadth of knowledge in counseling.
2. To demonstrate the ability to critically review literature.
3. To demonstrate an understanding of research methodology.
4. To demonstrate a depth of understanding of one research area and to situate the student's expertise within a wider, theoretical framework.

Procedure for Designing the Exam

1. **Selecting the Format:** Students, in consultation with their advisor, will select the format, either the two- or three-question format as described in the next section.
2. **Forming the Qualifying Exam Committee:** Students will select two or three faculty members (depending on the format) to serve on their qualifying exam committee. For the three-question format, at least two of the three committee members must be Warner School Faculty and at least one must be a full-time *Core Counseling Faculty* member. The third member can (but does not need to) be a faculty member at a college/university other than the University of Rochester. **For a Ph.D. student**, the proposed outside committee member must have an earned doctorate, be a tenured or tenure-track faculty member at the rank of at least assistant professor, and be actively engaged in research. **For an Ed.D. student**, the third committee member may be a non-university or college-based practicing professional from the candidate's area of specialization with an earned doctorate and expertise in their area of study. Committee members from outside the University of Rochester must be approved by the Associate Dean of Graduate Studies, which requires the student to submit the outside committee member's CV and a statement describing their qualifications and rationale for including them on their committee to the Office of Student Support.
3. **Developing the Exam Questions:** Students will develop the questions in consultation with their advisor and committee members. Once the committee agrees on the questions, students will complete and submit the *Qualifying Exam Plan* form (found at the end of these instructions) to the Office of Student Success to studentsuccess@warner.rochester.edu and Blackboard Email

address at blackboard@warner.rochester.edu. The questions should provide the student with a broad understanding of the issues related to their primary research question for their dissertation.

4. **Beginning the Exam:** The examination officially starts on the date that the student and advisor have chosen. Students will be allotted a maximum of *6 weeks* to complete each question and *no more than 1 year* in total to complete the entire exam. Students are required to register for *EDE556: Qualifying Exam* before they begin the exam and should continue to register for that course until the exam is completed. Students must be finished with the exam within one year, including all rewrites.
5. **Writing Support:** Once an exam has begun, a committee member can provide feedback on key references they should include and help the student to clarify their aims but cannot offer feedback on drafts. Students may seek consultation from the Warner School Writing Support Services for writing and editorial assistance while taking the exam, and can utilize software to assist with referencing. However, given that the exam is designed to assess a student's ability successfully complete a written dissertation, the writing must be original and composed without the help of AI. If a faculty member suspects that a student has used AI to compose their written answers, the faculty member will submit the paper in question to the Warner School Associate Dean of Graduate Studies for review, which could result in students receiving a failing grade on the exam.
6. **Submitting the Exam:** Students should submit each question, as they complete them, to their *Qualifying Exam Blackboard Course* and notify the corresponding faculty reviewer and advisor that the submission has occurred.
7. **Grading the Exam:** Each faculty committee member will review their assigned question and provide feedback via Blackboard within three weeks of receiving the submission. If the student receives a passing grade on an exam question, they will then proceed to the next question, using the same process described above.
8. **Revision Process:** If the student does not pass a question, rather than going on to the next question in their sequence, they are allowed up to six weeks to revise and resubmit the exam question they did not pass. Students are given only one opportunity to rewrite each question. If, after the evaluation period, the rewrite is considered to be a "pass," the student will then proceed to the next question.
9. **Failing the Exam:** If a student fails to successfully meet the evaluation criteria for any qualifying exam question after being allowed to revise and resubmit it, the student will be involuntarily withdrawn from the program. Students who fail the exam may file an appeal with the Associate Dean of Graduate Studies (see Counseling Handbook).

Exam Formats (2 or 3 Questions)

Option 1: Ph.D. OR Ed.D. COUNSELING STUDENTS (required for Ph.D.):

For all Ph.D. students, and for Ed.D. students who choose to adopt this method of examination, the comprehensive examination will take the form of three essays (20-25 pages each) written in response to three questions related to your research area. The three questions will most typically deal with the following areas (variations on the three areas of examination can be discussed with the chair of your comprehensive examination committee):

Theory: This paper examines the various theoretical orientations that might be used to frame understanding of a particular problem in counseling and/or human development.

Research: This paper demonstrates an understanding of the empirical and other research literatures

in the student's area of interest. An important aim of this paper is for the student to reveal, for the purpose of future inquiry, specific gaps in the existing literature.

Methodology: The methodology paper demonstrates knowledge of a research methodology relevant to the student's area of interest. The student should richly review and critique the methodology of existing literature and outline research methods that may be appropriate for their line of inquiry.

Option 2: Ed.D. COUNSELING STUDENTS (Ed.D. Only):

For Ed.D. students, the comprehensive examination will take the form of two essays (30-35 pages) written in response to two questions related to your research area. The two questions will deal with the following areas:

Counseling or Development question/problem literature review and theory exposition: This paper introduces a general area of inquiry that will become the focus of the student's dissertation. The introduction to the area of inquiry will include a) a critical literature review articulating the depth and breadth of existing research investigating issues central to the student's identified area of inquiry, and b) the major theoretical considerations raised by the area of inquiry that will be the focus of the dissertation. *It must be related to your dissertation.*

Considerations of professional practice and research methodology: This paper consists of an elaboration of the student's specific research question and includes a) an articulation of the specific research question; b1) an explanation of the relevance of the area of inquiry to improving practice, b2) a presentation of evidence that supports the student's claims of relevance to practice; c) a comprehensive scholarly description of a methodology to address this area of inquiry, and d) a rationale for the use of the student's chosen methodology. *It must be related to your dissertation.*

General Criteria for Evaluation

- Ideas are well-conceived, writing flows well, and transitions are used appropriately.
- Arguments are logical and well-constructed, with appropriate evidence provided for claims made.
- The reader can understand the points the student is trying to convey.
- The material is well organized.
- The document is free of, or has few, grammatical and mechanical errors.
- The quality and style of writing are appropriate for a scholarly paper.
- The submission follows APA Publication guidelines.
- The document is free of any evidence of plagiarism (see the Warner academic honesty policy for more details: <https://www.warner.rochester.edu/students/matriculated/policies>).

Criteria for Review of Theoretical Perspectives

- Appropriate literature is reviewed to determine the range of theories used to conceptualize the central question.
- Demonstrated knowledge of important theories within area of specialization
- An overview of basic premises, relevance, and any extensions or revisions to the perspective included.

- Critique that addresses strengths and weaknesses of existing theories.
- A summary that includes a rationale for which perspectives reviewed are particularly relevant for framing the dissertation research.

Criteria for Literature Review

- Research relevant to the chosen question (and/or closely related problems) has been examined.
- The review is sufficiently thorough and deep (i.e., not a set of summarized research studies).
- The contributions of specific studies to understanding issues and constructs related to the comp question are made explicit.
- A critical synthesis of the literature reviewed is provided.
- Implications are drawn about where further research is needed (i.e., gaps in the literature are identified).

Criteria for Review of Methods

- Method(s) used to approach a chosen research question have been appropriately identified and described.
- The appropriateness of various methods to the question has been explicitly discussed and critically reviewed.
- Data collection and analysis procedures have been identified and discussed in relation to issues relevant to action research.
- Potential limitations of the various methods used to address the research interest are identified and discussed.

Criteria for Review of Relevance to Practice

- The argument connecting the relevance to practice of the chosen research topic reflects knowledge of current practices in the field.
- The student is able to articulate the practice “problem” that the chosen research topic will address.
- The argument connecting the relevance of the research topic to contemporary practices within the field makes a compelling case for improving practice.

QUALIFYING EXAM FORM

Three Question Format-Required for Ph.D. Students

1. Describe the general field to be examined:

2. Question 1 (Theory)

Expected Start Date _____ Expected Due Date (6 weeks after starting) _____

Faculty Reviewer:

3. Question 2 (Review of empirical literature)

Expected Start Date _____ Expected Due Date (6 weeks after starting) _____

Faculty Reviewer:

4. Question 3 (Methodology)

Expected Start Date _____ Expected Due Date (6 weeks after starting) _____

Faculty Reviewer:

QUALIFYING EXAM FORM
Two-Question Format

1. Describe the general field to be examined:

2. Question 1 (Theory and review of empirical literature)

Expected Start Date _____ Expected Due Date (6 weeks after starting) _____

Faculty Reviewer:

3. Question 2 (Relevance to practice and methodology)

Expected Start Date _____ Expected Due Date (6 weeks after starting) _____

Faculty Reviewer:

Doctoral Dissertation and Dissertation Research

The dissertation is a culminating, scholarly research project that is informed by theory and, in some cases, contributes to theory. The dissertation should reflect your professional interests, and it should contribute to the field of counseling and human development or counselor education. In determining your dissertation topic, it is vital for you to consult with your advisor or another faculty member who agrees to sponsor your dissertation. Engaging in this consultation early in the process will ensure that you are following correct procedures and avoiding any unnecessary and time-consuming inefficiencies. At least three faculty members must serve on your dissertation committee. Again, there are specific requirements for committee composition, which are different for the Ed.D. and Ph.D. degrees. When you finish your comprehensive examination, it is time to pick up the information packet on forming a dissertation committee, which can be found on the Warner website under Student Services at:

<http://www.rochester.edu/warner/studentservices/dissertation/index.html>

In preparing to work on their dissertation and while working on their dissertation, doctoral students are required to take a certain number of “dissertation research credits.” Ed.D. students are required to take a minimum of 9 credit hours of dissertation research; however, 15 credit hours are strongly recommended. Ph.D. students are required to take a minimum of 27 credit hours of dissertation research and an additional 3 credits of an advanced methods course (options for the advanced methods requirement are listed on the Program of Study). “Dissertation Research” can mean any of the following:

- A required or elective course that bears directly on one’s dissertation topic.
- An independent study course that bears directly on one’s dissertation topic; students may opt to take an independent study that allows them to focus on their comprehensive examination.
- A research apprenticeship or field study that either bears directly on one’s dissertation topic or develops methodological skills needed for one’s dissertation research (research apprenticeship is required for all Ph.D. students)
- ED 593/Ed.D. Dissertation Research or ED 595/Ph.D. Dissertation Research, which involves students working independently on their dissertation proposal and/or dissertation under the guidance of their faculty sponsor and committee members (a minimum of 15 credits is strongly recommended for Ph.D. students and a minimum of 9 credits for Ed.D. students).

Time Limits

Students must complete their degrees within seven years of being accepted into the doctoral program (six years if you transfer 15 credits or more into your doctoral program). The University’s continuous registration policy requires that doctoral students register each semester until graduation, whether or not they are taking courses. If the student has completed all of the coursework on their Program of Study but has not completed the dissertation, they will be required to pay a continuation of enrollment fee, in lieu of fees for course credit, when they register for the semester. For more information, consult the [*Graduate Studies Bulletin*](#).

Residency Requirement (Ph.D.)

Full-time and part-time PhD students are required to meet residency requirements.

Defined: A student is defined as being in residence at the University of Rochester if they are registered and engaged with the University (laboratories, consultations with faculty members, or course attendance) with sufficient frequency and regularity to establish this status clearly.

Full-time PhD: A minimum of one-year (two consecutive semesters) in residence while enrolled as a full-time student is required. Doctoral Dissertation (“999”) may not be used to meet the one-year residency requirement. Full-time residence requirements may be completed either during the academic year or during the summer.

Part-time PhD: A minimum of two years (four consecutive semesters) in residence while enrolled as a part-time student is required. The minimum registration will be two courses per semester, each carrying at least three credit hours per calendar year. A student receiving grades lower than B (or S) in more than one-quarter of the courses for a given academic year may not be permitted to continue in the part-time program. Part-time residence requirements may be completed either during the academic year or during the summer.

Research Apprenticeship Requirement (Ph.D.)

All Ph.D. students are required to arrange a research apprenticeship with a faculty member. The research apprenticeship typically involves working with a faculty member on his/her research. Students have the option of registering for formal course hours for the apprenticeship (up to 6 credits) or doing the apprenticeship without any formal course hours attached to it. Students register for research apprenticeship credits by registering for ED 591: "Independent Study: Research Apprenticeship." These credits typically can count toward the Ph.D. student's 30 required "dissertation research" credits.

Optional Research Apprenticeship for Ed.D. students. Ed.D. students who decide to do the research apprenticeship can count the credits as "electives" or as "dissertation research" if the topic or methodology is related to one's dissertation research.

DOCTORAL CHECKLIST AND TIMELINE

This checklist will help you keep track of some of your responsibilities as you progress through the doctoral program in counseling. The items below do not reflect *every* step, form, and hurdle in your path; rather the list highlights some of the benchmarks that we particularly want to call to your attention—so you have a sense of the flow of events and so you don't forget these important steps. You should consult the other handbooks and pay attention to other information that comes your way throughout the program to be sure you are current with other responsibilities or deadlines that the Counseling Program, the Warner School, or the University may have established.

BEFORE OR AT THE BEGINNING OF YOUR PROGRAM

- _____ **Attend the Warner School Student orientation.** These are offered periodically, cover many topics essential to doctoral study, and are required for all new students. If you cannot attend the scheduled orientations, it is your obligation to contact your advisor about information that you may have missed. Additionally, you will need to complete the Student Sign-Off Sheet and submit it to the Warner School, as indicated on the form
- _____ **Attend the Counseling Program Student orientation.** This is a mandatory meeting held prior to the start of the fall term. During this orientation, all of the information located in this handbook is discussed. During this time, you are afforded the opportunity to ask your initial questions concerning the handbook contents.
- _____ **Meet with your assigned faculty advisor and develop a program of study.** This should be done as soon as possible upon beginning your program. It is important to plan your course of study with your advisor right from the beginning, so you are sure to take your courses in the most logical order. Your graduation could be delayed for as much as a year if you take some of the courses in the wrong sequence.
- _____ **Read this Handbook and sign and return the sign-off sheet (at the end of this handbook). The form needs to be completed and turned into the Administrative Support Office no later than September 30.**

DURING YOUR PROGRAM

- _____ **Join ACA or another professional organization and obtain professional liability insurance.** Professional liability insurance is required before beginning your clinical sequence.
- _____ **Join NARACES and ACES.**
- _____ **Discuss the NCE with your advisor.** If interested, obtain an application packet from the Counseling and Human Development Office.
- _____ **Attend the NCE workshop.** This is held in February or March to prepare students for the April examination.
- _____ **Take the NCE.** The exam is given twice a year, in October and April. It is probably best to take it in April of your last year, when your knowledge from the past years' courses is most current.
- _____ **Arrange your internship site.** Information on this and assistance in identifying a site should be discussed with your faculty advisor and the clinical coordinator.
- _____ **Participate in Personal Counseling.** This is optional but highly recommended. It can take place at any time during your program. See section on Personal/Professional Development and Counseling Services for more discussion and information on this subject.
- _____ **Submit your portfolio for review.** You must submit your portfolio for review after you have completed 18 credits of coursework.
- _____ **Plan your research apprenticeship with a faculty member.** This is required for Ph.D. students and is optional for Ed.D. students.

DURING THE LAST YEAR OF YOUR COURSEWORK

- _____ **Discuss your comprehensive examination with your faculty advisor.** You cannot begin your exams until your required coursework is near completion, but it is a good idea to think about your questions for the exam.
- _____ **Complete and submit your comprehensive examination form.** You will need your three faculty committee members' signatures on the form (two signatures are required for the two-credit option).
- _____ **Discuss your dissertation proposal with your faculty advisor.** It is important to begin thinking of your dissertation as early as possible.
- _____ **Conduct a transcript audit to be sure all courses are complete and grades are submitted.**
- _____ **Establish your comprehensive examination committee.** Your committee must consist of three (two for the two-question option) faculty members; two may be from the Counselor Education program while the third is from an area outside of Counselor Education.

Work on your comprehensive examination. You have one year to complete your exams.

FOLLOWING COMPLETION OF YOUR COMPREHENSIVE EXAMINATION

Form your dissertation committee. Your dissertation committee must consist of at least three faculty members. Typically, the dissertation committee consists of the three faculty members that were on the student's comprehensive examination committee. Ph.D. students must find a fourth faculty member from outside the Warner School.

_____ **Write your dissertation proposal.**

_____ **Conduct your dissertation research.**

_____ **Begin planning your job search.** If you are looking for a new job upon graduation, begin planning in the fall of your last year. Now is the time to start talking to people about this process and informally visit potential schools or agencies where you might want to work.

_____ **Contact the Career Center.** Early in your final semester, you should contact the Career Center and begin setting up your placement file. Even if you have a job or have one lined up, you may very well be looking for a job in the future. Establishing a file at the Career Center now is free and may prove to be a valuable resource in the years ahead.

_____ **Complete your Dissertation.** Regulations for completion are quite different for the Ed.D. versus the Ph.D. Be sure to familiarize yourself with these regulations.

_____ **Attend Graduation.** It's really a lovely occasion, built around the graduates.