



COLUMBUS STATE UNIVERSITY

Clinical Mental Health & School Counseling Program Student Handbook



Department of Teacher Education, Leadership, and Counseling

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GRADUATE STUDENT HANDBOOK

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The Department of Teacher Education, Leadership, and Counseling

Clinical Mental Health and School Counseling Program

GRADUATE STUDENT HANDBOOK

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WELCOME

The Faculty and Staff of the Department of Teacher Education, Leadership, and Counseling would like to welcome you to the Clinical Mental Health and School Counseling Program. We hope that your experience as a graduate student will be meaningful and one that will enrich your professional life. Please feel free to reach out to us if you have any questions, concerns, or are encountering any difficulties.

INTRODUCTION

The purpose of this handbook is to provide a detailed explanation of Columbus State University's Clinical Mental Health and School Counseling program. This document is a resource that is best utilized as a supplement to the University Catalog. Each student is expected to be familiar with the material presented in this handbook. Students are also expected to maintain contact with their assigned faculty advisor throughout their enrollment in the program. Although advisors are available to support your progression, it is ultimately the responsibility of the student to see that required deadlines are met, and that course and graduation requirements are fulfilled. This handbook is presented as a means to help the student effectively carry out these responsibilities.

ACCREDITATION

The Clinical Mental Health and School Counseling program currently holds the following accreditations: Commission on Colleges of the Southern Association of Colleges and Schools (SACS), Council for the Accreditation of Educator Preparation (CAEP), and "approved" status with the University System of Georgia Board of Regents. The Clinical Mental Health and School Counseling program is currently nationally accredited with the Commission on Accreditation of Counseling and Related Educational Programs (CACREP).

MISSION STATEMENT

The Clinical Mental Health and School Counseling program's mission is to prepare professional mental health counselors and school counselors who are committed to providing culturally competent counseling services that enhance the mental health and well-being of families, groups, couples, and individuals, including school students across the lifespan, and to advocate on behalf of our clients and our profession. The program is committed to academic and clinical excellence through educating counselors to be leader-practitioners.

The counseling program at Columbus State University is designed to prepare professional counselors to demonstrate the knowledge and experience necessary to be productive contributors to the counseling profession. Faculty members, with many years of practice, research and training, are contributing members of professional counseling organizations and provide direct training and supervision to students. The faculty's primary objective is to serve the students in the program by providing a variety of learning opportunities (i.e. coursework, lectures, experiential activities and direct counseling experiences) that will prepare them to work as professional counselors in a variety of settings. The counseling program serves a diverse student population

and the counseling faculty is committed in assisting students in the development of a strong counseling identity.

PROGRAMS OFFERED

Master of Science in Clinical Mental Health Counseling

The program leading to the M.S. degree in Clinical Mental Health Counseling is designed to prepare professionals to function in a variety of community settings including, but not limited to, mental health centers, community agencies, hospitals, residential treatment centers, correctional institutions, or other helping/human service related capacity. Graduates will be prepared to begin the pursuit toward obtaining state clinical licensure as a Licensed Professional Counselor or Licensed Clinical Mental Health Counselor.

Master of Education in School Counseling

The program leading to the M.Ed. degree in School Counseling is designed to prepare professionals to function in the multi-faceted career of School Counseling. Graduates will be prepared to obtain state certification in School Counseling. Students holding a master's degree in clinical mental health or community counseling who are interested in school counseling, are encouraged to inquire about our Post-Graduate Certification Program in School Counseling.

**** Neither teaching experience nor current teacher certification is required for admission into the school counseling program.***

Clinical Mental Health and School Counseling Program Objectives

1. Demonstrate foundational knowledge of the role and functions of the mental health counselor and/or the school counselor by exhibiting proficiency in counseling skills (i.e. interpersonal relationship development, prevention and intervention techniques, change strategies, advocacy and counseling theories).
2. Demonstrate a strength-based counseling identity that values a developmental, ethical, wellness approach to helping clients enhance their quality of life and demonstrate an understanding of theory and practice across the lifespan with a proficiency in multicultural competence and social justice through increasing self-awareness and respect for human dignity and diversity.
3. Demonstrate a working knowledge of the provision of mental health treatment services (if applicable) in interpersonal relationships, development, and prevention and in assessment, research, evaluation group therapy, program and clinical evaluation, clinical diagnosis, crisis response and treatment outcomes.
4. Demonstrate a working knowledge of the role and functions of the school counselor

(if applicable) through the mastery and application of content knowledge in social/emotional development, career readiness, advocacy for equitable practices, responsive classroom guidance, implementation of a comprehensive school counseling program that promotes wellness, support student needs and promote the academic success for P-12 students.

CACREP COMPETENCY AREAS

For specific course objectives, please refer to the Columbus State University catalog. The broad objectives of degree program involve the student becoming proficient in eight general areas, in order to be adequately prepared to function as a professional counselor. These objectives are fulfilled by the student successfully completing coursework which relates to each of these eight areas prescribed by CACREP:

- (1) Human Growth and Development
- (2) Social and Cultural Diversity
- (3) Counseling and Helping Relationships
- (4) Group Counseling and Group Work
- (5) Career Development
- (6) Assessment and Testing
- (7) Research and Program Evaluation
- (8) Professional Counseling Orientation and Ethical Practice

In addition to the coursework, students are required to complete a 100 hour practicum and a 600 hour internship. Clinical Mental Health counseling students may complete internship requirements over the span of two semesters. School counseling students have the option to complete the internship requirements over two 300 hour segments (to be completed over two semesters) or all 600 hours can be completed in one semester.

ADMISSIONS

All graduate programs at Columbus State University require that students hold a bachelor's or master's degree from a college or university accredited by one of the regional accrediting bodies. Specific admission requirements for each graduate program are included with the description of that program in the section, Graduate Academic Programs.

New applicants must submit a formal application to the Admissions Office along with a \$50, non-refundable, application fee. Georgia residents 62 years of age or older and soldiers serving on active duty are exempt from this fee. Documentation to support the exemption will be

required when the application is submitted. All applicants, with the exception of foreign nationals, must provide Social Security numbers, which can be obtained at any Social Security office (social security numbers are required for institutional purposes only). As required under the University System of Georgia policy, a completed certificate of immunization must be received before enrollment. Forms are available at <http://admissions.columbusstate.edu/forms/>. Specific programs may require additional items such as resume and/or letters of recommendation.

Admission credentials must be filed on or before the deadline date of March 1st to be considered for Fall entry. Please note this deadline may be different than the university deadline. Official consideration is given to an application only after all credentials are received. Ordinarily, application processing requires from three to six weeks. Applicants who wish to delay their date of entry to the University should notify the Admissions Office in writing. After a year has elapsed, a new application, and credentials must be submitted.

The student should consult the University Catalog for requirements and procedures for Graduate admission. This is the first step toward entering the Counseling program. Applicants must complete all requirements for entering graduate studies at Columbus State University. Applicants may apply online.

Requirements for the counseling program involve a second admissions process which includes a completed departmental application, a professional statement, two letters of recommendation, a resume, and a program interview with faculty.

NON-DEGREE STATUS

Under special circumstances, students may be admitted in the Non-Degree category. These students must hold at least a Master's degree in the helping professions and wish to pursue continuing education and further certification. This would include the Post Graduate Certification in School Counseling. For more information, contact the department.

FACULTY ADVISORS

Upon full admission to the counseling program, each student is assigned a Faculty Advisor. The advisor can assist the student with program planning and approval; provide guidance in monitoring the student's progress (though this is primarily the student's responsibility); assist in the preparation and maintenance of a clinical portfolio; approve selection of courses each term; determine readiness for practicum and internship; refer the student to Practicum/Internship Coordinator for approval of sites for practicum and internship; and to approve students for graduation.

Faculty office hours are posted on their respective office doors and they are generally available during these hours for consultation. Due to conflicts with meetings and additional obligations, it is recommended to contact the faculty member individually to schedule appointments, for information in regards to additional availability, and other modes of accessibility for meetings.

REGISTRATION

After completion of the first term of coursework, the student will receive information regarding pre-registration via their CSU student email. It is **strongly advised** that the student pre-register every term. Some courses become filled during pre-registration, and therefore, unavailable by regular registration. All students must consult with their faculty advisor in order to gain approval for the courses selected. **All students with approved practicum applications are pre-registered by the department for practicum and internship courses.**

COURSE LOAD

To be classified as a Full-Time Student, a minimum course load of 9 Semester hours must be taken. To register for more than 12 hours of graduate coursework in a semester, approval must be obtained from an academic advisor. Students enrolled in practicum may take up to two courses concurrently, for a total of 9 Semester hours. During internship, one course may be taken concurrently. Please work closely with your advisor throughout your program of study.

STAFFING EVALUATION

We are committed to assisting our students in any way possible and promoting high quality educational opportunities for all students in the counseling program. As such, evaluation of overall student's performance is continuous throughout participation in the program. This process is designed to support student success and to allow for early intervention. Staffing (or disposition evaluation) meetings are held each semester to review the progress of all counseling program students. Student progress is documented and if necessary, a notification is sent to the student for a disposition meeting. In some cases, follow up meetings with the student's advisor or program coordinator may be required and scheduled.

RETENTION POLICY

Counseling faculty is confident that each student admitted into the program has the potential to be successful in graduate study. Success in course work, clinical practice, case presentations, comprehensive exams, oral exam, and enactment of the core dispositions are examples of student's progress toward completing a degree in the Department of Teacher Education, Leadership, and Counseling. However, ***admission into the counseling program does not guarantee success***. Students are expected to fully commit to continuous development and fully engage in all aspects of the learning environment. This is best demonstrated by showing openness to new experiences and risk taking that is essential to personal growth and professional identity development. The student's advisor plays an integral role in giving feedback, thus cultivating a reflective process that can enhance the academic experience and increase the probability of successful completion of the program.

DISMISSAL POLICY

Counseling faculty members have a professional responsibility to serve as gatekeepers for the counseling profession. Counseling is a discipline that requires active and complex gatekeeping to protect the public welfare of our communities. In particular, gatekeeping refers to the responsibility of all counselors, including counselor educators and counselors in training, to intervene with peers and colleagues who engage in behavior that could threaten the welfare of those receiving counseling services. This responsibility is mandated in the ethical standards of both the American Counseling Association (ACA) and the National Board for Certified Counselors (NBCC) by specifying that counselors must act to rectify the problematic condition through appropriate organizational and professional channels (ACA, 2014, Section F.5.; NBCC, 2005, Section A; McAdams & Foster, 2009).

Faculty and site supervisors systematically discuss and evaluate students' progress in staffing meetings. When impediments are identified that conflict with the expectations of the program, student will be informed verbally and/or in writing.

Impediments may include, but are not limited to:

- Inability to exhibit sound ethical decision-making processes and professional behaviors;
- Inability to interact appropriately and positively with others;
- Inability to treat others with courtesy, respect and open-mindedness;
- Inability to display the ability to work with diverse individuals;
- Inability to accept and use constructive criticism (feedback);
- Inability to demonstrate enthusiasm, confidence, and initiative;
- Inability to demonstrate appropriate self-monitoring and control of emotions and behavior;
- Inability to demonstrate acceptable professional appearance;
- Inability to maintain confidentiality of records, correspondence and conversations;
- Inability to prepare thoroughly and consistently;
- Inability to meet deadlines;
- Inability to exhibit a strict code of honesty related to tests and assignments

Description of the Counseling Disposition form can be found in Appendix IV. If others (i.e., faculty, supervisors, and site supervisors) have made similar observations, the faculty will initiate a meeting with the student to discuss the apparent impediment to progress. Remedies and expected changes will be discussed, agreed upon, and outlined in verbal and/or written form. Students will be given a Professional Development Plan (PDP) that will provide feedback on areas of improvement, establish goals, and dictate a timeline to achieve these objectives. However, in more extreme cases faculty may choose to remove the student from the program without a PDP.

The PDP represents a formal agreement between the Program and student who has been identified as having impediments to their progress as a counselor in training. Upon receipt of the PDP the student will review the plan and provide their signature indicating an understanding of the requirements expected and as agreement to meet the requirements described within. A student

who chooses not to sign the PDP should understand this will cause immediate dismissal from the program and familiarize themselves with the appeals process.

Also, students whose dispositions evaluation, determined by the counseling faculty, falls below expectations (scores of 2 or below on the Counseling Student Disposition Rating Form), may be dropped from a course and/or a program if the welfare of the student's clientele, prospective clientele, or the functioning of a school or agency is, in the judgment of the Counseling faculty, in jeopardy as a result of the student's behavior.

Dismissal of a master's student can be initiated for nonacademic reasons and as a result of but not limited to a student failing to adhere to the criteria established by the Graduate School (See Withdraw or Dismissal in the Graduate Catalog)

Students enrolled in a degree program must maintain a minimum graduate overall grade point average of 3.0 for the masters and specialist degrees and a 3.25 for the Doctor of Education. The overall GPA of 3.0 also applies to undergraduate courses which are required in some graduate programs. Students must be in Good Academic Standing to be eligible for graduation

The American Counseling Association Code of Ethics (2019) requires counselor educators to provide remediation and/or dismissal from counseling programs when "they become aware of limitations that might impede performance" or when students are unable to demonstrate "they can provide competent counseling services to a range of diverse clients (6.f.b.)." As stated above, gatekeeping is an ethical mandate for counselor educators and designed to protect counselors in training and their current and future clients.

Nonacademic concerns that could lead to dismissal include, but are not limited to, academic dishonesty, ethical violations, lack of professional comportment, personal attitudes or value systems that conflict with effective counseling relationships, and personal concerns or psychopathology.

Academic Dishonesty includes, but is not limited to, cheating and plagiarism. For the complete statement on academic dishonesty, please refer to the current CSU Graduate Catalog at <https://academics.columbusstate.edu/catalogs/current/regulations/graduate/index.php#acadmisconduct>. Examples of ethical violations include, but are not limited to, the improper use of technology, failure to secure informed consent, and breach of confidentiality. Lack of professional comportment, includes but is not limited to, a lack of engagement in course requirements, issues within interpersonal relationships with peers, doctoral students and faculty, and inappropriate use of power with clients and other students. The faculty believe the enactment of the core dispositions embodies the values of the counseling profession and deficiencies in these areas could lead to dismissal. All students are encouraged to seek counseling and attend to their mental health. A student's unwillingness to attend to intra- or inter-personal impediments contributing to impairment may lead to dismissal.

APPEALS PROCESS

The following procedures have been established to insure safeguards for those students contesting an assigned grade or charged with alleged violations of institutional or departmental standards on scholarship.

1. The student **must** first meet with faculty member to discuss any alleged violation or grievance in an effort to reconcile differences of viewpoint.
2. If the difference persists, the student must request an informal meeting with the Program Coordinator in a further effort to reconcile differences of viewpoint. Based on the case presented the Program Coordinator will present a plan of action.
3. Should the plan of action not produce satisfactory results or if the student or involved faculty member feels that the matter still has not been resolved, the invested party may request for an informal hearing before the Program Coordinator's Department Chair. The Department Chair will consider information presented by all aforementioned parties to make an informed decision on how to proceed.
4. If a solution is not established the invested party must request an informal hearing before the Dean. The Dean will hear the complaint, consider evidence, or hear witnesses where appropriate and make an administrative decision on the matter. When the Dean is of the opinion that suspension or expulsion from the University is warranted, the case will automatically be referred to the Vice President for Academic Affairs for action by the Student Rights and Responsibilities Committee as outlined in Step
5. Records of the relevant factors in the case should be kept in event a formal written appeal of the decision is made.
6. If the student feels that the decision of the Dean is prejudicial or unreasonable, it may be appealed to the Student Rights and Responsibilities Committee which will conduct a formal hearing. Appeals to the Committee must be filed with the University Provost on the form "Hearing Request for Alleged Academic Violations." These forms are available in the Office of the Provost for Academic Affairs. This appeal must be filed by the aggrieved within 10 days after receiving notification of the Dean's decision.

Upon receiving the request for a formal hearing the University Provost will forward the request to the Assistant Dean of Students for action by the Student Rights and Responsibilities Committee, with a copy to the appropriate Dean. The Students Rights and Responsibilities Committee shall hear the case and make a recommendation on the disposition of the matter in accordance with existing policy and with regard for Due Process provisions for those concerned. Accurate records of the proceedings will be maintained in each case.

Appeals of the action of the Student Rights and Responsibilities Committee are made in writing to the Vice President of Academic Affairs who will review the decision. This appeal must be made in writing within 10 days after receiving notification from the Assistant Dean of Students.

Appeals of a decision of the University Provost are made in writing to the President of the University, who has final local authority. This appeal must be made in writing within 10 days after receiving notification from the Vice President for Academic Affairs.

Appeals of a decision of the President are made in writing to the Board of Regents. Appeals from the decisions of the President of the University shall be made within 10 days. Appeals to the Board of Regents shall be made through the Executive Secretary of the Board and shall recite all reasons for dissatisfaction with the previous decisions. The Board or a committee of the Board shall investigate the matter thoroughly and make its decision there on within 60 days, which shall be final and binding for all purposes.

In the case of dismissal from the program, the student can appeal with the COEHP's graduate council. Appeal forms are available in the counseling office.

ATTENDANCE

The student is expected to exhibit the professional attitude of one who realizes not only the value of the material covered in class, but also the value of interaction with colleagues in the classroom setting. The student is expected to be familiar with the attendance policies described in the University Catalog. It should be noted that the individual instructor may establish individual attendance policies. If a written policy is not provided, the University policy allows a maximum of nine hours of absence without exclusion from a course. If more than nine hours are accumulated, the instructor may exclude the student and assign a grade of W. It is the responsibility of the student to be accountable to the instructor for any absences and to make up work missed.

GRADE REQUIREMENTS

An average grade of B must be maintained on all core courses. If a grade of C is obtained in a core course, the student will be required to retake the course. The student will be allotted two (2) attempts to achieve an A or B in said course. A maximum of two non-core courses (not to exceed 8 semester hours) with a grade of C may apply to the master's degree. A student may be dropped from the counseling program for failure to make satisfactory academic progress. See University catalog for further information.

COURSE SEQUENCING

The student is referred to the University Catalog for a listing and description of the courses required for each respective program. Not all courses are offered each semester, and additional courses may be offered as electives.

There are limitations to the amount of flexibility allowed in the sequence of courses taken during a student's progress in the degree program. This is because there are certain courses that are prerequisite to others or also known as core courses. The core courses are COUN 6115, COUN 6155, COUN 6225, COUN 6175, COUN 6265, COUN 6117, COUN 6785 or COUN 7786 and COUN 6187 for school counselors are prerequisites to practicum and internship and must be completed with a grade of A or B, otherwise it must be repeated. While repeating it, no other courses may be taken.

GRADE OF INCOMPLETE

A grade of I (Incomplete) may be given to indicate that a student was progressing satisfactorily but, for non-academic reasons, was unable to meet the full requirements of the course. The requirements for removal of an "I" are left to the Instructor. If, however, the "I" is not removed within the specific time period as determined by the instructor (from one to two academic terms), the Registrar will change the grade to an "F". A course with an unresolved "I" may not be repeated. A grade of "I" in a course must be resolved with the original instructor and the course must not be repeated until the grade is resolved.

STUDY GROUPS

Students are encouraged to voluntarily form study groups. As a professional counselor, one does not operate in isolation, but as a member of a community of colleagues. The exchange of ideas, the varied viewpoints, the potential networking and referral sources, and the mutual support and encouragement, are as important in the academic setting as they are in the counseling practice. Involvement in such groups while in the degree program prepares the student to move into the professional community with an attitude of collegiality. Study areas are available throughout Frank Brown Hall at The Rankin Den and Dining or on main campus in the University library. Some groups have chosen to meet in the Davidson Student Center; others meet off campus.

COUNSELING EXPERIENCE

All students entering the program must attend a minimum of eight individual counseling sessions. This is a required component of the program (see Practicum/Internship Handbook for form). The CSU Counseling Center offers individual therapy service free of charge, but students are free to choose another agency. Students must keep in mind that they cannot complete Practicum and Internship at the same site that they receive individual services.

COUNSELING SERVICES FOR STUDENTS

The Faculty encourage counseling students to be involved in individual therapy. Not only does this involvement give the student a client's perspective of counseling, but also helps in identifying and working through issues that might impede a student's ability to be an effective counselor.

All Columbus State University students have available to them, on campus, the services of the Columbus State University Counseling Center. The offices are located in the Davidson Student Center. This

counseling service is free of charge (it is included as a part of the activities fees); it is private and confidential. Appointments can be made by calling the Counseling Center's Office. This service is independent of the Counseling Program.

Please note: students using this service will not be allowed to use the Counseling Center as a Practicum/Internship site. Similarly, any site used to meet the individual counseling requirement cannot be used as a practicum site.

PRACTICUM / INTERNSHIP

A total of 700 hours will be spent in practicum and internship, over a period of at least one year. Experiences in practicum and internship are important parts of the student's degree program. It is here that the student has the opportunity to put into practice the skills developed in the classroom. To benefit most from the experience, it is vital to select the most appropriate site. Students are encouraged to begin thinking of possible practicum sites as early as the first semester in the program. Students are required to read the Practicum Handbook and complete the Acknowledgement Statement by the first week of their practicum course. Further, information concerning this practicum application process is available online in the Practicum Handbook

The Practicum/Internship Coordinator should be consulted, and approval acquired, before the student approaches a potential site supervisor regarding the practicum (see Practicum/ Internship manual).

It is the student's responsibility to locate and secure an approved site for practicum and internship. Faculty Advisors may be consulted for suggestions, as well as the faculty member serving as Practicum/Internship Coordinator. Students must complete the application form, course verification form and submit forms to the Practicum Coordinator by the deadline listed on the practicum form. **All students whose practicum applications are approved will be pre-registered by the department.**

Practicum

The practicum experience is typically the first clinical experience for students. This experience is designed to provide the student with the opportunity to demonstrate basic counseling skills in a professional setting under close supervision. Practicum requires 100 hours on site. Forty (40) of the 100 hours of practicum must be **direct client contact hours**. Twenty five percent (25%) or minimum of 10 hours of the direct contact practicum hours should be accumulated in group work. See the Practicum/Internship Handbook for more details. Purchasing professional liability insurance prior to the start of Practicum is **required**. This may be obtained at a very reasonable rate through professional counseling associations (e.g. ACA, LPCA, ASCA, etc.)

Internship

The internship portion of the clinical experience is designed to further the development of the application of practical skills by providing the opportunity for intensive counseling practice while under supervision. Internship requires 600 hours on site. Two-hundred and forty (240) of the 600 hours of internship must

be **direct client contact hours**. Twenty five percent (25%) of the direct contact internship hours should be accumulated in group work. See the Practicum/Internship Handbook for more details.

During the practicum and internship courses, the student will meet regularly with the site supervisor as well as the university supervisor for clinical supervision. Forms for reporting the clinical experience will be made available as you advance through the program. Please refer to the practicum handbook for further details.

EXIT EXAM AND PRACTICUM/INTERNSHIP PORTFOLIO

Students are required to pass an exit exam and submit their practicum/internship portfolio before they can be eligible for graduation. The comprehensive exit exam is offered each semester. In order to be eligible to register for exit exam, students must complete all CACREP courses (see page 3). The student must register for this exam, through normal registration procedures, as if it were a regular course. The course number associated is COUN 6000 (eligible students must pay a \$75 testing fee; this course does not count toward credit requirement). When the student has registered for COUN 6000, they will have access to study material through the course portal. The exit exam date is determined by the course instructor and will be announced at the beginning of each semester. The exit exam may be taken twice and if a successful score is not obtained, the student must take additional coursework, related to the areas of deficiency. The course may be taken at CSU or at another university that offers the equivalent course in a related counseling field.

PROFESSIONAL AFFILIATION

Students are strongly encouraged to become a student member of professional associations (i.e. ACA, American School Counselor Association (ASCA), Licensed Professional Counseling Association of Georgia (LPCAGA) etc.). Membership in professional counseling organizations provides additional educational, training and employment opportunities. Furthermore, members receive free access to research journals of the various professional associations, which provide students with additional opportunities to become familiar with current issues, trends, and innovative research in theory and practice of the counseling profession.

Professional liability insurance is an added benefit for members.

ACA Divisions

There are 18 chartered divisions within the American Counseling Association. These divisions provide leadership, resources and information unique to specialized areas and/or principles of counseling. Previously an ACA division, The American School Counselor Association became an independent professional organization in 2018.

[Association for Assessment in Counseling and Education \(AACE\)](#)

Originally the Association for Measurement and Evaluation in Guidance, AAC was chartered in 1965. The purpose of AAC is to promote the effective use of assessment in the counseling profession.

[Association for Adult Development and Aging \(AADA\)](#)

Chartered in 1986, AADA serves as a focal point for information sharing, professional development, and advocacy related to adult development and aging issues; addresses counseling concerns across the lifespan.

[Association for Creativity in Counseling \(ACC\)](#)

The Association for Creativity in Counseling (ACC) is a forum for counselors, counselor educators, creative arts therapists and counselors in training to explore unique and diverse approaches to counseling. ACC's goal is to promote greater awareness, advocacy, and understanding of diverse and creative approaches to counseling.

[American College Counseling Association \(ACCA\)](#)

ACCA is one of the newest divisions of the American Counseling Association. Chartered in 1991, the focus of ACCA is to foster student development in colleges, universities, and community colleges.

[Association for Counselors and Educators in Government \(ACEG\)](#)

Originally the Military Educators and Counselors Association, ACEG was chartered in 1984. ACEG is dedicated to counseling clients and their families in local, state, and federal government or in military-related agencies.

[Association for Counselor Education and Supervision \(ACES\)](#)

Originally the National Association of Guidance and Counselor Trainers, ACES was a founding association of ACA in 1952. ACES emphasizes the need for quality education and supervision of counselors for all work settings.

[Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling \(ALGBTIC\)](#)

Educates counselors to the unique needs of client identity development; and a non-threatening counseling environment by aiding in the reduction of stereotypical thinking and homophobia.

[Association for Multicultural Counseling and Development \(AMCD\)](#)

Originally the Association of Non-White Concerns in Personnel and Guidance, AMCD was chartered in 1972. AMCD strives to improve cultural, ethnic and racial empathy and understanding by programs to advance and sustain personal growth.

[American Mental Health Counselors Association \(AMHCA\)](#)

Chartered in 1978, AMHCA represents mental health counselors, advocating for client- access to quality services within the health care industry.

[American Rehabilitation Counseling Association \(ARCA\)](#)

ARCA is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with enhancing the development of people with disabilities throughout their life span and in promoting excellence in the rehabilitation counseling profession's practice, research, consultation, and professional development.

[Association for Spiritual, Ethical, and Religious Values in Counseling \(ASERVIC\)](#) Originally the National Catholic Guidance Conference, ASERVIC was chartered in 1974. ASERVIC is devoted to professionals who believe that spiritual, ethical, religious, and other human values are essential to the full development of the person and to the discipline of counseling.

[Association for Specialists in Group Work \(ASGW\)](#)

Chartered in 1973, ASGW provides professional leadership in the field of group work, establishes standards for professional training, and supports research and the dissemination of knowledge.

[Counseling Association for Humanistic Education and Development \(C-AHEAD\)](#) C- AAD, a founding association of ACA in 1952, provides a forum for the exchange of information about humanistically-oriented counseling practices and promotes changes that reflect the growing body of knowledge about humanistic principles applied to human development and potential.

[Counselors for Social Justice \(CSJ\)](#)

CSJ is a community of counselors, counselor educators, graduate students, and school and community leaders who seek equity and an end to oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems.

[International Association of Addictions and Offender Counselors \(IAAOC\)](#)

Originally the Public Offender Counselor Association, IAAOC was chartered in 1972. Members of IAAOC advocate the development of effective counseling and rehabilitation programs for people with substance abuse problems, other addictions, and adult and/or juvenile public offenders.

[International Association of Marriage and Family Counselors \(IAMFC\)](#) Chartered in 1989, IAMFC members help develop healthy family systems through prevention, education, and therapy.

[National Career Development Association \(NCDA\)](#)

Originally the National Vocational Guidance Association, NCDA was one of the founding associations of ACA in 1952. The mission of NCDA is to promote career development for all people across the lifespan through public information, member services, conferences, and publications.

[National Employment Counseling Association \(NECA\)](#)

NECA was originally the National Employment Counselors Association and was chartered in 1966. The commitment of NECA is to offer professional leadership to people who counsel in employment and/or career development settings.

[American School Counselor Association \(ASCA\)](#) –*Not a division of ACA*

Chartered in 1953, ASCA promotes school counseling professionals and interest in activities that affect the personal, educational, and career development of students. ASCA members also work with parents, educators, and community members to provide a positive learning environment.

Through membership in the ACA and ASCA, the student gains awareness of the professional aspects of counseling. Membership and insurance application forms are available in the Department office.

CERTIFICATION AND LICENSURE

The National Board for Certified Counselors (NBCC) offers the National Counselor Examination (NCE), which is one of the requirements to become a National Certified Counselor. The exam may be taken after certain required coursework is completed and prior to graduation. Visit nbcc.org for information.

The Georgia Composite Board of Professional Counselors, Social Workers, and Marriage & Family Therapists oversee the process to become a Licensed Professional Counselor (LPC) in the state. Eligibility includes holding a Master's degree in counseling, three years of post-degree directed experience as a practicing counselor, at least two of which must be directly supervised by a Certified Professional Counselor Supervisor (CPCS). Successful completion of the NCE exam is also required. Upon graduation, students are encouraged to apply to the Licensing Board for the Licensed Associate Professional Counselor to initiate this process. Additional information is available at: <http://www.sos.state.ga.us/ebd-counselors/>. Study guides and home study courses are available to assist in preparation for the NCE.

Prices for these materials range from \$30 to \$300. The Center for Credentialing and Education, Inc. (an affiliate of NBCC) offers one of the most comprehensive study kits, which includes a workbook, audiotapes, CD- ROM, and a full textbook. Further information regarding this kit may be obtained by calling toll free: 877-773-7462. Listed below are three additional companies who may be contacted for details on their study materials. While the Department of Teacher Education, Leadership and Counseling does not endorse these groups, they are representative of those providing study assistance. A minimal study guide is available in the department office for student use.

Association for Advanced Training in the Behavioral Sciences/ 1-800-472-1931 (workshops, home study courses, for NCE and MFT). Andrew A. Helwig, Ph.D./ 303- 466-3191 (workshops and study guide, for NCE). SOAR/ 1-800-SOAR (workshops, home study courses, for NCE). In addition, Dr. Gary Arthur of Georgia State University, offers seminars on NCE preparation. He may be contacted through the University.

CHI SIGMA IOTA

Membership in the Chi Chi Chapter of Chi Sigma Iota (CSI) Counseling Academic and Professional Honor Society is awarded to students who meet academic and professional

dispositions requirements. The purpose of the organization is to promote scholarship, research, professionalism, and excellence in counseling. It also serves to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling. Membership is awarded to students who are enrolled in the master's degree program in counseling and who have maintained a GPA of 3.5 or higher. Contact the CSI Chi Chi Chapter faculty advisor, for more information.

LPCAGA STUDENT ORGANIZATION

The counseling program has established a student chapter of LPCAGA at CSU. Students have the opportunity to join this peer led organization which provides great opportunities to network, attend conferences, serve the community, enhance your resume, and work together with your fellow students to address the issues that are important to you as a future counselor.

PROGRAM ADVISORY COMMITTEE

Program Advisory Committees have been created in order to provide feedback regarding the planning and evaluation for specific programs within the College of Education. The Graduate Clinical Mental Health and School Counseling Program Advisory Committee (GCPAC) is composed of the Graduate Clinical Mental Health and School Counseling Program Coordinator, current graduate students, practicing counselors in the community, and other College of Education employees. The committee meets to assist with curriculum development and related program concerns.

ENDORSEMENT POLICY

A graduate will be endorsed by counseling faculty only for a position or credential for which the graduate has been prepared. Internship site supervisors also are urged to follow this policy. Students in the Counseling Programs are endorsed for licensure when State Licensing forms and official transcripts are sent to the State Licensing Board. In addition, students in the School Counseling program are endorsed for state certification when the endorsement materials are sent from the College of Education and Health Professions Center for Quality Teaching and Learning Office to the Georgia Professional Standards Commission. Beyond this, students may seek the recommendation of professors in the program when they are seeking other credentials or employment. These requests will be addressed on an individual basis relevant to the specific endorsement being sought and the qualifications of the student requesting the endorsement.

Under no circumstances will students be endorsed for employment outside of their area(s) of demonstrated competence. Faculty reserve the right to refuse such requests when they believe they are unfamiliar with the student work and skills or when they have reason to believe the student should not be endorsed for credentials or employment for particular reasons.

LIBRARY RESOURCES

The Columbus State University Library offers numerous resources for remote and in-person use. Students are encouraged to become familiar with the process to access them during the first term in the

program. A handbook is available at the circulation desk and workshops on various services are offered during the term. Notices of these are posted around campus and in the University newspaper, The Saber.

The library provides access to a number of journal indexes. Especially useful are the CD-ROM indexes including PsycLit (for psychology journals), and ERIC (for educational materials). Additionally, through the University's network of computers, the student may access library resources through Peachnet and Galileo, which also serve as gateways to the Internet. Librarians are on hand to guide the student in the use of these resources. Librarians can also conduct a computer search of various topics for a fee. It should be noted that a current student ID is required in order to have access to many of the library's resources.

For materials not available at Columbus State University, the Inter-Library Loan service is provided. While most materials can be provided free of charge, the student is responsible if any fees are incurred.

COMPUTER RESOURCES

Computer Labs are available on campus for the students' use. Various word processors are available on the computers. Hours for the Labs are posted on the door. Computers are also available in the library, and in the Computer Center in the Woodall Building. Students are expected to become efficient in the use the computers, particularly for word processing and research work. Our Web Site is available at: <http://cfl.columbusstate.edu/>. It contains information regarding many aspects of the Counseling programs. In addition, student will receive an email account through the campus UITS. Further, the Columbus State University Library has composed a list of electronic resources that you can use in your research endeavors <https://columbusstate.libguides.com/c.php?g=523892>.

GRADUATION

The student is referred to the University Catalog for requirements and procedures for graduation. Application to graduate must be made through the Registrar's Office at least one semester prior to completion of degree requirements. Actual graduation ceremonies take place each term.

NOTICE of NON-DISCRIMINATION UNDER TITLE IX POLICY MEMORANDUM

POLICY MEMORANDUM

Notice of Non-Discrimination under Title IX

of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.

Title IX prohibits discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. As recipients of federal assistance, Columbus State University is required to comply with Title IX. As such, the institution does not discriminate on the basis of sex in the education programs and activities it operates including admission and employment. Prohibited sex discrimination includes sexual harassment and sexual violence such as sexual assault, stalking, and domestic and dating violence.

Title IX complaint procedures can be found in Columbus State University [Sexual Misconduct Policy](#) for complaints against non-students. Questions about this Notice and Title IX application at Columbus State University, contact the Title IX Coordinator and/or the Department of Education Office of Civil Rights Assistant Secretary, as provided below.

CSU Title IX Coordinator

Lauren Jones McKown, J.D.

Director of Center for Accommodation and Access/Title IX Coordinator

Schuster 110

Columbus, GA 31907

(706) 507-8757

Jones_lauren3@columbusstate.edu

Deputy Title IX Coordinator

Dr. Aaron “Chip” Reese

Associate Vice President of Student Affairs

Student Rec Center 242

Columbus, GA 31907

(706) 507-8652

reese_aaron@columbusstate.edu

Deputy Title IX Coordinator

Shanita L. Pettaway, J.D., Ph.D.

Contracts Manager and Policy Coordinator

Richards Hall 206

Columbus, GA 31907

(706) 507-8904

pettaway_shanita@columbusstate.edu

U.S. Department of Education, Office for Civil Rights, (800) 421-3481 or ocr@ed.gov.

If you wish to fill out a complaint form online with the agency, you may do so at: <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

FACULTY/ADMINISTRATIVE BIOGRAPHICAL INFORMATION

Ms. Lauren Hearn: Counseling Affairs Administrator

Ms. Hearn earned her M.S. in Clinical Mental Health Counseling from Columbus State University. She has been recognized as a Nationally Certified Counselor by the National Board for Certified Counselors. In addition to completing administrative responsibilities for the Counseling Programs, she is in pursuit of her LAPC.

Dr. Stella Michael-Makri: Full Time Associate Professor, Clinical Mental Health and School Counseling Program Coordinator; Practicum/Internship Coordinator

Dr. Stella Michael-Makri completed her doctorate degree in Counselor Education and Supervision at Texas A&M University (CACREP accredited), her master's in Clinical Mental Health Counseling at Texas Woman's University (CACREP accredited), and her bachelor's in Psychology at Kennesaw State University. Dr. Michael-Makri has been teaching traditional, online and hybrid courses since 2007. She has taught at Texas A&M - Commerce, Longwood University (VA), and Clayton State University (GA). She has been a Licensed Professional Counselor in the State of Georgia since 2010 and has worked in various environments, such as schools (providing Play Therapy and group counseling), Juvenile Detention Center (substance abuse groups), hospital (rehabilitation therapist), and clinics providing individual, group, family and couples therapy. Her research interests relate to diversity, supervision, professional development, wellness, grief and bereavement and telemental health counseling. Dr. Michael-Makri is involved in state and national organizations and have presented on a local, state, national, and international level.

Dr. Hanna Lainas: Full Time Assistant Professor of Counseling

Dr. Hanna Lainas received her doctorate degree in Counselor Education and Supervision from University of North Carolina at Charlotte (CACREP accredited), her master's in Clinical Mental Health Counseling from Appalachian State University (CACREP accredited) and her bachelor's in Psychology from Appalachian State University. She is a Nationally Certified Counselor, a Licensed Professional Counselor in Georgia, Texas and North Carolina and has a certificate in Addictions Counseling. Dr. Lainas has over 10 years of clinical experience which includes work as a Program Director for Intensive-in-Home Services and owner of a Private Practice. In her private practice Dr. Lainas specializes in work with adults with trauma and couples. Dr. Lainas consistently presents her clinical and academic work at local, state, national and international conferences. Dr. Lainas has published articles about counselor trainees' wellness, technology addiction, burnout and perfectionism. Her research interests include mindfulness interventions for anxiety; counselor wellness; ethical use of technology; experiential learning and counselor identity development; multicultural competency development; social advocacy. Dr. Lainas designed and lead an International Multicultural Immersion Study Abroad class for counseling trainees that took place in Russia during summers of 2017 and 2018.

Dr. Mariama Cook Sandifer: Full Time Assistant Professor of Counseling

Dr. Mariama Cook Sandifer received her doctorate in Counselor Education and Supervision from the University of Holy Cross (CACREP Accredited) in New Orleans, Louisiana. Prior to her work as a counselor educator, she spent 14 years in the public-school system and is a National

and State Board Certified School Counselor (NCC/NCSC). Dr. Sandifer also holds licensure as a National Board Approved Clinical Supervisor (ACS) and Licensed Professional Counselor in Georgia and Louisiana. Additionally Dr. Sandifer worked in clinical practice and her counseling experience covered a wide array of diverse populations and required targeted strategies to meet their needs. Dr. Sandifer has facilitated several workshops and trainings on school culture and school-community relationships. She has published articles in the areas of school counseling program implementation, post degree supervision of school counselors, counseling interventions, and advocacy for African American students. Her research interests include practical issues of school counselors and supporting marginalized populations.

Dr. Steven Wright: Full Time Assistant Professor of Counseling

Dr. Steven Wright is originally from Alabama and earned his M.Ed. in Clinical Mental Health Counseling and his Ph.D. in Counselor Education and Supervision from Auburn University. Following his training, Dr. Wright spent three years (2017-20) as an Assistant Professor for the University of Bridgeport's Clinical Mental Health Counseling program in Bridgeport, CT. As a counselor, Steven has provided strengths-based services to adult and adolescent populations at local community mental health agencies in both Alabama and Georgia, and to college students in the state of Connecticut. In addition to his teaching and clinical experience, Dr. Wright has had research published on subjects regarding counselor training and supervision practices and is actively involved in presenting research papers at national, regional, and state professional conferences. His current line of research is focused on counselor training, specifically as it relates to multicultural development and effective practice for working with marginalized populations.

APPENDIX

Appendix I: M.S. Clinical Mental Health Counseling Plan of Study – Summer Entry

Appendix II: M.S. Clinical Mental Health Counseling Plan of Study – Fall Entry

Appendix III: M.ED in School Counseling Plan of Study

Appendix IV: Counseling Student Disposition Rating Form

APPENDIX I
M.S. CLINICAL MENTAL HEALTH COUNSELING PROGRAM - Summer Entry
Degree Progress Evaluation Sheet

Department of Teacher Education, Leadership, and Counseling

Area 1 Prerequisite Courses Required for Practicum & Internship Start				
		Semester Required	Term /Yr	Grade
COUN 6225	Counseling Skills I (Pre - requisite for Practicum)	1 st Fall		
COUN 6155	Counseling Theory (Pre - requisite for Practicum)	1 st Fall		
COUN 6175	Cultural Perspectives in Counseling (Pre - requisite for Practicum)	1 st Spring		
COUN 6117	Diagnosis in Counseling (Pre - requisite for Practicum)	1 st Spring		
COUN 6115	Ethics and Professional Issues in Counseling (Pre - requisite for Practicum)	1 st Fall		
COUN 6265	Group Techniques and Procedures (Pre - requisite for Practicum)	1 st Spring		
COUN 6785	Seminar in Clinical Mental Health Counseling (Pre - requisite for Practicum)	1 st Summer		
Area 2 Professional Core				
COUN 6119	Human Growth & Dev	1 st Summer		
COUN 6245	Individual Analysis	2 nd Fall		
COUN 6118	Career Development	2 nd Summer		
COUN 6105	Psyc Aspects of Substance Abuse	1 st Summer		
COUN 7215	Family Therapy Process/Practice	2 nd Fall		
COUN 7225	Crisis Intervention	2 nd Spring		
COUN 6110	Research Methods and Design in Counseling	2 nd Summer		
COUN 7165	Counseling Children	2 nd Fall		
COUN 6405	Applied Practice in Clinical Mental Health Counseling	2 nd Summer		
COUN 6698**	Internship in Clinical Mental Health Counseling	2 nd Fall / 2 nd Spring		
COUN 6000	Portfolio/Exit Exam			

Area 3 Electives (choose two)		Semester Offered		
COUN 6555	Selected Topics in Counseling: Grief and Bereavement	Fall		
COUN 6555	Selected Topics in Counseling: Trauma in Counseling	Spring		
COUN 6555	Selected Topics in Counseling: Counseling Exceptional Students	Summer		
COUN 6899	Independent Study	Upon Request		
COUN 6255	Play Therapy	Spring		
COUN 7188	Principles Practices Sex Therapy			
COUN 6185	Gender Issues in Counseling	Summer		
COUN 7275	Adv Tech in Marriage/Family Therapy	Upon Faculty Availability		

Total of 60 semester hours **COUN6698 taken twice (Internship I and II)

APPENDIX II
M. S. CLINICAL MENTAL HEALTH COUNSELING PROGRAM - Fall Entry
Degree Progress Evaluation Sheet

Department of Teacher Education, Leadership, and Counseling

Area 1 Prerequisite Courses Required for Practicum & Internship Start				
		Semester Required	Term /Yr	Grade
COUN 6225	Counseling Skills I <i>(Pre - requisite for Practicum)</i>	1 st Fall		
COUN 6155	Counseling Theory <i>(Pre - requisite for Practicum)</i>	1 st Fall		
COUN 6175	Cultural Perspectives in Counseling <i>(Pre - requisite for Practicum)</i>	1 st Spring		
COUN 6117	Diagnosis in Counseling <i>(Pre - requisite for Practicum)</i>	1 st Spring		
COUN 6115	Ethics and Professional Issues in Counseling <i>(Pre - requisite for Practicum)</i>	1 st Fall		
COUN 6265	Group Techniques and Procedures <i>(Pre - requisite for Practicum)</i>	1 st Spring		
COUN 6785	Seminar in Clinical Mental Health Counseling <i>(Pre - requisite for Practicum)</i>	1 st Spring		
Area 2 Professional Core				
COUN 6119	Human Growth & Dev	1 st Summer		
COUN 6245	Individual Analysis	2 nd Fall		
COUN 6118	Career Development	2 nd Summer		
COUN 6105	Psyc Aspects of Substance Abuse	1 st Summer		
COUN 7215	Family Therapy Process/Practice	2 nd Fall		
COUN 7225	Crisis Intervention	2 nd Spring		
COUN 6110	Research Methods and Design in Counseling	2 nd Summer		
COUN 7165	Counseling Children	2 nd Fall		
COUN 6405	Applied Practice in Clinical Mental Health Counseling	1 st Summer		
COUN 6698**	Internship in Clinical Mental Health Counseling	2 nd Fall / 2 nd Spring		
COUN 6000	Portfolio/Exit Exam			

Area 3 Electives (choose two)		Semester Offered		
COUN 6555	Selected Topics in Counseling: Grief and Bereavement	Fall		
COUN 6555	Selected Topics in Counseling: Trauma in Counseling	Spring		
COUN 6555	Selected Topics in Counseling: Counseling Exceptional Students	Summer		
COUN 6899	Independent Study	Upon Request		
COUN 6255	Play Therapy	Spring		
COUN 7188	Principles Practices Sex Therapy	Summer		
COUN 6185	Gender Issues in Counseling	Summer		
COUN 7275	Adv Tech in Marriage/Family Therapy	Upon Faculty Availability		

Total of 60 semester hours

**COUN6698 taken twice (Internship I and II)

APPENDIX III
M.Ed. SCHOOL COUNSELING PROGRAM
Degree Progress Evaluation Sheet

Department of Teacher Education, Leadership, and Counseling

Area 1 Professional Core Required Hours: 30				
		Semester Required	Term /Yr	Grade
COUN 6225	Counseling Skills I <i>(Pre - requisite for Practicum)</i>	1 st Fall		
COUN 6155	Counseling Theory <i>(Pre - requisite for Practicum)</i>	1 st Fall		
COUN 6175	Cultural Perspectives in Counseling <i>(Pre - requisite for Practicum)</i>	1 st Spring		
COUN 6117	Diagnosis in Counseling <i>(Pre - requisite for Practicum)</i>	1 st Spring		
COUN 6115	Ethics and Professional Issues in Counseling <i>(Pre - requisite for Practicum)</i>	1 st Fall		
COUN 6265	Group Techniques and Procedures <i>(Pre - requisite for Practicum)</i>	1 st Spring		
COUN 6245	Individual Analysis	2 nd Fall		
COUN 6110	Research Methods and Design in Counseling	1 st Summer		
COUN 6118	Career Development	1 st Summer		
COUN 6119	Human Growth & Dev	1 st Summer		
COUN 6000	Portfolio/Exit Exam			
Area 2 Concentration Required Hours: 22				
COUN 7786	Seminar in School Counseling <i>(Pre - requisite for Practicum)</i>	1 st Summer or 1 st Spring		
COUN 7165	Counseling Children	2 nd Fall		
COUN 6187	School Counseling Services <i>(Must be taken prior to Practicum)</i>	1 st Fall		
EDUF 6795	Collaboration for School/ Student Improvement	Every Semester		
COUN 6255	Play Therapy	2 nd Spring		
COUN 6415	Applied Practice in School Counseling	2 nd Fall		
COUN 6697**	Internship in School Counseling	2 nd Spring and/ or 3 rd Fall		

Area 3 Electives Required Hours: 9		Semester Offered		
COUN 6555	Selected Topics in Counseling: Grief and Bereavement	Fall		
COUN 6555	Selected Topics in Counseling: Trauma in Counseling	Spring		
COUN 6555	Selected Topics in Counseling: Counseling Exceptional Students	Summer		
COUN 6899	Independent Study	Upon Request		
COUN 7188	Principles Practices Sex Therapy	Summer		
COUN 6185	Gender Issues in Counseling	Summer		
COUN 7275	Adv Tech in Marriage/Family Therapy	Upon Faculty Availability		

Total of 61 semester hours **EDCI 6228 is required to meet the Special Education requirement**

****COUN6697 taken twice (Internship I and II)**

APPENDIX IV: Counseling Student Disposition Rating Form

Student: _____ Major: _____

Date: _____

Is a conference needed? _____ Yes _____ No _____ If yes, who should be involved: _____

Instructions: For each competency, circle the number that describes the counseling candidate's level of performance. Please refer to the **Rubric for the Evaluation of Dispositions** for specific elements for each level of performance. The following descriptions apply:

1 – Below Expectations 3 – Meets Expectations 5 – Exceeds Expectations N/A – Not Applicable

DISPOSITION	RATING					
Exhibits sound ethical decision-making processes and professional behaviors	1	2	3	4	5	NA
Interacts appropriately and positively with others	1	2	3	4	5	NA
Treats others with courtesy, respect and open-mindedness	1	2	3	4	5	NA
Displays the ability to work with diverse individuals	1	2	3	4	5	NA
Displays maturity and independence by following appropriate protocol when seeking solutions to problems	1	2	3	4	5	NA
Accepts and uses constructive criticism (feedback)	1	2	3	4	5	NA
Demonstrates enthusiasm, confidence, and initiative	1	2	3	4	5	NA
Demonstrates appropriate self-monitoring and control of emotions and behavior	1	2	3	4	5	NA
Demonstrates acceptable professional appearance	1	2	3	4	5	NA
Maintains confidentiality of records, correspondence and conversations	1	2	3	4	5	NA
Prepares thoroughly and consistently	1	2	3	4	5	NA
Meets deadlines	1	2	3	4	5	NA
Exhibits a strict code of honesty related to tests and assignments	1	2	3	4	5	NA
Comments (Required for any dispositions rated lower than "3"):						

Faculty Member(s) Signature(s)

Date

Rubric for the Evaluation of Dispositions for Counselor Candidates

Disposition	Below Expectations	Meets Expectations	Exceeds Expectations
Exhibits sound ethical decision-making processes and professional behaviors.	Displays poor ethical decision-making processes and professional behaviors.	Displays sound ethical decision-making processes and professional behaviors.	Models exceptional ethical decision-making processes and professional behaviors.
Interacts appropriately and positively with others.	Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate.	Interactions with peers, colleagues, or authority figures are appropriate and positive.	Interactions with peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions.
Treats others with courtesy, respect and open-mindedness.	At times treats others rudely and with disrespect. Words or actions are insulting or show contempt for others	Treats others with courtesy and respect. Words and actions are polite and professional.	Treats others with courtesy, respect and open-mindedness. Listens to and shows interest in the ideas and opinions of others.
Displays the ability to work with diverse individuals.	Communicates an inability or unwillingness to work with clients.	Works harmoniously and effectively with diverse individuals.	Displays the ability to work with diverse individuals and may seek opportunities to include or show appreciation for those excluded.
Displays maturity and independence by following appropriate protocol when seeking solutions to problems.	Enlists participation of appropriate other individuals to seek solutions; fails to identify the appropriate personnel with whom to address the problem; focuses on blaming others rather than seeking solutions.	If unable to resolve problem independently, enlists the help of appropriate others to assist; follows through with that person to seek a resolution; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.	Seeks solutions independently and/or identifies the appropriate party who can assist; addresses the problem with the appropriate person and is prepared with any necessary documentation; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.

Disposition	Below Expectations	Meets Expectations	Exceeds Expectations
Accepts and uses constructive criticism (feedback).	Is not receptive to constructive comments and shows no sign of implementing change.	Is receptive to constructive comments and implements changes.	Is receptive to constructive comments, implements changes, and seeks feedback from others.
Demonstrates enthusiasm, confidence, and initiative.	Lacks enthusiasm and confidence and does not take initiative.	Exhibits enthusiasm and confidence and takes initiative.	Is enthusiastic, confident, and takes initiative beyond what is expected.
Demonstrates appropriate self-monitoring and control of emotions and behavior.	At times visibly demonstrates a lack of emotional control; may become upset, use put-downs or display anger.	Models appropriate emotional and behavioral responses.	Models appropriate emotional and behavioral responses in difficult situations.
Demonstrates acceptable professional appearance.	Appearance, attire and/or hygiene are often inappropriate.	Appearance, attire, and hygiene are appropriate.	Is a role model of professionalism through personal appearance, attire, and hygiene.
Maintains confidentiality of records, correspondence and conversations.	Does not maintain confidentiality of records; does not respect confidentiality of professional correspondence or conversations.	Maintains confidentiality of records and of professional correspondence and conversations; refrains from gossiping.	Maintains confidentiality of records and of professional correspondence and conversations, and does not tolerate gossiping or abuses of confidentiality by others.
Prepares thoroughly and consistently.	Seldom displays thorough preparation	Consistently displays thorough preparation	Always displays thorough preparation and goes beyond required criteria.
Meets deadlines.	Does not consistently abide by deadlines for assignments, including projects and presentations.	Consistently abides by deadlines for assignments, including projects and presentations.	Always abides by deadlines for assignments including projects and presentations.
Exhibits a strict code of honesty related to tests and assignments.	Has knowingly plagiarized, cheated on a test, copied another's work or allowed someone to copy.	Consistently demonstrates behaviors that exemplify honesty and integrity. Documents thoroughly.	Always demonstrates behaviors that exemplify honesty and integrity. Documents thoroughly.