MOLLOY UNIVERSITY

Department of Clinical Mental Health Counseling

School of Education and Human Services

STUDENT HANDBOOK

Master of Science (M.S.) in Mental Health Counseling

Academic Year 2026-2027

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1. Welcome

Dear Incoming Clinical Mental Health Counseling Graduate Student,

Welcome and congratulations on your acceptance into the Clinical Mental Health Counseling (CMHC) Master of Science program at Molloy University! You should be very proud of this important accomplishment. It is the first step in what will be a transformative and rewarding career as a professional counselor.

As a graduate student in our CMHC program, you will learn culturally appropriate, evidence-based counseling techniques and be exposed to a variety of populations and clinical settings. You will grow as a professional in the mental health field and you will help improve the quality of your clients' lives. As you progress in the CMHC program, you will continually reflect on your own beliefs and value systems, and develop the knowledge, skills, and awareness required for competent counseling practice. You will study and internalize the many different theories and methods that have been developed to aid those who are in need.

Each new CMHC graduate student will attend a comprehensive orientation session and become familiarized with this handbook, a key component in your successful navigation of our CMHC program. Please read and refer to it often. It contains a great deal of information that you will continually need as you progress through the program.

Our CACREP accredited CMHC program will continue to be updated to meet the education and licensing requirements of the New York State Education Department (NYSED), and maintain regional and national accreditations. The handbook will reflect these ongoing updates. It will be the CMHC student's responsibility to stay informed of programmatic changes. For the final word on any questions or concerns about the program, the Director of the CMHC program should be consulted.

It is our department's goal to prepare you in the best possible way for your future as a professional counselor. We are very excited to witness your growth and evolution as a student.

Sincerely,

The CMHC Department at Molloy University

2. Mission Statement

Molloy University Mission Statement

Molloy University, an independent Catholic University, rooted in the Dominican tradition of study, spirituality, service, and community, is committed to academic excellence with respect for each person. Through transformative education, Molloy promotes a lifelong search for truth and the development of ethical leadership.

The Clinical Mental Health Counseling Program Mission Statement

The Clinical Mental Health Counseling (CMHC) program incorporates Molloy University's vibrant tradition of "study, spirituality, service, and community" to prepare expertly trained counselors to be highly effective in today's ever-changing human service field. Through "transformative education," Molloy University's mission is to promote a "lifelong search for truth and the development of ethical leadership." The goal of our CMHC program is to embrace the University's mission and graduate students who have the professional identity, core knowledge, necessary state-of-the-art practical skills, and multicultural sensitivity to excel as mental health counselors in a variety of professional mental health employment settings.

As a University, Molloy places heavy emphasis on service to the community, especially to those in need. By incorporating meaningful insight from faculty, students, alumni, and community partners, the CMHC program captures the essence of this mission, and it is our intention and hope that the students we prepare for the counseling profession will dedicate much of their energies and activities to helping those in need and serving their communities.

Molloy University Master of Science Clinical Mental Health Counseling Program - Mentoring Compassionate Counselors for Our Communities

3. Program Overview and Accreditation Information

Program Overview

The Master of Science (M.S.) in Clinical Mental Health Counseling (CMHC) program at Molloy University provides our graduates with academically rigorous courses, incorporating clinical skills training with evidence-based counseling principles. Our friendly campus atmosphere and individual attention fosters the best personal and professional growth for our students. The courses and training aim to encourage critical examination of effective helping interventions for a diverse clientele. Our program is also embedded in interdisciplinary collaborations within the University, fostering a warm and supportive environment, and student growth and development.

Our 60-credit program can be completed in just under three years. Graduate coursework will include but is not limited to each of the following content areas: human growth and development; social and cultural foundations of counseling; counseling theory and practice; psychopathology; group dynamics; lifestyle and career development; assessment and appraisal of individuals, couples, families, and groups; research and program evaluation; professional orientation and ethics; foundations of mental health counseling and consultation; and clinical instruction. Additionally, our program requires the completion of the Counseling Preparation Comprehensive Examination (CPCE), a proctored final comprehensive examination, and a Master's thesis presentation.

A practicum of 100 clock-hours as part of a one-semester course is required. Additionally, a 600 clock-hours supervised internship (part of a two-semester course) in a Molloy University approved mental health setting is required.

Our program fulfills the educational requirements for licensure as a mental health counselor established by the NYSED, Office of the Professions. Successful graduates of the Molloy University M.S. program in CMHC will be eligible for licensure as mental health counselors in New York State upon completion of 3,000 post-Master's hours of supervised mental health counseling work and the passing of the state licensing examination, the National Clinical Mental Health Counseling Examination (NCMHCE).

National Accreditation

The Clinical Mental Health Counseling program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is the gold standard accrediting body for Counseling programs and recognized by the Council for Higher Education Accreditation. Accredited Programs provide the following to students:

- Recognition that the program has been evaluated and meets or exceeds national standards
- Knowledge that the graduate has met prerequisites for credentialing and is ready for entry into professional practice
- Understanding that the focus of the program will be on professional counseling, not psychology, education or other helping profession

More information about CACREP accreditation and standards can be found at CACREP.org

4. Learning Objectives

As a result of successfully completing the graduate program in counseling, students can expect to have gained didactic knowledge and supervised experience in skills, functions, beliefs, and characteristics of effective counseling. The following broad learning objectives have been developed to assist students in gaining an overview of expected accomplishments:

Curriculum Standard	Program Objective	KPI	Assessment Measures	Associated Courses Course where the primary assessment occurs is highlighted
3A. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE	**Professional Orientation and Ethics –** Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.	**KPI 1 -** Students will demonstrate knowledge of the counseling profession, professional counselor identity, ethical responsibilities, and the scope of counseling practice.	Key Assignment: Professional Plan CPCE Exam Scores Student Disposition Assessments	**MHC 5100**, MHC 5140, MHC 5180
3B. SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES	**Social and Cultural Diversity** – Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and recognize the impact of individual differences on the counseling process.	**KPI 2 -** Students will analyze how cultural identities, social contexts, systemic barriers, and individual differences influence clients' experiences and apply culturally responsive counseling practices.	Key Assignment: Cultural Immersion Project CPCE Exam Scores Student Disposition Assessment	**MHC 5220,** MHC 5140, MHC 5180

3C. LIFESPAN DEVELOPMENT	**Human Growth and Development** – Develop an understanding of the aspects of human growth and developmental levels, as well as an appreciation for the nature of human development and its integration within the counseling process. **Counseling Theory** – Gain significant knowledge of major counseling theories in the context of individual and group counseling and apply this knowledge to the counseling process.	**KPI 3 -** Students will apply counseling, learning, psychosocial and developmental theories to understand clients' psychological and developmental needs and explain how various factors inform counseling approaches.	Key Assignment: Lifespan Biography/Autobiography Key Assignment: Theory Comparison Paper CPCE Exam Scores Student Disposition Assessment	**MHC 5160, MHC 5120,** MHC 5180, MHC 5250
3D. CAREER DEVELOPMENT	**Career Development** – Develop the knowledge and application of career development and vocational counseling theories and its effects on an individual.	**KPI 4-** Students will apply career development theories to explain career-related development and identify appropriate career counseling strategies.	Key Assignment: Career Autobiography CPCE Exam Scores Student Disposition Assessment	**MHC 5320**
3E. COUNSELING PRACTICE AND RELATIONSHIPS	**Helping Relationships –** Demonstrate effective individual and group counseling techniques which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.	**KPI 5 -** Students will demonstrate effective counseling skills, establish therapeutic relationships, and use appropriate interventions to support client goals and evaluate progress.	Key Assignment: Mock Counseling Session Transcription and Analysis CPCE Exam Scores Student Disposition Assessment	**MHC 5180,** MHC 5140
3F. GROUP COUNSELING AND GROUP WORK	**Group Counseling** – Develop both theoretical and experiential understandings of group processes, development, dynamics, group counseling theories, methods, skills, and other group approaches	**KPI 6 -** Students will demonstrate understanding of group development, group dynamics, therapeutic factors, and appropriate group counseling facilitation skills.	Key Assignment: Group Counseling Final Reflection CPCE Exam Scores Student Disposition Assessment	**MHC 5300**

3G. ASSESSMENT AND DIAGNOSTIC PROCESSES	**Assessment** – Gain knowledge and skills in assessment techniques, including psychometric properties, standardized instruments, interviewing, and applying these concepts to individuals and group.	**KPI 7 -** Students will select, interpret, and communicate assessment information appropriately, considering psychometric properties, client context, and ethical limitations.	Key Assignment: Assessment Report CPCE Exam Scores Student Disposition Assessment	**MHC 5260**
	Psycho-diagnosis and Treatment – Develop a working knowledge of psycho-diagnosis, as defined by the DSM-5-TR, its ethical application, and its effect on treatment and counseling practice.	**KPI 8 -** Students will demonstrate the ability to apply DSM-5-TR diagnostic criteria ethically and accurately to clinical case material, develop appropriate diagnostic impressions, and explain how diagnostic considerations inform case conceptualization, treatment planning, and counseling practice.	Key Assignment: Vignette Differential Diagnosis CPCE Exam Scores Student Disposition Assessment	**MHC 5240,** MHC 5250
3H. RESEARCH AND PROGRAM EVALUATION	**Program Evaluation** – Develop the ability to read, critique, evaluate, and contribute to professional research literature.	**KPI 9 -** Students will critically evaluate counseling research and use research findings to inform evidence-based practice and program evaluation.	Key Assignment: Research Proposal CPCE Exam Scores Student Disposition Assessment	**MHC 5200**
5C. CLINICAL MENTAL HEALTH COUNSELING	**Clinical Mental Health Assessment and Treatment:** Develop the knowledge and clinical skills necessary to assess, diagnose, and conceptualize mental health concerns and develop evidence-informed treatment plans that address clients' diverse needs, co-occurring disorders, crisis situations, and appropriate mental health service delivery.	**KPI 10 -** Students will demonstrate the knowledge and clinical skills necessary to assess, diagnose, conceptualize, and develop evidence-informed treatment plans for clients experiencing a range of mental health concerns, while considering co-occurring disorders, client diversity, crisis needs, and appropriate mental health service delivery. **KPI 11 -** Students will integrate counseling knowledge, clinical skills, ethical practice, and supervision feedback to demonstrate increasing competence in supervised practice.	Key Assignment: Case Conceptualization and Treatment Plan Key Assignment: Master's Thesis/Thesis Presentation Student Disposition Assessments	**MHC 5250, MHC 5560,** MHC 5100, MHC 5120 Counseling Theories, MHC 5140, MHC 5180, MHC 5240, MHC 5160, MHC 5500, MHC 5540

5. Admissions

Program Admission Requirements

We engage in a rigorous selection process to best prepare each student for success and growth as a clinical mental health counselor. Admission requirements include:

- Application for admission
- Application fee, $65 (non-refundable)
- Baccalaureate degree, with a minimum G.P.A. of 3.0 or higher, from an accredited college or university, or successful completion of another master's degree, demonstrating prerequisite coursework
    - Undergraduate major in counseling, psychology, or a related field is preferred.
    - All students must have completed three of the following prerequisites with a grade of B or higher before entering the program:
        - introduction to counseling or psychology,
        - life-span development,
        - evaluation and assessment in counseling or psychology,
        - psychopathology or abnormal psychology,
        - statistics in counseling or the behavioral sciences, or
        - experimental design in counseling or psychology
- Official copies of undergraduate and/or graduate transcripts from any colleges or universities attended
- Current resume
- Personal statement of no more than 500 words addressing the applicant's background, experiences, personal qualities, and academic and career goals related to the field of mental health counseling
- Three academic or professional letters of recommendation from former faculty members or employment supervisors (signed and on letterhead), attesting to the applicant's ability to be successful in graduate school and in the field of mental health counseling
- Personal interview with the Program Director and/or other faculty members from the department
- Experience in working with others in a volunteer or employment capacity
- Spontaneous writing sample at the time of interview

Admission to the CMHC program is a comprehensive process that considers a holistic view of the individual and our requirements, as stated above. The CMHC program looks for demonstrated evidence of emerging personal and multicultural awareness in each applicant.

Transfer of Credits

Courses submitted for transfer credit are evaluated individually relative to program requirements and the student's plan of study. As per Molloy University policy, students may transfer up to six

graduate credits from another institution. These transfer credits must be approved by the Director of the CMHC program. The following conditions must be met:

- The course must be duplicative of courses required within the program
- The course must not have been used toward meeting the requirements for another awarded degree
- The student must have received graduate credit for the course at a CACREP accredited institution
- The student must have earned a grade of B- or above
- A student requesting transfer of credit should submit the request, an official copy of the transcript and a copy of the course syllabus to the Director of the CMHC program. All transfers of credit must be approved by the Director of the CMHC program and the Associate Dean for Academic Affairs

6. Matriculation in the CMHC Program

Progression of Courses in the CMHC Program (Initial Study Plan)

Year 1 (24 Credits)

Fall (9 Credits)
MHC 5100 Counseling Orientation and Ethics
MHC 5120 Counseling Theories
MHC 5140 Foundations of Counseling

Spring (9 Credits)
MHC 5180 Counseling Skills
MHC 5240 Psychopathology
MHC 5160 Developmental Theories in Counseling

Summer (6 Credits)
MHC 5350 Community and Crisis
MHC 5480 Addictions and Substance Abuse Counseling

Year 2 (24 Credits)

Fall (9 Credits)
MHC 5300 Group Counseling
MHC 5250 Psycho-Diagnostics and Treatment in Counseling
MHC 5260 Assessment in Counseling

Spring (9 Credits)
MHC 5220 Social and Cultural Aspects of Counseling
MHC 5200 Methods of Research
MHC 5440 Marriage and Family

Summer (6 Credits)
MHC 5320 Career Counseling (8 Weeks)
MHC 5500 Counseling Practicum (Full Summer)

Year 3 (12 Credits)

Fall (6 Credits)
MHC 5490 Elective/Special Topics
MHC 5540 Internship I
MHC 5950 Comprehensive Exam*

Spring (6 Credits)
MHC 5560 Internship II
MHC 5490 Elective/Special Topics

**MHC 5950 is a zero-credit course that all third-year students must take in the fall semester of their final year. Students must pass a comprehensive exam which will be taken at a scheduled time during the fall semester of their final year. Two attempts to pass the examination are allowed. If a student fails to pass the examination after two attempts, the student will not meet the criteria for graduation from the program.*

Matriculation Policy

In the first two years of the CMHC program, students are required to be enrolled in 9 credits in the fall and spring semesters, and six credits in the summer. In the third year, students take six credits each in the fall and spring semesters. Any deviation from the course progression requires approval from the Program Director.

Limitations of Initial Study Plan

Some limitations to the initial study plan might occur. Changes in the degree program sought will make it necessary to alter the initial study plan. Any alterations in the initial study plan due to changes in degree program sought, course conflicts, life events, or other occurrences must be discussed with the student's advisor. The initial study plan can then be updated to include the alterations required or needed. When necessary, an individualized remediation contract (see Advisement Form 3) will be developed between the CMHC department and the student. Any complications resulting from the student straying from the course sequence outlined in their initial study plan will be the sole responsibility of the student. Students will have a maximum of five years to complete the CMHC program.

Course Descriptions

Catalog descriptions, prerequisite(s), and credit hours for each course can be found on the website below, within the graduate catalog. All courses require graduate standing and permission of the instructor. Students will choose 3 out of the 5 elective courses offered, but all other courses are mandatory. Different electives will be rotated through the program, and not all possible electives are listed. The CMHC program reserves the right to make necessary program alterations in response to changes in professional practice and/or the requirements for professional licensure.

https://molloy.smartcatalogiq.com/en/

7. General Information for Students

New Student Orientation

Newly accepted graduate students are required to attend a mandatory orientation to the CMHC program which occurs before the beginning of the first term of enrollment. The students are invited to this orientation the summer prior to their first semester in the program. The student handbook will be provided and reviewed with the students during orientation. The orientation session includes but is not limited to: introductions to faculty and staff, a review of the handbook, a review of students' ethical and professional obligations and personal growth expectations as counselors-in-training, and a discussion of their eligibility for licensure and certification.

The student handbook includes vital information and resources relevant to the CMHC program, including (but not limited to): (1) the mission statement of the academic unit and program objectives, (2) information about professional counseling organizations, opportunities for professional involvement, and activities appropriate for students, (3) matriculation requirements, (4) expectations of students, (5) academic appeal policy, (6) written endorsement policy explaining the procedures for recommending students for credentialing and employment, and (7) policy for student retention, remediation, and dismissal from the program.

Advisement

Mentorship is an important part of our CMHC program. Each student will be assigned a faculty member who is matched based on student and programmatic needs. All faculty members are dedicated to getting to know and nurture each student on their journey to becoming a clinical mental health counselor.

Your advisor will act as your primary source of contact and communication within the department. The department encourages effective professional relationships between students and their advisors and encourages students to show initiative in getting to know their individual advisors. Students will be informed when the advisement period is occurring and advisement requirements therein. Students should seek advisement from their assigned advisor only. The department does NOT assume responsibility for issues that may result from advisement from unsanctioned sources. Only the student's advisor can authorize registration and lift an academic advising hold. Students should not ask others to remove this hold. If a student registers for classes outside of the assigned courses or without the advisor's permission, those courses may be dropped.

During the program you will continue to review progress towards your professional goals and degree, revising your study plan when needed and receiving information regarding program procedures. It is the responsibility of students to stay in close contact with their individual academic advisor, keeping the advisor apprised of any changes in student record information (i.e., address, phone number) and updating alterations made to study plans. The latter issue is especially important given that not all courses are taught each semester. Altering study plans

without assistance from the academic advisor may inadvertently result in scheduling difficulties, which, in turn, may affect the individual student's proposed graduation date.

Advisement periods happen in both the Fall and Spring semesters. Students are required to meet with their advisors at least once per academic year. Additionally, each year student dispositions will be reviewed between each student and their advisor (see Advisement Forms 1 & 2) Student dispositions are evaluated at the end of each academic year by faculty and advisors. Once shared with the student, the advisor may require that the student meet with the advisor to review the evaluation. These evaluations allow the department to support a student's progress and address growth beyond letter grades. Please familiarize yourself with the evaluation criteria included in Advisement Form 2. Refer to the section on student evaluation included in this handbook for more information.

A distinction must be made between advisement and counseling. Advisement focuses on students' professional goals and growth whereas counseling looks beyond professional development to assist people with personal concerns and psychological adjustments. Although faculty members are fully qualified to fulfill both functions, ethics of the profession prohibit them from participating in dual relationships. Given the evaluative role of faculty with regards to students enrolled in the CMHC program, advisors will refrain from providing students with counseling services. Should a student feel the need to seek personal counseling, they may refer to the CMHC Referral Book or the Molloy Student Personal Counseling Services (see page 33 of this manual).

Program Communication and Expectations of Student Communication

As part of a graduate program, professional communication is an expectation of students. The CMHC program will communicate with students through official Molloy University channels. The primary modes of communication will be through email or Canvas, the University's Learning Management System (LMS). Other forms of communication may include phone or physical mail. Efficient communication is key and requires that both faculty and students regularly check and respond to any communications.

Students are expected to:

- Maintain regular, timely access to program email, the learning management system (LMS), and any required scheduling or communication platforms; students are expected to check email and course announcements at least once every 24 hours on weekdays.
- Use only their official university email account for all program-related correspondence, including communication with faculty, supervisors, and site placements.
- Maintain professional conduct in all digital communications, including emails, discussion boards, video conferencing, and social media, consistent with the program's professional conduct standards and the ACA Code of Ethics.

Program Fees

Program fees will be charged each fall and spring semester. The fee is $50 per semester and is used for program related fees incurred throughout the course of study, including:

- Unlimited lifetime access to SimCareAI – a virtual training platform utilized in various classes throughout the program
- Printing for the CMHC Poster Conference as required in MHC 5100
- HIPAA Training completed included in MHC 5100
- Trauma Focused CBT training included in MHC 5350

Child Abuse Mandated Reporting Course

Effective January 1, 1989, the New York Education Law requires certain individuals, when applying initially for licensure or a limited permit, to provide documentation of having completed two hours of coursework or training regarding the identification and reporting of child abuse and maltreatment. This is a one-time requirement and once taken does not need to be completed again. As of January 1, 2005, this requirement applies to Mental Health Counselors. As of that date, individuals in these professions, when applying initially for licensure or a limited permit must provide documentation of having completed the coursework or training through a department-approved course.

Programs registered by the New York State Education Department that lead to licensure in these professions now are required to include training in the identification and reporting of child abuse and maltreatment. Students graduating from such programs on or after the effective dates are not required to take additional training and are not required to receive a Certificate form or submit documentation.

Documentation in the form of an authorized Certification of Completion must be submitted to the New York State Education Department at the time of reregistration or initial application for licensure, certification, or a limited permit. Within ten days of coursework completion, the approved provider from whom you obtain the training is required to issue you two copies of the Certification form.

This course will be completed as part of the requirements for MHC 5140 in the fall of the first year. There is no fee for the assigned course (https://nysmandatedreporter.org/). Students are strongly encouraged to maintain the certificate of completion for the course as it will be required for practicum and internship courses, as well as part of the licensure application which is completed upon graduation. If the certificate is misplaced, the student will need to complete the course again.

Additional places to take the training and more information can be found at:
https://ocfs.ny.gov/programs/cps/mandated-reporter-training.php
https://www.op.nysed.gov/about/training-continuing-education

HIPAA Privacy and Confidentiality

The Molloy University Clinical Mental Health Counseling Program is committed to upholding the highest standards of privacy, confidentiality, and ethical conduct in accordance with the Health Insurance Portability and Accountability Act (HIPAA), the American Counseling Association (ACA) Code of Ethics, and university policies.

All faculty, staff, and students within the program are required to protect the privacy of any individual whose health or personal information they may encounter in the course of their academic, clinical, or professional training activities. This includes, but is not limited to, any **Protected Health Information (PHI)** that identifies a client, patient, or research participant.

Use and Disclosure of Information

PHI and any confidential client information may only be used or disclosed for legitimate educational or clinical purposes, and only with appropriate authorization or consent. Students are expected to:

- Maintain confidentiality of all client records, case notes, and identifying information obtained through practicum, internship, supervision, or coursework.
- Refrain from discussing client information outside of approved educational or clinical settings.
- Remove all identifying information from written assignments, case presentations, or class discussions.
- Secure all paper and electronic records in compliance with HIPAA privacy and security standards.

Training and Compliance

All counseling students must complete HIPAA training prior to engaging in any clinical activities. Violations of confidentiality or unauthorized disclosure of client information are considered serious breaches of professional ethics and may result in disciplinary action, up to and including dismissal from the program and notification of relevant licensing boards. The required training for the course will be completed as a requirement for MHC 5100 Counseling Orientation and Ethics.

Limits of Confidentiality

Students must also be aware of the ethical and legal limits to confidentiality. Disclosure of confidential information may be required when:

- There is imminent risk of harm to self or others.
- There is reasonable suspicion of child, elder, or dependent adult abuse or neglect.
- Disclosure is required by court order or other legal mandate.

See Appendix G for the required acknowledgment of this policy

Program Exit Requirements

Requirements for successful completion of the program and to be eligible for graduation, a student must demonstrate:

- Completion of program course requirements (60 credits with acceptable grades as determined by program policies)
- Counselor competency as demonstrated by the completion of a thesis presentation in the final semester of internship

- Successful completion of the exit examination, the Counselor Preparation Comprehensive Exam (CPCE), administered by the Center for Credentialing & Education, an affiliate of the National Board for Certified Counselors

The CPCE exam is a multiple-choice exam that demonstrates your knowledge with respect to content areas common to all counseling programs. The exam will be scheduled during the fall semester prior to graduation. At this point you will have completed the core course requirements and completing the exam at this time would allow you a second opportunity to sit for the exam prior to graduation in the event that you do not pass it the first time. Students have two attempts to successfully pass the examination and satisfy program requirements for graduation.

Information regarding the exam can be obtained on the Center for Credentialing & Education website: https://www.cce-global.org/assessmentsandexams/cpce

Information about the exam will be sent out in the spring or summer prior to the third year of the program. There is no official review course for this exam offered by the program. The material on the exam is based on the program's core classes. You are advised to retain your class notes and textbooks to review prior to the exam. Additional review material suggestions and an exam preparation meeting will be offered prior to the exam.

8. Clinical Experience – Practicum and Internship

Overview and General Information

Practicum and Internship are two very important experiences in your graduate training. Practicum provides your first experience with direct client contact. Internship is a time to begin to refine your counseling skills and develop your counselor identity. Placements for internship are competitive and we begin to prepare you in your first semester to contend for excellent placement sites. Our program takes pride in helping students expand their comfort zones during internship by offering sites that include a wide variety of populations, locations and roles.

- A practicum of 100 clock-hours as part of a one-semester course is required. Additionally, 600-clock hours (part of a two-semester course) supervised internship in mental health counseling in a Molloy University approved mental health setting is required. A separate practicum and internship handbook will be provided at the conclusion of your first year.
- Additionally, several events related to becoming a professional counselor will be mandatory for all students entering their clinical experiences.

During the fall semester of the second year of the program, you will receive an orientation to the clinical experience process. This orientation is facilitated by the program's Clinical Coordinator. The orientation will include a review of the placement process and what to expect leading up to practicum. The Clinical Coordinator will be available throughout the second and third year of the program to provide support related to the placement process and clinical experience.

A handbook specific to the clinical experience will be provided during the second year of the program. All policies and procedures related to the clinical experience will be included in that handbook. Please refer to that document for any issues or questions related to clinical experience requirements. The ability to move through the clinical course progression is predicated on successful completion of each course in the sequence, including meeting all course requirements and good standing at the clinical placement site.

Malpractice Insurance

All students are expected to have the appropriate individual malpractice insurance prior to commencing their fieldwork (i.e., Practicum or Internship). Malpractice insurance is included as a component of your student membership to the American Counseling Association. More information will be provided in the Clinical Experience Orientation in the Fall of year two.

9. Program Policies

Attendance and Lateness

Molloy University Student Attendance and Lateness Policy

At Molloy University, faculty take attendance and establish course policies for each course. Students should notify faculty if an absence is necessary as a result of a serious situation. Failure to attend class for **two (2) consecutive weeks** at any point in the semester, without notification of extenuating circumstances, will result in an administrative withdrawal from the course. Administrative withdrawal results in removal from the course with a grade of "WA" or WF" determined by the point in the term and the academic performance. Students should consult the University catalog for complete details regarding withdrawals and the potential financial implications of a withdrawal.

Please refer to each specific syllabus for additional details, as well as the academic policies and procedures within the graduate catalog, accessible through the following website: https://molloy.smartcatalogiq.com/en/

Program Specific Attendance and Lateness Policies

Absence: The CMHC program places an emphasis on regular attendance and participation in the course. The faculty reserves the right to waive one absence per semester if notified by the student of extenuating circumstances that prevent attendance (i.e., illness). Documentation will not be required for the initial absence. Each additional absence will impact the student's final grade. Subsequent absences may be excused at the discretion of the instructor if adequate documentation is provided by the student. Furthermore, a student is required to attend classes in the assigned modality of the course (in-person, synchronous online, etc.). If a student is unable to attend an in-person class, the option to allow the student to join virtually will be at the discretion of the instructor. The request must be made 24 hours prior to class time to allow for instructor consideration and response. Should the accommodation be made, it will still count as an absence for the class, as the assigned modality is in-person.

Asynchronous Attendance and Participation: In the case of an online or hybrid course, attendance is considered similarly important. Therefore, failure to participate in academic activities in any given week is considered an absence. Examples of participation in academic activities representing attendance would be participation in a class chat or discussion board on an academic topic, submissions of a required assignment, digital interaction with the professor on an academic topic, and completion of a quiz or exam.

Lateness: A student will be considered late if the student arrives to class more than 5 minutes after the posted class start time. Lateness of more than 30 minutes will be considered an absence. This policy applies to in-person and online classes. For synchronous online classes, a student is expected to be present and ready to participate in class upon the start of the class time. If a student is present but has their video off or is engaged in an activity other than the class, this will be considered a lateness.

Excessive unexcused absences and lateness will directly and significantly impact the student's final grade.

Class Participation

Students are expected to be present and engaged in course material and discussions. General guidelines for expected participation include:

- Refraining from cell phone use during class
- Refraining from using laptops or other devices for non-class purposes during class time
- Actively listening to the instructor and peers throughout the class
- Remaining in class for the entire duration of instructional time (i.e., not leaving class early, returning from scheduled breaks on time)

Non-Discrimination and Harassment Policies

Molloy University and the CMHC program are committed to a learning, working, and living environment where all members of the community feel safe and respected. Acts of discrimination and harassment are in violation of the University's and Program's policies, values, and mission. We strongly encourage all students to review all the non-discrimination and harassment policies and procedures the University abides by, including (but not limited to) definitions and forms of harassment, the student's bill of rights, procedures for reporting incidents of harassment, resolution procedures, and contact information for the appropriate persons to provide support if discrimination or harassment occurs.

https://www.molloy.edu/about/administration/office-of-compliance/university-wide-policies/human-resources-policies/non-discrimination-and-anti-harassment-policy#

10. Academic Expectations

Grading Policies

The following grading system is used in all Molloy University graduate programs.
Grade Quality Index:

Grades (Alpha)	**Grades** (Numeric)	**Classification**	Quality Point Index
A	93.0–100	Superior	4.0
A-	90.0–92.9	Excellent	3.7
B+	87.0–89.9	Very Good	3.3
B	83.0–86.9	Good - Lowest acceptable grade in Education and Nursing	3.0
B-	80.0–82.9	Lowest acceptable grade in Business, Criminal Justice, Mental Health Counseling, Music Therapy, Speech-Language Pathology	2.7
C+	77.0–79.9	Not accepted for credit toward degree requirements	2.3
C	73.0–76.9	Not accepted for credit toward degree requirements	2.0
F	*Failure*		0.0
AU	Audit (Audit requires permission of Program Director and the Instructor. No credits earned and no quality points)		
I	*Incomplete*(Computed as Failure: Some requirement of the course is lacking. Automatically becomes an "F" if requirement is no met within a specified time)		
W***	*Withdrawn*- Passing (no credits earned and no quality points)		
WA	*Withdrawn-Absent* from the last class meeting or final		
WF	*Withdrawn-Failing*(Computed as a failure)		
WIP	*Work-in-Progress*		
P	*Pass* (Represents competency in meeting course requirements. Depending on the discipline "Pass" grades represent the equivalent to a "B" or "B-" and confirm required competency. "Pass" is not a letter grade and does not count in the GPA. Courses taken with Pass/Fail grading cannot be used to meet a degree requirement, where the program requirements must be satisfied with a minimum letter grade.)		
NA**	*Never Attended* (No credits earned and no quality points)		

** "NA" is no longer available as a final grade, effective Fall 2004.

*** "W" grade is retired from use, effective Fall 2021.

NOTE: "WA" and "WF" grades are recorded during the term. After the term ends, letter grades may not be converted to withdrawal grades. Incompletes may not be converted to withdrawal grades.

https://molloy.smartcatalogiq.com/en/2023-2024/graduate-catalog/academic-policies-and-procedures/grading-policy

GPA and Grade Requirements

Graduate students must satisfy the following:

- GPA and grade requirements; successful completion of course work; with a minimum of a 3.0 GPA
- Minimum accepted grade is a B-. Students who receive a grade less than a B- will be required to retake the course. Students who receive more than two grades of a "C+" or less may be asked to leave the program
- Completion of CPCE

Assignment Extensions

Extensions will be granted at the discretion of the course instructor. Extensions must be formally requested by the student at least 3 days prior to the due date of the assignment.

Late Submission of Assignments

Students are expected to submit all assignments on or before the due date listed in the course syllabus. In the event that an assignment is submitted late, the following deductions will be incurred:

- 0-2 days late - 5-point deduction
- 3-5 days late -10-point deduction
- 5-7 days late - 15-point deduction
- An assignment submitted more than 8 days late will not be considered and the student will receive a zero for that assignment.

Incomplete Grades

Students who do not complete course requirements on time because of illness, or other extenuating circumstances, may be given a grade of Incomplete (I) by the instructor. A grade of "I" will be granted only in case of hardship (circumstances, which, in the judgment of the instructor, warrant special consideration). Policies regarding incompletes are congruent with University polices and found in the Graduate Course Catalog. All work to rectify incomplete grades must be in compliance with University policies. Students are advised whenever possible to complete requirements within the time allotted for the course. Incomplete grades do not count toward graduation.

Academic Appeal Process

If a student raises a question concerning a grade that has not been resolved with the instructor and subsequently not resolved with the Department Chairperson, the student should review the grade appeals process outlined within the academic policies and procedures within the graduate catalog, accessible through the following website: https://molloy.smartcatalogiq.com/en/

Repeating Courses

The lowest acceptable grade in the CMHC program is a B-. Students must also achieve a 3.0 cumulative GPA to qualify for graduation. CMHC courses are limited to only being repeated once. The option to repeat a course may not be used more than two times (two courses, one each). After these two times, the student will meet with the faculty for an academic remediation plan (see Advisement Form 3).

The most recent letter grade earned is the grade that will be counted towards the cumulative GPA, earned credits, and the degree requirements. Prior grades are forgiven but remain on the student's transcript and are part of the term GPA for the term the grade was recorded.

Honor Pledge and Academic Honesty

The University maintains and affirms a strong policy of academic honesty. Every member of the academic community has a duty to neither cheat nor condone cheating, fabrication, plagiarism, or facilitation of academic dishonesty. Any member of the Molloy community may report a violation of Academic Integrity to the Associate Dean for Academic Support Services. Academic infractions are subject to disciplinary action.

Plagiarism: Students will be required to complete a plagiarism course during their first semester of course work. It is essential that students understand that copying from material written by others, cutting, and pasting from websites, or direct paraphrases all constitute plagiarism and are violations of the University's policies regarding Academic Honesty. If a student ever has a question or a concern about whether the inclusion of some material constitutes plagiarism, they should consult with the classroom instructor before the assignment is turned in for grading. Generally, when quoting or using the text written by others (or their ideas and findings) from printed or online sources, always cite the source to avoid plagiarism. Incidents of plagiarism are responded to following the procedure set forth in the Molloy University Student Handbook. Repeated acts of plagiarism may result in expulsion from the University.

***The Use of Artificial Intelligence (AI*):** To maintain a culture of integrity and respect, generative AI tools should not be used in the completion of course assignments unless a faculty member for a given course specifically authorizes their use. Some faculty may approve of using generative AI tools in the academic setting for specific goals. However, these tools should be used only with the explicit and clear permission of each individual faculty, and then only in the ways allowed by the faculty. Use of AI tools without such permission shall be a violation of the

University's academic integrity policies.
https://www.molloy.edu/academics/resources/academic-integrity

Accommodations

Molloy University provides a supportive environment for students with documented disabilities and is committed to complying with all applicable provisions of:

- The Americans with Disabilities Act (ADA)
- ADA Amendments Act of 2008 (ADAAA)
- Section 504 of the Rehabilitation Act of 1973

If you are a prospective or current student and would like to support in determining your eligibility or accessing accommodations, please contact the Center for Access and Disabilities. To schedule an appointment, please send an email to access@molloy.edu or refer to the Center for Access and Disabilities website:

https://www.molloy.edu/academics/resources/resources-for-students/access/

11. Student Expectations

Ethics

The Molloy CMHC program prides itself on abiding by the American Counseling Association (ACA) Code of Ethics as well as the American Mental Health Counselors Association (AMHCA) Code of Ethics. The entire ACA Code of Ethics and AMHCA Code of Ethics can be found at the websites provided below.

The ACA Code of Ethics serves six main purposes:

1. The Code sets forth the ethical obligations of ACA members and provides guidance intended to inform the ethical practice of professional counselors.

2. The Code identifies ethical considerations relevant to professional counselors and counselors-in-training.

3. The Code enables the association to clarify for current and prospective members, and for those served by members, the nature of the ethical responsibilities held in common by its members.

4. The Code serves as an ethical guide designed to assist members in constructing a course of action that best serves those utilizing counseling services and establishes expectations of conduct with a primary emphasis on the role of the professional counselor.

5. The Code helps to support the mission of ACA: The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.

6. The standards contained in the Code serve as the basis for processing inquiries and ethics complaints concerning ACA members.

The ACA Code of Ethics can be accessed here: https://www.counseling.org/knowledge-center/ethics

The AMHCA Code of Ethics is a document intended as a guide to:

1. Assist members to make sound ethical decisions.

2. Define ethical behaviors and best practices for Association members.

3. Support the mission of the Association: The mission of AMHCA is to enhance the profession of clinical mental health counseling through advocacy, education and collaboration.

4. Educate members, students and the public at large regarding the ethical standards of mental health counselors.

The AMHCA Code of Ethics can be accessed here:
https://www.amhca.org/events/publications/ethics

Diversity

Molloy University CMHC students respect cultural, individual, and role differences, including those due to (but not limited to) age, gender, race, ethnicity, national origin, religion, sexual orientation, ability status, language, and socioeconomic status. Additionally, the Clinical Mental Health Counseling program is committed to recruiting and retaining a diverse student body. Specific strategies toward recruitment and retention in our department include:

- Program staff and faculty actively seek opportunities to meet with prospective students who represent diverse cultural groups
- Program staff and faculty ensure students from underrepresented groups are aware of useful resources, such as scholarships, graduate assistantships, grants, and mentorship opportunities
- Program staff and faculty intentionally support students from underrepresented groups toward receiving scholarships, grants, assistantships, and other sources of financial support
- Program staff and faculty make students aware of specific awards, conferences, etc. related to diverse students
- Program staff and faculty will use their personal and professional networks to aid in the recruitment of students from underrepresented groups

- Program faculty participate in continuing education and development on diversity issues to increase awareness of potential areas of need and foster new recruitment strategies for diverse populations
- Clinical Mental Health Counseling program actively seeks to collaborate with other departments and institutions to assist in the recruitment of students from diverse backgrounds
- Clinical Mental Health Counseling program is commitment to ongoing innovation of strategies toward recruitment

Disposition/Behavior Expectations

Professional and respectful behavior is expected throughout all facets of this program. Students will be evaluated on disposition and behavior throughout the program including (but not limited to) the areas depicted with Student Advisement Form 2.

In addition, students are expected to participate in all classroom training activities, including requirements where self-disclosure or self-growth may occur. An example of this is during the MHC 5300 – Group Counseling course, when students are required to participate in an experiential group to facilitate learning about group dynamics by becoming group members. Other experiential exercises or reflective journals utilized in coursework may be evaluated on academic standards and not necessarily dependent on student's level of self-disclosure. Faculty and students are cautioned that although these learning experiences may at times be therapeutic, they do not constitute counseling or therapy.

Professional Competency

Students are admitted into the CMHC program through a process that attempts to identify appropriate candidates for the specialization of their choice. Once a candidate is accepted and becomes a student in the program, the student is evaluated each semester regarding the appropriateness of behaviors and student disposition (see Advisement Forms 1 & 2).

There may be times when a student's behavior is not consistent with the relevant Ethical Standards of the American Counseling Association (ACA) or the American Mental Health Counselors Association (AMHCA). Occasionally, students may also behave in a manner that is inconsistent with the professional behavior of a counseling student, or a counselor-in-training. These situations are called Problems of Professional Competency (PPC). PPCs are viewed quite seriously by the program faculty, and warrant faculty involvement and intervention. Counseling faculty members are called upon to be "gatekeepers" of the counseling profession. This means that faculty members have a responsibility not only to our counseling students and their well-being, but to the students/clients they serve currently (as counselors-in-training), as well as to the students/clients they will serve in the future (as professional counselors). PPCs are categorized in to three primary areas (Brown-Rice & Furr, 2013):

(a) inadequate academic or clinical skill levels

(b) personality and/or psychological unsuitability

(c) inappropriate moral character

While there are far too many examples of PPCs to list, some examples may include:

- Inappropriate self-disclosure with students/clients
- Insubordination or unprofessionalism with faculty or site-supervisors
- Unwillingness to examine oneself or past in order to understand how it is interfering with their counseling or academic performance
- Dishonesty, either directly (i.e., lying), indirectly (i.e., omission, partial disclosure, etc.), fraud (i.e., presenting false credentials), or fabrication (i.e., altering internship hours)

In non-academic related situations, if there is an indication that a student is behaving contrary to the relevant Ethical Standards of the American Counseling Association or the American Mental Health Counselors Association, or in a manner that is inconsistent with professional behavior of a counseling student or practicing counselor, the following process will be followed:

1. A faculty member will inform the student about the concern and suggest ways for the student to correct the behavior. The faculty member will review the relevant Ethical Standards of ACA or AMHCA with the student.

2. The faculty member will document all the meetings with or pertaining to the student and update the student about continuing concerns and the process that could lead to dismissal.

3. The CMHC Program Director will consult with the CMHC faculty in order to assess the seriousness and consistency of the problem.

4. If the student is at a fieldwork site, the site supervisor will be contacted by the Clinical Coordinator for an assessment of the student's behavior at that site.

5. If the behavior does not improve, the CMHC faculty will discuss the student's behavior including the site supervisor's assessment and make decisions about the need to determine additional corrective measures, such as a remediation plan, for the student or remove the student from the program (see Advisement Form 4).

6. If the student is to be continued in the program by some prescribed corrective action or remediation plan, the Program Director will assign two faculty members to present this information to the student. Those two faculty members monitor the behavior of the student through ongoing meetings with the student. The remediation plan will be documented and will include acceptable thresholds and timelines for student improvement (see Advisement Form 4).

7. If the student is to be recommended for dismissal from the program, the Program Director presents the documentation to the department Chair and the Dean of the School of Education & Human Services.

8. As indicated in the Student Handbook, the Dean, Chair/Program Director will determine a course of action consistent with University guidelines.

9. The student has the right to appeal to the Faculty Committee or the Dean. In either event the decision of the Faculty Committee or Dean is final.

Evaluation and Gatekeeping

Gatekeeping is the initial and ongoing academic, skill, and dispositional assessment of students' competency for professional practice, including remediation (see Advisement Form 4) and termination as appropriate.

As required by the American Counseling Association Code of Ethics, the Molloy CMHC department engages in ongoing thoughtful discussion, evaluation, remediation and gatekeeping practices. As stated in section F.6.b. of the ACA Code of Ethics: "Through initial and ongoing evaluation, supervisors and educators are aware of supervisee limitations that might impede performance. Supervisors assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions."

Review of Student Performance

The progress of all students is consistently reviewed each semester (Advisement Forms 1 & 2). Both academic performance and professional behavior and development are considered. An understanding of professional behavior may be derived from the counseling literature in such articles as:

- Brown-Rice, K. A., & Furr, S. (2013). Preservice counselors' knowledge of classmates' problems of professional competency. *Journal of Counseling & Development, 91*, 224-233.

- Foster, V. A., & McAdams, C. R. (2009). A framework for creating a climate of transparency for professional performance assessment: Fostering student investment in gatekeeping. *Counselor Education & Supervision, 48*, 271-284.

- McAdams, C. R., Foster, V. A., & Ward, T. J. (2007). Remediation and dismissal policies in counselor education: Lessons learned from a challenge in federal court. *Counselor Education & Supervision, 46*, 212-229.

Student Evaluation Procedures

The program utilizes a comprehensive, multi-method assessment system to evaluate students' progress toward mastery of program objectives, professional competencies, and readiness for clinical practice. Student learning and development are assessed through (1) Key Performance Indicators (Key Assignments) embedded within the curriculum, (2) systematic assessment of professional dispositions, and (3) a comprehensive exit examination. Collectively, these measures provide both formative and summative data to support student development and ongoing program evaluation.

Key Assignments

The primary method for assessing student learning outcomes is the evaluation of Key Performance Indicators, referred to as Key Assignments, which are embedded across eight foundational and specialty curricular areas aligned with program objectives and CACREP core and specialty standards. Key Assignments are strategically placed at designated assessment points throughout the curriculum to evaluate students' acquisition and application of knowledge, skills, and professional behaviors over time.

Key Assignments are completed in required courses across the three-year program sequence and include, but are not limited to, a Professional Plan, Theory Comparison Paper, Lifespan Biography/Autobiography, Mock Counseling Session Transcription and Analysis, Research Proposal, Cultural Immersion Project, Differential Diagnosis Vignette, Treatment Plan, Assessment Report, Group Counseling Reflection, Career Interview or Autobiography, and the Master's Thesis and Presentation. These assignments collectively assess competencies in professional orientation and ethics, counseling theories, helping relationships, social and cultural diversity, human growth and development, career development, group counseling, assessment, research and program evaluation, crisis intervention, psycho-diagnosis and treatment, mental health systems, experiential learning, and professional identity development.

Upon submission, each Key Assignment is evaluated by faculty using a standardized rubric embedded within Canvas, the university's learning management system. The rubric assesses multiple competency domains, including understanding of concepts, application of knowledge, theoretical application, critical analysis, counseling techniques, therapeutic relationship-building, practical application, ethical principles, empathy and cultural competence, and professional dispositions. Performance is rated on a four-point scale ranging from "3 – Meets Standard/Expectation" to "0 – Not Observed/Not Applicable."

Following evaluation, students are notified of their performance and provided with faculty feedback. Completed rubric data are downloaded and securely stored for program evaluation purposes. The Program Director or designated program assessor reviews aggregated data to identify individual student performance concerns and program-level trends.

Minimum performance expectations are clearly defined to ensure student readiness for continued progression in the program. Students who receive one or more ratings of "1 – Does Not Meet" on a Key Assignment, or who earn a total rubric score below 20, are required to meet with their

advisor to discuss remediation in the identified content areas. These processes support early identification of concerns and provide structured opportunities for student growth and support.

Professional Dispositions

In addition to academic and clinical competencies, the CMHC program systematically assesses students' professional dispositions. Dispositional assessments occur twice per academic year, during the Fall and Spring semesters, resulting in a total of six assessments across the duration of the program. Assessments are completed by faculty and program staff who have interacted with the student since the previous assessment period, including course instructors, advisors, and the Clinical Coordinator for students in clinical placements.

Dispositional assessment data are aggregated, and average scores are calculated for each item and for the overall assessment. Each semester, faculty meet to review dispositional data and discuss students identified as demonstrating "2 – Moderate Concern" (Average of 1.5 - 2 on the item assessing faculty level of concern) or "3 – Significant Concern"(>2 on the item assessing faculty level of concern. For students identified as moderate concern, faculty collaboratively discuss concerns and explore appropriate interventions. For students identified as significant concern, the student's advisor schedules a meeting with the student to develop a formal remediation plan.

Once dispositional assessments are finalized, results are entered into Canvas and disseminated to students through the CMHC Resource Corner course using a rubric aligned with the CMHC Student Handbook. Students receive average scores for each dispositional item as a grade. When a meeting is required based on assessment results, the advisor contacts the student to schedule a dispositional review meeting.

Comprehensive Examination (CPCE)

As a summative assessment of program learning outcomes, students in the third year of the program are required to successfully complete the Counselor Preparation Comprehensive Examination (CPCE). Students must achieve a passing score defined as scoring above one standard deviation below the national mean for each subsection and the overall examination. Students who do not achieve a passing score on the first attempt are required to retake the examination. Failure to pass the CPCE after a second attempt results in the student not meeting graduation requirements. CPCE scores are tracked longitudinally to evaluate individual student readiness for professional practice and to assess program effectiveness. Aggregate examination data are reviewed by program leadership to inform curricular review and continuous program improvement.

Assessment data from Key Assignments, dispositional evaluations, and the CPCE are systematically collected, reviewed, and analyzed to inform student support, remediation decisions, and program-level evaluation. This comprehensive assessment framework ensures that graduates of the CMHC program demonstrate the academic knowledge, clinical skills, professional dispositions, and ethical competence necessary for effective practice as clinical mental health counselors.

Remediation, Retention, and Dismissal Policy

This section compiles the official procedures governing student remediation, retention, probation, suspension, and dismissal within the Clinical Mental Health Counseling (CMHC) program. It ensures consistency with Molloy University Graduate Catalog policies, Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation standards, and the American Counseling Association (ACA) Code of Ethics. The policy is designed to protect the integrity of the counseling profession, safeguard client welfare, and provide students with transparent expectations, corrective opportunities, and due process.

Scope

This policy applies to all matriculated students in the CMHC program, across academic coursework, clinical training, and professional development. It governs both academic standing and professional competency, recognizing faculty's dual role as educators and gatekeepers to the counseling profession.

Professional Competency and Gatekeeping

Faculty are obligated to evaluate student readiness for professional practice through ongoing assessment of academic performance, clinical skills, and dispositional development. Problems of Professional Competency (PPC) may include:

- Inadequate academic or clinical skill levels
- Personality or psychological unsuitability for counseling practice
- Inappropriate moral character or ethical violations
- Examples include dishonesty, insubordination, inappropriate self-disclosure, refusal to engage in self-reflection, or fabrication of clinical documentation. PPCs are treated with seriousness and warrant faculty intervention.

Key Performance Indicators (KPI)

Student progress is evaluated at regular intervals using KPIs:

KPI	Assessment Measures
KPI 1 - Students will demonstrate knowledge of the counseling profession, professional counselor identity, ethical responsibilities, and the scope of counseling practice.	Key Assignment: Professional Plan CPCE Exam Scores Student Disposition Assessments
KPI 2 - Students will analyze how cultural identities, social contexts, systemic barriers, and individual differences influence clients' experiences and apply culturally responsive counseling practices.	Key Assignment: Cultural Immersion Project CPCE Exam Scores Student Disposition Assessment

KPI 3 - Students will apply counseling, learning, psychosocial and developmental theories to understand clients' psychological and developmental needs and explain how various factors inform counseling approaches.	Key Assignment: Lifespan Biography/Autobiography Key Assignment: Theory Comparison Paper CPCE Exam Scores Student Disposition Assessment
KPI 4- Students will apply career development theories to explain career-related development and identify appropriate career counseling strategies.	Key Assignment: Career Autobiography CPCE Exam Scores Student Disposition Assessment
KPI 5 - Students will demonstrate effective counseling skills, establish therapeutic relationships, and use appropriate interventions to support client goals and evaluate progress.	Key Assignment: Mock Counseling Session Transcription and Analysis CPCE Exam Scores Student Disposition Assessment
KPI 6 - Students will demonstrate understanding of group development, group dynamics, therapeutic factors, and appropriate group counseling facilitation skills.	Key Assignment: Group Counseling Final Reflection CPCE Exam Scores Student Disposition Assessment
KPI 7 - Students will select, interpret, and communicate assessment information appropriately, considering psychometric properties, client context, and ethical limitations.	Key Assignment: Assessment Report CPCE Exam Scores Student Disposition Assessment
KPI 8 - Students will demonstrate the ability to apply DSM-5-TR diagnostic criteria ethically and accurately to clinical case material, develop appropriate diagnostic impressions, and explain how diagnostic considerations inform case conceptualization, treatment planning, and counseling practice.	Key Assignment: Vignette Differential Diagnosis CPCE Exam Scores Student Disposition Assessment
KPI 9 - Students will critically evaluate counseling research and use research findings to inform evidence-based practice and program evaluation.	Key Assignment: Research Proposal CPCE Exam Scores Student Disposition Assessment
KPI 10 - Students will demonstrate the knowledge and clinical skills necessary to assess, diagnose, conceptualize, and develop evidence-informed treatment plans for clients experiencing a range of mental health concerns, while considering co-occurring disorders, client diversity, crisis needs, and appropriate mental health service delivery. **KPI 11 -** Students will integrate counseling knowledge, clinical skills, ethical practice, and supervision feedback to demonstrate increasing competence in supervised practice.	Key Assignment: Case Conceptualization and Treatment Plan Key Assignment: Master's Thesis/Thesis Presentation Student Disposition Assessments

Remediation Procedures

When concerns arise, the following steps will be taken:

1. Initial Notification

2. Faculty member meets with the student, identifies concerns, reviews relevant ethical standards, and suggests corrective action.
3. Meeting is documented.
4. Ongoing Documentation
5. Faculty member records all meetings, updates the student on continuing concerns, and notes potential consequences.
6. Program Review
7. Program Director consults with CMHC faculty to assess seriousness and consistency of the concern.
8. If applicable, site supervisor feedback is obtained.

Remediation Plan Development

Faculty, with oversight from the student's designated advisor, develop and implement a written remediation plan (see Advisement Form 4) with:

- Specific, measurable steps (e.g., supervision meetings, skill practice, assignments)
- Timelines for completion
- Evaluation criteria for success
- Two faculty members present the plan to the student and monitor progress.
- Midpoint Review
- Progress is reviewed at midpoint; adjustments may be made.
- Final Review
- Faculty determine whether remediation has been successfully completed.

Retention Criteria

Students are retained in the program when they:

- Maintain academic standards (minimum GPA, satisfactory course completion)
- Demonstrate professional dispositions consistent with ACA/AMHCA ethical codes
- Successfully complete remediation plans when required
- Maintain satisfactory progress in practicum/internship placements

Academic Standing

Students must maintain a minimum cumulative GPA of 3.0 in master's level programs to remain in good academic standing. Academic records are reviewed at the end of each term by the Program Director/Chair or the School of Education and Human Services Dean or Associate Dean. Students not in good academic standing will receive written notification from the program.

Academic Concern Notice

An Academic Concern Notice may be issued to highlight areas of risk related to institutional or program-level policies. The notice outlines the matter that could lead to probation or dismissal.

The notice is maintained in the student's permanent file and may be referenced in subsequent academic or non-academic actions.

Academic Probation

A student is placed on probation when their cumulative GPA falls below 3.0 in master's programs. Students may remain on probation for two consecutive semesters. Students on probation must attend a meeting with the Program Director/Chair and/or Associate Dean to develop or update an individualized Student Success Rebound Plan. Students on probation may be prevented from registering until the plan is completed. Written notification of probation status is provided by the program.

Suspension and Dismissal

A graduate student may be dismissed when:

- They fail to return to good academic standing after probation.
- They remain on probation for multiple semesters without improvement.
- They fail to meet program standards for progression.
- They demonstrate inadequate classroom, field, clinical, or practicum performance.
- They fail to demonstrate essential skills or professional dispositions.
- They violate integrity or student conduct policies.

Students who are dismissed receive written notification and remain financially liable for tuition and fees. Graduate academic dismissal is recorded in the student's permanent file (Registrar, Office of Student Success and Assessment, and the academic program).

Appeals

From the Molloy University Graduate Student Catalog: https://molloy.smartcatalogiq.com/en/2025-2026/graduate-catalog/academic-policies-and-procedures/probation-suspension-and-dismissal-policy

Students may appeal probation and dismissal decisions and request reinstatement in writing within ten (10) days of receiving written notice to the School Dean. Students may appeal a dismissal if additional compelling evidence becomes available that was not previously considered. A dismissal appeal is considered initiated when the student first contacts in writing the School Dean, or the Senior Dean for Research, Scholarship, and Graduate Studies, or the Dean of Student Success and Assessment. Generally, dismissal appeals that are not initiated by this deadline will not be considered.

Students appealing a dismissal must first attempt to reach a resolution on the school level. Certain programs of study and academic schools provide process details to follow, and the student should check the student handbook for their program of study or academic school.
If a resolution is not reached through the school level process, the student may contact the Office of Student Success and Assessment in Kellenberg Hall, Room K009 or email studentsuccess@molloy.edu.

Graduate academic dismissal is maintained in the student's permanent file in the Office of the Registrar, and the Office of Student Success and Assessment, and the academic program. These may be introduced in subsequent academic and/or non-academic actions involving the student.

Confidentiality

All remediation, probation, suspension, and dismissal documentation will be maintained in accordance with FERPA and University confidentiality policies.

Related Molloy University Graduate Policies:

1. Grade Appeals: https://molloy.smartcatalogiq.com/en/2025-2026/graduate-catalog/academic-policies-and-procedures/grade-appeals
2. Probation, Suspension, and Dismissal Policy: https://molloy.smartcatalogiq.com/en/2025-2026/graduate-catalog/academic-policies-and-procedures/probation-suspension-and-dismissal-policy
3. Repeating courses: https://molloy.smartcatalogiq.com/en/2025-2026/graduate-catalog/academic-policies-and-procedures/repeating-courses
4. Complaint procedures: https://molloy.smartcatalogiq.com/en/2025-2026/graduate-catalog/academic-policies-and-procedures/complaint-procedures

12. Resources for Students

Technology Expectations, Requirements, and Resources

Technology Use Expectations and Digital Competencies

Graduate students in the Counseling Program are expected to develop and maintain a level of technological competence appropriate to professional clinical practice. As the field increasingly incorporates telehealth, electronic health records, and digital communication, students must demonstrate both the practical skills and the ethical judgment required to use technology responsibly in academic and clinical settings.

General Expectations

Students are expected to:

- Maintain regular, timely access to program email, the learning management system (LMS), and any required scheduling or communication platforms; students are expected to check email and course announcements at least once every 24 hours on weekdays.
- Use only their official university email account for all program-related correspondence, including communication with faculty, supervisors, and site placements.
- Maintain professional conduct in all digital communications, including emails, discussion boards, video conferencing, and social media, consistent with the program's professional conduct standards and the ACA (or applicable) Code of Ethics.
- Ensure reliable access to a computer, webcam, microphone, and stable internet connection sufficient for coursework, synchronous class sessions, and telehealth-based practicum or internship requirements.
- Back up academic and clinical documentation according to program and site data-retention policies.

Telehealth and Clinical Technology Competencies

Students engaged in practicum or internship placements involving telehealth must demonstrate the following competencies prior to providing remote services:

- Proficiency in the specific telehealth platform(s) used by their placement site, including scheduling, screen-sharing, and troubleshooting basic connectivity issues.
- Understanding of HIPAA and state-specific regulations governing electronic transmission of protected health information (PHI).
- Ability to set up and maintain a private, secure environment for conducting remote sessions, including verifying client location and confirming privacy on both ends of the session.
- Competence in using electronic health record (EHR) systems for documentation, scheduling, and billing as required by the placement site.
- Knowledge of informed consent procedures specific to telehealth, including risk disclosures and emergency protocols when a client is not physically present.
- Familiarity with troubleshooting steps and backup procedures (e.g., phone contact) in case of technology failure during a session.

Data Privacy and Confidentiality

- Students must never store client information, session notes, or identifying data on personal devices, personal cloud storage, or unsecured platforms.
- All clinical documentation must be created, stored, and transmitted using only university- or site-approved, encrypted systems.

- Students must use secure, program-approved video conferencing tools for any recorded or live supervision involving client material, and must obtain proper client consent for any recording.
- Any suspected data breach or loss of a device containing client information must be reported immediately to the site supervisor and program faculty.

Academic Technology Skills

- Students are expected to enter the program with, or develop early in coursework, competency in:
- Word processing and document formatting for academic writing and clinical reports
- APA-style formatting and citation management tools (e.g., Zotero, EndNote)
- Navigating the university's LMS for coursework, grades, and assignment submission
- Basic video conferencing skills for synchronous classes and remote supervision
- Use of statistical or qualitative analysis software as required by research coursework

Accommodations

Students who require accommodations related to technology access or use — including assistive technology — should contact the program's disability services office as early as possible to ensure adequate support is in place before technology-dependent coursework or clinical placements begin.

Canvas

Students in the CMHC program at Molloy are required to use Canvas as a part of each of their graduate courses. Each professor will use Canvas in their own unique way, so it is imperative that students begin to get familiar with the program. Technology Learning Services is working on the creation of materials for Students and Faculty. Many of these materials will be located within Canvas via special orientation and training courses and we encourage CMHC students to use whatever opportunities are available to help aid in the process of learning this system. One excellent option is this online tutorial: https://vimeo.com/74677642

For more information about Canvas or to inquire about Canvas trainings, please contact:
The Office of Technology and Institutional Effectiveness
Phone: 516-323-4800
Website: https://www.molloy.edu/about/administration/office-for-technology-and-institutional-effectiveness/.
Canvas 24-hour support can be reached at: 844-408-6455

Technology Learning Services

Technology Learning Services (TLS) offers professional development opportunities as well as providing pedagogy-based technology training and assistance to all employees and students. TLS offers open enrollment workshops on various software platforms and in-class audio visual equipment. Training sessions can be catered to your specific needs. Contact TLS by phone (516-323-4816) or email at tls@molloy.edu.

Technology Support Services

The Help Desk is the University's central contact point for questions about the use of information technology. The Help Desk staff will answer questions directly or facilitate a resolution if second level technology support is required.

Technology Support Services is in the lower level of Kellenberg, Room 022. The Information Commons is located on the second floor of the Public Square. The main number for technology support services is 516.323.4800.

Academic Support

Molloy has a wealth of academic support services including:

- Academic skills development
- Writing skills improvement
- Tutoring services
- Access to accommodations and additional support services

Students should refer to the following website for detailed support:
https://www.molloy.edu/academics/resources/student-services

Library and Research Tools

The James E. Tobin Library supports the goals of students and faculty by providing an environment conducive to academic learning. Moreover, one of the Library's top priorities is to ensure that the physical and electronic holdings not only meet but exceed the requirements of current and newly proposed degree initiatives. To this end, the Library has supported a wide variety of undergraduate programs for over fifty-five years, Master's programs for more than a decade and most recently, Doctoral programs.

The James. E. Tobin (JET) Library is an essential tool to the success of CMHC students. We strongly encourage all students to familiarize themselves with the JET Library and the myriad of research tools it offers either in person or via their website (https://www.molloy.edu/library/about-the-library). Additionally, students will engage in a JET Library information session as part of their MHC 5100 coursework.

Financial Obligations

The student is responsible for their financial obligations to the University. There can be significant financial and academic consequences for those who do not maintain these obligations. Examples of such obligations include paying bills on time, avoiding late registration fees, meeting academic requirements for student loans, not taking classes out of program, and maintaining course credit loads for one's graduate assistantship. It is the student's responsibility to be aware of any obligations that impact their finances or enrollment. The advisor or the Counseling program is NOT responsible for notifying students of their financial obligations or restrictions, as these obligations vary for each student's individual circumstance.

Graduate study at Molloy University has a number of associated costs that cover academic and professional activity fees. Below is a breakdown of expected costs for your attendance in the CMHC program. Students may view tuition, the schedule of fees, and other financial information at https://www.molloy.edu/admissions-aid/bursar/ . Students may also be responsible of specific

programmatic fees, including but not limited to Anthology and Tevera subscription fees, and costs associated with the CPCE and professional memberships. Please contact the Bursar office and/or your faculty advisor for additional information.

Graduate Assistantships

The Graduate Assistant Program provides opportunities for qualified graduate students to participate as research assistants or as graduate assistants. To apply for a graduate assistantship/graduate research assistantship, candidates should complete the Application for Graduate Assistantship available in the Human Resources Office or on the website: https://www.molloy.edu/about/administration/human-resources/.

Applications must include two personal references and approval by the department in which the student is enrolled. Applications and appropriate documentation are to be returned to the Human Resources Office. Each applicant who is selected as a graduate assistantship recipient must be enrolled in the University for a minimum of 6 credits upon commencement of the position. Graduate assistants/research assistants work 10 hours per week during a semester and receive a 3-credit voucher and a $500 stipend.

Completed applications will be forwarded to the Department of Clinical Mental Health Counseling, and applicants will be interviewed by the department.

Student Loans

Graduate students may also choose to take out federal, state, or private loans to pay for tuition and expenses of graduate school. A Free Application for Federal Student Aid (FAFSA) or Renewal FAFSA application must be filed annually to apply for financial aid. You can complete your FAFSA online at: https://studentaid.gov/ .

For more information look online at https://www.molloy.edu/admissions-aid/financial-aid/. You can also call or visit the financial aid office:

Financial Aid Office Location:
Wilbur Arts Center, Room W-236
Phone: 516.323.4200
Fax: 516.323.4213
Email: financialaid@molloy.edu
Website: https://www.molloy.edu/admissions-aid/financial-aid/

Student Solution Center

This Center is a “one-stop-shop” serving all students in providing the answers to questions related to registration, billing, and financial aid. Centrally located in the Wilbur Arts Building lobby, the Student Solution Center (SSC) should be the first stop when a student is confused about any process at Molloy or faces an issue and requires assistance in finding a resolution.

Cross-trained in Registrar, Financial Aid and Bursar services, the SSC team is committed to giving students accurate information and support in all aspects of their University experience. Having a full understanding of the "internal process" of the University, the SSC team is equipped to coordinate all activities of student service departments in one place with one comprehensive solution to the presenting problem. In addition to daily services offered, the Center hosts workshops open to all students. These workshops are intended to inform students of the tools available, which allow them to take a proactive role in the direction of their University careers.

Contact Information:
Student Solution Center
Wilbur Arts Lobby
516.323.4400
studentsolutioncenter@molloy.edu

Personal Counseling for Students

It is recommended that students who are in the CMHC program are engaged in their own personal counseling, and it is strongly recommended by the time practicum and internship experiences begin. It is difficult to be a good counselor without having been "in the other chair." Additionally, students can examine, in depth, the natural growth that manifests from being in a counseling program and issues of transference and counter-transference during practicum and internship. Students may refer to the CMHC Referral Book which is kept in the CMHC Suite for specific names and contact information.

Our campus also has a counseling center. The mission of Molloy University's Student Counseling Center (SCC) is to help students enhance their academic and personal well-being. The SCC is a confidential and free counseling service available to all Molloy University students - both undergraduate and graduate - who require assistance with student or life issues. The SCC offers a variety of short-term counseling and psychoeducational services. They also offer consultation and training to faculty and staff to assist them in addressing students' psychological needs. The SCC hosts many informative topics, discussions and workshops, so be sure to check their workshop calendar each semester.

Additional information about the SCC, including how to schedule an appointment can be found at the SCC website: https://www.molloy.edu/student-life/student-affairs/health-and-wellness/scc/

To schedule an appointment with the Student Personal Counseling Center (SPCC) scan QR Code:

Career Services

The comprehensive services of the Career Services Center are designed to help students successfully manage important decisions that integrate academic studies with their career aspirations. The Center maintains a full range of services including:

- Career counseling
- Vocational interest testing
- Professional development workshops
- Résumé, interviewing and job hunt workshops
- Job opportunities (full-time and part-time)
- Employment reference resources
- Scholarship resources
- Career job fairs
- Career related journals, newspapers, and magazines

Contact the Career Development Center:
Phone: 516.323.3469
Fax: 516.323.4989
Email: jobsandinternships@molloy.edu
Website: https://www.molloy.edu/student-life/student-affairs/career-center/

Academic Service Learning

Academic Service Learning is an experiential activity that helps students become aware of the functions and needs of their communities, and communities across the world. It is an educational experience that provides the link between the classroom and civic engagement. Specifically, for CMHC students it fosters the multicultural competence that is imperative to exemplary counseling practice.

Different opportunities may become available to CMHC students at different times during their course of study. The Department Chair will announce various opportunities and the requirements for applications. When students are representing the CMHC department and the University they are to adhere to this handbook, the ACA Code of Ethics, and any additional instructions/procedures by the organizations being served.

Student Identification Card and Parking Passes

All members of the Molloy community are required to wear their ID card on them while at any Molloy location. Identification cards and parking permits can be obtained at the Department of Public Safety Office located in the lower level of Maria Regina Hall. They can be obtained Monday to Thursday 9 a.m. - 11 a.m. and 2 p.m. - 4 p.m. To be issued an ID card, students must present a form of photo identification and a class schedule. For a parking permit students must present a photo ID and a current vehicle registration. There is no initial fee for ID cards. Parking permits are free. Lost or damaged ID cards can be replaced for $20. Additional information can be obtained at the following website: https://www.molloy.edu/student-life/student-affairs/public-safety/

Emergency Notification System

With the Rave Emergency Notification System, you will receive messages and instruction regarding campus-wide emergencies and school closings. If you haven't already, we kindly request that you sign up to be notified electronically should an emergency arise on campus. You will only be notified via a text message should a major emergency arise. The system will not be used for minor situations such as weather advisories, campus event notifications or cancellations of any kind.

To register for the emergency notification system, please visit https://www.molloy.edu/student-life/student-affairs/public-safety/.

Public Safety

The Molloy University Department of Public Safety honors the Dominican tradition, emphasizing study, spirituality, service and community. We are bound to our duty of protecting lives and the sanctity of property.

The department of public safety operates in a respectful partnership with the University community, is made up of students, faculty, and staff, and ensures continued improvement in security-related functionality as Molloy University remains one of the safest learning institutions in America.

In the case of a non-campus emergency call the Office of Student Affairs at 516.323.3458. They will contact the student you need to reach. For campus-related emergencies, dial Public Safety at 516.323.3500 or 3500 from any campus phone. Additional information can be found on the public safety website: https://www.molloy.edu/student-life/student-affairs/public-safety/

Weather Policy

Decisions on school closing due to inclement weather are announced no later than 7 a.m. on the days in question. The University will notify the community of notable weather alerts as well as the following radio and television stations:

- New York City - WINS 1010 AM, WCBS 880 AM, WNBC News channel 4
- Nassau County - WBAB 102.3 FM, WHLI 1100 AM, Channel 12 LI Cablevision www.news12.com
- Suffolk County - WALK 1370 AM/97.5 FM, WRCN 103.9 FM, WBLI 106.1 FM, 97.5 FM

Additional information can be found on the public safety website:
https://www.molloy.edu/student-life/student-affairs/public-safety/

Transportation

The Molloy University Rockville Centre campus is located at 1000 Hempstead Ave, Rockville Centre, NY 11570. The campus is accessible via numerous means of transportation. The CMHC department is located approximately 2 miles off the Rockville Centre campus at 30 Hempstead Avenue, Suite 248, Rockville Centre, New York 11571. The 30 Hempstead Avenue location is easily accessible by car and affords ample parking. The location is also accessible via shuttle, the LIRR (Rockville Centre station), Bus (N16), car service, and other forms of transportation. Please use the following resources in determining the best means of commute to the Rockville Centre campus or the CMHC department:

https://www.molloy.edu/admissions-aid/visit-molloy/maps-directions
https://www.molloy.edu/student-life/student-affairs/public-safety/transportation

13. Other Procedures and Considerations for Students

Faculty Endorsement Policy (Letters of Recommendation)

Students are advised to seek recommendation letters from faculty members who have taught them for multiple courses or are in the best position to comment on their competence, clinical training and potential for future employment or advanced study. Faculty may only recommend a student for a given area of employment if the student has successfully completed all designated curriculum requirements for the area for which the student is applying. This includes the completion of the required field experiences in each area of specialization. In addition to direct experience with the graduate student, faculty members will consider input from practicum supervisors when making recommendations. Regarding letters of support for continued advanced study, faculty members will take into consideration the student's demonstrated abilities and potential to successfully engage in research and scholarly writing. This endorsement policy has been developed to ensure students are trained according to program guidelines and have appropriate clinical experiences and competence before we endorse them for future employment or advanced education. **Please see Appendix F Letter of Recommendation Request Form.**

Social Media Guidelines

Counseling graduate students are presented with unique challenges, some of which are related to social media issues. As the CMHC department continues to refine our social media guidelines, we offer these guidelines as a reference point for our students. We encourage all of our students to bring up any concerns or issues as they may arise with the faculty, one another, and/or site supervisors when relevant. We will discuss issues of online security and privacy, both regarding you and your clients as well as social media in relationship to counselor dispositions during Orientation, CMHC sponsored workshops, and during your course of study.
We ask students to please keep in mind:

- **Remember that you represent the Molloy CMHC Department.** All of your posts, comments and actions on social networks have the ability to affect the reputation of the University as well as other individuals affiliated with the CMHC program.
- **Be thoughtful and discerning when engaging on social networking services.** Write for your audiences but know your posts can reach anyone and may be misinterpreted or may show up outside of their original context.
- **Congruence.** Students are encouraged to present themselves on-line and in person, in such a manner that they would be comfortable observing their own counselors behaving away from clinical duties.

14. Professional Associations, Certifications, and Licensure

Student Organizations

Getting involved in the profession of counseling includes participating in clubs, meetings, and committees at the student level. Molloy University's Student Affairs unit supports and oversees the Molloy Student Association (M.S.A.), whose membership includes the entire student body, including graduate students. The executive power of the association rests with the Molloy Student Government whose members are elected from the general student body, and whose jurisdiction extends to all the other student organizations on campus.

Many students who join the M.S.A. are undergraduate level students. However, graduate students are eligible to serve on and be members too. Yet, whether choosing to be a part of the M.S.A. or an alternative organization, it is strongly encouraged that students become involved in activities sponsored by the Department of Clinical Mental Health Counseling. This provides students with meaningful opportunities for service and leadership development.

Chi Sigma Iota, Counseling, Academic & Professional Honor Society International

Chi Sigma Iota Academic & Professional Honor Society International (CSI) is an international honor society for professional counselors, counselor educators, and counseling students. Its mission is to promote counseling scholarship, research, professionalism, leadership, advocacy, and excellence.

Eligibility for membership in CSI is by chapter invitation to students and graduates of counselor education programs where chapters have existed. Requirements for admittance to CSI include:

- Completion of at least one semester of graduate coursework in a counselor education degree program
- Earned grade point average of 3.5 or better on a 4.0 grading system
- Recommendation for and invitation to membership by University's CSI chapter
- Primary identity of applicants shall be as professional counselors
- Induction into the Society through a formal oath taking ceremony arranged by the University's chapter
- Completion of online New Member Registration

The CMHC program's chapter of CSI is Mu Chi Nu. Specific questions about CSI can be directed to the Chapter Faculty Advisor. Additionally, please visit the following websites for more information.

https://www.csi-net.org/

Graduate Student Leadership Association (GSLA)

The Graduate Student Leadership Associations create opportunities for students to connect with classmates, engage with faculty, and build lasting professional and personal relationships.

Through a variety of programs and events, GSLA fosters a sense of belonging while helping students grow as leaders and professionals.

Graduate students can participate in:

- Professional development workshops, networking events, and career-focused programming
- Social gatherings that foster community and connection
- Leadership opportunities within their academic school
- Service initiatives and collaborative campus events
- Programs that celebrate the diverse experiences of Molloy's graduate community

Whether you're beginning your graduate journey or preparing for the next step in your career, the Graduate Student Leadership Associations provide meaningful opportunities to engage with your peers, strengthen your leadership skills, and make the most of your graduate experience. At Molloy, you'll find a community that supports your academic success while helping you build the relationships and experiences that last well beyond graduation.

For more information, please contact studentaffairs@molloy.edu.

Professional Organizations

All of Molloy University's Clinical Mental Health Counseling (CMHC) students are encouraged to become members of and actively get involved in professional counseling organizations, including regional, state, and national counseling groups. These organizations provide many professional development opportunities, including conferences, journals, newsletters, and affordable professional counseling liability rates. They also advocate for counselors and the counseling profession.

A list is presented below of professional organizations that CMHC students are encouraged to join. Students are encouraged to attend annual conferences for these groups and also to consider proposing poster, roundtable, and seminar presentations for these conferences. In MHC 5100 – Counseling Orientation and Ethics, students are encouraged to attain membership from the American Counseling Association (ACA) and New York Mental Health Counselors Association (NYMHCA). In the third year of the program (prior to beginning the Practicum experience), students are required to join ACA or NYMHCA to obtain student malpractice insurance.

- American Counseling Association (ACA) – find more information about membership, activities, events, and resources for student members of ACA and the associated organizations below at the following website: http://www.counseling.org/. All students will be required to join ACA.
    - Students are also encouraged to join ACA NY – a local division of the ACA

- New York Mental Health Counselors Association (NYMHCA) – for more membership and other information about NYMHCA go to the following website: http://www.nymhca.org/

    - Students are also encouraged to join the Long Island or Metro chapter of NYMHCA

- American Mental Health Counselors Association – for more membership and other information about AMHCA go to the following website: https://www.amhca.org/home

- Association for Counselor Education and Supervision (ACES) – for more membership and other information about ACES go to the following website: http://www.acesonline.net/
    - North Atlantic Region Association for Counselor Education and Supervision (NARACES) – for more membership and other information about NARACES go to the following website: http://www.naraces.org/

National Board for Certified Counselors

The National Board for Certified Counselors (NBCC) is the premier certification organization for the counseling profession. Its mission is to advance the profession by establishing and monitoring a national certification system that identifies counselors who have obtained certification and to maintain a register of those counselors. Students will learn more about NBCC and services offered in MHC 5100 – Counseling Orientation and Ethics. Contact Information for NBCC:

NBCC
3 Terrace Way
Greensboro, NC 27403
www.nbcc.org
p. 336.547.0607

Clinical Mental Health Counseling Licensure in New York State

Our 60-credit-program fulfills the educational requirements for licensure as a mental health counselor established by the New York State Education Department, Office of the Professions. Additionally, our New York State approved CMHC program is CACREP accredited.
There are three parts to the New York State clinical mental health licensure process: education, experience, and the exam. The CMHC program faculty will prepare you for the licensure process throughout your experiences within the program. Additionally, information regarding the licensure process can be found at the New York State Education Department's website.

In addition to education requirements, those applying for licensure will also need to demonstrate:

- 3,000 hours post-graduation experience practicing clinical mental health counseling under the supervision of a qualified licensed professional
- Successful completion of the National Clinical Mental Health Counselor Examination (NCMHCE)
- Completion of the Mandated Reported Training
- Submission of all required fees

For general information about Licensed Mental Health Counselors in New York State, please visit https://www.op.nysed.gov/mental-health-counselors.

Licensure in Other States

Each state has unique licensing laws. Fortunately, New York State has some of the most rigorous requirements, and most states have similar requirements. Students who know they will be re-locating should research individual state laws to make sure they meet the new state's requirements. Students can also speak with their advisor for assistance.

15. Program Evaluation and Feedback

Faculty and Course Evaluations

Accountability and evaluation are important concepts in the field of counseling. All the counseling programs undergo periodic and on-going internal and external evaluation processes. Within the CMHC program, students are given the opportunity to provide informal feedback to faculty regarding the curriculum, policies, grading, supervision, and fieldwork. The University gives each student the opportunity to provide formal feedback regarding classes through the online classroom evaluation conducted through the IT department. These online evaluations are completed anonymously, and the aggregate results are given to the individual faculty member after the course grades are posted. It is an important self-evaluation tool for the faculty member and it provides information used by Molloy University and the CMHC department in making promotion, tenure, and merit pay decisions. It must be restated that the results are anonymous and that professors have no way of knowing which students submitted the evaluations. It is an important responsibility for students to approach this task in an honest and mature manner. Additionally, graduate assistants and student representatives from each cohort are invited to department meetings so that they may provide programmatic feedback.

Comprehensive Program Evaluation Plan

The Clinical Mental Health Counseling program maintains a *Comprehensive Program Evaluation plan* to ensure systematic evaluation, monitoring, and reporting of progress toward achieving program objectives on an annual basis. This plan outlines the framework for collecting, analyzing, and using data to sustain and improve academic quality and program effectiveness.

Academic Quality Indicators Aligned with Program Objectives

The program identifies academic quality indicators that reflect the program's mission, goals, and student learning outcomes, including:

- Key Assignment Evaluations
- Comprehensive examination scores
- Student dispositional assessments

- Student retention and graduation rates
- Licensing exam pass rates
- Internship/practicum placement rates
- Employment and doctoral admission rates

Continuous and Systematic Program Improvement Evaluation Measures							
Aggregate Student Assessment Measures		**Key Assignments**		**Comprehensive Exam Scores**		**Student Disposition Assessments**	
OBJ Code	**Program Objective And Description**	**AQI Description**	**Minimum Threshold**	**AQI Description**	**Minimum Threshold**	**AQI Description**	**Minimum Threshold**
OBJ 1	**Professional Orientation and Ethics –** Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.	**KA 1 Professional Plan:** This assignment demonstrates student's knowledge of the profession of counseling (3A) and knowledge of the specialized practice area of Clinical Mental Health Counseling (5C). This assignment incorporates knowledge of scope of practice and relevant ethical considerations.	No more than 10 percent of students are assessed as not meeting the minimum performance indicators defined as students evaluated with a total score of less than 20	CPCE Exam Scores	90 percent of students receive a passing score (1 SD below the national mean) on the initial attempt, 95 percent by the second attempt	**Disposition Assessment:** Faculty assessment using standardized rubric aimed as assessing for professional competencies (See supporting documents)	No more than 10 percent of students are identified as requiring dispositional remediation ("3-Significant Concern") as outlined in the student assessment procedures
OBJ 2	**Social and Cultural Diversity** – Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and recognize the impact of individual differences on the counseling process.	**KA 2 Cultural Immersion Project:** Students engage in cultural immersion and critical self-reflection to examine cultural identity, multicultural counseling, social justice, advocacy, systemic oppression, and barriers to mental health services while developing cultural self-awareness, understanding of cultural identity development, and strategies for ethical, culturally responsive counseling practice and self-care.	No more than 10 percent of students are assessed as not meeting the minimum performance indicators defined as students evaluated with a total score of less than 20	CPCE Exam Scores	90 percent of students receive a passing score (1 SD below the national mean) on the initial attempt, 95 percent by the second attempt	**Disposition Assessment:** Faculty assessment using standardized rubric aimed as assessing for professional competencies (See supporting documents)	No more than 10 percent of students are identified as requiring dispositional remediation ("3-Significant Concern") as outlined in the student assessment procedures

OBJ 3	**Human Growth and Development** – Develop an understanding of the aspects of human growth and developmental levels, as well as an appreciation for the nature of human development and its integration within the counseling process.	**KA 3 Lifespan Biography/Autobiography:** Students will demonstrate their ability to critically analyze developmental theories, apply concepts of human growth and development across the lifespan, and consider the influence of contextual, cultural, and environmental factors on client development and counseling practice.	No more than 10 percent of students are assessed as not meeting the minimum performance indicators defined as students evaluated with a total score of less than 20	CPCE Exam Scores	90 percent of students receive a passing score (1 SD below the national mean) on the initial attempt, 95 percent by the second attempt	**Disposition Assessment:** Faculty assessment using standardized rubric aimed as assessing for professional competencies (See supporting documents)	No more than 10 percent of students are identified as requiring dispositional remediation ("3-Significant Concern") as outlined in the student assessment procedures
OBJ 4	**Counseling Theory –** Gain significant knowledge of major counseling theories in the context of individual and group counseling and apply this knowledge to the counseling process.	**KA 4 Theory Comparison Paper:** Students will compare and critically evaluate counseling theories, including their underlying assumptions, applications to clients from diverse backgrounds, and implications for case conceptualization and counseling practice, while examining how theoretical approaches inform clinical judgment, counseling interventions, and the development of effective therapeutic relationships.	No more than 10 percent of students are assessed as not meeting the minimum performance indicators defined as students evaluated with a total score of less than 20	CPCE Exam Scores	90 percent of students receive a passing score (1 SD below the national mean) on the initial attempt, 95 percent by the second attempt	**Disposition Assessment:** Faculty assessment using standardized rubric aimed as assessing for professional competencies (See supporting documents)	No more than 10 percent of students are identified as requiring dispositional remediation ("3-Significant Concern") as outlined in the student assessment procedures

OBJ 5	**Career Development** – Develop the knowledge and application of career development and vocational counseling theories and its effects on an individual.	**KA 5 Career Interview or Autobiography:** Students will examine the influence of personal experiences, cultural background, developmental factors, and social and economic conditions on career development through a career interview and autobiographical reflection, applying career development theories, assessment concepts, and counseling strategies to understand clients' career decision-making and vocational needs across the lifespan.	No more than 10 percent of students are assessed as not meeting the minimum performance indicators defined as students evaluated with a total score of less than 20	CPCE Exam Scores	90 percent of students receive a passing score (1 SD below the national mean) on the initial attempt, 95 percent by the second attempt	**Disposition Assessment:** Faculty assessment using standardized rubric aimed as assessing for professional competencies (See supporting documents)	No more than 10 percent of students are identified as requiring dispositional remediation ("3-Significant Concern") as outlined in the student assessment procedures
OBJ 6	**Helping Relationships** – Demonstrate effective individual and group counseling techniques which facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.	**KA 6 Mock Counseling Session Transcription and Analysis:** Students will demonstrate and critically analyze foundational counseling skills through a mock counseling session transcription, evaluating the use of therapeutic communication, counseling interventions, case conceptualization, cultural responsiveness, ethical practice, and self-reflection to strengthen clinical effectiveness and the therapeutic relationship.	No more than 10 percent of students are assessed as not meeting the minimum performance indicators defined as students evaluated with a total score of less than 20	CPCE Exam Scores	90 percent of students receive a passing score (1 SD below the national mean) on the initial attempt, 95 percent by the second attempt	**Disposition Assessment:** Faculty assessment using standardized rubric aimed as assessing for professional competencies (See supporting documents)	No more than 10 percent of students are identified as requiring dispositional remediation ("3-Significant Concern") as outlined in the student assessment procedures

OBJ 7	**Group Counseling** – Develop both theoretical and experiential understandings of group processes, development, dynamics, group counseling theories, methods, skills, and other group approaches	**KA 7 Group Counseling Final Reflection:** Students will demonstrate understanding of group dynamics, group development, and therapeutic processes, while fostering self-awareness, interpersonal insight, and personal growth essential to effective counseling practice.	No more than 10 percent of students are assessed as not meeting the minimum performance indicators defined as students evaluated with a total score of less than 20	CPCE Exam Scores	90 percent of students receive a passing score (1 SD below the national mean) on the initial attempt, 95 percent by the second attempt	**Disposition Assessment:** Faculty assessment using standardized rubric aimed as assessing for professional competencies (See supporting documents)	No more than 10 percent of students are identified as requiring dispositional remediation ("3-Significant Concern") as outlined in the student assessment procedures
OBJ 8	**Assessment** – Gain knowledge and skills in assessment techniques, including psychometric properties, standardized instruments, interviewing, and applying these concepts to individuals and group.	**KA 8 Assessment Report:** Students will demonstrate their ability to select, administer, interpret, and critically evaluate appropriate assessment instruments, integrate assessment findings into case conceptualization and treatment planning, and apply ethical, culturally responsive, and evidence-based assessment practices in clinical mental health counseling.	No more than 10 percent of students are assessed as not meeting the minimum performance indicators defined as students evaluated with a total score of less than 20	CPCE Exam Scores	90 percent of students receive a passing score (1 SD below the national mean) on the initial attempt, 95 percent by the second attempt	**Disposition Assessment:** Faculty assessment using standardized rubric aimed as assessing for professional competencies (See supporting documents)	No more than 10 percent of students are identified as requiring dispositional remediation ("3-Significant Concern") as outlined in the student assessment procedures
OBJ 9	**Psycho-diagnosis and Treatment –** Develop a working knowledge of psycho-diagnosis, as defined by the DSM-5-TR, its ethical application, and its effect on treatment and counseling practice.	**KA 9 Vignette Differential Diagnosis:** Students will demonstrate their ability to apply diagnostic criteria, conduct differential diagnosis, recognize co-occurring disorders, incorporate cultural and contextual considerations into clinical assessment, and critically evaluate factors influencing the diagnosis and treatment of mental health conditions.	No more than 10 percent of students are assessed as not meeting the minimum performance indicators defined as students evaluated with a total score of less than 20	CPCE Exam Scores	98 percent of students receive a passing score (1 SD below the national mean) on the initial attempt, 95 percent by the second atte90 percent of students receive a passing score (1 SD below the national mean) on the initial attempt, 95 percent by the second attempt mpt	**Disposition Assessment:** Faculty assessment using standardized rubric aimed as assessing for professional competencies (See supporting documents)	No more than 10 percent of students are identified as requiring dispositional remediation ("3-Significant Concern") as outlined in the student assessment procedures

OBJ 10	**Program Evaluation** – Develop the ability to read, critique, evaluate, and contribute to professional research literature.	**KA 10 Research Proposal:** Students will demonstrate their ability to develop research proposals that demonstrate understanding of research methodologies, critical evaluation of counseling literature, ethical research practices, and the application of research findings to inform evidence-based counseling practice and program evaluation.	No more than 10 percent of students are assessed as not meeting the minimum performance indicators defined as students evaluated with a total score of less than 20	CPCE Exam Scores	90 percent of students receive a passing score (1 SD below the national mean) on the initial attempt, 95 percent by the second attempt	**Disposition Assessment:** Faculty assessment using standardized rubric aimed as assessing for professional competencies (See supporting documents)	No more than 10 percent of students are identified as requiring dispositional remediation ("3-Significant Concern") as outlined in the student assessment procedures
OBJ 11	**Clinical Mental Health Assessment and Treatment:** Develop the knowledge and clinical skills necessary to assess, diagnose, and conceptualize mental health concerns and develop evidence-informed treatment plans that address clients' diverse needs, co-occurring disorders, crisis situations, and appropriate mental health service delivery.	**KA 11: Case Conceptualization and Treatment Plan:** Students will demonstrate their ability to develop comprehensive case conceptualizations and evidence-based treatment plans that integrate diagnostic understanding, client assessment, appropriate counseling interventions, and culturally responsive, ethical clinical decision-making. KA 12 **Master's Thesis / Thesis Presentation:** This assessment meets CACREP objectives by evaluating students' ability to integrate professional ethics, multicultural competence, developmental and career theories, counseling interventions, group work, assessment, and research into comprehensive case conceptualization and evidence-informed clinical practice, while demonstrating professional identity, reflective practice, and ongoing counselor development.	No more than 10 percent of students are assessed as not meeting the minimum performance indicators defined as students evaluated with a total score of less than 20	CPCE Exam Scores	90 percent of students receive a passing score (1 SD below the national mean) on the initial attempt, 95 percent by the second attempt	**Disposition Assessment:** Faculty assessment using standardized rubric aimed as assessing for professional competencies (See supporting documents)	No more than 10 percent of students are identified as requiring dispositional remediation ("3-Significant Concern") as outlined in the student assessment procedures

Other Aggregate Student Measures	AQI Description	Minimum Threshold	AQI Description	Minimum Threshold
	Student retention and graduation rates	Minimum of 80 percent retention and graduation will be maintained year over year and overall	Internship/practicum placement rates	95 percent placement for students entering the clinical course sequence yearly
Alumni Measures	**AQI Description**	**Minimum Threshold**	**AQI Description**	**Minimum Threshold**
	Licensing Exam Pass Rates	80 percent of alumni pass the NCMHCE in New York State (or equivalent exam) within 3 years from graduation	Employment and doctoral admission rates	90 percent employment rate within one year of graduation if seeking relevant employment. 90 percent doctoral admission rates within 3 years of graduation if alumni responds that they are seeking doctoral admission

Thresholds are reviewed annually and adjusted as needed.

Data Collection and Retention

Data will be collected and maintained by the program in a secure drive maintained by the program. The table below outlines the data to be collected, the frequency of data collection, and the means by which data is obtained.

Metric	Collection Schedule	Source
Key Assignment Evaluations	Fall, Spring, and Summer semesters	Faculty evaluation, Scores submitted by course instructor
Comprehensive Exam Scores	Annual	Test score reports
Student dispositional assessments	Fall and Spring semesters	Faculty evaluation

Student retention and graduation rates	Annual	Department data
Licensing exam pass rates	Annual - fall	Alumni survey
Internship/practicum placement rates	Annual – spring semester	Department data
Employment and doctoral admissions rates	Annual – fall	Alumni Survey

Data will be maintained in a spreadsheet so that trends can be examined over time.

Data Review and Analysis Procedure

All data is collected and analyzed annually by the program's director. Yearly data and year-to-year trends are examined to identify positive trends and areas for improvement. Findings are compiled and presented to faculty at a department meeting. This meeting serves as an opportunity to explore strategies for improvement and address faculty concerns. If there are areas where minimum thresholds are not met, the meeting serves as an opportunity to explore potential causes and remediation actions.

Using Data for Curriculum and Program Improvement

It is crucial that the data collected is utilized for enhancements to the program. The data will guide updates to the curriculum, course delivery decisions, admissions policies and procedures, faculty development initiatives, and strategic program development and expansion. All changes are documented and communicated to the institution and relevant stakeholders.

APPENDIX A – Acknowledgement of the CMHC Student Handbook

M.S. in CLINICAL MENTAL HEALTH COUNSELING PROGRAM
STUDENT HANDBOOK AGREEMENT FORM

I _____
(Print CMHC Graduate Student Name) attest to the fact that I have read the entire Molloy University Graduate Clinical Mental Health Counseling Handbook, and that I understand all of the contents contained therein. While CMHC faculty have provided detailed information and examples, when possible, I understand that it is not possible to conceptualize or document every possible situation requiring University/Faculty intervention that may arise during the program. As such, the University and faculty may intervene as new situations arise that are not currently documented. I understand that the manual will be updated to include new information and that I will be responsible for any updates that are released.

My signature below indicates my agreement to comply with the policies designated in this handbook.

Student Name (Print): _____

Student Name (Signature): _____

Date: _____

Note: This form must be signed and returned during program orientation. Students will not be able to register for their second semester without providing a signed copy of this form

APPENDIX B – Advisement Form 2: Student Dispositions

*An electronic version of this form is utilized for evaluation by faculty, advisors, and staff

ADVISEMENT FORM 2

STUDENT DISPOSITIONS

Student_____ Semester/Year_____

Faculty_____

Evaluation of Standard:
1 – Does not meet or minimally meets standard (may require intervention or remediation)
2 – Emerging
3 – Meets standard/expectation

Academic Commitment – Investment in learning and developing a counselor identity and academic excellence

- The student appropriately attends academic courses _____
- The student actively participates in academic courses _____
- The student demonstrates graduate level writing skills _____
- The student has acceptable overall academic performance _____
- The student attends program-related/endorsed events _____

Interpersonal Effectiveness – Demonstration of appropriate and effective interpersonal interactions

- The student demonstrates effective and appropriate communication skills _____
- The student exhibits effective and appropriate interactions with academic peers and professors _____
- The student exhibits effective and appropriate interactions with colleagues and supervisors _____
- The student adheres to the professional expectations of the settings they occupy _____

***continued on next page**

Clinical Effectiveness – Development and demonstration of appropriate and effective application of clinical skills

- The student demonstrates capacity to establish and maintain rapport _____
- The student is effective in the application of counseling skills _____
- The student is empathic and nonjudgmental _____
- The student is sensitive to diverse worldviews and experiences involved in clinical training _____
- The student demonstrates effective case conceptualization _____

Professional Responsibility and Integrity – Adheres to ethical principles of the counseling profession

- Autonomy – The student respects individual autonomy and the right to make one's own decisions _____
- Nonmaleficence – The student avoids doing harm _____
- Beneficence – The student promotes wellness and works for the good of people and society _____
- Justice – The student demonstrates equitable treatment toward others _____
- Fidelity – The student is trustworthy and fulfills their commitments _____
- Veracity – The student is truthful and honest _____

Self-Awareness – Commitment to personal growth and development

- The student is open to feedback from peers and faculty _____
- The student takes responsibility for their actions _____
- The student recognizes their areas for additional growth _____
- The student makes appropriate efforts to address areas for additional growth _____

NOTES

Academic Commitment – Investment in learning and developing a counselor identity and academic excellence

Interpersonal Effectiveness – Demonstration of appropriate and effective interpersonal interactions

Clinical Effectiveness – Development and demonstration of appropriate and effective application of clinical skills

Professional Responsibility and Integrity – Adheres to ethical principles of the counseling profession

Self-Awareness – Commitment to personal growth and development

APPENDIX C – Advisement Form 3: Registration Advisement

ADVISEMENT FORM 3
REGISTRATION ADVISEMENT

Date: _____
Student name: _____
Faculty advisor name: _____
Registering for: Fall Spring Summer Year:
_____
Credits earned so far towards M.S. Degree:
_____
Student successes this semester:

_____

_____

Student concerns:
_____
_____
Student goals for next semester:
_____
_____
Extra-curricular/Professional involvement:
_____
_____
Faculty concerns, if applicable:
_____
_____

Comments (i.e., grades, course progression, practicum/internship placements, work life balance, etc.)

_____

_____

_____

_____

Faculty Signature: _____ Date: _____
Student Signature: _____ Date: _____

APPENDIX D – Advisement Form 4: Acknowledgment of Remediation Plan

ADVISMENT FORM 4
REMEDIATION PLAN

Student Academic and Professional Review

Student:
Faculty/Advisors:
Date:

Preamble
The goal of this Student Academic and Professional Review is to support you in your journey as a developing clinical mental health counselor. The relevant department and University staff have discussed the review plan to support your success in the program. This is to be a collaborative process with concrete next steps for your success.

The Clinical Mental Health Counseling program has identified concerns regarding your clinical preparedness to work with clients and your ability to meet the expectations set by your internship site. The following sections will outline the specific concerns and will explain their relevance to professional development with regard to our Clinical Mental Health Counseling (CMHC) student handbook, Council for Accreditation of Counseling and Related Educational Programs (CACREP), and American Counseling Association (ACA) Code of Ethics. This review is being conducted to provide all necessary information to support your professional growth and development as well as to identify an action plan for success.

Molloy CMHC Student Handbook

The handbook lays out expectations around student behavior, please see the handbook for information pertaining to student expectations and behavior in the program. These expectations drive our commitment to the program and ensure that all rules and protocols are followed during the duration of the program.

CMHC Handbook on CMHC Website

Based upon the student handbook and in consultation of the CACREP and ACA Code of Ethics, we have identified the following areas of concern and areas for required development and growth:

[For faculty/advisor – Outline each concern based on the handbook item, disposition, CACREP standard, or item in the ACA Code of Ethics, along with the evidence for the concerns and plan for action.]

I understand that by signing this form I agree that I have read and understood the contents of the form without necessarily agreeing with what it states. I understand that I can make a written response.

Student's Signature _____Date_____

Faculty Advisor_____Date_____

Notes:

APPENDIX E – Evaluation of Academic Advisement

*An electronic version of this form is utilized for evaluation by faculty, advisors, and staff

APPENDIX E
EVALUATION OF ACADEMIC ADVISEMENT

ADVISOR NAME:_____

SEMESTER:_____

Directions: This appraisal sheet pertains to academic advising. Each statement describes a basic component of advising and/or counseling. Rate your advisor on each item, giving the highest scores for unusually effective performance. Place in the blank space before each statement the number that most nearly expresses your rview.

Highest: 3 Average: 2 Lowest: 1 Don't Know: X

_____ 1. Advises in terms of alternatives available.
_____ 2. Encourages you to assume responsibility for decisions.
_____ 3. Reviews the core requirements with you.
_____ 4. Reviews major requirements with you.
_____ 5. Reviews electives with you.
_____ 6. Has personal interest in assisting you through advising.
_____ 7. Follows up on recommendations or suggestions made.
_____ 8. Notifies you regarding appointment times for advisement.
_____ 9. Keeps appointments when made in advance.
_____ 10. Spends a sufficient amount of time with you to satisfy your advisement needs.
_____ 11. Keeps up-to-date with regulations and course offerings.
_____ 12. Maintains accurate files on your progress.
_____ 13. Seeks to plan programs consistent with your stated objectives.

APPENDIX F – Letter of Recommendation Request Form

Letter of Recommendation Request Form

To make the process of receiving a letter of recommendation more efficient, please complete this form and include a copy when requesting a letter of recommendation.

*** Letters of recommendation take time. Please allow at least two weeks to complete your request. This may take longer depending on amount of requests received.***

Name: _____

Today's Date: _____

Date you need letter by: _____

Year in program: _____GPA:_____

Professor you need letter from: _____

What is this letter for? *Be specific*: practicum, internship, job, scholarship, etc.

_____

_____

_____

List any counselor in training related activities you have been involved in since the start of the program (conferences, presentations, volunteer experiences, etc.):

_____

_____

_____

_____

_____

Additional information (address to mail to, will you pick up? Email? Other accomplishments or reminders):

_____

_____

_____

APPENDIX G - HIPAA Privacy and Confidentiality Statement

HIPAA Privacy and Confidentiality Statement

The Molloy University Clinical Mental Health Counseling Program is committed to upholding the highest standards of privacy, confidentiality, and ethical conduct in accordance with the Health Insurance Portability and Accountability Act (HIPAA), the American Counseling Association (ACA) Code of Ethics, and university policies.

All faculty, staff, and students within the program are required to protect the privacy of any individual whose health or personal information they may encounter in the course of their academic, clinical, or professional training activities. This includes, but is not limited to, any **Protected Health Information (PHI)** that identifies a client, patient, or research participant.

Use and Disclosure of Information

PHI and any confidential client information may only be used or disclosed for legitimate educational or clinical purposes, and only with appropriate authorization or consent. Students are expected to:

- Maintain confidentiality of all client records, case notes, and identifying information obtained through practicum, internship, supervision, or coursework.
- Refrain from discussing client information outside of approved educational or clinical settings.
- Remove all identifying information from written assignments, case presentations, or class discussions.
- Secure all paper and electronic records in compliance with HIPAA privacy and security standards.

Training and Compliance

All counseling students must complete HIPAA training prior to engaging in any clinical activities. Violations of confidentiality or unauthorized disclosure of client information are considered serious breaches of professional ethics and may result in disciplinary action, up to and including dismissal from the program and notification of relevant licensing boards. The required training for the course will be completed as a requirement for MHC 5100 Counseling Orientation and Ethics.

Limits of Confidentiality

Students must also be aware of the ethical and legal limits to confidentiality. Disclosure of confidential information may be required when:

- There is imminent risk of harm to self or others.
- There is reasonable suspicion of child, elder, or dependent adult abuse or neglect.
- Disclosure is required by court order or other legal mandate.

Acknowledgment

By participating in the Clinical Mental Health Counseling Program at Molloy University, all students agree to adhere to these standards and to maintain the confidentiality and privacy of all individuals whose information they may encounter through their training.

Student Name (Print): _____

Student Name (Signature): _____

Date: _____

APPENDIX H - Remediation, Retention, and Dismissal Policy and Procedures

Remediation, Retention, and Dismissal Policy and Procedures

I. Purpose

This policy compiles the official procedures governing student remediation, retention, probation, suspension, and dismissal within the Clinical Mental Health Counseling (CMHC) program. It ensures consistency with Molloy University Graduate Catalog policies, Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation standards, and the American Counseling Association (ACA) Code of Ethics. The policy is designed to protect the integrity of the counseling profession, safeguard client welfare, and provide students with transparent expectations, corrective opportunities, and due process.

Clinical Mental Health Counseling Program Handbook

This policy aligns with the policites, procedures, and requirements established within the program handbook, which can be accessed publicy on the program website (https://www.molloy.edu/academics/schools/education-human-services/clinical-mental-health-counseling/our-students).

Relevant University Policies

The graduate specific policy pertaining to *Probation, Suspension, and Dismissal* can be found in the Graduate Student Catalog (https://molloy.smartcatalogiq.com/en/2025-2026/graduate-catalog/academic-policies-and-procedures/probation-suspension-and-dismissal-policy).

CACREP Accreditation Standards

In alignment with the 2024 CACREP standards, the expectations and procedures contained in this document satisfy Standards 1.M and 1.O pertaining to the programs responsibility to maintain a written policy for student retention, remediation, and dismissal from the program consistent with institutional policies and procedures, the counseling profession's ethical codes, and standards of practice (https://www.cacrep.org/for-programs/2024-cacrep-standards/).

Alignment with Ethical Standards

This policy is consistent with the 2014 ACA Code of Ethics Section F.6.b, requiring supervisors and educators to provide remedial assistance, recommend dismissal when necessary, and ensure supervisees are aware of options available to them (https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf).

II. Scope

This policy applies to all matriculated students in the CMHC program, across academic coursework, clinical training, and professional development. It governs both academic standing and professional competency, recognizing faculty's dual role as educators and gatekeepers to the counseling profession.

III. Professional Competency and Gatekeeping

Faculty are obligated to evaluate student readiness for professional practice through ongoing assessment of academic performance, clinical skills, and dispositional development. Problems of Professional Competency (PPC) may include:

- Inadequate academic or clinical skill levels
- Personality or psychological unsuitability for counseling practice
- Inappropriate moral character or ethical violations
- Examples include dishonesty, insubordination, inappropriate self-disclosure, refusal to engage in self-reflection, or fabrication of clinical documentation. PPCs are treated with seriousness and warrant faculty intervention.

Key Performance Indicators (KPI)

Student progress is evaluated at regular intervals using KPIs:

KPI	Assessment Measures
KPI 1 - Students will demonstrate knowledge of the counseling profession, professional counselor identity, ethical responsibilities, and the scope of counseling practice.	Key Assignment: Professional Plan CPCE Exam Scores Student Disposition Assessments
KPI 2 - Students will analyze how cultural identities, social contexts, systemic barriers, and individual differences influence clients' experiences and apply culturally responsive counseling practices.	Key Assignment: Cultural Immersion Project CPCE Exam Scores Student Disposition Assessment
KPI 3 - Students will apply counseling, learning, psychosocial and developmental theories to understand clients' psychological and developmental needs and explain how various factors inform counseling approaches.	Key Assignment: Lifespan Biography/Autobiography Key Assignment: Theory Comparison Paper CPCE Exam Scores Student Disposition Assessment
KPI 4- Students will apply career development theories to explain career-related development and identify appropriate career counseling strategies.	Key Assignment: Career Autobiography CPCE Exam Scores Student Disposition Assessment
KPI 5 - Students will demonstrate effective counseling skills, establish therapeutic relationships, and use appropriate interventions to support client goals and evaluate progress.	Key Assignment: Mock Counseling Session Transcription and Analysis CPCE Exam Scores Student Disposition Assessment
KPI 6 - Students will demonstrate understanding of group development, group dynamics, therapeutic factors, and appropriate group counseling facilitation skills.	Key Assignment: Group Counseling Final Reflection CPCE Exam Scores Student Disposition Assessment

KPI 7 - Students will select, interpret, and communicate assessment information appropriately, considering psychometric properties, client context, and ethical limitations.	Key Assignment: Assessment Report CPCE Exam Scores Student Disposition Assessment
KPI 8 - Students will demonstrate the ability to apply DSM-5-TR diagnostic criteria ethically and accurately to clinical case material, develop appropriate diagnostic impressions, and explain how diagnostic considerations inform case conceptualization, treatment planning, and counseling practice.	Key Assignment: Vignette Differential Diagnosis CPCE Exam Scores Student Disposition Assessment
KPI 9 - Students will critically evaluate counseling research and use research findings to inform evidence-based practice and program evaluation.	Key Assignment: Research Proposal CPCE Exam Scores Student Disposition Assessment
KPI 10 - Students will demonstrate the knowledge and clinical skills necessary to assess, diagnose, conceptualize, and develop evidence-informed treatment plans for clients experiencing a range of mental health concerns, while considering co-occurring disorders, client diversity, crisis needs, and appropriate mental health service delivery. **KPI 11 -** Students will integrate counseling knowledge, clinical skills, ethical practice, and supervision feedback to demonstrate increasing competence in supervised practice.	Key Assignment: Case Conceptualization and Treatment Plan Key Assignment: Master's Thesis/Thesis Presentation Student Disposition Assessments

IV. Remediation Procedures

When concerns arise, the following steps will be taken:

1. Initial Notification
2. Faculty member meets with the student, identifies concerns, reviews relevant ethical standards, and suggests corrective action.
3. Meeting is documented.
4. Ongoing Documentation
5. Faculty member records all meetings, updates the student on continuing concerns, and notes potential consequences.
6. Program Review
7. Program Director consults with CMHC faculty to assess seriousness and consistency of the concern.
8. If applicable, site supervisor feedback is obtained.

Remediation Plan Development

Faculty develop a written remediation plan (Advisement Form 4) with:

- Specific, measurable steps (e.g., supervision meetings, skill practice, assignments)
- Timelines for completion
- Evaluation criteria for success
- Two faculty members present the plan to the student and monitor progress.
- Midpoint Review
- Progress is reviewed at midpoint; adjustments may be made.
- Final Review
- Faculty determine whether remediation has been successfully completed.

V. Retention Criteria

Students are retained in the program when they:

- Maintain academic standards (minimum GPA, satisfactory course completion)
- Demonstrate professional dispositions consistent with ACA/AMHCA ethical codes
- Successfully complete remediation plans when required
- Maintain satisfactory progress in practicum/internship placements

VI. Academic Standing

Students must maintain a minimum cumulative GPA of 3.0 in master's level programs to remain in good academic standing. Academic records are reviewed at the end of each term by the Program Director/Chair or the School of Education and Human Services Dean or Associate Dean. Students not in good academic standing will receive written notification from the program.

VII. Academic Concern Notice

An Academic Concern Notice may be issued to highlight areas of risk related to institutional or program-level policies. The notice outlines the matter that could lead to probation or dismissal. The notice is maintained in the student's permanent file and may be referenced in subsequent academic or non-academic actions.

VIII. Academic Probation

A student is placed on probation when their cumulative GPA falls below 3.0 in master's programs. Students may remain on probation for two consecutive semesters. Students on probation must attend a meeting with the Program Director/Chair and/or Associate Dean to develop or update an individualized Student Success Rebound Plan. Students on probation may be prevented from registering until the plan is completed. Written notification of probation status is provided by the program.

IX. Suspension and Dismissal

A graduate student may be dismissed when:

- They fail to return to good academic standing after probation.
- They remain on probation for multiple semesters without improvement.
- They fail to meet program standards for progression.
- They demonstrate inadequate classroom, field, clinical, or practicum performance.
- They fail to demonstrate essential skills or professional dispositions.
- They violate integrity or student conduct policies.

Students who are dismissed receive written notification and remain financially liable for tuition and fees. Graduate academic dismissal is recorded in the student's permanent file (Registrar, Office of Student Success and Assessment, and the academic program).

X. Appeals

From the Molloy University Graduate Student Catalog: https://molloy.smartcatalogiq.com/en/2025-2026/graduate-catalog/academic-policies-and-procedures/probation-suspension-and-dismissal-policy

Students may appeal probation and dismissal decisions and request reinstatement in writing within ten (10) days of receiving written notice to the School Dean. Students may appeal a dismissal if additional compelling evidence becomes available that was not previously considered. A dismissal appeal is considered initiated when the student first contacts in writing the School Dean, or the Senior Dean for Research, Scholarship, and Graduate Studies, or the Dean of Student Success and Assessment. Generally, dismissal appeals that are not initiated by this deadline will not be considered.

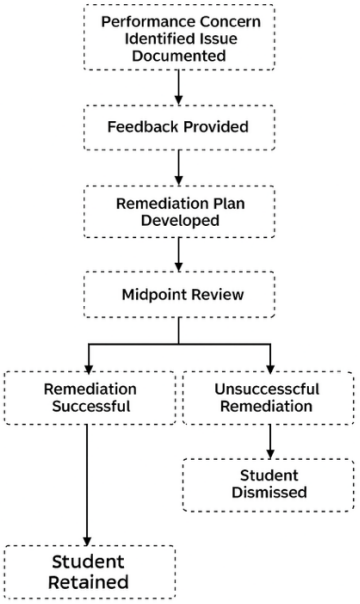
Students appealing a dismissal must first attempt to reach a resolution on the school level. Certain programs of study and academic schools provide process details to follow, and the student should check the student handbook for their program of study or academic school. If a resolution is not reached through the school level process, the student may contact the Office of Student Success and Assessment in Kellenberg Hall, Room K009 or email studentsuccess@molloy.edu.

Graduate academic dismissal is maintained in the student's permanent file in the Office of the Registrar, and the Office of Student Success and Assessment, and the academic program. These may be introduced in subsequent academic and/or non-academic actions involving the student.

XI. Confidentiality

All remediation, probation, suspension, and dismissal documentation will be maintained in accordance with FERPA and University confidentiality policies.

Remediation, Retention, and Dismissal Process Overview:



Related Molloy University Graduate Policies:

1. Grade Appeals: https://molloy.smartcatalogiq.com/en/2025-2026/graduate-catalog/academic-policies-and-procedures/grade-appeals
2. Probation, Suspension, and Dismissal Policy: https://molloy.smartcatalogiq.com/en/2025-2026/graduate-catalog/academic-policies-and-procedures/probation-suspension-and-dismissal-policy
3. Repeating courses: https://molloy.smartcatalogiq.com/en/2025-2026/graduate-catalog/academic-policies-and-procedures/repeating-courses
4. Complaint procedures: https://molloy.smartcatalogiq.com/en/2025-2026/graduate-catalog/academic-policies-and-procedures/complaint-procedures