



STUDENT HANDBOOK

Master of Arts in Mental Health Counseling

Master of Arts in Mental Health Counseling Online

School of Graduate & Professional Programs

Nyack College

N.Y.C. Campus
2 Washington Street
New York, NY 10004

Rockland Campus
350 N. Highland Avenue
Nyack, NY 10960

2018-2019 Edition

Welcome To AGSC

On behalf of the faculty and staff of the Alliance Graduate School of Counseling (AGSC), in the School of Graduate & Professional Studies, I want to warmly welcome you to the field of mental health counseling. We offer two degrees:

- MA-Mental Health Counseling
- MA-Mental Health Counseling Online
- MA-Marriage and Family Therapy

You have chosen to enroll in either the MA-Mental Health Counseling, or MA-Mental Health Counseling Online Program, seeking to prepare yourself for a profession where healing of the individual begins by acknowledging that we are a bio-psycho-social-spiritual being. As Helen Harris Perlman stated:

“People are whole in any moment of their living. They operate as physical, psychological, social entities, whether the problem is one of neurotic anxieties or of inadequate income; they are product-in-process, so to speak, of their constitutional make-up, their physical and social environment, their past experience, their present perceptions and reactions, and even their future aspirations. It is this physical-psychological-social, past-present-future configuration that they bring to every life-situation they encounter.”

AGSC is committed to prepare students for the role of mental health counselors who are emotionally mature, intellectually sound, and professionally competent. Aligned with the 2016 CACREP Standards, we will provide you with the professional **knowledge**, facilitate the acquisition of the **clinical skills**, and promote the personal **dispositions** you will need to “empower diverse individuals, families, and groups” to reach their “mental health, wellness, education, and career goals” (2014 ACA Code of Ethics).

This Student Handbook contains invaluable information regarding the curricular and training requirements of these degrees, as stipulated by the Board of Regents of New York State. The Handbook also contains the institutional academic policies and procedures of Nyack College. Please familiarize yourself with this most important document; it will become your “go to” when needing immediate reference. Lastly, be excited because you are entering a profession and career that is highly mandated by God to a hurting and dark world. Know that you have been called to become a *“New Breed of Counselor.”*

Antoinette Ginés-Rivera. PhD
Director, Alliance Graduate School of Counseling
Associate Professor Mental Health Counseling

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History of Nyack College

Nyack College's founder is widely recognized as one of the foremost figures in the American missionary movement. Dr. A.B. Simpson resigned a prestigious New York City pastorate to develop an interdenominational fellowship devoted to serving unreached people. Simpson's view was shared by a wide group of men and women, including mainline church leaders, laborers, and theological scholars. This ever-growing alliance was bound together by a desire to inspire the church to fulfill its Great Commission of world evangelization.

An important step towards making their vision a reality was the founding of the Missionary Training Institute, the first Bible College in North America. This school was the forerunner of Nyack College. Thus, from its beginning in New York City in 1882, Nyack College has been devoted to the concept of education as preparation for service.

Today Nyack College, an accredited liberal arts college, and graduate studies college continues to fulfill the vision of its founder. It is an educational institution rooted in the historic Christian faith, serving The Christian and Missionary Alliance, the church, the community and the world. Nyack College seeks to produce broadly educated persons who are prepared for advanced study, careers, and civic responsibility.

It is committed to promoting Christian knowledge, moral maturity, and spiritual development in its students, and to preparing them for lives of ministry and service. To achieve these objectives, the institution offers traditional and non-traditional undergraduate and graduate programs to a coeducational, ethnically diverse student body. Additional graduate programs are offered through Alliance Theological Seminary.

Statement of Faith **We believe...**

- There is one God, who is infinitely perfect, existing eternally in three persons: Father, Son, and Holy Spirit.
- Jesus Christ is true God and true man. He was conceived by the Holy Spirit and born of the Virgin Mary. He died upon the cross, the just for the unjust, as a substitutionary sacrifice, and all who believe in Him are justified on the ground of His shed blood. He arose from the dead according to the Scriptures. He is now at the right hand of the Majesty on high as our great High Priest. He will come again to establish His Kingdom of righteousness and peace.
- The Holy Spirit is a divine person, sent to indwell, guide, teach, empower the believer, and convince the world of sin, of righteousness, and of judgment.
- The Old and New Testaments, inerrant as originally given, were verbally inspired by God and are a complete revelation of His will for the salvation of man. They constitute the divine and only rule of Christian faith and practice.
- Man was originally created in the image and likeness of God; he fell through disobedience, incurring thereby both physical and spiritual death. All men are born with a sinful nature, are separated from the life of God, and can be saved only through the atoning work of the Lord Jesus Christ. The portion of the impenitent and unbelieving is existence forever in conscious torment; and that of the believer, in everlasting joy and bliss.
- Salvation has been provided through Jesus Christ for all men; and those who repent and believe in Him are born again of the Holy Spirit, receive the gift of eternal life, and become the children of God.
- It is the will of God that each believer should be filled with the Holy Spirit and be sanctified wholly, being separated from sin and the world and fully dedicated to the will of God, thereby receiving power for holy living and effective service. This is both a crisis and a progressive experience wrought in the life of the believer subsequent to conversion.
- Provision is made in the redemptive work of the Lord Jesus Christ for the healing of the mortal body. Prayer for the sick and anointing with oil are taught in the Scriptures and are privileges for the church in this present age.

- The Church consists of all those who believe on the Lord Jesus Christ, are redeemed through His blood, and are born again of the Holy Spirit. Christ is the Head of the Body, the Church, which has been commissioned by Him to go into the entire world as a witness, preaching the gospel to all nations. The local church is a body of believers in Christ who are joined together for the worship of God, for edification through the Word of God, for prayer, fellowship, the proclamation of the gospel, and observance of the ordinances of baptism and the Lord's Supper.
- There shall be a bodily resurrection of the just and of the unjust; for the former, a resurrection unto life; for the latter, a resurrection unto judgment. The Second Coming of the Lord Jesus Christ is imminent and will be personal, visible, and premillennial. This is the believer's blessed hope and is a vital truth, which is an incentive to holy living and faithful service.

Mission Statement

Nyack College, a Christian and Missionary Alliance educational institution, through its undergraduate, graduate and seminary programs, pursues its historic mission of preparing men and women to take the whole Gospel to the whole world.

Core Values

Nyack College and Alliance Theological Seminary seek to exalt Jesus Christ and fulfill their mission by being:

Socially Relevant: Preparing students to serve in ministerial, educational, healing, and community-building professions.

Academically Excellent: Pursuing academic excellence in the spirit of grace and humility.

Globally Engaged: Fostering a global perspective within a multi-ethnic and multi-cultural Christian academic

Intentionally Diverse: Providing educational access and support to motivated students from diverse socioeconomic backgrounds.

Personally Transforming: Emphasizing the integration of faith, learning, and spiritual transformation.

Philosophy of Education

“Whatever is true, whatever is noble, whatever is just, whatever is lovely, whatever is admirable - if anything is excellent or praiseworthy - think about such things.”
Philippians 4:8

In keeping with this wisdom, Nyack College is committed to providing its students a broad education based upon the liberal arts and rooted in the historic Christian faith. Thus, Nyack College is a Christian liberal arts college dedicated to pursuing, integrating, communicating, and applying truth.

Pursuit of Truth: Nyack College is committed to the PURSUIT of truth in God's Word and God's world

. The pursuit of truth in God's Word provides the conceptual framework within which we interpret God's world and humanity's place in it. The pursuit of truth in God's world requires that we investigate and be responsible stewards of the physical world and that we foster and cherish human intellectual and cultural achievements.

Integration of Truth: Truth is whole. Thus, we seek to INTEGRATE truth in God's Word with that discovered in God's world.

Communication of Truth: Truth must be COMMUNICATED with clarity and precision. For this reason we seek to cultivate the ability to read carefully, think critically, and speak and write clearly.

Application of Truth: Truth must be internalized and APPLIED in personal attitudes, behavior, and in service to others. Thus we seek to educate and develop the whole person.

Nyack College's holistic approach to truth is foundational to its commitment to PREPARE students for service. This preparation occurs in its liberal arts and professional programs. We acknowledge a special responsibility to prepare vocational and lay Christian workers who communicate truth in ways consistent with God's Word and relevant to God's world.

Accreditation

Nyack College is chartered by the Board of Regents of the University of the State of New York. Its curricula are registered with the New York State Education Department and approved for the training of veterans under Public Laws 550 and 894.

Questions and inquiries should be directed to:

New York State Education Department
Office of Higher Education and the Professions
Cultural Education Center, Room 5B28
Albany, New York 12230
(518) 474-5851

Nyack College is accredited by Middle States Association of Colleges and Secondary Schools. Questions and inquiries should be directed to:

Commission on Higher Education
Middle States Association of Colleges and Schools
3624 Market Street History and Mission
Philadelphia, Pennsylvania 19104
(215) 662-5606

Nyack College in New York City has been granted "Center" status by the New York State Education Department. The Middle States Commission on Higher Education has designated Nyack College – New York City as a "Branch Campus" of Nyack College.

Alliance Theological Seminary is accredited by The Association of Theological Schools in the United States and Canada.

Nyack College is listed by the United States Department of Justice for training of foreign students.

Source; Nyack College, Graduate Catalog, 2009-2010

ALLIANCE GRADUATE SCHOOL OF COUNSELING

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Dean of the School of
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**Mental Health Counseling
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Alliance Graduate School of Counseling

The Alliance Graduate School of Counseling offers two degrees: a 63-credit Master of Arts in Mental Health Counseling, and a 61-credit Master of Arts in Marriage and Family Therapy. The Master of Arts in Mental Health Counseling is also offered Online as Distance Learning. Marriage and Family Therapy is not offered in the Online learning format.

Admission is an opportunity for the student to successfully accomplish all established requirements in order to graduate from these programs with a Master of Arts degree. Admission into the AGSC program is not a guarantee towards graduation.

As part of the application process all applicants are required to pay for and complete the MMPI and the MCMI-IV and all on ground applicants are required to appear for a face-to-face interview with the AGSC Director.

Purpose

The purpose of the Master of Arts in Mental Health Counseling and the Master of Arts in Marriage and Family Therapy is to provide a comprehensive academic and training program to prepare individuals seeking employment as mental health clinicians in mental health settings such as hospitals, social service agencies, private practice, and church counseling centers.

These programs are designed to meet the educational requirements for licensure as a licensed Mental Health Counselor or a Marriage and Family Therapist in New York State. Graduates of both programs are eligible to seek employment towards meeting the supervised experience required for licensure. Graduates will have up to two years to meet the experience requirement and must pass a licensure qualifying examination in order to complete New York State licensure requirements.

To obtain further information see: <http://www.op.nysed.gov/mhp.htm>

Mental Health Counseling students interested in National Counselor Certification should contact: <http://www.nbcc.org>. (See page 14 in Student Handbook)

Mission Statement

The Alliance Graduate School of Counseling is committed to developing students for the role of mental health practitioners that are professionally licensed, who are emotionally mature, clinically sound, professionally competent, and spiritually grounded, to do God's healing work in all arenas and populations seeking counseling assistance and restoration.

AGSC Core Values

- Belief in the centrality and authority of the Holy Scriptures as the source, foundation and guide to Truth.
- Recognition of the essential and primary place of God (Father, Son and Holy Spirit) in the healing process as the source of health and healing.
- Consistent and continuing commitment by the counselor to maintain a personal walk with God through the practice of spiritual disciplines such as Bible study, prayer, fasting and biblical meditation.
- Maintenance of self-care (physical, spiritual, emotional and relational) for the Counselor's own well-being
- Importance of participation and service in the local church and its worldwide mission.
- Commitment to an open-universe model of epistemology and therapeutic intervention, integrating theory, research and practice, with respect for and utilization of both the empirical and the supernatural.
- Adherence to the highest ethical standards of the counseling profession and the Christian faith.
- Fundamental respect for people in their ethnic, socio-economic, religious and gender diversity.

- Importance of life-long continuing education in counseling, psychology and theology beyond the master's degree in counseling.
- Commitment to the advancement of the counseling field and in particular, Christian counseling, through such activities as participation in a professional association, excellence in scholarship, and education of the broader Christian community.

Counseling-In-Training Requirement

Among the potential benefits of receiving therapy as a person entering the counseling profession are: In vivo learning of therapeutic techniques, learning therapy from a client perspective, becoming aware of blind spots that may interfere with providing effective therapy, becoming comfortable with the degree of interpersonal intensity required in therapy, and increased emotional maturity.

All matriculated AGSC students accepted into any one of AGSC's programs must engage in individual, marital, or family counseling with a professional licensed therapist selected from the list approved by the AGSC faculty, for a minimum of 15 standard sessions during their first year of studies in the AGSC program. The student will cover all expenses related to this service. This counseling is not available in-house at the college. Refer to the "Orientation Packet" handed out at the AGSC Orientation for a provided list of approved counselors and copies of compliance and completion forms. Students, who have had counseling sessions within 18-months prior to admission, may have these hours counted toward their counseling session requirement pending the Director's approval. The student must contact the respective program director with a written request within the first semester of admission into AGSC. Note: Counseling via Skype or Face Time will not be accepted as a fulfillment of the Counselor-In-Training requirement.

MHC students also have a second therapy requirement. Participation in group therapy is a requirement of the GCN 604 Group Dynamics & Therapy course and therefore, may not be counted as meeting the requirement for any of the 15 standard sessions. Further details will be provided by the GCN 604 Group Dynamics & Therapy faculty when students are matriculated for this course. The Mental Health Counseling student will cover all expenses related to this second requirement.

Professional Associations

Membership in a local chapter is highly recommended. The following are professional association websites that students are encouraged to explore.

1. American Counseling Association www.counseling.org
2. American Mental Health Counselors Association www.amhca.org
3. NY Association for Marriage & Family Therapy www.nyamft.org
4. American Association for Marriage & Family Therapy
www.aamft.org
5. New York Mental Health Counselors Association
www.nymhca.org
6. American Association of Christian Counselors www.aacc.net
7. Christian Association for Psychological Studies www.caps.net
8. Connecticut Counseling Association www.ccmain.com
9. New Jersey Mental Health Counselors Association
www.njmhca.org
10. Council for Accreditation of Counseling & Related Educational Programs. <https://www.cacrep.org/>

AGSC Admissions Requirements

Alliance Graduate School of Counseling in addition to the General Admissions Requirements for Graduate Programs, following is specific requirements for admissions and matriculation into the Alliance Graduate School of Counseling:

1. A non-refundable application fee of \$30
2. Official transcripts from each college and/or university attended since high school showing evidence of an accredited baccalaureate degree with a minimum cumulative grade point average of 3.0 (on a 4.0 scale). Transcript(s) should show completion of the following mandatory undergraduate prerequisite courses completed within the last 10 years and with a grade of at least a C (2.0)
 - A) For Mental Health Counseling Applicants: 1) Introduction to Psychology (General Psychology) 2) Abnormal Psychology (Psychopathology.) Applicants missing a prerequisite at the time of admission will be admitted with the condition that when possible, they complete the prerequisite prior to the start of classes. Upon the discretion and approval of the Dean, at times, accepted candidates will be allowed to complete pre-requisites during their first semester of the program.
 - B) For Marriage and Family Therapy (MFT) Applicants: Theories of Counseling, Abnormal Psychology (Psychopathology), Human Development or Family Studies
3. The Statement of Christian Life and Experience and the Calling to Counsel indicating why the applicant desires the particular degree. The statements should demonstrate satisfactory writing skills, ability to reason, and a commitment to completing the respective degree
4. Statement of Faith and Standard of Conduct
5. Satisfactory profiles of the MCMI-III and MMPI-2. These tests may be taken at a professional testing service or administered by a licensed clinical psychologist. Contact the AGSC office for local testing sites. [Note: These tests are used for admissions purposes only. They will not be discussed or released to the applicant. Applicants who wish to receive the results of their psychological tests must contact the psychometrician]
6. Three letters of reference: pastoral, academic and general.

Classes necessary for national certification exams will be offered to non-degree seeking students on the same credit basis, price, and course requirements as degree-seeking students. Transcript evaluations for the National Counselors Exam or other certification exams must be submitted to their administering bodies by the students. AGSC does not provide those evaluations. National Board for Certified Counselors (NBCC) can be contacted at (336) 547-0607 or at their website: www.nbcc.org.

Master of Arts in Mental Health Counseling

Learning Objectives

Upon completion of the program, candidates are expected to have:

1. acquired a strong academic course of study, which integrates the science of modern mental health with Biblical perspectives
2. attained a high level of knowledge regarding basic counseling skills commensurate with the degree offered
3. acquired a working understanding of personal ethics and values essential for the practice of effective counseling and therapy

MHC Student Learning Outcomes:

1. Students will demonstrate satisfactory acquisition of the CACREP knowledge fund of mental health counseling. Students must meet the standard of obtaining a sum total score that is at least 1 standard deviation below the national sum total score as assessed by the CPCE. Assessment: Passing score on CPCE
2. Students will demonstrate skills in conducting an intake interview and formulate an initial treatment plan for conducting counseling. Assessment: Passing Grade on “Intake” assignment in GCN 601 Principles of Counseling. B. Students will demonstrate basic counseling skills and beginning ability to adapt those skills appropriately with diverse clients. Assessment: Passing score on Site Supervisor’s evaluation of clinical skills and Passing Score on “Internship Readiness Evaluation” form in GCN 791 Practicum
3. Students will engage in reflective academic assignments and personal and group counseling in order to understand their familial, personal, and cultural experiences on their emotional and relational well-being and demonstrate self-care and emotional growth. Assessment: • Completion of 15 sessions of personal counseling, • Completion of 10 hours of Group Counseling in GCN 604 Group Dynamics, • Passing Grade on Family Genogram in GCN 605 Marriage & Family Counseling, • Passing Grade on Self-care plan in GCN 501 Perspectives of Counselor Formation.
4. Students will demonstrate knowledge of the current ethical and clinical standards of MHC practice. Assessment: Passing grade on “Final Exam” in GCN 702 Ethics and Professional Orientation B. Students will demonstrate knowledge of the benefits of membership in ACA. Assessment: Passing grade on “Professional Organizations” paper in GCN 522: Foundations of Mental Health Counseling.
5. Students will develop an integrated understanding of Biblical truths as applied to the practice of MHC. Assessment: Passing grade on “Final Exam” in GCN 701: Psychology and Theology and GCN 618: Theology in Mental Health Counseling.

MHC Program Goals:

1. To provide a curriculum aligned with the 2016 CACREP clinical mental health standards that will equip students for competent practice as mental health counselors who will “empower diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals”. (MHC professional Knowledge)
2. To produce students who are able to demonstrate acquisition of advanced counseling skills utilizing diverse modalities. (MHC professional Skills)
3. To engage students in a life-long process of reflective practice that will result in increasing self-awareness. (MHC counselor Self-awareness)
4. To facilitate the students’ understanding and application of the 2014 ACA code of ethics and professional values. (MHC professional Identity)

5. To assist in students' transformational process modeling the integration of Christian faith with learning that is empathic and compassionate, honoring the dignity and diversity of others. (MHC professional Identity)

Academic Tracking Sheet

I. Foundational Courses: **(Completion required prior to Internship):** 27 credits

GCN 522:	Foundations of M. H. Counseling	
GCN 501:	Perspectives on Counselor Formation	
GCN 502:	Theories & Foundations of Counseling	(Pre-req.: General Psych)
GCN 503:	Research Methods & Analysis	
GCN 504:	Psychopathology	(Pre-req.: Abnormal Psych)
GCN 601:	Principles & Methods of Counseling	(Pre-req.: GCN 502)
GCN 602:	Measurement & Assessment	(Pre-req.: GCN 503, 504)
GCN 603:	Counseling & Human Development	
GCN 604:	Group Dynamics & Therapy	(Pre-req.: GCN 502)
GCN 702:	Ethics & Professional Issues	(Pre-req: GCN 501, 502, 503, 504, 522, 603)

Prior to Internship,

1. Students must have a **cumulative GPA of 3.0 (B)**, in the above-listed courses.
2. 15 sessions of Personal Counseling. **Completion date:** _____

II. Clinical Instruction: 9 credits

GCN 791:	Practicum	
GCN 792:	Internship	(Pre-req.: GCN 791)
GCN 792:	Internship	

III. Advanced Core Courses: **(May enroll in conjunction with Internship)** 15 credits

GCN 605:	Marriage & Family Counseling	
GCN 610:	Career Development	NYS residency requirement. Offered online Rockland
GCN 615:	Social & Cultural Foundations of Counseling	
GCN 616:	Counseling Clients with Chemical Addictions	
GCN 617:	Crisis Intervention Strategies for Trauma and Abuse	

IV. Electives: to be selected from the available offerings each semester 6 credits

V. Capstone Course:

GCN701:	Psychology and Theology	3 credits
	(Pre-req.: GCN 502, 503, 504, 601, 602, 603, 604, 605)	

VI. Theology Course:

GCN 618:	Theology in Mental Health Counseling	3 credits
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VII. GCN 799: Counselor Preparation Comprehensive Examination: Spring/Fall 0 credits
Administered during the last year of completion

AGSC MHC Benchmark Policy

According to CACREP (2016) Section 4 Standard F, each semester AGSC-Mental Health Counseling faculty are required to systematically assess each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The assessment process includes the following: (1) identification of key performance indicators of student learning in each of the eight core areas, (2) measurement of student learning conducted via multiple measures and over multiple points in time, and (3) review or analysis of the student's data. The following explains the program's Benchmark policy.

Bench Mark A: 8 credits: Minimum average, cumulative grade of B (3.0) in these 3 courses: GCN 522, GCN 504, GCN 603 (Foundations: Psychopathology; Human Growth)

Bench Mark B: 8 credits Minimum average, cumulative grade of B (3.0) in these 3 courses: GCN 502, GCN 601, GCN 702 (Theories: Principles & Methods; Ethics)

1. Benchmarks A and B will be measured using the final grades posted in the student's portal for the three courses in that Bench Mark. A minimum, average cumulative **GPA of 3.0** or better in the 3 courses must be achieved; otherwise, the student will need to follow the remediation plan indicated in #2 below. Each student should monitor the final grades in the six courses, as the cumulative GPA for each will not be calculated until all three courses in that bench mark are completed. However, if a student achieves below a B in one of the bench mark courses, that student should be on high alert: In order to achieve the cumulative GPA of 3.0 bench mark, that student will need to earn a B+ or better in one of the other two courses to offset the below-B grade.
2. The remediation plan when a student does not achieve benchmark A or B is as follows: **Students will need to meet with their advisor, and they will be required to complete a make-up assignment to demonstrate that they can achieve a B or better in the bench mark course(s) that pulled the students' average, cumulative bench mark GPA below 3.0. That assignment will be due within 30 days from the end of the semester when the student completed the last course in that bench mark.**

Note: Students' official transcript grade will not be changed by the make-up assignment(s). Instead, successfully completing the make-up assignment(s) is required to demonstrate that the student has met the benchmark.

Bench Mark C: Satisfactory completion of CPCE (comp exam):

Must earn a passing score of **1 SD** below the National Test Mean

Failing score on the CPCE

1. Students will be required to re-take and pass the CPCE Exam before they graduate
2. The student will be required to pay for the re-take and select a local testing center to sit for the CPCE Exam.
3. Graduating with an AGSC-MHC M.A. in Mental Health Counseling degree is contingent upon each student passing the initial or a retaken CPCE Exam.

Note: AGSC-MHC will not be responsible for scheduling or financing CPCE Exam re-takes.

Masters in Mental Health Counseling

Community Context of Learning

Both campuses and online MA in MHC programs seek to function as a community of learning that fosters professional and spiritual formation in students, faculty and staff alike. We seek to provide an atmosphere of trust and collegiality where we can challenge and encourage each other. For this reason, it is important that all members of the community be committed to this end. Mutual respect and support are valued above competition. Nyack College is committed to diversity among all members of our community. This commitment goes far beyond philosophical positions and represents our firm belief that diversity adds depth and richness to the learning environment for everyone involved. A homogeneous environment is often an inadequate setting for learning to carry out the department's mandate to minister to the widest possible community throughout the world.

Program Degree-Cohort Structure

- What is cohort learning? Cohort learning is when a cluster of students (10-24) are grouped together to begin, experience, and complete an academic degree together.
- What are the cohort advantages to me as an individual learner? Graduate learning can be lonely and frustrating without classmates who know you and who are experiencing the same journey. The students in your cohort will become your study partners and the people with whom you complete group projects; the primary instructor for the cohort is the group's advisor, mentor and lead professor. The members of your cohort, students and faculty, become your allies and traveling companions on your path to successful completion of the degree. You do not have to travel alone! Nyack online embraces a cohort-based learning model to promote a supportive and socially interactive learning environment, to facilitate the building of meaningful and long-lasting relationships, and to empower students to stay the course through graduation.
- How long is each course? Classes are five to 15 weeks long.
- How many courses are taken simultaneously? One to two classes are taken simultaneously, and this typically varies based on course length.

The Online MA in MHC Cohort structure.

- How frequently do online cohorts launch? Online MA in MHC cohorts launch once per year with a residency in the summer to begin the fall semester.
- What if I need to take a temporary leave of absence? Because Nyack online cohorts are launching annually, if a student needs to take a temporary leave, s/he can get back on course with a later cohort via an approved leave of absence form.
- What is the duration the Online MA in MHC cohort degree? 8 semesters (approximately 3 years).
- How long is each course? Classes are five to 15 weeks long.
- How many courses are taken simultaneously? One to two classes are taken simultaneously, and this typically varies based on course length.
- Is there an on-campus residency requirement? The Online MA in MHC has annual on-campus (Nyack, NY) residencies (seven days in duration).
- Are there any online synchronous (real time) cohort meetings? Most of the Online MA in MHC classes require approximately 6 synchronous cohort meeting times throughout the semester usually at 7-9pm EST on one of the four-week nights (Monday through Thursday).

Program Sequences

Currently, the Online MA in MHC has one full-time course sequence. That course sequence can be found on the www.nyack.edu/agsc website.

ONLINE STUDENTS WHO LIVE OUTSIDE OF NEW-YORK STATE

It is important that applicants review the licensing requirements of the states or countries in which they hope to practice since mental health practice at the Master's level varies widely. For further information, see the section on Licensing and Certification.

A copy of the current edition of Licensure Requirements for Professional Counselors: A State by State Report, which outlines the counseling licensure requirements in all fifty states, can be found at:

<http://education.jhu.edu/media/files/CounselingState-By-StateLicensureRequirements.pdf>

<https://www.counseling.org/knowledge-center/licensure-requirements>

TRANSFERRING BETWEEN PROGRAMS (On-Campus to Online)

A transfer between programs is subject to approval from the Dean and the Online Director. Students (current or re-entry) who want to switch/change to another program must submit the **Change of Program Form** (which can be found on the College website) to their advisors who will meet with them to discuss the implications of their request.

Internship

Central to our program is the goal of equipping our counselors to meet the needs of people with hurting or broken lives and relationships. We endeavor to prepare our graduates to function professionally within churches, crisis centers, day treatment programs, hospitals, mental health clinics, para-church agencies, and private practice settings. Toward this end, the AGSC Internship Program is vital for our students' preparation. The Internship Handbook (which is available on-line) provides important information about the expectations, purpose, and requirements of the internship experience.

Philosophy of Training

The Internship Program within AGSC is designed to take theoretical and academic constructs and refine that knowledge with applied and practical experience. It is an integrative learning experience designed to bridge the gap between the scientific research-based approach to human behavior and the practice of counseling with real life problems, dynamics, and circumstances.

The model for the internship-training program is consistent with the goals, objectives of New York State Office of Professions, the CACREP standards and the mission of AGSC requirements. The program emphasizes experiential learning in the integration of modern counseling theory and practice with relevant value and faith issues, sensitivity to multi-cultural/ethnic and cross-cultural issues, mentoring through supervision and nurturing of professionalism, multi-modal instructional experiences, and case study applications.

Training Plan

The internship experience is an integrative learning experience designed to bridge the gap between the social science of human behavior and the practice of counseling people with real life problems in the context of their environment.

The Internship Program engages in positive efforts designed to ensure that interns will have opportunities to learn about and experience cultural and individual diversity as they relate to the practice of counseling.

Internship placements arranged through each AGSC program are located primarily in the tristate area representing a variety of clinical treatment modalities including outpatient prevention programs, outpatient mental health and/or substance abuse clinics, inpatient psychiatric hospital units, day treatment programs and substance abuse rehabilitation facilities. Students may also locate their own internships, provided they meet NYS, NBCC and CACREP guidelines. View internship requirements and further details, including licensing requirements, on the AGSC website.

Counselor Preparation Comprehensive Examination (CPCE)

The Exam

The CPCE is an exit examination required of all Mental Health Counseling students. It is administered during the student's last semester of study in the program. The comprehensive examination is a summative evaluation of the core knowledge areas of counseling. Currently the CPCE is offered in an electronic format for both the on-ground students and the online students, testing is done either in the college computer lab, at a Pearson lab and/or online students are permitted to use their laptops as long as they meet the technical requirements requiring students to download the Pearson Vue Browser Lock for testing. Online students are required to complete the CPCE in year 3 before they come to residency.

The CPCE is researched, developed, and distributed by both the Research and Assessment Corporation for Counseling (RACC) and the Center for Credentialing and Education (CCE), two affiliate corporations of the National Board for Certified Counselors (NBC).

The CPCE is a 160 item, multiple choice, knowledge-based examination that reflect the 8 council for Accreditation of Counseling and Related Educational Programs (CACREP)

Common-core areas as defined by their Standards for Preparation:

1. Human growth and development
2. Social and cultural foundations
3. Helping relationships
4. Group work
5. Career and lifestyle development
6. Appraisal
7. Research and program evaluation
8. Professional orientation and ethics

The CPCE is a nationally-normed examination, allowing the program to compare our students with other counseling students' performance across the nation. It also allows a standardized evaluation of students in the program.

Preparing for the Exam

The following books and study materials have been utilized by AGSC students to study for the CPCE:

- The "Encyclopedia of Counseling" by Howard Rosenthal.
- Mastering the NCE & CPCE
- The NCE study material published by The Association for Advanced Training in the Behavioral Sciences.
- "The Counseling Primer"
- Counselingexams.com

This is not an endorsement of specific study materials.

Grading Process

The program administers the CPCE and sends student answer sheets to the publisher for scoring. The program typically receives the results back from the publisher in four to six weeks. The program uses the standard cut-off score of one standard deviation below the national mean for the given form of the test. Based on the obtained score, the following grades are posted on the student's transcript:

- "PD" (Passing with Distinction) (2sd above the mean)
- "P" (Pass)
- "F" (Fail) (less than 1sd below the mean)

Distribution of Exam Results

Results of the exam will be communicated individually to students via email.

The National Counselor Examination for Licensure and Certification® (NCE)

The NCE is used for two purposes: national counselor certification and state counselor licensure. The purpose of the NCE is to assess knowledge, skills, and abilities viewed as important for providing effective counseling services. The NCE is designed to be general in nature. It is intended to assess cognitive knowledge which should be known by all counselors regardless of their individual professional specialties.

Satisfactory performance on the National Counselor Examination (NCE®) is one of the criteria used by NBCC to identify professionals who may be eligible to become a National Certified Counselor (NCC).

The New York City campus is an approved site for the NCE Administration for current students. The campus coordinator is Dr. Anna Flores-Locke.

National Board for Certified Counselors 3
Terrace Way Greensboro, NC 27403
www.nbcc.org

National Certifications

The NCC certification was launched by NBCC in 1982 as a result of the efforts of members the American Counseling Association (ACA). Since that time, NBCC has become an independent entity and more than 80,000 counselors have become NCCs. The NCC is one of two NBCC certifications that are accredited by the National Commission for Certifying Agencies (NCCA). The NCC is the prerequisite for a specialty certification (below) with NBCC. The [National Counselor Examination for Licensure and Certification \(NCE\)](#) is required for this certification.

Specialty Certifications

NBCC also offers the following Certified Clinical Mental Health Counselor (CCMHC) specialty certification:

The Certified Clinical Mental Health Counselor (CCMHC)

The CCMHC was launched originally in 1979 by the National Academy for Certified Clinical Mental Health Counselors. In 1993, the Academy and NBCC reached an agreement for NBCC to take over administration and testing for the CCMHC certification. Nearly 1,000 NCCs currently hold the CCMHC certification. The [National Clinical Mental Health Counselor Examination \(NCMHCE\)](#) is required for this certification.

National Certification and State Licensure

What is national certification?

National counselor certification from NBCC proves to the public and employers that the counselor has met the national standards set by the counseling profession. It is not a license to practice. In some states, holding a national certification can assist the counselor in obtaining a state license. National certification travels with the counselor no matter the state or country of residence. The basic national certification offered by NBCC is the NCC (National Certified Counselor). NBCC is the largest national counselor certification program in the world.

What is a state license?

A state license in counseling is literally permission from a particular state to practice counseling or to call oneself a licensed counselor. Some states have a single license and some have a two-tiered system. The names of state licenses vary from state to state. Some examples are LPC, LCPC, LPCC, LMHC, LPCMH, LCMHC, and LPC-MH.

	National Certification	State Licensure
Name of Credential	<p>National Certified Counselor (NCC) – Issued by NBCC</p> <p>NBCC also offers three specialty certifications for NCCs in addictions, clinical mental health and school counseling.</p>	<p>Differs from state to state. Most common titles are: Licensed Professional Counselor (LPC), Licensed Mental Health Counselor (LMHC), Licensed Clinical Professional Counselor (LCPC), and Licensed Professional Clinical Counselor (LPCC). Issued by each state regulatory board.</p>
Purpose	<p>To promote and represent the counseling profession through a national certification program where the standards are set by members of the counseling profession.</p> <p>Compliance with continuing education requirements and the NBCC Code of Ethics ensure that NCCs stay current with the profession’s best practices.</p>	<p>To protect the public by defining practitioners who can legally use the title of a licensed counselor and/or who can provide counseling services in a particular state. These standards are set by state legislatures.</p>
Examinations	<p>The National Counselor Examination for Licensure and Certification (NCE)</p>	<p>NCE and/or NCMHCE: State counselor licensure boards contract with NBCC to use one or both of these examinations.</p>
Requirements	<ul style="list-style-type: none"> • Master’s degree in counseling or with a major study in counseling from a regionally accredited institution • 3,000 hours of counseling experience and 100 hours of supervision both over a two year post-master’s time period • Post-master’s experience and supervision requirements are waived for graduate students enrolled in or who have completed CACREP accredited tracks. • Passing score on NCE 	<p>Varies from state to state. All require some combination of</p> <ul style="list-style-type: none"> • Master’s degree • Counseling experience and supervision • Passing score on NCE and/or NCMHCE. Some require mental health laws exam of that state.

Mental Health Counseling Graduation Requirements

The degree will be granted when all of the program requirements have been satisfactorily met. Participation at the Nyack College Commencement ceremony is contingent on completion of all requirements. All AGSC graduates will be invited to participate in the AGSC Hooding Ceremony Banquet.

Graduation applications must be submitted to the Registrar's Office at the beginning of each semester, prior to the students' final semester.

1. Sixty-three Semester Hours of Graduate-Level Coursework

Transfer coursework credit from accredited colleges or universities with a minimum grade of B (3.0), which have been completed within seven years of admission into the program, may be requested. These transfer coursework credits may not exceed 15 semester hours. Graduate transfer credits may not be used both for transfer credit and prerequisites. Students must take 51 of their 63 credits at their designated primary site.

New York City students must meet the NYS residency requirement by enrolling in GCN 610 Career Development at the Rockland campus.

2. Internship Experience

A minimum of 700 clock hours of supervised practicum and internship experience in an approved setting; where 40% of said hours must have direct client contact. For a full time student, this sequence would typically be taken during the second year of study, starting in June, at the end of the first year, through the end of April of the following second year.

3. Attainment of appropriate professional attitudes and behaviors indicative of social and emotional maturity

4. Counselor Preparation Comprehensive Exam ("CPCE")

Students are required to enroll in GCN 799 Counselor Preparation Comprehensive Exam in the last semester of study in the program. Students will only be allowed to take the CPCE once. GPA is not affected by the results of the comprehensive exam.

5. Exit Interview

Students require satisfactory completion of an exit interview with their advisor. The interview is to be scheduled by the student during their last semester of study.

6. Counselor-In-Training Therapy

Completion of required C-I-T therapy: (See section: Counselor-In-Training Pg. 9)

7. Complete All Financial Obligations

If you have obtained loans through Federal loans, it is a Federal requirement that you meet with your Student Financial Services counselor for an Exit Interview. Degree will not be granted until all financial charges (tuition, fees) are paid. Complete Financial Aid Exit Counseling

8. Advisement

It is the student's responsibility to remain informed of all requirements, prerequisites, deadline dates and procedures within the program. It is also the responsibility of the student to maintain contact with his/her advisor and to remain current with class and schedule changes. All students must schedule an appointment each semester for advisement with their assigned advisor. Students may **not** register for courses until they are academically advised, and holds are removed from student's portal.

Master of Arts in Marriage and Family Therapy

Cohort Structure

The MA in Marriage and Family Therapy is organized with a cohort structure. Each entering class will journey together through this program by taking a sequenced progression of coursework. Courses are scheduled primarily on Tuesday afternoon (1-4 pm) and evening (6-9 pm); and Thursday afternoon (1-4 pm) and evening (6-9 pm). Internship times will be scheduled during other days throughout the week.

Program Sequences

Students may enter the MFT program in one of two sequences (tracks)

- 1) Full-Time Sequence – may be completed in a 2-year intense program of study with 12-month Internship.
- 2) Part-Time Sequence – may be completed in a 3-year program of study with a 12-month Internship.

Full-time students are scheduled to attend courses year-round (fall, winterim, spring and summer) with small breaks between semesters. Part-time students do not typically have courses during their first summer. There are usually no courses during the month of August. The Internship for each sequence runs for a minimum of 12 consecutive months. Though not encouraged, it is possible for students to switch their program sequence after they have started their course of study. It is the student's responsibility to remain informed of all requirements, prerequisites, deadline dates and procedures within the program. It is also the responsibility of the student to maintain contact with his/her advisor and to remain current with class and schedule changes.

MFT Mission Statement

Graduates of the MFT program are grounded in Christian principles that are integrated with foundational marriage and family theory and practice. They are prepared to work in a wide range of faith-based and non-faith based academic and non-academic settings, delivering care from a biopsychosocial-spiritual perspective for individuals, couples and families. Together with our parent institution, our program values and promotes diversity and multi-ethnicity while also retaining a focus on the unique needs and challenges of urban settings. An equally important objective is our commitment to be a Christian resource in the New York metropolitan area and the tri-state region of NY, NJ, CT and beyond.

MFT Core Values

The MFT Program seeks to promote rigorous, comprehensive and relevant academic training in the growing and diverse field of MFT. Three conceptual threads run throughout the entire curriculum. They may be summarized by the following 3 core values and related questions.

1. CONTENT

The core value of content involves a focus on comprehensive models and integrative methodologies for effective work in the MFT field. [See PO#1, 2 and SLO#1, 2 below]
Question: As a faith-based institution, how do we integrate an understanding of the psychology of family systems theory with the sociology of spirituality and Christian faith?

2. COMPETENCY

The core value of competency focuses on clinical training and skill development for the ethical and effective practice of MFT that is relevant to global diversity and applicable to marginalized communities. [See PO#3, 4 and SLO#3, 4 below]
Question: How do we train students to realistically apply family systems theory to an Ever-changing and diverse world in a manner that is ethical and effective?

3. CHARACTER

The core value of character is consistent with the goals and objectives of the mission of AGSC and all its programs, sensitivity to multi-cultural/ethnic and cross-cultural issues are all designed to aid the counselor in the practice of counseling people with real life problems in the context of their environment. This commitment to self-of-the counselor issues, self-awareness, self-care and personal integrity. The counselor-in-training is challenged by the motto: "You cannot take others to places you are not willing to go to yourself". [See PO#5, 6 and SLO#5, 6, 7 below]

Question: How do we apply family systems theory to our personal lives, relationships and families and how do we develop meaningful compassion for self and others?

PROGRAM OUTCOMES - POs (GOALS)

#1 – Program will graduate students with foundational, systemic and clinical knowledge for the practice of MFT.

#2 – Program will graduate students who integrate spirituality and Christian thinking with clinical theory and practice.

#3 – Program will graduate students who demonstrate clinical competency in the practice of MFT.

#4 – Program will develop graduates who demonstrate clinical sensitivity with diverse, multicultural and marginalized communities.

#5 – Program will help students complete program requirements and prepare them to become ethical MFT professionals.

#6 – Program will graduate students who demonstrate personal and clinical self-awareness; empathic compassion; individual and relational growth.

STUDENT LEARNING OUTCOMES - SLOs (GOALS)

#1 – Student will demonstrate an understanding of 9 relational-systemic theories for comprehensive and adaptive clinical approaches.

#2 – Students will develop a methodology of utilizing spiritual resources for mental health & demonstrate an integration of Christian faith with MFT practice.

#3 – Students will develop clinical skills for joining, assessment, treatment planning, therapeutic interventions, referral and termination.

#4 – Students will demonstrate awareness of issues of diversity with culturally sensitive & respectful therapy to individuals, couples and families.

#5 – Students will demonstrate understanding and applied knowledge of ethical and professional standards of the MFT profession.

#6 – Students will experience personal and relational growth and demonstrate self-care and compassion for others.

#7 – Students will understand their unique personality, familial, cultural and experiential influences as they intersect and influence their clinical work.

Marriage and Family Therapy Academic Tracking Sheet

I. Core Courses:	<u>(Completion required prior to Internship):</u>	15 credits
• MFT 504:	Psychopathology	3
• MFT 505B:	Theories of Marriage and Family Therapy I	3
• MFT 508B:	Theoretical & Personal Foundations of MFT	3
• MFT 509:	Premarital Counseling	1
• MFT 603B:	Individual & Family Development	3
• MFT 605B:	Theories of Marriage and Family Therapy II	1
• MFT 691:	Marriage and Family Therapy Practicum	1
II. Internship:		15 credits
• MFT 604B:	MFT Ethics, Family Law & Professional Issues	3
• MFT 737:	Clinical Observation	3
• MFT 794:	Class Supervision	2
• MFT 795:	Group Supervision/Clinical Consultation	3
• MFT 796:	Dyadic Supervision/Clinical Consultation	4
III. Advanced Core Courses:		29 credits
• MFT 501:	Perspectives on Counselor Formation	2
	Any NT / OT / SF / TH Elective may be substituted for MFT 501	
• MFT 503B:	Research Methods & Analysis	3
• MFT 602:	Measurement & Assessment	1
• MFT 620:	Ethnicity Issues in MFT	2
• MFT 621:	Ethnicity and Diversity	1
• MFT 609:	Marital Therapy: Assessment and Treatment	3
• MFT 610:	Family Therapy: Assessment and Treatment	3
• MFT 705B:	Theories of Marriage and Family Therapy III	1
• MFT 706:	Sex Therapy	3
• MFT 707:	Children & Adolescents in MFT	2
• MFT 708:	Abusive & Addictive Family Systems	2
• MFT 709:	Marriage & Family Enrichment	2
• MFT 733:	Medical & Mental Illness in Family Therapy	2
• MFT 734:	Spirituality in Marriage & Family Therapy	2
IV. Electives:		2 credits
•MFT:	Elective	2

Graduation Requirements

The degree will be granted when all of the program requirements have been satisfactorily met. Participation at the Nyack College Commencement ceremony is contingent on completion of all requirements. All AGSC graduates will be invited to participate in the AGSC Hooding Ceremony Banquet that is held prior to date of commencement.

Graduation applications must be submitted to the Registrar's Office at the beginning of the Semester prior to the student's final semester

1. Sixty-one semester hours of graduate-level coursework

Satisfactory completion of 61 semester hours of graduate-level coursework is required and defined by the program. Transfer credit from an accredited college or university with a minimum grade of B (3.0), which has been completed within seven years of admission into the program, may be requested. These transfer coursework credits may not exceed 15 semester hours. Graduate transfer credits may not be used both for transfer credits and prerequisites.

2. **Internship experience**

Satisfactory completion of a 300 hour of Internship over a minimum of 12 consecutive months is required. Direct Client Contact (counseling) will comprise of 300 hours while Live Clinical Observation will comprise of 100 hours. A minimum of 50% of the total direct client contact hours (counseling hours) must be relational therapy (couples and families), while 50% of the counseling hours may involve individual and/or group therapy.

3. **Attainment of appropriate professional attitudes and behaviors indicative of social and emotional maturity**

The counselor education program director and faculty systematically assess each student's professional disposition throughout the program. The assessment process consists of identification and measurement of student professional dispositions over multiple points in time

4. **Exit Interview.**

Satisfactory completion of an exit interview is required with the MFT Program Director. The interview is to be scheduled by the student during their last semester of study.

5. **Counselor-In-Training Therapy**

Completion of the required Counselor-In-Training therapy; see section: Counselor-in-Training therapy

6. **Complete all financial obligations**

If you have obtained loans through Federal loans, it is a Federal requirement that you meet with your Student Financial Services counselor for an Exit Interview. Degree will not be granted until all financial charges (tuition, fees) are paid.

It is the student's responsibility to remain informed of all requirements, prerequisites, deadline dates and procedures within the program. It is also the responsibility of the student to maintain contact with his/her advisor and to remain current with class and schedule changes.

Nyack College Academic Policies

Academic Standing, Grades, and Retention

AGSC faculty members systematically review student academic performance and behavior for the purposes of retention in the program. As explained in the Academic Probation and Dismissal section below, students may be dismissed from the program if their academic performance does not meet the minimum standards set forth. Furthermore, they may be dismissed if they do not meet the personal and professional dispositions identified in the AGSC Student Dispositions – Non-Academic checklist at the end of this handbook and/or if they are unable to demonstrate the required standards of an effective counselor as defined by the professional organizations and research literature.

Additionally, in order to continue studies and receive Title IV and State aid, a student must demonstrate that he or she is making acceptable progress toward earning a degree. The following paragraphs represent the progression of the program and the minimum academic standards that must be met to be eligible for Title IV and State aid. These standards are required by State and Federal funding agencies.

Academic Probation and Dismissal

A student is considered to be in good academic standing when he/she is matriculated for a degree program offered at Nyack College and is making satisfactory progress toward receiving the degree. The academic progress of students is evaluated at the close of each semester. Students must meet the minimum cumulative grade point average based on their degree program requirements. AGSC students must maintain a minimum cumulative GPA of 3.00 (B).

If total credits earned are 1-6, and the AGSC student has a GPA between 2.80 and 3.00, the student will be placed on academic probation. However, if the student's GPA is below 2.80, the student will be dismissed from their respective program.

If total credits earned are over 6 credits, and the student has a GPA below a 3.00, then the student will be academically dismissed.

Failure to make satisfactory academic progress has implications for financial aid eligibility. Please refer to the "Financial Aid" section of the catalog.

A student who has been academically dismissed may apply for reinstatement through the Academic Appeals Committee. The appeal process is initiated by completion of the "Academic Dismissal Appeal Request" form, which may be found on the Nyack website: <http://www.nyack.edu/about2010/academics/AcademicAppeal>

The completed form must be submitted to the respective program director:
Mental Health Counseling: Dr. Antoinette Ginés-Rivera
Marriage & Family Therapy: Dr. Andrew Mercurio

The student's appeal will be considered by the AGSC faculty, and a decision will be rendered as either "accepted" or "denied." If the appeal is accepted, a remediation plan will be instituted to assist the student's academic progress. The Committee's decision is final.

Advisement

All MHC/MFT students admitted into degree programs will be assigned a faculty advisor, by the respective program director, to assist them in planning their studies in order to maintain satisfactory academic progress. Faculty/student partnering is designed to provide professional, as well as academic guidance. However, ultimate responsibility for reaching satisfactory completion of all academic requirements (including both the selection and scheduling of courses) rests with the student. Students who have a grievance, relative to their assigned advisor, must first seek to resolve their complaint with the advisor. If resolution is not reached, the matter may be directed to the program director. If this does not solve the problem a formal complaint may be made in writing to the Academic Dean, whose judgment

is final.

Class Attendance Policy

Class attendance is fundamental to good scholarship and is expected of all students. Attendance policies are outlined in the syllabi of each course.

Degree Requirements

Students are responsible for completing the degree requirements outlined in the catalog in effect at the time of matriculation. If a student breaks matriculation, he/she will assume the degree requirements in effect at the time of re-enrollment. Matriculation is broken by changing programs or by not attending for a year or more, unless a “leave of absence” has been filed (see section “Leave of Absence”). Any curricular changes mandated by New York State will supersede this policy.

Directed Studies

Every credit of directed study must demonstrate that the student has done at least 50 hours of work; therefore, a 3-credit directed study requires 150 hours of work. No more than 20% of a degree program may be fulfilled through courses taken independently.

In addition to regular tuition and fees, the student must also pay a professor stipend. Directed Study applications are available in the Registrar’s Office.

Disabilities (Office of Disabilities Support Services)

It is the policy and practice of Nyack College to comply with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and state and local laws regarding students with disabilities. Under these laws, no disabled, but otherwise qualified student shall be denied access to, or participation in services, programs and activities at Nyack College.

Any student eligible for and requesting academic accommodations due to a disability, is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes. All communications between students and the Office of Disabilities Support Services staff are confidential, as is any supporting documentation maintained on file. Contact: Shawn.Roseburgh@nyack.edu.

For the complete policy statement, visit website: <http://www.nyackcollege.edu/?page=DSS>.

Students with Concerns

The Office of Student Development offers crisis intervention and personal development counseling. There is a Licensed Mental Health Counselor (LMHC) and AGSC graduate students who provide counseling in the lower level adjacent to the Student Lounge. Counseling services are free to students, and all sessions are kept confidential to the fullest extent allowable by law. Students are welcomed as walk-ins or may make an appointment. For AGSC students, only the Licensed Mental Health Counselors may provide counseling services, on a needs basis. For ongoing counseling services, AGSC students will be referred to an outside agency.

Dual Degrees / Concentrations

In accordance with New York State regulations, Nyack College allows students who wish to pursue a second Master’s degree to do so if that degree is in a subject area markedly different from the first one. In addition, for those degree programs that offer multiple concentrations, students may complete more than one concentration and have that noted on their transcripts, though only one degree will be awarded.

Since the Master of Arts in Mental Health Counseling and the Master of Arts in Marriage and Family Therapy are derived from the same field (and licensure in one area permits work in the other), New York State stipulates that only one degree may be awarded.

Students are not permitted to pursue more than one degree simultaneously.

Extensions

Extensions for late work are granted solely due to circumstances clearly beyond the student's control. In all cases, faculty retains the right to refuse to accept, or lower the grade on, such work submitted past the scheduled deadlines for the course.

An extension request must be filed with the Registrar's Office no later than the last day of the class (or by the final due date of course work in the case of fast-track / intensive courses). The length of the extension is determined by the professor but, may not exceed 30 days. A grade of "I" (Incomplete) will be recorded for the extension period. An incomplete will be converted to an "FX" (failure) after 30 days, after which time no further grade changes are permitted.

If an extension request is not filed with the Registrar's Office by the deadline, instructors will submit a grade based on work submitted which will remain final.

Family Educational Rights & Privacy Act (FERPA)

In accordance with federal law, students are hereby notified of the Family Educational Rights & Privacy Act of 1974, as amended. This Act was designed to protect the privacy of education records, to establish the right of students to inspect and review such records, and to provide guidelines for the correction of inaccurate information within the records.

Nyack's full policy is available from the Registrar's Office.

Grading System

Students may view their grades online through password-secured access. A letter system is used in evaluating the work for a course as follows (*Note: not all programs use all of the following options):

A/A-Excellent - Distinction in understanding of subject matter, prompt and thorough preparation of assignments, outstanding ability manifested in readings or projects, evidences of original thinking, and sustained interest in the work of the class, with constructive participation therein.

B+/B/B - Above Average - Understanding of subject matter, prompt and thorough preparation of assignments, very good performance in readings and projects, and an interest in the work of the class, with constructive participation therein.

C+/C - Average - Expected of College Students - Acceptable knowledge of matter, understanding of the fundamental principles and a reasonable ability to apply them, and promptness in preparation of assignments.

C- - Below Average - Minimally adequate understanding of subject matter, irregular and inadequate preparation of assignments, and uncertain prospect of success in subsequent courses.

F - Failure - Inadequate knowledge and understanding of subject matter.

FX - Failure - Failing grade given when students do not officially withdraw from a course but stop attending, or fail to complete the work for an incomplete.

I - Incomplete - May be given when students, because of prolonged illness or other circumstances beyond their control, are unable to complete their work by the end of the semester.

P - Pass - Pass grade indicates adequacy in summative experience. This grade is not included in grade point averaging.

WD - Withdrawal - Grade given when students officially withdraw from a course before the deadline for official withdrawal indicated on the academic calendar. "WD" will be recorded on the permanent record card for official withdrawals after the one-week add/drop period.

AWD - Administrative Withdrawal Grade is given when a student has been administratively withdrawn.

Grade Point Average

Graduation is based not only upon the accumulation of appropriate credits, but also upon the quality of work performed. A minimum cumulative grade point average of 3.0 is required for each program. Grade points are granted per semester hour on the following basis:

A (93-100)	= 4.0 points	C+ (78-79)	= 2.3 points
A- (90-92)	= 3.7 points	C (73-77)	= 2.0 points
B+ (88-89)	= 3.3 points	C- (70-72)	= 1.7 points
B (83-87)	= 3.0 points	F (0-59)	= 0.0 points
B- (80-82)	= 2.7 points		

Graduation Dates

A student’s graduation date coincides with his/her degree completion date (normally the last day of the student’s final semester). Diplomas are issued three times per year: (January, May & September). Graduation ceremonies, however, are only held in May.

Graduate students of outstanding scholarship are selected for graduation honors as follows:

- Honors: Cumulative GPA of at least 3.85, and
- Honors with Distinction: Cumulative GPA of at least 3.95.

These designations will appear on the student’s diploma.

Graduation Requirements

Only students who have completed all degree requirements and fulfilled all financial obligations will be permitted to participate in commencement activities and receive a diploma.

Applications for graduation should be submitted to the Registrar’s Office in the semester prior to the student’s final semester.

Grievance Procedure Policy

Nyack College utilizes a grievance procedure that complies with the Higher Education Act of 1965, Section 494C(j). This procedure applies to all cases dealing with discrimination by race, handicap, or gender, including harassment, or to any other grievance. In no case will any adverse action be taken against a student for filing a grievance. The final determination of each formal grievance will be made by a person or persons not directly involved in the matter. Because different grievance procedures apply to faculty, staff, and students, consultation of the appropriate handbooks is advised.

Students who have a grievance relative to academic policies, grades given, or other academic judgments should first seek to resolve their complaints with the professor. If resolution is not reached, the matter may be directed to the department head or program director of the class in question. If this does not solve the problem, a formal complaint may be made in writing to the respective Academic Dean whose judgment is final. In the case of a grade dispute, adjustments must be made within 45 days of the close of the semester.

Final Academic Appeal is for the student seeking a review after all previous appeals to the program in which they are registered have been exhausted by complying with the Grievance Procedures specified above. The findings of the Academic Appeal Committee are final and no further appeals will be granted. Students may expect a final decision within 14 days of the date of their appeal.

The appeal form should be submitted to finalappeal@nyack.edu within 14 days of the final decision of your Dean. Students may remain enrolled until the appeal is processed; however, if a student’s appeal is denied mid-semester, they will immediately be dropped from classes.

Students whose appeal is approved may register for classes, provided the add/drop period of registration period hasn’t passed. The student will be placed on academic probation for the subsequent semester.

The student will commit to the action plan delineated by the Committee. In addition, the student acknowledges that the failure to follow the action plan will result in administrative

withdrawal, assuming full financial and academic responsibility. The catalog states “no refund is given for courses dropped after the add/drop period”.

Students who are admitted to Nyack College/ATS based on falsified records forfeit admission and may be administratively withdrawn and forfeit any access to academic records.

Immunizations

In accordance with New York State Public Health Law 2165, Nyack College requires seeking (or certificate-seeking) students born on or after January 1, 1957 to submit of immunity to measles, mumps and rubella.

In accordance with New York State Public Health Law 2167, Nyack College requires that all students (regardless of age or matriculation status) to be provided with information about meningococcal disease and vaccination. Students are required to submit either a certificate of immunization, or a signed acknowledgement of risks and refusal of immunization.

Students enrolled for less than 6 credits per semester, or who are enrolled exclusively in online or distance education courses, are exempt from the above regulations. Students attending off campus programs (such as the annual residency for the Online degree) in group settings with other students are not exempt.

Policy on Plagiarism

Students at Nyack College are expected to display the highest standards of personal and academic integrity in the development of research papers and other academic projects. Perhaps the most critical issue in exhibiting integrity in academic assignments is student compliance with accepted practices for providing his/her professor with resources and references used to develop his/her paper or project.

Plagiarism is defined as an act of “Literary Theft,” when the work of another is misrepresented as the original work of the Nyack College student. This may be done intentionally or unintentionally. When excerpts, thoughts, writings, or statements of others are used in papers, essays, or other projects, they must be acknowledged through footnotes, bibliography and other accepted MLA or APA practices and standards.

It is recognized that there exists some confusion or ambiguity regarding proper procedures and practices regarding integration of bibliographical references into assignments. In addition, there are, unfortunately, individuals who disregard academic integrity and deliberately plagiarize another’s work in their assignments. The following policy is intended to address both intentional and unintentional plagiarism. In addition, it recognizes that there are levels of plagiarism and that consequences must be aligned with the seriousness of the offense. All students are responsible to be familiar with this policy. Ignorance of plagiarism guidelines will not be accepted as a defense or excuse for violating these standards.

Levels and Consequences**Level One: Minimal Plagiarism**

The college recognizes that there is often no student intent to misrepresent borrowed material as one’s own, but he/she has simply been careless in complying with acceptable presentation and reference conventions. In this case, assignments will be returned to students who will be advised by their professors to rewrite assignments in acceptable form. No grade will be assigned until the professor is satisfied that the student has made adequate revisions meeting MLA or APA standards.

Level Two: Substantial Plagiarism

Substantial plagiarism exists where the writer gives no recognition to sources from which substantial material such as phrases, sentences or even ideas are drawn. The minimum penalty for this offense is the rewriting of the paper, and a one-letter grade reduction being given to the offending work. Maximum penalty is failure of the course.

Level Three: Complete Plagiarism

Complete plagiarism exists when an entire work is copied from an author or composed by another person, and presented as original work. A failing grade for the course is automatically given. The professor will write a reprimand, a copy of which will be kept in the student’s file. A repeat offense may result in suspension or expulsion from the college.

Other Plagiarism Offenses

- Submitting the same essay, presentation or assignment for credit in more than one course, unless prior approval has been obtained. Minimum penalty: write a new paper with a full letter grade reduction being given to the work. Maximum penalty: failure of the course
- Cheating on an examination or falsifying material subject to academic evaluation. Penalty is failure of the course.
- Submitting false records or information at the time of admission to the college, e.g., transcripts, letters of reference. Penalty appropriate to gravity of the offense, the likelihood being either suspension or expulsion from the college.

Any Nyack College student who is unclear about what is required in writing a research-based assignment should speak with his/her professor for clarification.

Cases of plagiarism and cheating are to be reported to the Program Directors of each degree. Appeals may be made to the Dean of AGSC with the provision that the instructor involved, and the program Director be present when the case is considered.

Registration

Graduate students must register through their individual graduate programs.

Changes in Registration: Students desiring to change their registration must submit a Change of Registration form available in the Registrar's Office. After the Add/Drop Period, the only allowable change is withdrawal. Changes permitted once the Add/Drop Period ends will bear financial repercussions.

To withdraw from a course: a student must complete the Change of Registration form. This change is only permitted through the 75% point of the semester (as indicated on the academic calendar), or the equivalent in the case of a short-term course. Withdrawal from a course does not relieve the student of the tuition charges for the course, unless the change is completed before the Add/Drop Period ends.

Courses may not be added after the end of the add/drop period. If a student officially withdraws from a course during the add/drop period, the course will not be recorded on the permanent record card. Courses officially dropped after that time is considered "withdrawals" and a grade of "WD" is recorded on the permanent record card. *NOTE: When withdrawal from courses reduces the total credit load below full-time status, eligibility maybe jeopardized for financial aid, scholarships, athletics, college housing, immigration status, and veterans' benefits.

Responsibility for adding, dropping and/or withdrawing from courses rests entirely upon the student. Failure to do so in a timely manner, because of an oversight, ignorance or possibility of low grades, is not sufficient grounds to petition for permission to add, drop or withdraw after the deadline. It is the policy of the college that no petitions for retroactive actions will be accepted except under extenuating circumstance beyond the student's control. No credit will be given for a course in which the student is not properly enrolled. Failure to attend a class for which a student is registered, or unofficial notification to the instructor, does not constitute dropping a course and will result in a grade of 'FX.'

Administrative Withdrawal of a Student from Class: If the semester is at least one-third over and a student has stopped attending a class (determined either by attendance or failure to complete assignments and course activities), that student may be administratively withdrawn from that class. The withdrawal date shall be recorded as the last date of attendance. If that date is indeterminable, the withdrawal date shall be the midpoint of the period for Title IV aid eligibility purposes. The Registrar's Office, in consultation with Student Financial Services, shall determine if a student shall be administratively withdrawn based on gatherable evidence of non-attendance. A grade of AWD shall be recorded for each administratively withdrawn class. The student shall be notified of this administrative withdrawal via certified mail.

Withdrawal from College: Students desiring to withdraw from the college must complete a Withdrawal Form, available in the Registrar's Office.

Leave of Absence: Students enrolled in a degree program who need to suspend their studies for medical, military, educational (to fulfill outstanding requirements) or related reasons may file for a formal "leave of absence" with the Registrar's Office within the first semester of absence. Supporting documentation is required. A "leave of absence" may not extend beyond 3 years, at which time complete re-application must be made to the program through the Office of Admissions.

A "leave of absence" is not considered a break in matriculation when determining the catalog year that a student is following (see "Degree Requirements"). However, program modifications may be necessary to fulfill the original degree requirements in the event of curricular changes.

Repeat Courses

Each degree program establishes its own policy outlining the circumstances under which a course may be repeated. In all cases, when a course is repeated, only the second grade (regardless of what it is) will be calculated into the student's GPA. However, both grades will remain on the permanent record. In the case of a student repeating a course in which a passing grade acceptable within his/her program has already been received, the course will not be included as part of his/her course load for financial aid purposes.

Residency Requirement – Mental Health Online Only

All students who are enrolled in a Nyack College program within the state of New York are required by the New York State Education Department to complete a minimum of one complete course at the Rockland campus. For each degree program, one course is designated for instruction in Rockland. Online courses do not meet this requirement. For the Online MA in MHC, students are required to attend an annual 7-10 day residency in summer, fall, or spring.

Transcripts

Requests for transcripts must be made in writing to the Registrar's Office. Students should allow a minimum of one week for processing. A charge of \$5.00 is made for the first transcript and \$1.00 for each additional copy ordered at the same time. Transcripts will not be issued if student accounts or loan payments are not up-to-date.

Transfer of Credits

Although a certain degree of uniformity exists among colleges and universities, it is also important to recognize that each institution is a unique entity in the academic world. For this reason it is not possible to guarantee absolute equivalency of credit in the transfer process. Nyack College, however, will seek to provide the most equitable transfer of credit possible within the framework of the following policies:

1. Credits will be accepted only on the basis of official transcripts. Course descriptions from academic catalogs and course syllabi are also required.
2. Course work will be evaluated on the basis of a number of factors, including, but not limited to, accreditation, equivalency of content and/or learning outcomes, and overall fit within the ethos of the program.
3. Transfer credit is not given for courses below a "B" grade.
4. Only credits, not grades or grade points, are transferred.
5. Credits are acceptable for transfer only if they were earned within the past 7 years. This is calculated from the date the credits were earned, not from the graduation date.
6. Credits are transferred to meet the degree requirements of a specific program. A change of program may significantly affect the number of transferable and applicable credits.
7. Maximum of 15 credits will be accepted into any AGSC degree program.

Alliance Graduate School of Counseling

**2 Washington Street, 20th Fl.
New York, NY 10004**

**350 N. Highland Avenue
Nyack, NY 10960**

Student Evaluation

Student Name: _____
 Semester and Year: _____ Date: _____ Using the scale below, please rate the
 above student's:

	1	2	3	4	0
	Weak	Fair	Good	Excellent	Not App
Academic skills					
Demonstrates understanding of the course material					<input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>				
Assumes responsibility for assigned tasks	<input type="checkbox"/>				
Meets stated deadlines for assignments	<input type="checkbox"/>				
Final grade earned for the course:	_____				
Non-academic skills					
Demonstrates emotional stability	<input type="checkbox"/>				
Demonstrates integrity and Christian ethics	<input type="checkbox"/>				
Demonstrates sensitivity towards the Well-being of others	<input type="checkbox"/>				
Classroom Attitudes and Behaviors					
Is present on time for class	<input type="checkbox"/>				
Demonstrates respect for fellow students'	<input type="checkbox"/>				
Listens respectfully to others	<input type="checkbox"/>				
Does not monopolize group or class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Participates in class discussions in a thoughtful and relevant way	<input type="checkbox"/>				
Maintains professional boundaries with professor	<input type="checkbox"/>				
Understands and respects confidentiality of peers'	<input type="checkbox"/>				
Additional comments (continue on back if needed):					

AGSC Student Dispositions - Non Academic

Nyack College AGSC aspires to foster emotional maturity, intellectual development, social responsibility, and spiritual growth, as represented by the college's core values and CACREP framework. To fulfill these aspirations, AGSC is committed to the preparation of professional counselors who are knowledgeable of professional standards, devoted to their faith, skilled in listening and communicating with clients, clinically competent, life-long learners, and capable of working effectively with diverse populations in a constantly changing global community.

Note: "n/a" if no opportunity to observe

Student Demonstrates: Commitment to emotional maturity	1 – Does Not Meet	2 – Developing	3 – Meets
1. Demonstrates ethical behavior and good decision-making (clinical, academic, interpersonal, emotional, spiritual)	Infrequently makes sound conscientious and defensible decisions; infrequently aware of and knowledgeable of legal and ethical guidelines or the application of them; infrequently strives to improve decision-making skills; infrequently evaluates self-awareness, context, knowledge, history and values in decision-making process.	Sometimes makes sound conscientious and defensible decisions; sometimes aware and knowledgeable of legal and ethical guidelines and applies them; sometimes strives to improve decision-making skills; sometimes evaluates self-awareness, context, knowledge, history and values in decision-making process.	Sometimes makes sound conscientious and defensible decisions; sometimes aware and knowledgeable of legal and ethical guidelines and applies them; sometimes strives to improve decision-making skills; sometimes evaluates self-awareness, context, knowledge, history and values in decision-making process.
2. Demonstrates emotional/mental stability	Student lacks emotional maturity demonstrated by rough/ disrespectful/ inappropriate behaviors and/or losing composure in new or challenging situations. Thinking is distorted at times.	Student demonstrates developing emotional maturity through respectful and appropriate behaviors sometimes and rough/ disrespectful/ inappropriate behaviors at other times; composure is visibly interrupted but quickly regained in new or challenging situations. No thought distortions present.	Student consistently carries self in a dignified, respectful manner; composure is maintained in new or challenging situations. No thought distortions present.
3. Accepts responsibility for own actions	Student infrequently deals directly with the consequences of actions and events; consistently shifts blame or makes excuses.	Student usually deals directly with the consequences of actions and events but occasionally shifts blame or makes excuses.	Student deals directly with the consequences of actions and events; recognizes and admits errors or room for improvement.
4. Demonstrates self-awareness and self-reflection	Student disconnected with own emotional experiences and rarely reflects on how these experiences impact own behaviors and decisions.	Student connected with own emotional experiences but rarely reflects on how these experiences impact own behaviors and decisions.	Student connected with own emotional experiences and regularly reflects on how these experiences impact own behaviors and decisions.
5. Demonstrates respect for fellow students	Infrequently respectful of peers (e.g., does not listen respectfully to peers in class, does not maintain confidentiality of peers, dismisses contribution of peers).	Sometimes respectful of peers (e.g., sometimes listens respectfully to peers in class, sometimes maintain confidentiality of peers, sometimes acknowledges contribution of peers).	Consistently respectful of peers (e.g., listens respectfully to peers in class, maintains confidentiality of peers, acknowledges contribution of peers).
6. Maintains positive attitudes during and outside of class	Inconsistently displays an optimistic, and productive attitude about self, others, and future; rarely looks for	Sometimes displays an optimistic, and productive attitude about self, others, and future; sometimes looks for	Displays an optimistic, and productive attitude about self, others, and future; continually looks for ways to

	ways to improve situations.	ways to improve situations.	improve situations.
7. Accepting of constructive feedback from others	Student is infrequently receptive and accepting of constructive feedback from others; makes excuses; does not internalize the feedback and does not make changes based on feedback.	Student is usually receptive and accepting of constructive feedback from others; internalizes the feedback and makes basic/surface changes based on feedback.	Student is receptive and accepting of constructive feedback from others; internalizes the feedback and makes substantive changes based on feedback.
8. Demonstrates respect for the impact of culture on own and client development	Awareness and consideration of differentiated levels of intervention, emotional support, and assessment to optimize individual's motivation/strength/growth is absent /undifferentiated.	Awareness and consideration of differentiated levels of intervention, emotional support, and assessment to optimize individual's motivation/ strength/growth is somewhat present and/or somewhat differentiated.	Thoughtfully differentiated levels of intervention, emotional support, and assessment to optimize clients' motivation/strengths/growth are consistently present.
9. Seeks opportunities to learn about self	Student rarely seeks opportunity to learn about self; demonstrates little growth/maturity over time.	Student sometimes seeks opportunities to learn about self; demonstrates some growth/maturity over time.	Student seeks opportunities from multiple sources to learn about self; demonstrates growth/maturity over time.
10. Maintains modest, professional appearance	Choice of dress often shows poor professional judgment; is often distracting or immodest; choices reflect mostly personal expression than professionalism; student's level of personal grooming indicates a low level of self-confidence, self-respect.	Choice of dress usually shows good professional judgment; is occasionally distracting or immodest; choices reflect a balance between personal expression and professionalism; student's level of personal grooming indicates a mediocre level of self-confidence, self-respect.	Choice of dress always shows modesty and good professional judgment; is not distracting in any way; choices reflect a balance between personal expression and professionalism; student's level of personal grooming indicates a high level of self-confidence, self-respect.
11. Demonstrates commitment to self-care	Student does not take care of self.	Student takes care of self inconsistently.	Student demonstrates regular self-care.
Student Demonstrates: Commitment to intellectual development	1 – Does Not Meet	2 – Developing	3 – Meets
1. Is on time for class and meets stated deadlines for assignments	Is frequently late to class and assignments are frequently submitted late or not at all.	Is frequently late to class or assignments are frequently submitted late.	Is always on time for class and assignments are submitted on due date.
2. Exhibits strong self-motivation to work diligently to achieve success	Student infrequently displays a positive work ethic, infrequently uses feedback to improve and is infrequently willing to revise to achieve quality.	Student sometimes has a positive work ethic, sometimes uses feedback to improve and sometimes is willing to revise to achieve quality.	Student has a positive work ethic, uses feedback to improve and is willing to revise to achieve quality.
3. Demonstrates understanding of program course material	Does not demonstrate understanding of program course material; course performance is generally poor.	Demonstrates growing understanding of program course material; course performance is mixed but developing.	Consistently demonstrates good understanding of program course material; course performance is generally strong.
4. Participates in class discussions in a thoughtful and relevant way	Student does not participate or monopolizes class discussions.	Student participates and does not monopolize class discussions but contributions are tangential or irrelevant.	Student participates in class discussion and contributions are thoughtful and relevant.
5. Possesses clear and accurate oral communication skills.	Student rarely participates in class; spoken language is diffident and grammatically incorrect; student	Student sometimes participates in class; spoken language is satisfactorily fluent and grammatically correct, but	Student participates in class; spoken language is fluent and grammatically correct, conforming to

	demonstrates passive listening skills or is regularly distracted (i.e., texting).	some non-standard English or conversational vocabularies are also consistently used in professional situations; student sometimes demonstrates active listening skills and is sometimes disengaged or distracted (i.e., texting).	Standard English for professional situations and not conversational contexts; college-level vocabulary is used; student demonstrates active listening skills.
6. Possesses clear and accurate written communication skills.	Written communication (e-mail and assignments) is unorganized with poor mechanics, including grammar, spelling, punctuation; high school-level vocabulary and sentence structures are used.	Written communication (e-mail and assignments) is organized with adequate mechanics, including grammar, spelling, punctuation; college-level vocabulary and sentence structures are used.	Written communication (e-mail and assignments) is well organized with good mechanics, including grammar, spelling, punctuation; graduate-level vocabulary and sentence structures are used.
7. Demonstrates willingness to work with peers, faculty, and sites	Student fails to regularly and readily cooperate with peers, faculty and sites; lacks enthusiasm in professional interactions.	Student is cooperative with peers, faculty and sites, but is hesitant to engage them; maintains appropriate demeanor and rapport.	Student cooperates with peers, faculty and sites; maintains appropriate demeanor and rapport.
Student Demonstrates: Commitment to social responsibility	1 – Does Not Meet	2 – Developing	3 – Meets
1. Displays empathy and respect for human differences in ethnicity, gender, physical ability and intellectual ability	Student fails to demonstrate empathy and respect for human differences in ethnicity, gender, physical and intellectual ability.	Student sometimes displays empathy and respect for human differences in ethnicity, gender, physical and intellectual ability and sometimes displays ignorance or apathy for differences.	Student demonstrates empathy and respect for human differences in ethnicity, gender, physical and intellectual ability.
2. Verbalizes commitment to/desire for the betterment of society	Student dismisses concepts of social inequality/injustice and/or is apathetic about societal improvement/being an agent of change.	Student recognizes the existence of social inequality/injustice but unaware of need for improvement/ possibility of being an agent of change.	Student recognizes the existence of social inequality/injustice and expresses desire for society to improve/be an agent of change.
3. Cares about social inequality/injustice	Student dismisses concepts of social inequality/injustice and/or is apathetic about societal improvement/being an agent of change.	Student recognizes the existence of social inequality/injustice but unaware of need for improvement/ possibility of being an agent of change.	Student recognizes the existence of social inequality/injustice and expresses desire for society to improve/be an agent of change.
Student Demonstrates: Commitment to spiritual growth	1 – Does Not Meet	2 – Developing	3 – Meets
1. Demonstrates integrity and maintains interest in spiritual life	Student fails to demonstrate integrity and is disinterested in spiritual life.	Student sometimes demonstrates integrity and sometimes expresses interest in spiritual life.	Student regularly demonstrates integrity and expresses interest in spiritual life on a consistent basis.