



Counselor Education Student Handbook

Department of Educational Psychology,
Counseling and Special Education

Revised: July 2025

PREFACE

The SUNY Oneonta Counselor Education Program developed this handbook to assist students with planning their studies and field experiences.

This handbook contains statements of procedures and guidelines, and/or policies for the program of study, state certification, and professional conduct.

**COUNSELOR EDUCATION HANDBOOK
SUNY Oneonta**

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Note: This handbook is regularly updated. Policies stated herein are subject to change.

PROGRAM PHILOSOPHY

The school counseling program promotes students' self-awareness and professional growth of all candidates through rigorous curriculum and clinical practices. Candidates are expected to become certified school counselors who serve as advocates, leaders, collaborators, and consultants to create culturally sensitive learning environment for all students.

MISSION STATEMENT

The mission of the Counselor Education Program at SUNY Oneonta is to prepare highly qualified school counseling professionals who would be able to

- Develop professional identity through leadership, advocacy, collaboration, and ethical behaviors.
- Demonstrate multicultural competency by designing and delivering culturally sensitive services to underrepresented minority students.
- Design and implement career development programs which support college/ career readiness for all students.
- Provide individual and group counseling to promote student success in K-12 settings.
- Design and utilize data-driven practice in program evaluation.

ACCREDITATIONS

SUNY Oneonta is accredited by Middle States.

SUNY Oneonta Division of Education has AAQEP (Association for Advancing Quality for Educator Preparation) accreditation. The Counselor Education Degree Programs are registered with and approved by the State of NY Department of Education.

OVERVIEW AND WELCOME

***To the candidate:** Congratulations, you are about to begin a journey filled with challenge, excitement, and professional growth. The program is designed to provide you with the opportunity to participate in the full range of school counselors' responsibilities. You have brought with you a set of skills and experiences that would be further explored and enhanced through graduate coursework, classroom simulations, as well as hands-on experiences. Practicum and Internship will be the time to apply your knowledge, skills and dispositions to test out your counseling strategies. Keep in mind, you are not alone in this endeavor; there is a whole team of professionals ready to assist you along the way.*

Advisement: This set of materials contains copies of the current advisement guidelines for both the Master's degree and the Certificate of Advanced Study.

You are required to meet with your advisor prior to your first registration.

After that time, we strongly suggest that you meet with your advisor regularly. If any change in your status as a full or part time student is contemplated, it is urgent that you discuss this change with your advisor to have minimum impact on your program of study. Remember that changes will probably lengthen your time to earn a degree.

Ethical Pledges: Much of the content in several counseling courses is considered confidential material and candidates will be expected to maintain that confidentiality. A sample confidentiality statement is included for your review.

Disclosure Contract: All candidates in the Introduction to School Counseling course are required to read and sign the program disclosure contract. A copy is included. At mid-term in that class, students are given a performance evaluation progress report. Any weakness(es) indicated in that report is/are to be treated as indicating "remedial" need(s).

Comprehensive Examination Guidelines: This set of examinations caps the end of the first year for full-time students. It covers all the content of the first-year courses. You must pass all the examinations with a score of at least 70% correct.

Field-experience Guidelines: These are general information for all students in the Master's Degree Program. You must attend the pre-practicum meeting semester before you are due to take practicum where more information will be provided.

Retention Review: Counseling candidates need to be aware that, as Counselor Educators, the faculty must review and discuss candidate behavior and performance routinely. These discussions can lead to meeting(s) with the candidate's advisor and/or faculty member. Such meeting(s) will be documented in writing.

TRANSITION TO ONLINE LEARNING - - COUNSELOR EDUCATION

(Effective Fall 2025)

As Counselor Education program expands into an online format, we remain committed to delivering a high-quality educational experience that prepares students for ethical, competent, and compassionate clinical practice. While the structure and delivery of courses may differ from in-person learning, the core expectations and professional standards remain the same.

The move from an in-person to an online environment offers greater flexibility and access to learning while still emphasizing the development of core counseling competencies. Students are encouraged to approach online learning with the same seriousness and engagement as they would a traditional classroom. This format requires a high level of self-discipline, initiative, and active participation.

INTRODUCTION TO THE ADMISSION PROCESS

Once admitted, students receive an email titled “Graduate Guide to Enrollment,” which includes information on remote access, details on registration process, and contact information of their assigned advisor. For example, students will be assigned a “time ticket” for course registration after a student submits his/her deposit. This process typically takes 24–48 hours. The Graduate Guide provides a step-by-step walkthrough for setting up their user account, which allows access to their SUNY Oneonta email.

The Admissions Office also hosts virtual financial aid information sessions, and students are strongly encouraged to attend. Once students are admitted and have submitted a completed FAFSA, their financial aid packages will be processed and sent out. Any questions regarding financial aid, students should contact a graduate financial aid counselor.

MANDATORY ORIENTATION

The orientation provides essential information regarding program expectations, policies, and resources necessary for success throughout the program.

POLICY ON ORIENTATION

1. Mandatory Attendance
All incoming students in the Counselor Education program are required to attend the orientation session prior to the start of the fall semester.
2. No Alternative Arrangements
Given the importance of the orientation, no alternative dates or virtual attendance options will be offered. Students must attend the scheduled in-person orientation to be eligible to proceed with their coursework in the fall semester.

3. Punctuality and Full Participation

Students are expected to arrive on time and stay for the entire duration of the orientation. Active participation in discussions and group activities is encouraged to help build initial connections and familiarize students with peers, faculty and staff.

4. Pre-Orientation Materials

Prior to the orientation, students will receive an email with pre-orientation materials, which may include web links and training videos to review. All materials should be reviewed before attending the session to ensure a productive and informed experience.

5. Accommodation Requests

Students requiring any accommodations for the orientation due to disability or other concerns should notify the program coordinator at least two weeks in advance. Every effort will be made to ensure full participation for all students.

6. Dress Code and Professionalism

Although the orientation is an introductory session, students are encouraged to dress in business-casual attire, as the event will provide an opportunity to meet faculty and peers, as well as to familiarize themselves with the professional expectations of the program.

7. Non-Attendance

Attendance will be recorded at the orientation session. Students who fail to attend the mandatory orientation without an approved, documented excuse will not be allowed to register for courses in the fall semester.

EXPECTATIONS FOR ONLINE LEARNING – SCHOOL COUNSELING STUDENTS

- **Engage Actively**

Attend and participate in synchronous sessions (if applicable), contribute meaningfully to online discussions, and collaborate respectfully with peers.

- **Practice Effective Time Management**

Stay organized and meet all deadlines for readings, assignments, and clinical requirements such as practicum and internship hours.

- **Maintain Academic and Professional Integrity**

Submit original, high-quality work that reflects graduate-level thinking. Use APA format consistently and uphold the values of honesty, respect, and ethical conduct.

- **Develop Counseling Skills**

Participate in practice activities such as video demonstrations, peer role-plays, and case studies. Seek and integrate feedback from faculty and supervisors to refine skills.

- **Demonstrate Technological Competence**

Use the learning management system (e.g., Canvas or Blackboard) confidently. Be proficient with tools for video conferencing and counseling simulations (e.g., Zoom, telehealth platforms), and ensure reliable internet access.

- **Exhibit Professionalism and Ethical Behavior**

Follow the ACA Code of Ethics in all communications and activities. Maintain confidentiality and appropriate boundaries in all settings—virtual or in person.

- **Commit to Self-Awareness and Personal Growth**

Reflect regularly on your own values, identity, and biases. Be open to feedback and

engage in the emotional and personal exploration necessary for effective counseling practice.

TECHNOLOGY REQUIREMENTS

To successfully participate in the online Counselor Edu program, students must have access to a reliable personal computer. A desktop or laptop running Windows 10 or 11, macOS 14 (Sonoma), or a newer operating system is required. Other specifications include a built-in webcam, microphone, and stable Wi-Fi connectivity.

A high-speed internet connection is essential for accessing course materials, streaming lectures, and participating in live virtual classes. Students on campus can take advantage of SUNY Oneonta's wireless network, including extended outdoor access in areas like the Academic Quad and residence hall lounges.

Online courses rely heavily on video conferencing tools. SUNY Oneonta supports Microsoft Teams, Zoom, and the Virtual Classroom feature built into Brightspace, the campus learning management system (LMS). Students should become familiar with Microsoft Teams for virtual meetings, collaboration, and class communication. A helpful playlist of official tutorial videos is available through the [Microsoft Teams YouTube channel](#).

SUNY Oneonta uses Brightspace, powered by D2L, as its main learning platform. **Students are expected to log into Brightspace through the myOneonta portal and complete the "Student Introduction to Brightspace @ SUNY Oneonta" self-paced orientation.** For additional guidance, a [YouTube playlist of Brightspace tutorials](#) is available and highly recommended for all incoming students.

All students are provided with Microsoft Office 365, which includes Word, Excel, PowerPoint, Teams, and OneDrive. These tools can be installed on up to five devices and are also available as mobile apps for iOS and Android. To access these, students should log in with their SUNY Oneonta credentials.

Access to digital academic resources is provided through the Milne Library's online services. Students can search e-journals, research databases, and participate in library instruction modules. Information about library services and research tutorials can be found on the Milne Library's website and instructional guides.

TECH SUPPORT

Technology support is offered through SUNY Oneonta's Information Technology Services (ITS). The ITS website (suny.oneonta.edu/information-technology-services) provides access to the IT Help Desk, service request portal, knowledge base, and campus software downloads. You can submit help tickets, browse tech FAQs, or speak to a technician by emailing **helpme@oneonta.edu** or calling **(607) 436-4567**. Support is also available in person at the ITS Service Desk, located in the Milne Library.

All students must comply with SUNY Oneonta's Information Technology Acceptable Use Policy, which outlines responsible use of digital resources, data privacy, and copyright guidelines. It is important that students read and understand this policy to ensure academic and technological integrity.

Finally, students are encouraged to explore additional resources that support their online learning experience. This includes video tutorials from the Office of the Registrar on topics like course registration and DegreeWorks, and workshops offered by the Student Learning Center on time management, digital tools, and setting up a productive learning space.

By ensuring access to these tools and following these guidelines, students will be well-equipped to succeed in SUNY Oneonta's online learning environment.

TK20 ASSESSMENT TOOL

TK20 is an online assessment and data management system used by SUNY Oneonta's Educator Preparation Program to collect, organize, and evaluate key assessments related to student progress and program effectiveness. All candidates enrolled in the Counselor Education program are required to use TK20 to submit course-based documents, field placement documentation, and other critical program assessments.

The system allows students, faculty, and supervisors to track professional growth, manage field experiences, and ensure that all program and accreditation standards are being met. TK20 serves as a central platform for communication, documentation, and feedback throughout your academic journey.

Students will receive login instructions and training on how to navigate TK20 early in the program. Consistent use of TK20 is essential for timely evaluation and successful completion of program milestones.

SUCCEEDING IN AN ONLINE LEARNING ENVIRONMENT

Success in an online program requires more than just a reliable internet connection—it demands focus, discipline, and a proactive approach to learning. Below are essential strategies and support resources to help you stay on track and thrive in your virtual courses.

1. Time Management Strategies

Effective time management is one of the most important skills for online learners. Start by creating a weekly schedule that blocks out time for your classes, study sessions, assignments, and breaks. Digital tools like Google Calendar, Microsoft To Do, or Trello can help you organize tasks and set alerts for upcoming deadlines. Use the "time blocking" method to reserve chunks of time each day for specific academic activities and treat these blocks like scheduled appointments.

It's also helpful to break larger assignments into smaller, manageable tasks with mini-deadlines. This makes it easier to track your progress and avoid last-minute stress. Be realistic with your daily goals and leave some buffer time for unexpected events. Most importantly, eliminate distractions during your study sessions. Find a quiet, dedicated workspace and silence notifications on your devices. Consider browser extensions like StayFocusd to limit time spent on distracting websites.

2. Staying Motivated in a Virtual Setting

Maintaining motivation in an online environment can be challenging, especially without face-to-face interaction or a traditional classroom routine. To stay engaged, set short-term academic goals in addition to long-term ones. For example, aim to complete readings by midweek or submit drafts before the due date. Reward yourself for meeting these goals—it helps build momentum and a sense of accomplishment.

Stay connected with your classmates and instructors. Participate actively in discussion boards, attend virtual office hours, and form online study groups if possible. Feeling part of a learning community can significantly boost motivation and accountability. If you begin to feel overwhelmed, don't hesitate to reach out to your advisor, instructor, or the Counseling Center for support.

3. Troubleshooting Common Tech Issues

Technical challenges are part of online learning, but being prepared can minimize their impact. Make sure you have a backup internet option (like a mobile hotspot) in case your primary connection fails. Familiarize yourself with the basic troubleshooting steps for platforms like Brightspace, Microsoft Teams, and Zoom—such as clearing your browser cache, restarting your device, or switching devices if needed.

4. Build Strong Habits

Developing consistent habits is essential for maintaining academic success in an online learning environment. Start by creating a dedicated, distraction-free study space where you can focus without interruptions. Establish a regular weekly routine that keeps you on track with coursework and builds a sense of structure into your day. Make it a habit to check course announcements and emails frequently to stay informed about important updates or changes. Communication is also key—don't hesitate to reach out to your instructors or classmates if you have questions or need clarification. Finally, take full advantage of the support services available to you, such as academic advising, technical assistance, and counseling resources, to help you stay balanced and supported throughout the term.

**MSED ADVISEMENT GUIDELINES – COUNSELOR EDUCATION –
SUNY ONEONTA
M.S. ED., SCHOOL COUNSELING**

**Effective Fall 2020
48 HOUR PROGRAM
MATRICULATED STUDENTS ONLY**

REQUIREMENTS FOR UNCONDITIONAL ADMISSION:

1. 3.0 undergraduate GPA overall.
2. 9 credits total prerequisite coursework: 9 in Psychology/Educational Psychology
3. To be admitted, the candidate must:
 - a) submit application, official undergraduate transcripts, and 2 letters of recommendation to the Admission's Office.
 - b) meet the requirements stated above.
 - c) pay a nonrefundable admission fee.
 - d) be interviewed by members of the departmental admission committee.

Note: We have a once-a-year admission.

PROCEDURES FOR ADMISSION AND COURSE-RELATED INFORMATION:

ADVISOR and ADVISEMENT

1. Once accepted, all matriculated students will be assigned an advisor. All new students are required to make an appointment **before registering** for an advisement meeting with your advisor to discuss your program of study and plan for practicum and internship.

Online Advisement Procedures for Incoming Students

All incoming students are required to participate in an online advisement session before registering for their first semester. Advisement meetings are conducted virtually through Microsoft Teams, and students must schedule their appointments in advance.

Appointments can be made by emailing your assigned advisor. To ensure timely course registration, all initial advisement sessions must be completed **no later than May 1st**.

Before your scheduled session, please take time to review your degree or program requirements, which are available on the college's website. Prepare any questions or concerns you may have and gather relevant documents such as unofficial transcripts. You should join the virtual meeting on time, ensuring that your camera, microphone, and internet connection are functioning properly.

During your advisement meeting, you are expected to be in a quiet, distraction-free environment and dressed appropriately for a professional setting. Be respectful and

engaged throughout the conversation, as your advisor will provide important guidance regarding course selection, program expectations, and the registration process.

Email correspondence with advisors should be conducted using your official student email account. Always include your full name and student ID number in your messages. Advisors typically respond within two business days. For more detailed discussions, scheduling a follow-up appointment is recommended.

Following your advisement session, it is your responsibility to follow the advisor's recommendations and complete your course registration using the college's registration system. If you experience any issues during this process, do not hesitate to reach out for support. For further information or assistance.

2. Graduate students are expected to maintain semester and cumulative **GPAs of at least 3.0**. The College's academic retention policy will be followed if students do not have a cumulative or semester grade point average below 3.0 (Graduate Catalog: Academic Retention Standard).

3. Within the first semester (before October), any previously completed graduate courses for which the student seeks transfer credit must be approved by advisor, must be relevant, must be from an accredited college, must be within the 6-year time limit for obtaining the Master's degree at time of graduation (college policy), must appear on a college transcript, must include a minimum of 37.5 clock hours and must have a grade of B or better. Forms for Course Substitution can be obtained from your advisor. As a general rule, elective credits are most appropriate for transfer. Appropriate documentation of course content (e.g., course syllabus) is to be supplied when the form is submitted. No more than 9 s.h. may be transferred into this program. Introduction to School Counseling and Counseling Techniques may not be transferred in from another institution.

3. Transfer credits (after the first semester): Any graduate courses students wish to transfer in must have written **prior approval** by advisor, must be relevant, must be from an accredited college, must appear on a college transcript, must include a minimum of 37.5 clock hours and must result in a grade of B or better. Forms for Course Substitution can be obtained from the Registrar Office or from your advisor. Appropriate documentation of course content (e.g., syllabus) is to be supplied when the form is submitted. Acceptance of transferred coursework into this degree will affect the time limit set for completion of degree. Courses taken more than 5 years ago would not be eligible for transfer.

4. Practicum Prerequisites:

To register for CNED 5235 Counseling Practicum: School, students must have taken the following courses in proper sequence depending on full-time & part-time status.

Full-time students:

- Introduction to School Counseling, Statistics & Research, Theories, Techniques
- Part-time students:

- Introduction to School Counseling, Statistics & Research, Theories, Techniques, Careers, Human Development
- a. Students must obtain a B or better in Intro to School Counseling (5100) and Counseling Techniques (5115) and maintain a minimum of 3.0 GPA overall to take Practicum (5235).
- b. Students on Academic Probation will not be permitted to take Practicum. Students with felony/misdemeanor charges will need to request a meeting of the counselor education faculty to review appropriateness for practicum placement. The closer to the beginning of Practicum that charges are incurred, the less likely students will be approved for placement that semester.
- c. Students must secure a field placement site in order to participate in the counseling practicum. Students are required to work with Office of Educator Preparation Services throughout the placement search. If a student is unable to obtain a placement by the designated deadline, they will **not** be eligible to proceed with the practicum for the year.
- d. Practicum guidelines and policies can be found on p. 28.

5. Comprehensive Exam (see COMPREHENSIVE EXAM POLICY, p. 19)

6. Internship Prerequisites:

- a. Students must obtain a B or better in Introduction to School Counseling, Techniques, Group Counseling, Practicum, maintain a minimum of 3.0 GPA overall, and pass the Comprehensive Exam to take Internship.
- b. Students on Academic Probation will not be permitted to take Internship. Students with felony/misdemeanor charges will need to request a meeting of the counselor education faculty to review appropriateness for internship placement. The closer to the beginning of Internship that charges are incurred, the less likely students will be approved for placement that semester.
- c. Students must secure a field placement site in order to participate in the counseling internships. Students are required to work with Office of Educator Preparation Services throughout the placement search. If a student is unable to obtain a placement by the designated deadline, they will not be eligible to proceed with the internship course. (see Internship guidelines for details)
- d. Internship 1: Must be taking concurrently with Counseling Services, Self-Culture, Consultation (Full-time status) or completed Counseling Services, Self-Culture (Part-time status).
- e. Internship 2: Must obtain a B or better in Internship I (FT and PT) and completed Counseling Services, Self-Culture, Consultation (Full-time status); completed Developmental Counseling, Measurement (Part-time status).
- f. Internship guidelines and policies can be found on p. 31.

7. To be eligible for the comprehensive exam, students must have completed, or be concurrently enrolled in courses (Level I level) covered by the Comprehensive Examination in their program. The comprehensive examination is offered near the end of the spring semester. It is expected that

full time students will sign up for and take the Comprehensive Exam at the end of their second semester. Part time students should take the exam during the spring semester when they are enrolled in their final required class(es). Students retake the failed section(s), if any, in the summer. Passing the comprehensive examination is a pre-requisite to Internship and level two courses. If a student fails to pass all sections of the exam after the second attempt, **he/she will be dismissed from the degree program.**

8. Students will be expected to begin a professional portfolio in the introductory course and to present their completed portfolio at the end of the internship II course.

9. Application for the Master's degree diploma must be completed online through Registrar's office. Students are expected to submit their application for NY certification directly through the State Education TEACH website. Office of Educator Preparation Services website provides guidance on NY certification.

10. Students earning a B- or lower in CNED 5100, 5115, 5230, Practicum or Internship will not be permitted to continue or finish the program. Please see Academic Policies in the College Graduate Catalog for details.

11. Students may not request an individual enrollment in a class to bring them to full-time status for financial aid purposes. Students can request an individual enrollment if they have a faculty sponsor.

12. Non-matriculated students, especially without a masters degree, are not eligible to take any MSED courses.

SECOND MASTER'S DEGREE OR SECOND CAS PROGRAMS

REQUIREMENTS FOR ADMISSION:

1. Successful completion of **related** Master's Degree.

Before admission -

1. Students must complete the graduate application online, pay a nonrefundable fee, and submit any necessary documentation by the deadlines to the Admissions Office.
2. Students may (even if graduated from SUNY Oneonta) be asked to attend an interview.

After admission -

1. Students are required to contact advisors prior to registering to review their program of study. Any other changes made must be with advisor's approval and include appropriate documentation to be sent to the Admissions Office (e.g. transcript).
2. Students must complete all the prerequisites, as stated in earlier section, prior to placement in Practicum.
3. Students who have not taken the Comprehensive Examination at Oneonta will be required to do so at the end of level one courses.
4. At **least half the credits for the new degree (24 s.h.) must be completed** following matriculation.
5. See policy re transfer credit, stated above. Up to 6 courses may be transferred in with the approval of the advisor. * Students should contact advisors after admission and request the transfer of credits.

*Courses completed prior to admission to a degree or certificate program that are accepted toward the degree cannot be more than six years old at the time the degree is awarded (see College Graduate Catalog).

POST-MASTER'S NON-MATRICULATED STUDENTS

REQUIREMENTS:

1. Master's degree in Education/School Counseling.
2. Valid New York State Provisional or Initial Certification in School Counseling.

Students who possess a 48-credit School Counseling Master's degree and wish to take coursework toward Permanent/Professional Certification in School Counseling can apply for non-matriculated status. This option is available for qualified applicants who are not degree-seeking but wish to receive course credit as they work to satisfy New York State's 60 s.h. academic requirement for Permanent/Professional certification. Students approved for non-matriculated status will be eligible to register for online courses offered in our Certificate of Advanced Study program, as well as our online elective courses. Permission of the instructor and Department Chairperson is required to enroll in CAS courses. The Extended and Community Learning office will assist with this process.

Non-matriculated students can only take up to 12 credits with our program. The Counselor Education program does not provide advisement for non-matriculated students who seek NY certification through the individual pathway. Non-matriculated students are NOT eligible to take Internship in School Counseling or to take an Independent Study/Research project (CNED 6555).

For non-matriculated students, approved courses beyond the Master's degree including:

CNED 6455 Developmental Counseling Services 3 s.h.
 CNED 6505 Teaching Pro Social Skills 3 s.h.
 CNED 6525 Brief Approaches to Counseling 3 s.h.
 CNED 6350 Consultation in Educational Settings 3 s.h.
 Elective courses

CAS ADVISEMENT GUIDELINES
CERTIFICATE OF ADVANCED STUDY (CAS; 21 credits) - SCHOOL COUNSELING

REQUIREMENTS:

1. Master's degree in Education/School Counseling.
2. New York State Provisional or Initial Certification in School Counseling.
3. Two (2) professional references if student did not obtain his/her Master's degree from SUNY Oneonta.

The CAS provides post-Master's study which, when combined with SUNY Oneonta Master of Science in Education degree (School Counselor), satisfies the 60 s.h. academic requirement (Master's degree and CAS or related course work) of New York State for Permanent/Professional Certification in School Counseling. Two full years of professional experience as a school counselor are also required for Permanent/Professional certification by New York State. This program is a part-time study. The college allows a maximum of **six** calendar years to complete all requirements for the program. Since the NYS Provisional Certificate is valid for five years, students are encouraged to complete their CAS within this time period.

PROCEDURES FOR ADMISSION AND COURSE-RELATED INFORMATION:

Before admission -

1. Applicants must complete Application for Admission and submit this form to the Admissions Office. Include a copy of NYS School Counselor provisional or initial certificate by deadline of February 1 for fall semester. For those students graduated with a Master's from SUNY Oneonta (School Counseling), letters of recommendation are not required.
2. Applicants may be asked to attend an interview.

After admission -

1. Transfer credit from other college or SUNY Oneonta into CAS:
 - a. No more than 9 credits (taken at SUNY Oneonta) beyond our MS/Ed program may be applied to the CAS.
 - b. Students may arrange with advisor for approval of up to 9 relevant credits for transfer from another institution.
2. At least half the credits (9 s.h.) for the CAS must be taken following matriculation
3. Prior approval from advisor (assigned upon admission) is necessary for transfer in elective credits once admitted. Electives taken elsewhere must meet the following requirements:
 - a. from an accredited college with official transcript supplied.

- b. minimum of 37.5 clock hours of instruction and must result in a grade of B or better.
 - c. related to school counseling*
- 4. Students are required to contact advisors before registering to complete their program of study form and obtain permission to register. Any changes made must be done with advisor's approval and the appropriate documentation sent to the Graduate Office. No more than 9 s.h. can be taken in courses titled Seminar.
- 5. Internship (I and II) in School Counseling is for degree students only.
 - a. students can use a full-time school counseling job they hold.
 - b. If students are not employed, they are expected to secure a placement. Office of Educator Preparation Services provides guidance on this process.
- 6. Internship can be replaced with 2 advisor-approved electives. Students are expected to contact their advisor and submit the verification of paid experience form (proof of 2 years of paid experience) to advisor before the internship substitution is approved (via a petition in DegreeWorks).
- 7. Students needing a time extension to complete the degree should write to their advisor outlining the reasons for the extension. Generally, the program faculty can grant extensions for up to one year. An extension beyond that requires the review of the College's Graduate Committee. Time extensions granted by the college are used for degree completion in SUNY Oneonta. It is not in any way connected to extensions granted by the State of New York Education Department.
- 8. At the CAS level, degree status is required for students in 6897 Internship and 6555 Independent Research.
- 9. Application for the CAS degree must be completed online. Students are expected to submit their application for NY state certification directly through the State Education TEACH website. Office of Educator Preparation Services may provide guidance to assist with this process.
- 10. Required CAS courses are available in distance learning format, with exception of CNED 6897/6997 Internship. Please review policy #6. Contact your advisor for advisement on course substitution and approval.
- 11. Students are required to contact advisors prior to registering to review their program of study each year. Any changes made must be with advisor's approval and include appropriate documentation sent to the Admissions Office.
- 12. National Counselor's Exam: Courses offered in the CAS program (school counselor) may be used to fulfill part of the eligibility requirements for the National Counselor's Exam.

ACCEPTABLE COURSEWORK

(for Individuals Who Applied for Provisional or Permanent School Counselor Certification through the “Individual Evaluation” Pathway On or After July 1, 2019)

Category 1: Becoming a Certified K-12 School Counselor

Courses include but are not limited to: foundations of professional school counseling, role and responsibilities including student support and advocacy, ethics of counseling, counseling theories and techniques, and counseling or educational research.

School Counselor Certificate Sought through the Individual Evaluation Pathway	Total Number of Graduate Semester Hours (S.H.) in School Counseling Required	Number of Graduate S.H. in Courses that Are in a State Approved School Counselor Education Program (<i>in any state</i>)	Number of Graduate S.H. Related to School Counseling at a Regionally Accredited Institution (courses that are not in a state approved school counselor education program)
Provisional certificate	30 S.H.	Minimum 18 S.H.	Maximum 12 S.H.
Permanent certificate	60 S.H. Semester hours counted towards the Provisional certificate would count towards the Permanent certificate.	Minimum 36 S.H.	Maximum 24 S.H.

- Examples of Acceptable Courses that Must Be in a State Approved School Counselor Education Program**

Ethics of / Ethical Foundations of School Counseling
 Group Counseling and Practice
 History / Development / Role of the School Counselor
 Interviewing and Counseling / Interviewing Skills
 Introduction to / Foundations of / Orientation to Counseling
 Issues in School Counseling
 Principles of School Counseling
 School Counseling / Counseling Theory and Practice
 School Counseling Research / School Guidance Research
 Techniques of Counseling the Individual / the Elementary Child / the Adolescent

- **Examples of Acceptable Related Courses that Must Be Completed at an Institution of Higher Education with State Approved Graduate Programs Leading to Teacher Certification**

Statistical Methods / Research Methods in Education
Trends in Education

- **Examples of Acceptable Related Courses that Can Be Completed at any Regionally Accredited Institution of Higher Education**

AIDS Education and Human Sexuality / Sex Equity
Approaches to LGBTQ Issues
Assertiveness Training
Death and Dying
Decision Making
Drug /Alcohol / Substance Abuse Dependency Counseling
Grief Counseling / Crisis Counseling
Interpersonal Communication
Problem Solving

Last Updated: January 30, 2022

Source: NYSED, Office of Teaching Initiatives - Certification

<http://www.highered.nysed.gov/tcert/certificate/ecwk-schoolcounseling-acceptable2.html>

COUNSELOR EDUCATION – SCHOOL COUNSELING DISCLOSURE CONTRACT

The following areas have been discussed with me by the members of the counseling faculty. I understand the items below and agree to abide by the rules and policies of State University of NY at Oneonta's school counseling program.

1. I am aware that the requirements of the school counseling program are contained in the Graduate Catalog and through the Counselor Education Student Handbook. I understand that as a graduate student at SUNY College at Oneonta I must maintain at least a 3.0 grade point average and pass certain courses as outlined in the catalog and student handbook with a B or better. I understand that the coursework proposed on the plan of study must be completed within six years after admission (or the first course transferred into the program). I understand that I must obtain a B in certain designated courses and that if I repeat a required course, it cannot count as an elective in the program.
2. In order to successfully complete the program, I will be expected to demonstrate academic competence; professional writing competence; functional competence; practicing in a professional and ethical manner; and personal characteristics appropriate for a student in counselor education. I realize that my progress will be continually evaluated and discussed. Failure to attain such competencies, skills, ethics, and characteristics may result in my being referred for a Retention Review to determine my eligibility to begin a Practicum/Internship or continue as a student in the Counselor Education Program.
3. I understand that my performance in the school counseling program will be reviewed and evaluated on a continual basis in various formats by the counselor education faculty members. The evaluation will be based on academic knowledge, functional competencies, personal characteristics and my dispositions as evaluated in Techniques, Groups, Practicum, and Internship. I am expected to successfully complete all academic courses, all clinical experiences, and conform to the ethical standards of the American Counseling Association (ACA Code of Ethics, 2014). In addition, I must:
 - a. Display good listening skills.
 - b. Respect divergent points of view.
 - c. Express thought/knowledge effectively.
 - d. Demonstrate realistic expectations of self.
 - e. Show developed sense of self-awareness regarding skills and talents.
 - f. Demonstrate an ability to develop and sustain rapport with both men and women.
 - g. Use personal power and authority appropriately.
 - h. Work collaboratively with others.
 - i. Demonstrate an ability to articulate one's feelings.
 - j. Demonstrate an awareness of cultural issues.
 - k. Demonstrate the ability to receive, give, and integrate feedback.
 - l. Demonstrate appropriate boundaries: sexual, ethical, and professional.
 - m. Exhibit ability to take responsibility for one's actions.
 - n. Demonstrate appropriate in-class behavior

- o. Interact appropriately with authority.
 - p. Contribute to a positive classroom environment.
 - q. Exhibit dependable behaviors with regard to assignments, group activities, and attendance.
4. With the assistance of my faculty advisor, I have developed a program of study.
 5. There is a residency requirement. I must complete at least 39 semester hours in residence.
 6. I am aware that I must complete a 100-hour Practicum and must follow the departmental policies in terms of placement options and restrictions. I am aware that I must attend a mandatory pre-practicum orientation. I know that I must obtain liability insurance and complete the 2-hour child abuse recognition and reporting workshop, the SAVE workshop, and the Dignity for All Students Act 6-hour workshop before Practicum. Practicum requires a minimum commitment of 2-3 days per week; one on campus, 1-2 on site.
 7. I am aware that I must complete a 600-hour Internship and must follow the departmental policies in terms of placement options and restrictions. Internship requires a minimum commitment of three days per week on site.
 8. According to the American School Counselor Association (B.3.c), school counseling students/interns can “accept employment only for positions for which they are qualified by education, trainings, supervised experience and state/national professional credentials. (ASCA, 2022)” Therefore, I understand that I may not accept employment as school counselors without having a NY school counselor certification.
 9. I understand that the counselor education program encourages self-growth and requires participation in experientially based courses. Self-disclosures will not be used as a basis for grading in these courses. However, should I disclose information indicating impairment or the potential for harm to clients, I may be referred for a Retention or Pre-Practicum Review to determine my eligibility to begin a Practicum or continue as a student in the Counselor Education Program.
 10. Proficiency and professionalism are expected for the successful completion of the counselor education program. If I fail to meet performance standards or behave in an unprofessional or unethical manner, I may be referred for a Retention Review to determine my eligibility to begin a Practicum/Internship or continue as a student in the Counselor Education Program.
 11. I will be expected to successfully pass the Comprehensive Exam at the end of the Level I core courses. These courses are: Introduction to School Counseling, Counseling Theories, Counseling Techniques, Statistics and Research Methods, Career Development, Human Development, Group Counseling, and Practicum. For full time students, this means the end of their spring semester in year one of study. I may file an appeal to repeat any failed courses with the Student Progress Committee. Under no circumstance can the

comprehensive examination or any portion thereof be taken more than twice. All sections of the Comprehensive Exam must be passed before an Internship placement is sought.

12. The completion of the Master's Degree in School Counseling does not guarantee my acceptance into the Certificate of Advanced Study.

Student Signature

Date

Printed name

Witness (CNED 5100 Instructor)

Attached: Dispositions Survey

Dispositions Survey

Counselor Education Program – SUNY Oneonta

Dispositions as suggested by ASCA: "The personal attributes or characteristics of school counselors are very important to their success. (Students will be rated on a customized scale)

Effective counselors usually:

1. Have a genuine interest in the welfare of others;

Does not communicate concern for the client.

Actively works to communicate concern for the client.

2. Are able to understand the perspective of others;

Are unable to see problems from the client's view.

Can put themselves in the client's shoes.

3. Believe individuals are capable of solving problems;

Solves problems for the client.

Encourages clients to be an active participant in problem solving.

4. Are open to learning;

Resists and/or dismisses feedback.

Incorporates feedback willingly.

5. Are willing to take risks;

Sticks to what is familiar.

Tries new things.

6. Have a strong sense of self-worth;

Ignores own strengths.

Recognizes own strengths.

7. Are not afraid of making mistakes and attempt to learn from them;

Unable to recognize errors and
cannot use them for self-improvement.

Sees own errors and uses them for
improvement.

8. Value continued growth as a person;

Closed to new information.

Seeks out new information as needed.

9. Are caring and warm;

Appears distant and insensitive to clients.

Conveys warmth and concern.

10. Reached high level of self-awareness;

Unable to identify deficiencies.

Is aware of one's own limitations, biases,
and/or well-being.

COMPREHENSIVE EXAM POLICY SUNY ONEONTA COUNSELOR EDUCATION

Both full-time and part-time students in Counselor Education program will undergo a comprehensive evaluation to demonstrate their competency in school counseling. To be eligible for the comprehensive exam, students must have completed, or be currently enrolled in the Level One courses covered by the Comprehensive Examination including CNED 5100, 5105, 5115, 5110, 5220, 5230, 6460, and EPSY 5030. The comprehensive examination is offered near the end of the spring semester. It is expected that full time students will take the Comprehensive Exam at the end of their second semester. Part time students should take the exam during the spring semester they are enrolled in their final required class(es). An individual who does not achieve a satisfactory score on the first attempt to pass the examination may retake the failed section(s) at a time in the summer scheduled by the exam coordinator. If a student fails to pass all sections of the exam after the second attempt, **he/she will be dismissed from the degree program**. Passing the comprehensive examination is a pre-requisite to enter Level Two courses and Internship.

PURPOSE: The Comprehensive Exam is designed as a method to assess students' having obtained the essential skills and knowledge base necessary for competent practice as counselors.

METHOD: The Comprehensive Exam is given near the end of spring semester and consists of multiple-choice questions that review and integrate material covered within the core courses in the Counselor Education Program.

SCOPE: There are six (6) sections to the exam:

Section I.	Counseling Theories and Techniques (40 questions)
Section II.	Statistics, Research, Measurement and Appraisal (40 questions)
Section III.	Group Techniques (20 questions)
Section IV.	Career Development (20 questions)
Section V.	General – School Counselor Concentration (40 questions)
Section VI.	Human Development and Learning Across the Life Span (20 questions)

PREREQUISITES: Students must have successfully completed or be currently enrolled in all the above-mentioned courses covered by the Comprehensive Examination in their program. Students in doubt of their status in the above courses should consult their advisor to determine eligibility.

GRADING:

1. Students must obtain an OVERALL minimum passing grade of 70%, with no subsection score lower than 70% as well.
2. If students fail the entire test or any subsection(s) on the first attempt, they are permitted to retake the failed sections(s) at a time scheduled by the exam coordinator,

usually no sooner than the next regularly scheduled offering, in the summer. No exceptions will be made to this.

3. Students are not allowed to take the exam more than two times. If a student fails to pass all sections of the exam after the second attempt, they will be dismissed from the degree program.
4. Students will receive a letter from the department within 10 business days of the exam date that provides information regarding successful passing or which illuminates sections(s) failed.

Field Placement Guidelines and Requirements

PRACTICUM GUIDELINES

NOTE: *Reading these guidelines does not exempt students from having to attend the mandatory pre-practicum orientation meeting.*

Pre-Practicum Orientation

All students must attend the pre-practicum orientation group meeting the semester before they wish to apply for practicum placement. The online program coordinator (Mrs. Jennifer Brislin) and program coordinator of the Counselor Education must approve all placements.

You are NOT to begin practicum before the first day of the semester at SUNY Oneonta, or to continue after the last day of undergraduate finals.

Students deemed ineligible for practicum will be allowed to meet with the faculty committee for review. If you incur misdemeanor or felony charges before practicum (or during) you must notify the department immediately, submit official court documents, and attend a department meeting. Failure to disclose these charges will result in dismissal from Practicum.

Prerequisites:

To register for Counseling Practicum: School (CNED 5235), students must have taken the following courses in proper sequence depending on full-time & part-time status.

Full-time students: Intro., Stats & Research, Theories, Techniques

Part-time students: Intro., Stats & Research, Theories, Techniques, Careers, Human Dev.

1. Students must obtain a B or better in Intro to School Counseling (5100) and Techniques (5115) and maintain a minimum of 3.0 GPA overall to take Practicum (5235).
2. Students on Academic Probation will NOT be permitted to take Practicum. Students with felony/misdemeanor charges will need to request a meeting of the counselor education faculty to review appropriateness for practicum placement. The closer to the beginning of Practicum that charges are incurred, the less likely students will be approved for placement that semester.
3. Students are required to secure their own field placement. It is important to begin the search early and reach out for assistance if needed to ensure a timely placement. Students must secure a field placement site in order to participate in the counseling practicum. If a student is unable to obtain a placement by the designated deadline, they will not be eligible to proceed with the practicum until the following year.

Time Commitments:

In addition to the field placement, the practicum includes 37.5 classroom hours which consists of individual supervision sessions (with instructor and a peer). The seminar consists of weekly case presentations by students and discussion of problems, issues, and situations encountered in the field and coverage of material in required reading/textbook. Practicum is a one semester, 100-hour field placement (appx. 7-10 hours/week) in a school counseling setting. Be prepared to

- BOCES Placements will need to be carefully screened to assure you do more than counseling.
- You may not take Practicum if you are on Academic Probation.
- You must notify the department should you be charged with a misdemeanor or felony before or during practicum.

Other commitments, requirements and stressors:

You must have completed the mandatory 2-hour Mandated Reporter Training, 6-hour DASA training, and the SAVE training **PRIOR** to the end of the semester before Practicum. You may do this online through a NYSED approved vendor or attend a session in the area through BOCES. Supply a copy of your certifications to the Registrar's office directly.

Placement is not automatic upon completion of prerequisites. Students whose dispositions, functional competence, and behavior indicates that they may not be ready to be recommended for field placement will be notified and specific guidelines will be provided to them as to how they can demonstrate readiness for Practicum.

Placement (local and other regions)

We have longstanding relationship with local school districts. Most areas within the counties around Oneonta including Otsego, Chenango, Schoharie, and Delaware counties are acceptable. Sites in Broome, Herkimer, Oneida, and Madison Counties may be acceptable, if within one hour of Oneonta. We encourage students to seek field placement opportunity with schools that we have established rapport and collaborated repeatedly, if you search locally. Before committing to a school site, students are strongly encouraged to discuss practicum course requirements with the potential host counselor to ensure he/she can support you via close supervision and provide adequate school counseling experiences during the practicum semester. There is a binder with various site information and feedback from prior students. If you are invited to the school site to meet with the counselor, please treat it like a job interview. Dress professionally and bring your resume.

You must work with the Office of Educator Preparation Services (OEPS), Mrs. Jennifer Brislin, Jennifer.Brislin@oneonta.edu, to find your placement locally or in other regions. Other detailed instructions will be provided at the pre-practicum orientation. Application deadlines are listed on p. 34.

INTERNSHIP GUIDELINES

Prerequisites:

To obtain approval to take the Internship for School Counseling, students must successfully complete the Level I courses, including Practicum, and pass the Comprehensive Exam. For part-time students, please meet with your advisor one semester prior to the Internship semester for further guidance.

Students must maintain a minimum of 3.0 GPA overall to take Internship. Students on Academic Probation will NOT be permitted to take Internship. Students with felony/misdemeanor charges will need to request a meeting of the counselor education faculty to review appropriateness for practicum placement. The closer to the beginning of Internship that charges are incurred, the less likely students will be approved for placement that semester.

The Office of Educator Preparation Services will provide students with internship application materials and guidance. The process is similar to the practicum placement application. Students must submit all required documentation electronically, in PDF format, to Mrs. Jennifer Brislin by the specified deadlines in order to obtain approval for internship registration. Internship applications and school site placements will not be approved without all required documents. **Students may not register for internships without first securing an approved school site.**

Time Commitments:

The internship spans two semesters and consists of a total of 600 hours of supervised field experience. A minimum of 300 clock hours must be completed in elementary and middle school grades (K–8), and a minimum of 300 clock hours must be completed in secondary grades (9–12).

FIELD BASED:

Direct Services: 240 hours (i.e. individual, group counseling, and classroom lessons) with a minimum of 50 hours counseling)

Supportive Services: 360 hours (i.e., developing, implementing and evaluating key school counseling program elements*)

*This may include student outcomes and standards, curriculum, individual student needs and plans, responsive services, consultation with others on behalf of student, time management, school counseling program goals, data analysis, action plans, calendars/schedules, and advisory panels, councils, and committees.

COLLEGE BASED (virtual meetings):

- | | |
|---------------------------|-----------|
| 3. Individual Supervision | regularly |
| 4. Peer Supervision | monthly |
| 5. Group Supervision | weekly |

You must work the legally contracted FULL days for the host school (see the Internship Agreement). In addition to the field placement, the internship includes 37.5 classroom hours which consists of group and individual supervision (with instructor and a peer). The course

consists of weekly group supervision, case presentations by students and discussion of problems, issues, and situations encountered in the field.

Additional time will be required for: transcribing portions of counseling recordings, preparing for peer and instructor supervision meetings, writing case notes, time logs, PILs, and peer feedback sheets. Plan for one to two week breaks in school schedules and for snow days.

You are NOT to begin Internship before the first day of the semester at SUNY Oneonta, or to continue after the last day of undergraduate finals.

Insurance:

You are expected to have liability insurance and to submit a copy of this with required documentation. You can obtain inexpensive insurance through ACA or ASCA. Currently, if you join ASCA or ACA, liability insurance is included in the premium and therefore you will need to simply supply a copy of your membership and to keep this active throughout the Internship semester. **You must assure that your membership remains active throughout the internship experience.**

Audio-recording:

You are required to audio-record all counseling sessions with students for whom permission has been obtained. Permission **must** be obtained prior to recording.

Internship Policies:

- If you cannot secure a site by the designated deadline for each semester, you will not be permitted to enroll in Internship.
- You may not do an Internship where you went to school or in the district in which you work(ed), where your spouse/partner works, or where your children attend school. It is preferable that you do not do Internship where you have ANY relatives.
- Only one student can be in a BUILDING to have independent experience.
- Your field coordinator must have tenure and be a NYS certified school counselor.
- You must work under **ONE** supervisor even if your duties overlap with other counselors.
- You must be on-site for time commitment (not as a consultant) and train there during school hours.
- You must meet the minimum hours for direct services (individual and group counseling, and curriculum delivery). Overloading hours in one area and neglecting others may negatively impact your grade
- You must complete your time commitment during the course of **ONE** semester. If an emergency arises you will need to request a medical withdrawal and begin again the following spring with your hours starting at zero.
- You cannot receive an Incomplete. Liability issues prevent you from going before the start of our semester or after finals end.
- You must be there weekly for an entire semester and FULL days.
- BOCES placements will need to be carefully screened to assure you do more than counseling.
- You may not take Internship if you are on Academic Probation.

- You must notify the department should you be charged with a misdemeanor or felony before or during practicum.

If you incur misdemeanor or felony charges before Internship (or during) you must notify the department immediately, submit official court documents, and attend a department meeting. Failure to disclose these charges will result in dismissal from the Internship.

Placement is not automatic upon completion of prerequisites. Students whose dispositions, functional competence, and behavior indicates that they may not be ready to be recommended for field placement will be notified and specific guidelines will be provided to them as to how they can demonstrate readiness for Internship.

Placement (local and other regions)

We have longstanding relationship with local school districts. Most areas within the counties around Oneonta including Otsego, Chenango, Schoharie, and Delaware counties are acceptable. Sites in Broome, Herkimer, Oneida, and Madison Counties may be acceptable, if within one hour of Oneonta. We encourage students to seek field placement opportunity with schools that we have established rapport and collaborated repeatedly, especially if you search locally. Before committing to a school site, students are strongly encouraged to discuss practicum course requirements with the potential host counselor to ensure he/she can support you via close supervision and provide adequate school counseling experiences during the practicum semester. There is a binder with various site information and feedback from prior students. If you are invited to the school site to meet with the counselor, please treat it like a job interview. Dress professionally and bring your resume.

You must work with the Office of Educator Preparation Services (OEPS), Mrs. Jennifer Brislin, Jennifer.Brislin@oneonta.edu, to find your placement locally or in other regions. Other detailed instructions will be provided by her. Application deadlines are listed in the next page.

Key Deadlines for Practicum/Internship Application

(Reminders will not be sent)

* Students may not register for internships without first securing an approved school site.

Spring 26 Practicum application deadlines (to be completed by Fall 2025):

- Resume – email as PDF attachment to Jen Brislin no later than 9/15/25
- List of 5 school districts in order of interest (you may indicate a grade preference – elementary/middle/high school but this cannot be guaranteed – email Jen Brislin your list no later than 9/15/25
- Create your TEACH account – done by 9/15/25
- Fingerprinting – completed by 9/19/25
- NYSED Workshops – 3 in total (DASA, Child abuse identification & reporting, School violence prevention & intervention) – completed by 9/29/25
- Counselor Education Dept forms/documents – emailed to Jen Brislin as separate PDF attachments.
 - ASCA Membership Card – due 9/15/25
 - Certificate of liability insurance – due 9/15/25
 - Intent to Register for spring 2026 practicum – due 9/15/25
 - Practicum plan – due 11/21/25
 - Practicum agreement – due 12/5/25

Spring 26 Internship II application deadlines (to be completed by Fall 2025):

(for students beginning the program in the fall 24 term on a FT basis)

- Resume – only if you resume has changed since the spring 25 term, please email updated document as PDF to Jen Brislin by 9/15/25
- List of 5 school districts in order of interest (please indicate if you wish to remain in your current internship I school district) – email Jen Brislin your list no later than 9/15/25
- Counselor Education Dept forms/documents – emailed to Jen Brislin as separate PDF attachments.
 - ASCA Membership Card – due 9/15/25
 - Certificate of liability insurance – due 9/15/25
 - Ethical Pledge – Internship II – SP 26 – due 9/15/25
 - Intent to Register for Internship II – SP 26 – due 9/15/25
 - Internship II plan – due 11/21/25
 - Internship II agreement – due 12/5/25

Fall 26 Internship I application deadlines (to be completed by Spring 2026):

- Resume – only if your resume has changed since the fall term, please email updated document as PDF to Jen Brislin by 2/2/26
- List of 5 school districts in order of interest (you may indicate a grade preference – elementary/middle/high school but this cannot be guaranteed) – email Jen Brislin your list no later than 2/2/26
- Counselor Education Dept forms/documents – emailed to Jen Brislin as separate PDF attachments.
 - Ethical Pledge – Internship I – FA 26 – due 2/9/26
 - Intent to Register for Internship I – FA 26 – due 2/9/26
 - Internship I plan – FA 26 – due 4/24/26
 - Internship I agreement – FA 26 – due 5/8/26

SUNY ONEONTA
COUNSELOR EDUCATION PROGRAM
SCHOOL COUNSELING

AUDIO RECORDING POLICY

Students in the Practicum/Internship in School Counseling are expected to audio record all of their counseling sessions for which client and/or parent permission is obtained.

These audio-recordings are the chief vehicle for students to receive counseling supervision from the university instructor and from peers within the group seminar. Students will use segments from these recordings to practice skills of self-evaluation and giving/receiving feedback. A portion of the student's grade in Practicum/Internship is based on their case presentation and individual/peer supervision evaluations which result from recordings made.

Students and the university supervisor will treat these audio files in a manner that respects clients' rights to confidentiality. Practicum/Internship students have been made aware of ethical taping practices and of the absolute necessity of maintaining client confidentiality. At the end of the semester, all audio-recordings will be deleted from students' computer and recording device.

Students are supplied with a sample taping permission form which clearly states the purpose of recording use and the deletion of recordings at the end of Practicum/Internship. All students have been advised to conform to the requirements/forms of their field placement setting in regard to taping. They are also told that no student in their site is to be denied counseling services if permission to record is denied.

Each student is required to sign a pledge of confidentiality, a sample of which is attached.

SUNY ONEONTA
COUNSELOR EDUCATION
SCHOOL COUNSELING

PLEDGE OF ETHICAL STANDARDS AND CONFIDENTIALITY

I, as a counselor-in-training, agree to uphold the ethics of the counseling profession as defined by the American Counseling Association (ACA).

I pledge to honor the confidentiality of:

- (1) Any personal information, feelings, or concerns explored within the Practicum/Internship course setting.
- (2) Specifically, I agree to “retain as private” anything revealed in this course whether by clients, peers, instructor, or demonstration audio files. Such information is to be discussed only with the course instructor and among counselors-in-training in this class who are also bound by this pledge. This means that I agree not to reveal any of this information with other trainees in the program or anybody else.
- (3) I agree to treat the digital recordings made for this course as confidential material. Specifically, I pledge not to involve anybody other than my peers in this class, my field supervisor, and the course instructor in the reviewing or discussing of these recordings.
- (4) At the end of the course, I agree to turn in all recordings to the instructor for destruction in order to prevent the recordings from being used for any other purpose. If any digital recording device was used in my counseling sessions, all the electronic files of sessions will also be deleted from all my computer(s) and the digital recording device at the end of the course.

I understand that violation of these ethical principles can do great damage to the trainees and clients. I also understand that violations (including disclosure and/or idle discussion of confidential information) may result in course failure and/or expulsion from the Counselor Education Program.

Student signature:

Course instructor:

APPLYING FOR SCHOOL COUNSELOR (K-12) CERTIFICATION

Please use these instructions as a guide when applying for Provisional or Permanent School Counselor (K-12) certification in New York State via the TEACH system (online). Read each screen in the TEACH application carefully and follow all instructions.

- 1) Go to www.highered.nysed.gov/tcert/teach
- 2) Login to TEACH with your username and password. *You set up your TEACH account when you applied for fingerprinting clearance. **DO NOT** set up a new account if you cannot remember your user name or password. You must go through the process to retrieve this information if you have forgotten it.*
- 3) Click on “TEACH Online Services”
- 4) Click “Update/Add Education, Employment, and Personal Information” at the top of the TEACH Home page (under the section Profile Links) in order to check your personal information.
 - Make sure your personal information is correct, and click “Edit Personal Information” if changes are necessary.
 - Click “Edit Education Information” and input the correct information regarding your educational history according to the questions. *Refer to DegreeWorks to gather information about total credits. See chart at end of document for semester dates to report dates of attendance.*
 - The “Employment Information” section should be completed to reflect your paid employment experience in education. If you have professional paid work experience as a school counselor (2 years paid experience is **REQUIRED** for application for Permanent Certification):

Click “Edit Employment Information”
 Fill in the appropriate information on your work experience
 When finished, Click the “Add” button
 If you have more work experience, repeat the above steps
 When completely finished, click the “Done” button

Once your profile is verified and updated you can then return to the TEACH Home page by clicking on the link at the top of the page.

- 5) Click on “Apply for Certificate” and proceed through screens. The steps to complete the application process are:
 1. Verify / Update Profile
 2. Select Certificate(s)

3. Sign Affidavit
4. Confirm and Sign Application
5. Make Payment

- ☐ Review your profile (which you have just updated in Step #4) for accuracy. If no changes are necessary, click “Next”
- ☐ To **select certificate**, make selections from drop boxes and click “Add”:

For Initial Certificate:

Area of Interest: Administration and Pupil Personnel Services
 Subject Area: School Counseling
 Grade Level: Pre K-12
 Title: School Counselor
 Type of Certificate: Initial Certificate

For Permanent Certificate:

Area of Interest: Administration and Pupil Personnel Services
 Subject Area: School Counseling
 Grade Level: Pre K-12—All Grades
 Title: School Counselor
 Type of Certificate: Permanent Certificate

You will be prompted to answer a question about Educational Preparation *for this certification application only*. Answer YES to the question about approved teacher preparation program and enter program code (**VERY IMPORTANT**)

PROGRAM CODES		
School Counselor	M.S. Ed. 48cr (initial)	C.A.S. 21cr (Permanent)
	41155	79236

- ☐ Answer “moral character” questions and electronically **sign affidavit**
 - ☐ Make sure that you have completed the correct application, READ the information on the next page and click on [**Sign Application**].
 - ☐ Submit **payment** for application (\$50 per title/extension- online using a credit card or print voucher to send in payment). *The next page will show “Application Transaction Summary”- print this for your record.*
- 6) You must complete a form authorizing SUNY Oneonta to release your academic record to NYSED to make an institutional recommendation for certification. Please return the completed and signed release form to Office of Educator Preparation Services (Fitzelle

273) prior to graduation or completion. *Please note, though it refers to student teaching, it is the correct form to submit.*

You can find the Information Release Form here:

<https://suny.oneonta.edu/office-education-advisement-and-field-experience/teacher-certification>

Once your degree/graduation posts, SUNY Oneonta will recommend you for the appropriate certificate according to your program.

SUNY Oneonta- Semester Dates

Use this chart to determine your dates of attendance for reporting your education in TEACH.

FA 2006 08-23-06 TO 12-15-06	SU 2016 05-16-16 TO 08-05-16
SP 2007 01-17-07 TO 05-16-07	FA 2016 08-29-16 TO 12-20-16
SU 2007 05-29-07 TO 08-03-07	SP 2017 01-18-17 TO 05-10-17
FA 2007 08-29-07 TO 12-21-07	SU 2017 05-15-17 TO 08-11-17
SP 2008 01-16-08 TO 05-14-08	FA 2017 08-28-17 TO 12-19-17
SU 2008 05-27-08 TO 08-08-08	SP 2018 01-17-18 TO 05-09-18
FA 2008 08-27-08 TO 12-19-08	SU 2018 05-14-18 TO 08-10-18
SP 2009 01-14-09 TO 05-13-09	FA 2018 08-27-18 TO 12-18-18
SU 2009 05-24-09 TO 08-09-09	SP 2019 01-16-19 TO 05-08-19
FA 2009 08-26-09 TO 12-18-09	FA 2019 08-26-19 TO 12-17-19
SP 2010 01-20-10 TO 05-19-10	SP 2020 01-15-20 TO 05-06-20
SU 2010 06-01-10 TO 08-06-10	FA 2020 08-24-20 TO 12-15-20
FA 2010 08-25-10 TO 12-17-10	SP 2021 01-25-21 TO 05-13-21
SP 2011 01-19-11 TO 05-18-11	SU 2021 05-17-21 TO 08-13-21
SU 2011 05-31-11 TO 08-05-11	FA 2021 08-23-21 TO 12-14-21
FA 2011 08-24-11 TO 12-16-11	SP 2022 01-26-22 TO 05-18-22
SP 2012 01-25-12 TO 05-16-12	SU 2022 05-31-22 TO 08-12-22
SU 2012 05-29-12 TO 08-03-12	FA 2022 08-29-22 TO 12-20-22
FA 2012 08-22-12 TO 12-14-12	SP 2023 01-25-23 TO 05-17-23
SP 2013 01-16-13 TO 05-15-13	FA 2023 08-28-23 TO 12-19-23
SU 2013 05-20-13 TO 08-09-13	SP 2024 01-24-24 TO 05-15-24
FA 2013 08-28-13 TO 12-20-13	SU 2024 06-24-24 TO 08-09-24
SP 2014 01-15-14 TO 05-17-14	FA 2024 08-26-24 TO 12-17-24
SU 2014 05-19-14 TO 08-08-14	SP 2025 01-22-25 TO 05-14-25
FA 2014 08-25-14 TO 12-16-14	SU 2025 05-27-25 TO 08-08-25
SP 2015 01-21-15 TO 05-15-15	FA 2025 08-25-25 TO 12-12-25
SU 2015 05-18-15 TO 08-07-15	
FA 2015 08-31-15 TO 12-22-15	
SP 2016 01-20-16 TO 05-11-16	

Updated July 2025

RETENTION OF PRE-PRACTICUM AND PRE-INTERNSHIP REVIEW

Retention Statement:

Counselor trainees are responsible for meeting all requirements of the SUNY Oneonta Counselor Education program. More specifically:

1. Students must maintain satisfactory academic standing.
2. Students must adhere to the policies set forth in this Counselor Education Student Handbook.
3. Students must maintain the ethical standards of the American Counseling Association, (2014).
4. Students must demonstrate functional competence in fulfilling the professional tasks and duties of the discipline. The Counselor Education Faculty considers lack of functional competence to include, but not be limited to the following:
 - (a) an inability or unwillingness to acquire and integrate professional standards into one's repertoire of professional behavior;
 - (b) an inability to acquire professional skills and reach an accepted level of competency; and/or
 - (c) an inability to control personal stress, psychological dysfunction, or emotional reactions that may affect professional functioning (Lamb, Cochran, and Jackson, 1991).

The 2nd, 3rd and 4th requirements empower the Counselor Education Faculty to place on probation or dismiss a counselor trainee when ethical standards are violated, and/or functional competence is inadequate.

Retention and Pre-practicum and pre-internship Review:

In view of the seriousness of such situations, the Counselor Education Faculty has established the following procedure for addressing questions regarding retention or readiness for practicum/internship:

1. As a first level of action, a Counselor Education faculty member shall meet with the student(s) in question, express the specific concern(s) and seek to establish a student action plan to remedy the situation.
2. As a second level of action, Counselor Education faculty as a whole shall meet to discuss a student's progress and/or competence in the program and attempt to help the student to remediate the situation in an informal approach.
3. If the informal approach developed at level two fails to accomplish the desired goal, the respective faculty member will present specific concerns in a formal Retention Review to the Counselor Education faculty. The purpose of the formal Retention Review is to determine if a more specific student plan of remediation can be developed or if the student should be retained in the program. The student's advisor, the department chair, and concerned faculty member/s will monitor progress of the student remediation plan as long as appropriate or until it is decided to terminate the student's tenure in the program.

During retention or pre-practicum/pre-internship review, Counselor Education Faculty as a whole and the student's advisor will review the student's status in the program. Second, the student will be provided the opportunity to present any appropriate information. Third, the concerned faculty member/s will have an opportunity to elaborate on the nature of their concerns.

After the Counselor Education Faculty member/s and student have been heard, discussion by the Counselor Education faculty shall proceed with the goal of making a decision, which may be one of the following:

1. The concerns warrant no further action, for whatever reason, and the student will be allowed to continue in the program of study without restriction.
2. The student may be placed on probation or leave or maybe blocked from practicum/internship with specific requirements established for remediation. Remedial action may include being required to repeat course work, obtain personal counseling or complete other departmental requirements. Procedures must be developed relevant to the individual's needs so that the advisor and department chair can monitor progress. The Counselor Education Faculty as a whole must be consulted and will decide if and/or when the student will be removed from probation/leave or allowed to proceed into practicum. While on probation, a student will not be allowed to enroll in a counseling practicum or internship.
3. The student may be dismissed from the program and may not enroll in further coursework in the Counselor Education Program at SUNY Oneonta.

After determination of action by the Counselor Education Faculty, their decision will be communicated to the student in writing. The student may appeal the decision in accordance with the Academic Grievance Policy,

<https://suny.oneonta.edu/policy-library/policies-z/academic-grievance-policy-graduate-students>

Appendices

New York State Code of Ethics for Educators

Links to Counseling Codes of Conduct

Laws of New York Related to Counselors

New York State Code of Ethics for Educators

Statement of Purpose The Code of Ethics is a public statement by educators that sets clear expectations and principles to guide practice and inspire professional excellence. Educators believe a commonly held set of principles can assist in the individual exercise of professional judgment. This Code speaks to the core values of the profession. "Educator" as used throughout means all educators serving New York schools in positions requiring a certificate, including classroom teachers, school leaders and pupil personnel service providers.

Principle 1 Educators nurture the intellectual, physical, emotional, social, and civic potential of each student. Educators promote growth in all students through the integration of intellectual, physical, emotional, social and civic learning. They respect the inherent dignity and worth of each individual. Educators help students to value their own identity, learn more about their cultural heritage, and practice social and civic responsibilities. They help students to reflect on their own learning and connect it to their life experience. They engage students in activities that encourage diverse approaches and solutions to issues, while providing a range of ways for students to demonstrate their abilities and learning. They foster the development of students who can analyze, synthesize, evaluate and communicate information effectively.

Principle 2 Educators create, support, and maintain challenging learning environments for all. Educators apply their professional knowledge to promote student learning. They know the curriculum and utilize a range of strategies and assessments to address differences. Educators develop and implement programs based upon a strong understanding of human development and learning theory. They support a challenging learning environment. They advocate

for necessary resources to teach to higher levels of learning. They establish and maintain clear standards of behavior and civility. Educators are role models, displaying the habits of mind and work necessary to develop and apply knowledge while simultaneously displaying a curiosity and enthusiasm for learning. They invite students to become active, inquisitive, and discerning individuals who reflect upon and monitor their own learning.

Principle 3 Educators commit to their own learning in order to develop their practice. Educators recognize that professional knowledge and development are the foundations of their practice. They know their subject matter, and they understand how students learn. Educators respect the reciprocal nature of learning between educators and students. They engage in a variety of individual and collaborative learning experiences essential to develop professionally and to promote student learning. They draw on and contribute to various forms of educational research to improve their own practice.

Principle 4 Educators collaborate with colleagues and other professionals in the interest of student learning. Educators encourage and support their colleagues to build and maintain high standards. They participate in decisions regarding curriculum, instruction and assessment designs, and they share responsibility for the governance of schools. They cooperate with community agencies in using resources and building comprehensive services in support of students. Educators respect fellow professionals and believe that all have the right to teach and learn in a professional and supportive environment. They participate in the preparation and induction of new educators and in professional development for all staff.

Principle 5 Educators collaborate with parents and community, building trust and respecting confidentiality. Educators partner with parents and other members of the community to enhance school programs and to promote student learning. They also recognize how cultural and linguistic heritage, gender, family and community shape experience and learning. Educators respect the private nature of the special knowledge they have about students and their families and use that knowledge only in the students' best interests. They advocate for fair opportunity for all children.

Principle 6 Educators advance the intellectual and ethical foundation of the learning community. Educators recognize the obligations of the trust placed in them. They share the responsibility for understanding what is known, pursuing further knowledge, contributing to the generation of knowledge, and translating knowledge into comprehensible forms. They help students understand that knowledge is often complex and sometimes paradoxical. Educators are confidantes, mentors and advocates for their students' growth and development. As models for youth and the public, they embody intellectual honesty, diplomacy, tact and fairness.

This Code shall not be used as a basis for discipline by any employer and shall not be used by the State Education Department as a basis for a proceeding under Part 83 of Commissioner's Regulations, nor shall it serve as a basis for decisions pertaining to certification or employment in New York State. Conversely, this Code shall not be interpreted or used to diminish the authority of any public school employer to evaluate or discipline any employee under provisions of law, regulation, or collective bargaining agreement.

95-01957 05-128cm

Links to Counseling Codes of Conduct

American Counseling Association Code of Ethics (2014):

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American School Counselor Association Ethical Standards for School Counselors (2016):

<https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf>

Association for Specialists in Group Work Best Practices Guidelines (2007):

<https://asgw.org/resources/>

Laws of New York Related to Counselors

Felony and/or Misdemeanor Convictions Policy (related to Practicum & Internship)

This topic is brought up *as early as possible* so that candidates realize they may not be able to complete fieldwork and/or student teaching, complete their coursework or earn teacher certification if they have a misdemeanor or felony. It is important that student candidates realize that a felony or misdemeanor conviction may affect their ability to receive certification from the State of New York. This information is officially determined when Fingerprinting and Criminal History Checks are completed by the State Education Department during the certification application procedure.

Candidates who have been charged and/or convicted of felonies and/or misdemeanors, should direct any questions to their Advisor. All information will be confidential. Each situation will be reviewed on an individual basis. The Department will request, at the candidate's expense, a copy of the original deposition of the case in order to review these documents and take appropriate action. Certain crimes are considered more serious than others in the evaluation process and can possibly deter any chance of certification. The nature of the crime, how recent, and/or frequent are the factors considered when deciding on potential certification. If a candidate has a felony or misdemeanor charge, and working with children or youth is determined to be inappropriate, the department will not set up a fieldwork experience for this candidate

Laws of New York - By Authority Chapter 128

The following education law pertains to the obligation of certain school authorities to protect practice teachers from liability for negligence.

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. Section three thousand twenty-three of the education law, as added by chapter five hundred eighty-three of laws of nineteen hundred fifty-five, is hereby amended to read as follows.

3023. Liability of a board of education, trustee, trustees, or board of cooperative educational services.

Notwithstanding any inconsistent provision of law, general, specific, or local, or the limitation contained in the provisions of any city chapter, it shall be the duty of each board of education, trustee or trustees, in any school district having a population of less than one million, and each board of cooperative educational services established pursuant to section nineteen hundred fifty of this chapter, to save harmless and protect all teachers, practice or cadet teachers, authorized participants in a school volunteer program, and members of supervisory and administrative staff or employees from financial loss arising out of any claim, demand, suit or judgment by reason of alleged negligence or other act resulting in accidental bodily injury to any person, or accidental damage to the property of any person within or without the school building, provided such teacher, practice or cadet teacher, authorized participant in a school volunteer program, or member of the supervisory or administrative staff or employee at the time of the accident or injury was acting in the discharge of his duties and/or under the direction of said board of education, trustee, trustees or board of cooperative educational services; and said board of education, trustee, trustees or board of cooperative educational services may arrange for and maintain appropriate insurance with any insurance company created by or under the laws of this state or in any insurance company authorized by law to transact business in this state, or such insurers to maintain the aforesaid protection. A board of education, trustee, board of trustees, or board of cooperative educational services, however, shall not be subject to the duty imposed by this section, unless such teacher, practice or cadet teacher, authorized participant in a school volunteer program, or member of the supervisory and administrative staff or employee shall, within ten days of the time he is served with any summons, complaint, process, notice,

demand or pleading, deliver the original or a copy of the same to such board of education, trustee, trustees or board of cooperative educational services. As amended L. 1976, c 844, 1.

To the candidates: The above law refers to the fact that the school's insurance covers you while you are in the school building.

Mandatory Workshops

New York State requires all applicants for teaching certification to complete workshop in three areas: Child Abuse Recognition and Reporting; School Violence Prevention and Intervention (SAVE); and Dignity for All Students Act (DASA). These trainings must be completed no later than the end of the semester prior to entering Practicum. Candidates for Practicum must provide proof of completion of each workshop. Information about how to complete this requirement is provided at the mandatory pre-Practicum workshop.

Child Abuse Recognition and Reporting Workshop

Chapter 544 of the Law of 1988 requires that classroom teachers, nurses, counselors, coaches, administrators and other school service personnel complete a 2-hour Child Abuse Prevention training from an approved NYSED provider for certification. The law specifies that the training must include information regarding the physical and behavioral indicators of child abuse and maltreatment. This training also includes the statutory reporting requirements set out in the New York Social Services Law, such as when and how a report must be made, what other actions the reporter is mandated or authorized to take, the legal protections afforded reporters, and the consequences for failing to report. The law further states that the training must be obtained from a provider approved for that purpose by the State Education Department.

You can complete this training at no charge. Details are available here:
<http://www.nysmandatedreporter.org/TrainingCourses.aspx>

School Violence Prevention and Intervention (SAVE) Workshop:

This 2-hour workshop is required for certification. This workshop will provide school personnel with awareness of violence prevention and intervention skills and techniques that they can use. The SAVE Workshop is available online and in person at various locations throughout New York State.

You can complete this training online through GST BOCES. There is a fee for this workshop.
<https://ideas.gstboces.org/gst/training/save/>

The complete list of providers can be found online @
http://www.p12.nysed.gov/ss/ssae/schoolsafety/save/SVPIWP_location.html

Dignity for All Students Act Workshop

The Dignity for All Students Act (DASA) Workshop provides information about recognizing and responding to discrimination, harassment and bullying in the school setting. This workshop is provided by SUNY Oneonta as well as by local BOCES campuses. The SUNY Oneonta workshop is typically offered in the Fall and Spring semesters annually (subject to enrollment minimums). There is a fee for this workshop.

Fingerprinting

Most schools require fingerprinting clearance in order to complete practicum. Fingerprinting is also required by the State of New York for teacher and counselor certification. You must begin the fingerprint clearance in the semester before practicum.

Chapter 180 of the Laws of 2000, the Safe Schools Against Violence in Education Act (SAVE) requires the New York State Education Department to request a criminal history background check of all applicants for certification as a school teacher or school administrator on or after July 1, 2001 through the submission of fingerprints to the Division of Criminal Justice Services (DCJS) and the Federal Bureau of Investigation (FBI). This legislation also mandates that all prospective employees of school districts hired on or after July 1, 2001 be fingerprinted and cleared for employment by the Department.

Fingerprinting is required by the State of New York for teacher and counselor certification. You must complete fingerprinting through a NYSED-approved provider. Beginning August 3, 2015, MorphoTrust is the exclusive vendor providing fingerprinting services to NYSED. MorphoTrust's IdentoGO web site (<http://www.identogo.com/>) lists all national fingerprinting locations. Fingerprinting must be completed before the end of the semester preceding practicum.

Fingerprinting Fees: \$102.00

General fingerprinting process

- Fingerprints must be scanned at one of MorphoTrust's locations; appointments are required. Visit <http://www.nysed.gov/educator-integrity/fingerprinting> Follow instruction by click on "Certification" link.
- MorphoTrust will require an "ORI Number" in order to release your fingerprinting results to the appropriate agency (NYSED, in this case). The ORI "number" for sending fingerprinting results to NYSED is: TEACH.
- The fingerprinting fees (see details below) can be paid either (a) with a credit card at the time of scheduling; or (b) with cash or check (payable to "MorphoTrust USA") in person at the fingerprint-scanning appointment.
- At the fingerprint-scanning appointment, your photo will be taken. You will also need two forms of identification; at least one form of identification must be a photo ID:
 - photo identification documents: U.S. passport (expired or unexpired), driver license, SUNY Oneonta student ID card
 - additional identification documents: voter registration card, U.S. military card, U.S. Social Security card, birth certificate (original or a certified copy)
- Fingerprinting results will automatically be posted to your TEACH account.