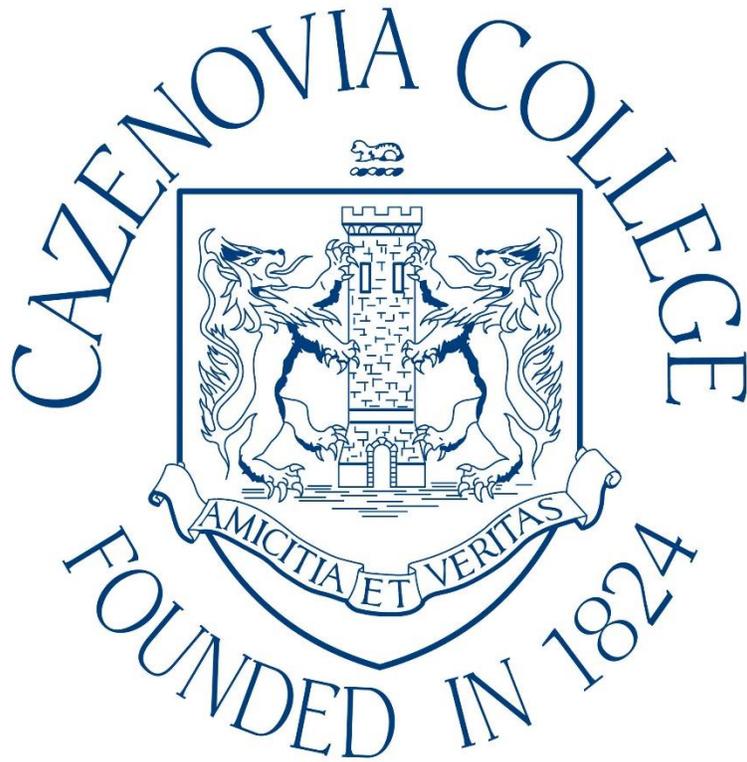


Office of Academic Affairs
Graduate Student Manual



M.S. in Clinical Mental Health Counseling

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Welcome

Thank you for choosing Cazenovia College's Master of Science in Clinical Mental Health Counseling program! All the graduate level courses that you will take are offered through the Academic Affairs Office at Cazenovia College. We developed this manual to assist you with your educational journey as a graduate student.

Cazenovia College's Mission Statement

Cazenovia College cultivates student growth and creativity through engagement with an involved faculty and staff who provide a supportive, personalized learning environment. Cazenovia's distinct blend of liberal arts and professional studies encourages individualized academic programs enhanced by internships and applied learning activities, creating the environment for both traditional and adult learners to achieve their unique educational and career goals.

The M.S. in Clinical Mental Health Counseling Degree

A master's degree is required to begin a professional counseling career. We believe that a client-centered career should involve a student-centered curriculum. The Clinical Mental Health Counseling (CMHC) program at Cazenovia College is designed to provide individualized attention to all students, from the first classes through career advancement and licensure. Our faculty are committed to preparing students to become informed and ethical practitioners, well equipped with tools for mental health counseling in individual, family, and group settings.

Courses include those related to human growth and development, counseling theories, group dynamics, cultural foundations, assessment and appraisal, couples and families, substance use disorder, clinical instruction, and internships. The program is structured to allow students to complete 60 credit hours of course work within two years.

Students will complete 15 credits of clinical experience, which includes 3 credits of practicum and 12 credits of internship

Our Learning Goals for Students

- Prepare students to specialize as clinical mental health counselors.
- Provide students with the knowledge and skills to become competent mental health counselors.
- Prepare students to understand the ethical issues related to mental health counseling.
- Provide students with the educational requirements to be eligible for NYS licensure as CMHCs.

Career Possibilities in Clinical Counseling

According to the U.S. Bureau of Labor Statistics, New York is one of the states with the highest level of need for licensed mental counselors. Employment of substance use disorder, behavioral disorder, and mental health counselors is projected to grow 25 percent from 2019 to 2029, much faster than the average for all occupations.

- Clinical Mental Health Counselor; Child and Family Treatment Therapist; Mental Health Program Coordinator; Licensed Mental Health Counseling (Private Practice); Veterans Counselor; Clinical Case Manager; Substance Use Disorder Counselor; Victim's Advocate

Contact Us

Charlie Harcourt, MA Ed – Associate Director for Graduate & International Programs

Office Phone: (315)655-7107 Cell: (315)383-4208 Email: cfharcourt@cazenovia.edu

Christina Bobesky, MS, PhD – Associate Professor, Program Director

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Mary Handley, CRC, LMHC, PhD – Professor, Program Founder and Clinical Director

Office Phone: (315)655-7131 Email: mhandley@cazenovia.edu

The Graduate Program Office at is located on the first floor of Williams Hall, Room 143.

Office hours for the Graduate Programs Office are listed below:

Academic Semesters						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Closed	9:30am – 5:30pm	9:30am - 11:00am 1:00pm – 7:00pm	(Remote) Available for virtual appointments	9:30am - 11:00am 1:00pm – 7:00pm	(Remote) Available for virtual appointments	Closed
Summer and Winter Break						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Closed	9:30am – 5:30pm	9:30am - 5:30pm	(Remote) Available for virtual appointments	9:30am – 5:30pm	(Remote) Available for virtual appointments	Closed

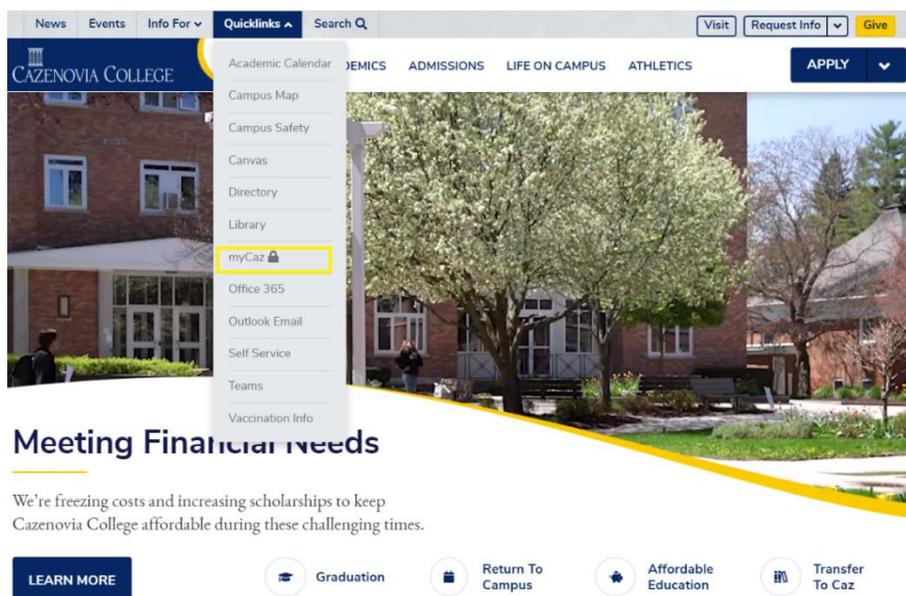
Department Contact Information

Department	Phone Number	Contact Name and Title	Email Address
Bookstore	(315) 655-7301	Laura Stolp, Follett Bookstore Manager	llstolp@cazenovia.edu
Campus Safety	(315) 655-7555	Safety Officers on 24/7	allcampussafety@cazenovia.edu
Billing	(315) 655-7292	Abby Berry, Bursar	alberry@cazenovia.edu
Financial Aid	(315) 655-7250	Melody Lawton, Financial Aid Coord	finaid@cazenovia.edu
Health Office	(315) 655-7122	Kathleen Coombs, Medical Secretary	kjcoombs@cazenovia.edu
ICT	(315) 655-7777	David Palmer, Director of ICT	support@cazenovia.edu
Library	(315) 655-7240	Heather Whalen Smith, Library Director	hcwhalensmith@cazenovia.edu
Registrar	(315) 655-7888	Sherri Benedict, Registrar	registrar@cazenovia.edu
Special Services	(315) 655-7308	Cynthia Pratt, Director of Special Services Office	cpratt@cazenovia.edu

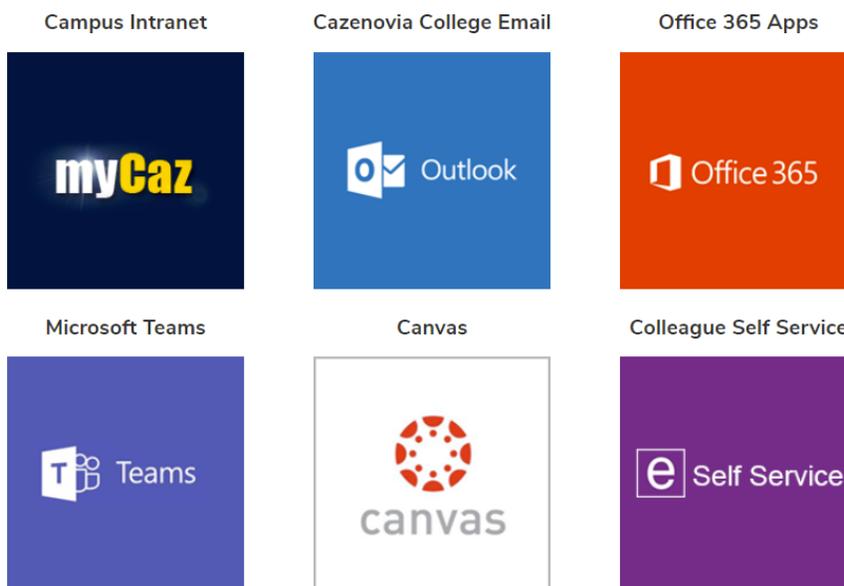
Get Started with Your Online Resources

Familiarize Yourself with our Student Services Intranet Resources Page

Most of the online resources that you will need to access as a student at Cazenovia are located on our Intranet Resources page. Start by going to our main college website: www.cazenovia.edu, hover over the “Quicklinks” drop down menu, then select the [myCaz](#) link.



This will bring you to our Intranet Resources page where you can access myCaz, your Outlook email, Office 365, Self-Service, and Canvas. Please explore each of these online resources!



Log into Your myCaz Account

myCaz is a web portal where students, faculty, and staff can find and access information, resources, and tools needed to function in the college environment. Students will utilize myCaz to submit their student ID photo, see scheduled campus events, view class cancellations, submit ICT support tickets, and so much more! To log in, click on the myCaz icon on the Intranet Resources page or go to <http://mycaz.cazenovia.edu/>.

Campus Intranet



Log into Your Student Outlook Email Account

All email correspondence will be sent to your Cazenovia College email account. After enrolling, you will receive your login information for your college email. To log in, click on the Outlook icon on the Intranet Resources on myCaz or go to <https://www.outlook.com/cazenovia.edu>. Check your Cazenovia email for any announcements about your upcoming classes. Please correspond with all college administrators and faculty using your Cazenovia email account.

Cazenovia College Email



Office 365 Apps

Log into Your Office 365 Account

All students enrolled through Cazenovia College have an Office 365 account, which provides access to resources such as Word, Excel, One Drive, Access, PowerPoint, OneNote, Outlook and so much more! To log in, click on the Office 365 icon on the Intranet Resources page or in myCaz or go to <https://www.office.com/>.



Log into Your Self-Service Account

The Self-Service portal includes several important features and tools.

- The first is Student Planning which allows you to view your class schedule, see your degree progress, monitor grades, and view your unofficial transcript. Browse through each of the tabs in Student Planning to see what they offer. To log in, click on the Self-Service icon on the Intranet Resources page or in myCaz or go to <https://selfservice.cazenovia.edu/Student>.
- The second feature is Student Finance, which allows you to view your bill, see tuition fees and charges, and make online payments. To see any outstanding charges, go to the Account Activity tab, and click on View Statement.
- You can also access the Course Catalog for all Cazenovia College programs via Self-Service

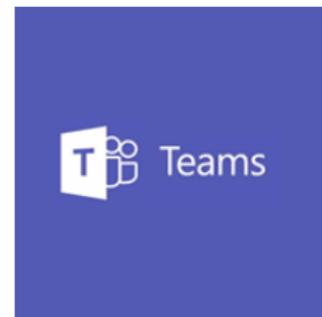
Colleague Self Service



Log into Microsoft Teams

Microsoft Teams allows you to meet, collaborate, and join virtual sessions from anywhere. Students often use Teams to meet with professors for advising or virtual courses. You will especially rely on communication via Teams over the summer and other academic breaks. To log in, click on the Teams icon on the Intranet Resources page or in myCaz and select Login or go to <https://teams.microsoft.com/>

Microsoft Teams

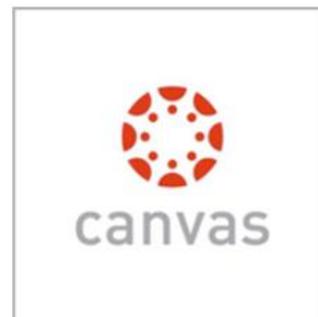


Log into Your Canvas Account

A majority of Caz's online classes are run through the online learning and class management platform Canvas. Canvas is web-based software that provides students and instructors a set of tools to post class materials online and easily communicate with each other.

- Canvas accounts for students are created automatically once you are registered for a course. You can access the Canvas website from anywhere you have internet access. To log in, click on the Canvas icon on the Intranet Resources page or in myCaz and select Login or go to <https://cazenovia.sharepoint.com/sites/canvasatcaz>.
- Simply use your Cazenovia College username and password to log in.
- You will not see that you are enrolled in a course until the instructor makes the course available to the students. Online courses must be made available to the students at least one week before the class starts. You will receive an email from your professors before your online class starts reminding you that your class is available.

Canvas



Access our Library Databases

All students have access to Cazenovia's Witherill Library databases. To access the research databases, visit the Library's website at <http://www.cazenovia.edu/academics/witherill-library>.

You can access the Research Databases either on campus or off campus, just select the relevant link and fill out your student information. Via the Library's resource page, you can also submit inter-library loan requests, search specific scholarly journals, or review program-specific research guides.

Purchase Your Textbooks and Course Materials

It is imperative that you have any required textbooks and materials before your classes start. Having everything you need as you begin your first semester with Cazenovia will help you be successful. The textbooks for course are listed on the College Bookstore's website at <http://www.caz.bkstr.com/>. To view the textbooks for your courses, click on the "Textbooks" link at the top of the bookstore's webpage, then just enter your department and course information to find the required textbooks. You can purchase new and used textbooks or rent textbooks online.

Student Photo ID Card

You will receive a student ID during the orientation before your first semester of classes. You have the option to submit a photo online prior to orientation and your ID card will be mailed to your home address. Please review the Student ID Photo Submission Guidelines online and upload your ID photo at: <https://mycaz.cazenovia.edu/students/Pages/Student-ID-Photo-Submission.aspx>.

Please be sure to select the Graduate Student option. If your uploaded photo does not meet the criteria, an email will be sent to your Cazenovia email account requesting a new photo.

Services for Students

Disability Services

The Office of Special Services at Cazenovia College provides a variety of support services to help students with disabilities. The College complies with all federal, state, and local laws governing education of students with special needs. Students requiring reasonable accommodations should file their requests in writing with the director of the Office of Special Services at least 30 days prior to expected need for accommodations.

Documentation

Students who wish to utilize the services available through the Office of Special Services must provide appropriate documentation of their disability. Seeking these services must be voluntary, and all documentation received is confidential. Documentation must identify the individual as a person with a disability as defined by the Rehabilitation Act of 1973, Chapter 504, and/or the Americans with Disabilities Act of 1990.

Documentation should validate the need for services based on the individual's current level of functioning in the educational setting and should be comprehensive. The following documentation may be needed for an individual to be eligible for services:

- A 504 Plan or previous Individual Education Plan (IEP)
- Any tests administered that include scores, recommendations, and accommodations
- Documentation must include a diagnosis and a summary of current impact on the individual
- Documentation must be current (within the last three years)

After appropriate documentation has been received, the Office of Special Services will communicate student accommodations to Cazenovia faculty and staff.

Rights and Responsibilities

Every student with a documented disability has the following rights:

- Equal access to courses, programs, services, jobs, activities, and facilities through the College.
- Reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids determined on a case-by-case basis.
- Appropriate confidentiality of all information pertaining to his/her disability, with the choice of whom to disclose his/her disability.
- Information reasonable available in accessible form.

Every student with a disability has the responsibility to:

- Meet the College's qualifications and essential technical, academic, and institutional standards.

- Identify himself/herself in a timely manner as an individual with a disability when seeking an accommodation.
- Provide the Director of the Office of Special Services with appropriate medical, psychological, psycho-educational, or other documentation that verifies the nature of the disability, functional limitations, and need for specific accommodation.
- Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids.
- Contact the Director of the Office of Special Services at the beginning of each semester so that appropriate accommodations can be made in a timely manner.

Writing Assistance

The Center for Teaching and Learning coordinates a free campus-wide tutoring service. It has been developed to guide the work of students in their courses of study. The goal is to provide students with assistance to make their studies more efficient and successful. The tutoring schedule and any relevant study groups are posted on the Center for Teaching and Learning's website each semester <https://www.cazenovia.edu/academics/center-teaching-and-learning>. Tutors are available throughout different times of the day. Phone or email appointments can be arranged.

Career Services

The Career Services Office at Cazenovia College is committed to supporting students' natural progression in their career development through graduation and beyond. All of our students have access to a comprehensive range of services, including workshops, individual assistance, and resources. The Career Services Office's services and programs cover:

- Career and internship counseling
- Job search/graduate and professional school advising
- Resume and cover letter writing
- Test prep for GRE or other standardized testing
- Interviewing skills
- Networking and social media

Email or call the Career Services Office to learn more about the services that they offer.

Academic Advising

Cazenovia College Academic Advising is a process in which students take progressive responsibility over degree completion and career pursuits. Academic advisors can assist in this process by providing both personal and professional assistance. Advisors assist in navigating the requirements toward graduation and beyond.

Because the CMHC program follows a set course progression, all students will be registered for the next required courses before the start of each term. The primary academic advisor for CMHC students will default to the Program Director, with a core faculty member in the program serving as the secondary advisor. If students have concerns about classes, their progress in the program, or other questions about their path to graduation, then they should set up a meeting with the Program Director to discuss their situation and address any questions.

Program Director Progress Review Meetings

All students enrolled in the CMHC graduate program will have a required progress review meeting with the Program Director. These meetings will be scheduled to take place at the end of the spring term or early summer during the first year of the program, after students complete their first two on-campus terms.

These degree progress review meetings are intended to be a constructive space for students and the Program Director to check-in about academic progress, review any areas of concern, share resources, express feedback about the program, and chart a path forward to graduation and licensure.

Graduate Financial Aid and Funding

Tuition and Fees for Fall 2021 M.S. CMHC

To maintain consistency of tuition costs throughout the terms in this graduate degree program, the flat tuition rate per year is split evenly into semester bills. The billing will be divided evenly by semester regardless of the number of credits that students are enrolled in, unless they drop below the credits assigned for full-time course progression.

M.S. CMHC Cohort 2021-2023			
Tuition and Fees Schedule			
	Tuition	Graduate Program Fees	Total Program Cost
Year 1	\$14,982	\$800	
Year 2	\$14,982	\$800	
Full Program	\$29,964	\$1600	

Federal Financial Aid Options

Federal financial aid is available to eligible graduate students through the Free Application for Federal Student Aid (FAFSA) application.

- Cazenovia College's school code is: 002685.
- Students are encouraged to use the Data Retrieval Tool (DRT) when completing their FAFSA application to provide more accuracy and less paperwork.
- All graduate level students are considered independent and are not required to provide parent income information, no matter their age.

You can learn more on the Graduate Financial Aid page of the website:

<https://www.cazenovia.edu/academics/graduate/graduate-financial-aid>

For resources and information about how to apply for federal financial aid as a graduate student, please visit the Federal Student Aid website:

<https://studentaid.gov/resources/prepare-for-college/checklists/grad-school>

Private Education Loans

It is recommended that the student review their borrowing options through the Federal loan programs first and then consider the private loan options as an alternative only if truly necessary. Private education loans are funded by private lending institutions and require a separate loan application, which can usually be completed online. Most private loans have variable interest rates based on a borrower's and co-borrower's credit history and begin to accrue interest immediately. Some lenders may require payments while the student is enrolled. Private loan amounts are limited to the total cost of attendance as determined by the Financial Aid Office, less any financial assistance received. Some private lenders also limit the cumulative borrowing for a student which may affect the amount the student is qualified to borrow annually.

Cashnet Monthly Payment Plan

Cazenovia College offers students the option of paying with an interest-free monthly payment plan spreading payments over 10 months for the academic year, or 5 months for the semester. There is a required enrollment fee of \$55 for the 10 month plan and \$35 for the 5 month plan. Payments for the 10 month plan as well as the 5 month plan begin in July, and payments for the spring 5 month plan begin in December. For additional information, please call our Enrollment Services Office at 315-655-7292.

Graduate students planning to utilize the Cashnet Monthly Payment Plan can set this up at the following link: <https://commerce.cashnet.com/cazenoviapay>

Academic Withdrawal and Course Completion Policies

Add/Drop Period

Students have the option to add or drop a course with academic advisor approval during the first week of the semester with no financial penalty. Because the M.S. CMHC program follows a set progression of courses, dropping a course is not common or advised. Please reach out directly to the Program Director to discuss the implications of adding or dropping a course.

Please note that you must request to be dropped from your courses if you decide not to attend in the semester that you registered for. You will not be automatically dropped or withdrawn.

Academic Withdrawal Policy

If a course withdrawal is necessary, then M.S. CMHC students must request a course withdrawal in writing to the Program Director. A grade of "W" will be recorded for the dropped course on the transcript. The withdrawal policy is emailed to all enrolled students at the beginning of each semester, which will also list the last day to withdraw from a course.

For students who have federal student loans, please be advised that reducing your course load during a semester could result in your adjusted enrollment status being reported to the National Student Loan Data System (NSLDS). This may initiate the repayment process for your federal student loans or affect qualifications for other educational loan programs.

Incomplete Grades

When students are prevented from completing the work of a course within the regularly scheduled term because of circumstances beyond their control, an "I" (incomplete) grade may be awarded. It is encouraged that the instructor document to the student the scope of the missing work and any deadlines pertaining thereto. The instructor may give an extension of up to six weeks in the following term. If the student fails to complete the missing work by the end of this extension period, a grade of "F" is automatically recorded.

Leave of Absence Policy

Eligible students may be approved for a one-year leave of absence in the M.S. CMHC program at Cazenovia College, allowing for readmittance to the college without reapplying through the graduate admissions process. Such scenarios include approved academic experiences, unanticipated family or personal circumstances, and documented medical situations. If the leave is for a period longer than one year, the student will need to withdraw from the College and be readmitted through the graduate admissions process. For additional information on an approved leave of absence please contact the Office of Academic Affairs. Students who are federal financial aid recipients will need to consult with the Enrollment Services Office regarding possible impacts.

Refund Policy

Refunds for institutional charges are made only after an official withdrawal has been completed. All refunds are based on the official withdrawal date noted on the request. Withdrawal forms are available in the Enrollment Services Center and must be completed via the Enrollment Services Center. All refunds are based on the official withdrawal date noted on the withdrawal form. The refund generally only includes only tuition for graduate students. The refund policy is emailed to all enrolled students at the start of each semester. You can review the full policy online:

<https://www.cazenovia.edu/academics/catalog/withdrawalrefund-policy>

Academic Policies and Classroom Behavior

Grading Scale

Letter Grade	100 Point Scale or Percentage		
		C+	77 - 79
A	94 – 100	C	74 - 76
A-	90 - 93	C-	70 - 73
B+	87 - 89	D+	67 - 69
B	84 - 86	D	65 - 66
B-	80 - 83	F	< 65

Failing a Course

In the CMHC program, failing a course can be detrimental to a student's ability to complete the degree because all courses are required to complete the program and qualify for NYS licensure. Course are offered on a set annual progression aligned to the NYS and CACREP requirements. Failing or withdrawing from a course would mean that a student must find a way to make up the requirement the following year or through an outside NYSED approved M.S. CMHC program. Faculty are able to offer independent study sessions for students who need to fulfill specific requirements, but they do so at their own discretion, and are not obligated to provide opportunities for students to retake failed or withdrawn course.

Academic Honesty

Academic success calls for strenuous individual and group efforts to progress intellectually. The academic measure of a college career is in the level of knowledge, skills, and intellectual maturity achieved during completion of a degree program. One of the most important aspects of a successful college experience is maintaining academic honesty and integrity. College faculty and the Office of Academic Affairs are responsible for maintaining standards of academic honesty. Plagiarism will not be tolerated in graduate level courses. Make sure you know what plagiarism is and how to avoid it. A description of plagiarism and other forms of academic dishonesty are to be found at <https://www.cazenovia.edu/academics/academic-policies/other-academic-policies/academic-honesty>

Penalties for acts of academic dishonesty

- First Offense - A student who has a first offense of academic dishonesty will receive an "F" on the essay, quiz, paper, or project in question. The student may also be required to attend a session on academic dishonesty.
- Second Offense - The sanction for a second offense is failure of the course involved. There may be additional sanctions such as tutoring sessions or other measures that the Vice President for Academic Affairs and Program Director deem appropriate.
- Third Offense - Ordinarily, the sanction for a third offense of academic dishonesty is permanent expulsion from the college and failure of courses in progress.

Inappropriate Classroom Behavior Policy

Unruly or ill-mannered behavior is inappropriate in any instructional setting, including in the classroom, virtual learning environments, Canvas, presentations/workshops, etc. When an instructor finds that the student's behavior is not conducive to an appropriate instructional environment, the instructor has the right to ask the student to leave the instructional setting. Should the same student again exhibit inappropriate behavior, the student will be asked to leave the instructional setting and the faculty member has the right to require the student speak to the Vice President for Academic Affairs to resolve instructional setting behavioral issues. The Vice President of Academic Affairs, among other things, may advise that the student at fault be dropped from the course with a grade of "W" or a failing grade if the behavior does not change.

Students who have exhibited inappropriate behavior in several instances may be involuntarily withdrawn from the college. The Vice President for Academic Affairs, in consultation with the student's academic advisor, Program Director, Dean for Student Life, the Registrar, and other pertinent campus entities will make the involuntary withdrawal determination.

Guidelines for Acceptable Classroom Behavior

Cazenovia College has the authority to protect its own educational purposes and community by taking suitable action against any student who violates College regulations in connection with classroom behavior.

Good manners provide the foundation for proper classroom behavior. Stated another way, Cazenovia College students, regardless of the many perspectives they may bring to a given class, are expected to be courteous while in the classroom. Notably, students must be open to and respectful of the learning process in the classroom, even when their own beliefs or views conflict with course content. When unacceptable classroom behavior is exhibited, instructors may take appropriate actions to bring such behaviors to a halt. These unacceptable classroom behaviors include, but are not limited to:

- Students continuing to talk after being asked by the instructor to stop; students using vulgar, obscene, or other inappropriate classroom language or gestures; students making disparaging remarks or making slurs based on age, religion, race, creed, ethnicity, gender, nationality, disability, or sexual orientation; student tardiness and disruptive classroom entrances; students packing up book and/or belongings before class is dismissed; students using their cell phones in a disruptive manner during class; students using tobacco or vaping in an instructional setting; students inappropriately using computer or other technology in a disruptive way; students verbally indicating dissatisfaction with an activity, assignment, or grade; students sleeping in class or other inattentive behavior.

More serious classroom transgressions include, but are not limited to:

- Students coming to class under the influence of alcohol or drugs; student-to-student anger; student-to-faculty anger; verbal assault; physical assault; sexual harassment

Attendance and Participation

Both your attendance and your full participation in classes demonstrate your commitment to the therapeutic profession, professional readiness, respect for your education, respect for your colleagues and classmates, and most importantly respect for yourself as a developing professional. Attendance is expected. Therefore, instructors reserve the right to deduct points from a student's final grade when this level of professionalism has not been reflected in meeting the requirements as outlined a course syllabus. Students are expected to complete and submit all assignments by the due dates outlined in the course schedule. Students are therefore responsible for the following:

- Attending every meeting of every class. Students not in class are considered absent. Students who do not meet the attendance requirements in a given class may not be able to complete that class successfully.
- Knowing and following the attendance policy of each class in which they enroll.
- Knowing there are no automatically "excused" absences to attend athletic events, field trips or any other reason. Students who face a conflict between class attendance and other needs (for

example, illness, serious family crisis) must notify the instructor in advance. When advance notice is impossible, the instructor must be contacted as soon as possible. There is no situation where the failure to contact the relevant faculty member is excusable. No one except the faculty member in charge of a class may excuse an absence.

- All coursework and making arrangements to complete any coursework missed including assignments, tests, exams, lecture notes, etc.
- Scheduling appointments and other responsibilities so they do not conflict with classes.
- Absences in excess of 2 days may be reported to the Program Director.

Virtual Learning Expectations

Because the winter and summer courses in the M.S. CMHC program will be offered online, students need to be comfortable with the virtual learning environment and follow basic expectations for successful online learning.

- Students need to have access to reliable internet service to participate in online classes, utilize Canvas and other online tools, and attend other virtual sessions or meetings.
- Students should maintain the same standards of conduct outlined in the Classroom Behavior sessions. Students are expected to be attentive, present, and engaged in all aspects of virtual learning.
- Students should secure an appropriate setting that is conducive to learning and participating in online classes, particularly for any live sessions in synchronous virtual courses.
- Students are responsible for learning how to access and fully utilize online learning tools.
- Resources and troubleshooting assistance for online learning tools can be found on the Information & Communication Technologies (ICT) page of myCaz:
<https://mycaz.cazenovia.edu/resources/ict/Pages/default.aspx>

Privacy Rights

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- The right to inspect and review the student's education records within 45 days of the day the Cazenovia College receives a request for access.
- The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the college in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the college has contracted.
- Students desiring further information or wishing to waive their right to privacy by naming authorized persons should contact the Enrollment Services Center.

Program Information

Curriculum and Course Overview

The Master of Science in Clinical Mental Health Counseling program is full time, requiring completion of 60 credits. The program is designed to be completed in two years: averaging 12 credits each semester and 12 credits over the two summers. The curriculum is designed to lead to eligibility to apply for a limited permit and eventual full licensure as a mental health counselor in New York State. The 60 credits include 24 credits of foundations of professional counseling, 21 credits of clinical mental health counseling courses, and 15 credits of clinical experience. The clinical experience includes 3 credits of practicum (100 hours of supervised counseling experience), and 12 credits of internship (600 hours of supervised counseling experience). Below is the full course list and progression, term breakdown, and credit allocation:

Term 1 (August – December)			Term 1 (December – January)		
<i>Course Number and Title</i>	<i>Cr.</i>		<i>Course Number and Title</i>	<i>Cr.</i>	
CMHC 510 Life Planning and Career Development	3		CMHC 570 Professional and Ethical Foundations of Counseling	3	
CMHC 520 Principles of Counseling	3				
CMHC 530 Multicultural Counseling	3				
Term 1 Credit Total					12
Term 2 (January – May)			Term 2 (June – July)		
<i>Course Number and Title</i>	<i>Cr.</i>		<i>Course Number and Title</i>	<i>Cr.</i>	
CMHC 540 Advanced Counseling Theory and Practice	3		CMHC 580 Foundations of Mental Health Counseling	3	
CMHC 550 Group Counseling	3		CMHC 560 Counseling Special Populations: Children and Adolescents	3	
CMHC 590 Practicum Mental Health Counseling	3				
Term 2 Credit Total					15
Term 3 (August – December)			Term 3 (December – January)		
<i>Course Number and Title</i>	<i>Cr.</i>		<i>Course Number and Title</i>	<i>Cr.</i>	
CMHC 610 Internship in Mental Health Counseling I	6		CMHC 670 Life Span Development	3	
CMHC 620 Diagnosis and Treatment Planning	3				
CMHC 660 Research and Statistics	3				
Term 3 Credit Total					15
Term 4 (January – May)			Term 4 (June – July)		
<i>Course Number and Title</i>	<i>Cr.</i>		<i>Course Number and Title</i>	<i>Cr.</i>	
CMHC 640 Internship in Mental Health Counseling II	6		CMHC 680 Introduction to Family Counseling	3	
CMHC 650 Crisis Counseling	3		CMHC 690 Topics in Counseling: Dual Diagnosis: Substance Abuse and Mental Illness	3	
CMHC 630 Assessment in Counseling	3				
Term 4 Credit Total					18
Total Program Credits					60

Sensitive Content Disclaimer

Clinical Mental Health Counseling coursework and fieldwork focus on various topics including those related to trauma, abuse, and crisis. Given the sensitive and challenging nature of the material discussed, it is imperative that there be an atmosphere of trust and safety in the classroom and field site. It is critical that each class member and instructor show respect for all worldviews. It is expected that some of the material presented in this program and/or client issues may evoke strong emotions, please be respectful of other emotions and be mindful of your own. Be sure to discuss challenging content and emotions with your faculty member and site supervisor who can outline ways to manage the situation or refer you to the appropriate source.

Course Descriptions

All course descriptions are also available online: <https://www.cazenovia.edu/academics/graduate/clinical-mental-health-counseling/course-descriptions-ms-clinical-mental-health>

CMHC 510 Life Planning and Career Development (3 credits)

- Assists counselors and others in various work settings to attain knowledge and skills essential in helping individuals to consider possible careers and lifestyle options. Approaches to career development, sources of informational materials, and the life planning needs of a particular clientele are emphasized.

CMHC 520 Principles of Counseling (3 credits)

- The purposes of this course are to provide students with an understanding of the major theories of counseling and their related techniques and apply theoretical material to case studies. Students will be exposed to an overview of current approaches to psychological counseling, including psychodynamic, existential-humanistic, cognitive-behavioral, and systems approaches. Emphasis is on both theory and practical applications of the various approaches. Through lectures, class discussions, readings, videos, writings, experiential exercises and role play situations, students will be encouraged to examine the various theories and to integrate them into their own style of counseling.

CMHC 530 Multicultural Counseling (3 credits)

- This course serves as an introduction to the field of multicultural counseling. It is designed to allow students to explore ways in which their own culture forms their worldview and how this worldview may impact the counseling process. Students will also learn about impact of culture on behavior and how to use that knowledge to increase effectiveness in counseling individuals from other cultures.

CMHC 540 Advanced Counseling Theory and Practice (3 credits)

- This course is a supervised experience in counseling through role-playing, recorded interviews, observation analysis, evaluation of interviewing techniques.

CMHC 550 Group Counseling (3 credits)

- This course provides a basic introduction to group process and group counseling. The class will blend theory with practice during the semester by meeting as an experimental group. The course will explore various theoretical approaches to group practice as well as the four group work specializations developed by the Association for Specialists in Group Work: task, psychoeducational, counseling, and psychotherapy. Ethical codes for group counselors will be reviewed and issues explored.

CMHC 560 Counseling Special Populations: Children and Adolescents (3 credits)

- This course provides specialized knowledge and skills training in counseling children and adolescents. Students will learn to assess behavior and incorporate developmentally, ethnically, legally, and gender appropriate strategies and techniques to meet the needs of counseling children and adolescents. Students will examine various theoretical, behavioral, and play therapy techniques for counseling children and adolescents.

CMHC 570 Professional and Ethical Foundations of Counseling (3 credits)

- This course is designed to provide students with an introductory view into the counseling profession. This course will provide an understanding of aspects of professional functioning in counseling including history, roles, organizational structures, ethics, standards, and credentialing.

CMHC 580 Foundations of Mental Health Counseling (3 credits)

- This course explores the issues of mental health service delivery in a mental health setting. The course will focus on knowledge of the principles and practices of ethical standards of the counseling profession, as well as the role and function of the mental health counselor within a community agency setting. Students will be exposed to current professional issues within the field of counseling and psychology.

CMHC 590 Practicum Mental Health Counseling (3 credits)

- This course provides opportunities to integrate your learning so far from your counseling program and for many of you provides an initial counseling experience. The primary goals are for you to learn to listen therapeutically, provide the core conditions of counseling as well as additional client care, develop self-awareness related to these roles, and integrate this self-awareness and basic skills into the person you are becoming as counselor. Your willingness to gain the self-awareness, self-development and skills necessary to be an effective counselor is an important part of this course. Therefore, the course emphasizes counselor self-awareness and self-development, while focusing on your ability to interact effectively in therapeutic relationships. You will learn from and grow through each other's experiences, as well as your individual experiences. As you share your experiences, thoughts and reactions with your peers as well as your instructor, you will also benefit from the group's combined experience. Your openness to learning, sharing your experiences, sharing your thoughts and feelings, and joining your peers in giving and receiving feedback will be required for your learning and that of your peers. Of course, a significant part of your learning through this course comes from your client service. Your care and service to your clients should be your first priority. Dedicate yourself to be the very best counselor you can be for your clients at this time. Be self-reflective and open to learning and sharing, and your skill development will follow.

CMHC 610 Internship in Mental Health Counseling I (6 credits)

- Internship I is the first course in a two-semester internship sequence that is part of the Clinical Mental Health Counseling. This course complements the 300 hours of supervised practical experience to be gained concurrently at the student's field work placement in a mental health counseling setting during the fall semester. The course will focus on the integration of didactic learning with the actual experience of counseling in a practicum setting by addressing specific topics, practicum experiences and counseling cases. Topics addressed will include assessing and negotiating learning needs; understanding the nature and culture of the internship site; the professional role of the counselor; developing one's identity as a counselor-in-training; the role of supervision, the counseling relationship, ethical and multicultural issues; and other topics relevant to the field settings in which students are placed. As the semester progresses and students begin to counsel individual clients and groups, supervision of cases will focus on counseling skills, case conceptualization, treatment planning, intervention strategies and termination. Students spend a minimum of 16-20 hours a week in a college or community agency setting approved by the Program Director.

CMHC 620 Diagnosis and Treatment Planning (3 credits)

- This course examines the diagnosis of mental disorders through extensive review of the current edition of the Diagnostic and Statistical Manual, 5th edition, text revision (DSM-5-TR) and related information. This course provides a framework for understanding the range of personality and behavioral disorders as presented in the DSM-5-TR. Emphasis is given to the principles and practices that relate to psychopathology, DSM-5 diagnosis, etiology and assessment, systematic treatment planning, interviewing, and short- and long-term interventions.

CMHC 630 Assessment in Counseling (3 credits)

- This course is designed to provide an introduction to the principles, concepts, methods, and applications of assessing human experience and behavior for counseling purposes. Topics included for

study in this course include the history and philosophy behind measurement and assessment in counseling, statistical concepts, and common assessment formats for measuring constructs such as personality, pathology, achievement and aptitude, and career interests. The required assignments focus on the themes of assessment critique, administration and interpretation of assessment results, and incorporating assessment results into work with clients and students.

CMHC 640 Internship in Mental Health Counseling II (6 credits)

- This is the second course in a two-semester internship sequence that is part of the Clinical Mental Health Counseling program. This course complements the 300 hours of supervised practical experience to be gained concurrently at the student's field work placement in a mental health counseling setting during the spring semester. The course will focus on the integration of didactic learning with the actual experience of counseling in an agency setting by addressing specific topics, internship experiences and counseling cases. Topics addressed will include assessing and negotiating learning needs; understanding the nature and culture of the internship site; the professional role of the counselor; developing one's identity as a counselor-in-training; the role of supervision, the counseling relationship, ethical and multicultural issues; licensure requirements and other topics relevant to the student's field placements. As the semester progresses and students begin to counsel individual clients and groups, supervision of cases will focus on counseling skills, case conceptualization, treatment planning, intervention strategies and termination. This internship can be a continuation of the internship placement from Internship I. Students spend a minimum of 16-20 hours a week in a college or community agency setting with the required weekly supervision and approved by the Program Director.

CMHC 650 Crisis Counseling (3 credits)

- This course focuses on the small- and large-scale crises in our current society. Crisis theory and intervention strategies will be explored. There is a special emphasis on suicidology, natural and man-made disasters, and crisis management in the schools. The course reviews issues related to response teams, government, non-profit and individual approaches.

CMHC 660 Research and Statistics (3 credits)

- This course will introduce students to applied human research and enable them to understand counseling, psychology, and education-based research. Students will study research designs and critically analyze published research. Students will learn to develop relevant research questions, design appropriate research paradigms, search applicable literature, and write a preliminary research proposal.

CMHC 670 Life Span Development (3 credits)

- This course is designed for professionals who are intending to enter the counseling field. This course will help students to view their clients from a developmental perspective with the understanding that development does not take place in isolation; rather human development is embedded within and inseparable from the context of family, social network, and culture. This course is also designed to help counselors recognize the importance of individual and systemic influences on human development and emphasizes the role of service to others as essential to a sense of wellbeing and self-esteem.

CMHC 680 Introduction to Family Counseling (3 credits)

- Course will introduce students to a family systems perspective regarding client issues brought to the counseling setting. Students will be introduced to the family development framework and common family issues across the family life cycle. The course will also include an introduction to theories of family therapy along with counseling strategies and techniques as well as research in family counseling and family functioning.

CMHC 690 Topics in Counseling: Dual Diagnosis: Substance Abuse and Mental Illness (3 credits)

- This course will address a significant counseling issue, dual diagnosis. The focus will be on substance use and mental illness. This course will address an overview of the topics and then specifically investigate how dual Diagnosis should be assessed and treated.

Internship and Practicum Guidelines

Graduate students in the Clinical Mental Health Counseling MS program at Cazenovia College have to complete both a practicum and internship to meet the NYS licensure standards. The practicum takes place over the course of one semester during the spring semester of the first year. The goal is to introduce students to the field and provide them with a foundation in counseling. It consists of 100 hours, with a minimum of 40 direct contact hours over the duration of the practicum and 1 hour of weekly supervision.

The internship takes place during the second year, the fall and spring semester. The internship hours are broken into the two semesters, 300 hours for each semester for a total of 600 internship hours. The direct contact hours are 120 each semester, a total of 240 direct contact hours with weekly supervision. Weekly time sheets will be submitted with the designated direct and indirect hours (see appendix).

Throughout a student's internship, site supervisors are required to meet with the interns for at minimum an hour each week. Site supervisors will review the student's weekly work, discuss skills, appropriate trainings and other topics related to the foundations of mental health counseling. The internship faculty instructors will meet with the students for an hour and a half each week for group supervision. While a student is in their practicum and internship courses, there will be requirements of audio/visual recordings. These audio/visual recordings will be used to assist students in reflecting on their techniques, skills, and areas of improvement.

Evaluations will be sent to site supervisors to assess progress at the middle and end of the semester (see appendix). Evaluations will be shared with students to discuss progress and areas of improvement. Students will also be required to complete a site evaluation at the end of the term.

Site supervisors must meet the necessary qualifications criterion as outlined by New York State Office of the Professions. This includes being registered and licensed in New York State as a physician, physician assistant, psychologist, mental health counselor, clinical social worker, or registered professional nurse or nurse practitioner who is competent in mental health counseling.

Student Required Liability Insurance

All Clinical Mental Health Counseling graduate students are required to carry professional counseling liability insurance throughout the duration of their internship/practicum. Cazenovia College Clinical Mental Health Counseling students can join the American Counseling Association as a student member and obtain their liability insurance through their ACA membership. You can purchase this insurance here: www.counseling.org

Expectations

Cazenovia College Clinical Mental Health Counseling MS interns are expected to represent Cazenovia College in a professional manner during their field experiences. Students should exhibit the following:

- Appropriate dress and hygiene.
- Professional conduct in person, via email, phone calls, social media, and other contacts.
- Comply with agency requirements. In the event that these differ from program requirements, students should consult with both parties.

- Comply with agency initiated background checks, drug and alcohol screenings, and other assessment.
- Incorporate course readings and knowledge gained into field experiences.

Evaluation of Students

Interpersonal and professional skills are important in determining the professional readiness of a particular candidate to enter their chosen field. Therefore, in addition to academic performance, students in the Clinical Mental Health Counseling program will also be evaluated on various professional readiness indicators.

Students will be assessed at midterm and upon completion of field work. Indicators of satisfactory progress include the effectiveness of counseling sessions, working effectively with diverse populations, cooperation and willingness to accept feedback, working well in group settings, sensitivity to gender and racial issues, and professional development.

The student evaluation process is ongoing. Student progress will be assessed in each course. Each student is admitted into the program based on an evaluation of academic, professional and personal characteristics associated with success in the student's program. However, unanticipated issues can emerge or personal crises and difficulties may arise that interfere with a student's continued success in the program. For these reasons, program faculty continuously monitor students' progress through their program—both formally (grading, practicum and internship evaluations) and informally (changes in attendance, speaking with other faculty, participation changes, demeanor and overall capability) throughout the year. Dismissal may also result from nonattendance, harassment, academic misconduct, or violation of other college rules. Note that if you are unable to attend class or field placements for religious reasons, please notify your instructor and site supervisor in advance to make the necessary arrangements. Formal assessments for student performance are included as appendices in this manual.

Professional Memberships

There are many professional opportunities available in Cazenovia and surrounding areas. These opportunities include workshops that are designed to help students meet professional and educational needs. Various lectures, workshops, conferences and educational opportunities will be offered at the college, some open to the community that can contribute to student personal and professional development. These opportunities will be announced.

It is important for professionals in the field of Clinical Mental Health Counseling be an active part of their professional communities. It is strongly encouraged that students explore professional involvement opportunities and professional membership in their respective fields of study. Below you will find a list of recommended organizations for membership:

- American Counseling Association www.counseling.org
- American Psychological Association www.apa.org
- American Mental Health Counseling Association www.amhca.org
- New York Mental Health Counseling Association www.nymhca.org
- HSPO partnership with ACA for liability insurance: <https://www.counseling.org>

Thesis Guidelines

Applicants who have been accepted into the Clinical Mental Health Counseling Program must complete a culminating assignment. Thesis projects will begin in Fall of the second year, continue in Spring of the second year, and be completed in their final term Summer of the second year. Thesis assignments can be completed simultaneously with CMHC 660 Research and Statistics, CMHC 630 Assessment in Counseling and CMHC 680 Introduction to Family Counseling.

CMHC 660 Research and Statistics

Students will identify various measures, identify statistical concepts as they relate to assessment including scales of measurement, and computer managed or assisted methods. Students will also identify and describe the impact of demographic characteristics like age, gender, sexual orientation, ethnicity, language, and beyond as these relate to assessment. Students will learn the IRB process as well as proper administration of survey and research materials. Students will identify their area of interest and begin literature review. IRB applications will be submitted.. IRB applications will be submitted.

CMHC 630 Assessment in Counseling

By the start of the course students will have submitted their IRB application. After approval from IRB, students will construct surveys in paper or digital format, including informed consent and debriefing forms. Students will then recruit participants. The use of digital platforms to collect data are acceptable. Types of data collection include running a focus group, qualitative interviews, or questionnaires. Middle and end of term will require analysis of findings. Once students have collected data, they should analyze the data and write a draft of the results and discussion in consultation with the instructor. Students will present findings at the Graduate Research Expo.

Institutional Review Board (IRB)

<http://www.cazenovia.edu/academics/institutional-review-board>

Note: Students may not begin collecting data until they have received approval from the IRB. Failure to receive the appropriate approval prior to collecting data may result in dismissal from graduate program.

CMHC 680 Introduction to Family Counseling

In addition to other expectations of the course, students will address how their research findings impact families. Optional: Students who wish to continue their research will identify a respected outlet, like a counseling periodical, in which they plan to submit the document. This can include a journal, magazine, conference, or other approved outlet. Students will develop a manuscript that follows the standards of that periodical. Students will submit their manuscript to the professor for feedback. Then the student will submit to the periodical for consideration.

CACREP

Cazenovia College's M.S. in Clinical Mental Health Counseling is aligned and designed to follow all CACREP standards. While Cazenovia College is not CACREP accredited, the institution is working on becoming accredited by CACREP. At this time, Cazenovia College is approved by New York State Office of Professions and follows the same guidelines necessary for CACREP.

Cazenovia's program is a New York State registered licensure qualifying MHC program, and graduates meet all educational requirements to apply for NYS licensure.

See more details about the CACREP guidelines by visiting their website at <https://www.cacrep.org/>

Applying for Mental Health Counseling License

Letters of Recommendation and Endorsements

Students may request letters of recommendation and endorsement from program faculty for credentialing, doctoral program applications, or employment purposes. Ethically, graduate faculty may endorse students for employment only in the area(s) for which they have been trained. Students should not list faculty members as references on job applications, university applications, or resumes/vitae without first obtaining the consent of the faculty member. The more familiar a faculty member is with the students' academic work, professional experience, character, and other qualifications, the better reference or recommendation they can give. Neither the program nor the faculty members are obliged to serve as references or write letters of recommendation for students, but when faculty members can do so in a way that can be meaningful and helpful to students, they are usually happy to do so. Please give faculty members ample notice when requesting letters of recommendation.

Basic Requirements for License

To be licensed as a Mental Health Counselor in New York State you must:

- Be of good moral character
- Successful Completion of 60 Credit Hours
- Completion of Practicum and Internship Requirements
- Be at least 21 years of age
- Meet experience requirements
- Meet examination requirements
- Complete coursework or training in the identification and reporting of child abuse offered by a New York State approved provider

Fees for License Application

- The fee for licensure and first registration is \$371.
- The fee for a limited permit is \$70 (the limited permit fee is not refundable).

Educational Requirements

To meet the professional education requirement for licensure, you must present evidence of receiving a master's or doctoral degree in counseling from a program that is:

- registered by the Department as licensure qualifying;
- accredited as a clinical mental health counseling program of 60 semester hours by CACREP or another acceptable accrediting agency; or determined by the Department to be the substantial equivalent of such a registered or accredited program.
- You can learn more here: <http://www.nysed.gov/heds/IRPSL1.html>

Limited Permit

A limited permit allows an individual who has submitted an Application for Licensure ([Form 1](#)) and who, in the determination of the Department, has satisfied all the requirements for licensure as a Mental Health Counselor except the examination and/or experience requirements to practice Mental Health Counseling under the appropriate supervision while meeting the requirements.

- The limited permit is valid for a period of two years. The permit may be extended for up to two additional one-year periods at the discretion of the Department if the Department determines that the permit holder has made good faith efforts to successfully complete the examination and/or experience requirement but has not passed the licensing examination or completed the experience requirement.
- You may apply for a limited permit by submitting the Application for Limited Permit ([Form 5](#)) and fee of \$70 at the same time or any time after you submit your Application for Licensure ([Form 1](#)), licensure fee of \$371, and evidence of satisfactory education using a Certification of Professional Education ([Form 2](#)).
- Practice without a permit is not allowed and any experience obtained without a limited permit may not be acceptable for licensure. You may not practice until the limited permit is issued by the Department.

Examination Requirement

To meet the examination requirement for licensure as a Mental Health Counselor in New York State, you must pass the "National Clinical Mental Health Counselor Examination (NCMHCE)," administered by the National Board for Certified Counselors (NBCC). The National Counselor Examination (NCE) from NBCC is not acceptable for licensure.

Before being admitted to an examination for New York State licensure, you must

- Submit an application for licensure (Form 1) and fee (\$371) to the New York State Education Department.
- Ask your school to verify your education directly to the New York State Education Department on the Certification of Professional Education form (Form 2).
- Receive notification of approval of your education and all application materials from the New York State Education Department. (We will notify you and the examination administrators when you have satisfied the examination eligibility requirements.)
- Register directly with the examination administrator to take the examination after being notified of your eligibility.

Experience Requirement for Mental Health Counselor License

To meet the experience requirement for licensure as a Mental Health Counselor, you must submit documentation of completion of a supervised experience of at least 3,000 clock hours providing Mental Health Counseling in a setting acceptable to the Department. The supervised experience must be obtained after completion of the master's degree program required for licensure.

The practice of Mental Health Counseling is defined as:

- the evaluation, assessment, amelioration, treatment, modification, or adjustment to a disability, problem, or disorder of behavior, character, development, emotion, personality or relationships by the use of verbal or behavioral methods with individuals, couples, families or groups in private practice, group, or organized settings; and
- the use of assessment instruments and Mental Health Counseling and psychotherapy to identify, evaluate and treat dysfunctions and disorders for purposes of providing appropriate Mental Health Counseling services.

Not less than 1,500 clock hours of such required experience must consist of direct contact with clients. The remaining experience may consist of other activities that do not involve direct client contact, including but not limited to, recordkeeping, case management, research, supervision and professional development.

For information on acceptable supervised settings, please visit the NYS Office of the Professions website at <http://www.op.nysed.gov/prof/mhp/mhclhc.htm>.

Program Outcomes

The Clinical Mental Health Counseling Program at Cazenovia College focuses on personal and professional growth. Based on anonymous Exit Survey responses from 2021 graduate student cohort, students reported the following:

While completing CMHC coursework at Cazenovia College, approximately 67% of students worked full time, 22% reported working part time, and 11% reported not working while completing graduate coursework. All graduate students reported being satisfied with course instruction, content and classroom environment. One student notes, "this program far exceeded my expectations because of the professionalism, compassion, support and excellence of the professors." Similarly, all graduate students reported being satisfied with field placements for practicum and internship. One student writes, "my experience with clients was really enjoyable and helped build my confidence. Feedback in class was enhancing to my experience." Since nearing completion of the program, approximately 80% had received an offer of employment in the counseling field. Approximately 20% of graduates reported plans to pursue a doctoral degree in the future. Students interested in research shared their experience regarding thesis projects, prompting program changes toward promoting a research expo and streamlined manuscript process. Notably, 100% of graduates reported plans to pursue a limited permit and full licensure. All graduate students also reported being very likely to recommend this program to others. Students stated, "my experience has been near perfect" and "thank you for making my dreams come true!"