

**Student Handbook  
Department of Counselor Education**

**Clinical Counseling**

**EMPORIA STATE  
UNIVERSITY**

**08.01.17**

## Table of Contents

Table of Contents .....	2
Introduction.....	4
<i>What is a Clinical Counselor?</i> .....	4
<i>How stable is a career in mental health counseling?</i> .....	4
<i>I'm not in it for the money, but...</i> .....	4
<i>What will I be able to do?</i> .....	4
<i>Where can I practice?</i> .....	5
<i>Why Emporia State University?</i> .....	5
Mission Statement.....	5
<i>Objectives</i> .....	5
Learning Outcomes .....	5
Professional Organizations .....	7
Required Coursework .....	8
CC Grading Policy .....	9
Program of Study .....	9
<i>Begin Course Sequence</i> .....	9
Pathway to Graduation.....	9
<i>Apply to the Program</i> .....	9
<i>Apply for Financial Assistance</i> .....	9
<i>Scholarships</i> .....	9
Scholarships .....	10
<i>Graduate Assistantships</i> .....	10
<i>Financial Aid</i> .....	10
<i>Complete New Student Orientation and Learning Contract</i> .....	10
<i>Complete Degree Candidacy and Degree Plan Forms with Advisor</i> .....	11
<i>Complete Degree Plan</i> .....	11
<i>Apply for Practicum</i> .....	11
<i>Student Liability Insurance</i> .....	12
<i>Complete Practicum</i> .....	12
<i>Apply for Internship</i> .....	13

<i>Apply for Gradation</i> .....	13
<i>Complete Internship</i> .....	<b>Error! Bookmark not defined.</b>
<i>Complete Comprehensive Examinations</i> .....	13
<i>Complete the National Counselors Examination</i> .....	14
<i>Apply for Licensure</i> .....	14
<i>Complete all Required Courses on Degree Plan</i> .....	15
<i>Graduate!</i> .....	15
Licensure.....	15
<i>Guide for filling out Licensure Application</i> .....	15
Student Review, Remediation, and Retention Process .....	16
<i>Decision Points and Evaluation Process</i> .....	17
Appeals & Grievances Procedure .....	19
<i>Academic Appeals Policy</i> .....	19
<i>Counselor Education Student Protocol for Conflict resolution</i> .....	20
Endorsement Policy .....	21
Doctoral Studies.....	22
Professional Conduct .....	22
Self-Care and Student Wellness.....	22
Academic Dishonesty Policy .....	22
Student Accommodations .....	23
Credit Hour Policy .....	23
Appendix A: CCS-r.....	24
Appendix B: Performance Contract.....	26
Appendix C: Application for Degree Candidacy .....	28
Appendix D: Student Learning Contract.....	30

## **Introduction**

Thank you for your interest in the Clinical Counseling (CC) program at Emporia State University. It is an exciting time to be a counselor given the recent growth of the profession, continued expansion of practice privileges, and the ever-growing opportunities to advocate for those we serve. This handbook is designed to help guide you toward completion of the Master of Science in Clinical Counseling degree. Included in this handbook is an overview of the counseling profession; the CC program at ESU; and a pathway to graduation. Although we work diligently to update this document, information may change, and it is important for you to check the sources included throughout this document in order to ensure their accuracy. Enjoy your review of this Student Handbook, and please contact any of the faculty with questions you might have.

### ***What is a Clinical Counselor?***

According to 20/20: A Vision for the Future of Counseling, the delegates comprised of 31 counseling organizations agreed upon a unified definition of counseling: Professional counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals ([www.counseling.org](http://www.counseling.org)).

### ***How stable is a career in mental health counseling?***

The Bureau of Labor Statistics (BLS, 2012-2013) reported that the need for mental health counselors was expected to grow faster than average from 2010 to 2020 at a pace of 36% nationally and 38% in the state of Kansas. Mental health counselors are now licensed by all 50 states, the District of Columbia, and Puerto Rico. This growth is expected to increase as the profession increases its advocacy efforts to obtain Medicare reimbursement and full access to the Veteran's Administration training programs and treatment facilities as well as the training of mental health counselors worldwide.

### ***I'm not in it for the money, but...***

Although wage data regarding all mental health counselors is unavailable and varies depending upon area of specialty and work setting, the Bureau of Labor Statistics (BLS, 2012-2013) provides general data regarding the annual salary ranges for mental health counselors. In 2012, the median annual salary for mental health counselors in the United States was \$40,080 with a range of \$25,400 to \$66,600. In Kansas, the annual salary of mental health counselors ranged from \$26,500 to \$53,100 with a median of \$36,900.

According to a study conducted by Psychotherapy Finances (as cited by the American Mental Health Counselors Association, 2013), the median cost per session for clinical mental health counselors was \$63, compared to a median cost of \$75 for psychologists, and \$60 for clinical social workers and marriage and family therapists.

### ***What will I be able to do?***

Although practice privileges of mental health counselors vary from state to state, nationalized training standards allow mental health counselors to provide a full range of services including: assessment and diagnosis of mental disorders according to the current edition of the *DSM* and *ICD*; individual, group, and family counseling

and psychotherapy; treatment planning and utilization review; creating and facilitating psycho-educational and prevention programs; crisis management; and consultation.

### ***Where can I practice?***

Clinical counselors practice in a variety of settings with diverse populations. They can be specialist or generalist practitioners in private practice, community agencies, managed behavioral health care organizations, integrated delivery systems, hospitals, employee assistance programs, and substance abuse treatment centers.

### ***Why Emporia State University?***

The CC program has a long tradition of leadership and excellence within the counseling profession. We are at the forefront of meeting the future challenges in the mental health counseling profession as well as satisfying the criteria for national certification and mandatory state licensure. The CC program was the first mental health program in Kansas accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and is currently one of only three CACREP accredited clinical mental health programs in Kansas. The CACREP Standards (2016) are commonly recognized as the approved educational standards for state licensure boards, government agencies, and third-party payer sources across the nation. In fact, some states require graduation from a CACREP accredited program in order to be licensed as a mental health counselor while others provide faster pathways to licensure with a degree from a CACREP accredited program. Please visit [www.cacrep.org](http://www.cacrep.org) for additional information regarding the benefits of accreditation. Additionally, students enrolled in the CC program will have the opportunity to take courses with students from various programs including school counseling, rehabilitation counseling, and art therapy counseling.

## **Mission Statement**

The mission of the Clinical Counseling Program at Emporia State University is to develop competent, compassionate counselors. Our program is holistic in focus, with an array of courses that expose students to the theoretical, ethical and legal, and multicultural components of the counseling profession. We stress the importance of the counselor-client relationship in coursework and practice.

### ***Objectives***

The goal of the clinical counseling program at ESU is to actively recruit motivated students from diverse backgrounds who have a high aptitude for ethical and effective careers as leaders in the counseling field. This program aims to use evidence based practices to prepare lifelong learners who appreciate varied experiences, practice self-reflection, critical thinking, and promote the wellness of all individuals and systems.

## **Learning Outcomes**

The learning outcomes of the Clinical Counseling program align with the most recent standards of the CACREP 2016 Standards:

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling. Counselor education programs with a specialty area in clinical mental health counseling must document where each of the lettered standards listed below is covered in the curriculum.

## 1. FOUNDATIONS

Students will learn about:

- a. the history and development of clinical mental health counseling
- b. theories and models related to clinical mental health counseling
- c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders
- e. psychological tests and assessments specific to clinical mental health counseling

## 2. CONTEXTUAL DIMENSIONS

Students will develop a basic understanding and become familiar with:

- a. roles and settings of clinical mental health counselors
- b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)
- e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
- f. impact of crisis and trauma on individuals with mental health diagnoses
- g. impact of biological and neurological mechanisms on mental health
- h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
- i. legislation and government policy relevant to clinical mental health counseling
- j. cultural factors relevant to clinical mental health counseling

- k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
- l. legal and ethical considerations specific to clinical mental health counseling
- m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

### 3. PRACTICE

Students will develop knowledge, skills, and be able to apply the following:

- a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues
- f.

### **Professional Organizations**

While enrolled in the clinical counseling program, students are encouraged to explore the benefits of membership and service through professional counseling and service organizations. The faculty at ESU remain active in professional counseling organizations at the state, regional, national, and international levels, and provide opportunities for students to participate through membership, service, leadership, and scholarship. Student membership in these professional organizations includes reduced-cost liability insurance coverage, access to professional publications, journals, and newsletters; award and grant eligibility; networking for future employment and academic pursuits; access to member's only resources; current information regarding professional advocacy issues; and discounted conference registration rates. Past organizations that students and faculty have been involved with include the American Mental Health Counselors Association (AMHCA; [www.amhca.org](http://www.amhca.org)), the American Counseling Association (ACA; [www.counseling.org](http://www.counseling.org)), Kansas Mental Health Counselors Association, Kansas Counseling Association, Association for Specialists in Group Work, National Association of Cognitive Behavioral Therapists, and many others. Please visit the website links as provided to find the professional organizations that align best with your interests and consider the benefits of membership.

## Required Coursework

The CC program at ESU requires a minimum of 60 credit hours of coursework in counseling related courses to graduate from the program. The CC Program follows the ESU Graduate School Policy. This Policy Handbook, addresses transfer of graduate-level credit hours in the following way:

*Graduate credit earned in regionally accredited institutions may be transferred for credit toward the Master's, Specialist in Education, or Ph.D. degrees subject to the following conditions:*

- 1) *No more than nine (9) semester hours of credit may be transferred into an ESU program requiring fewer than 40 hours of graduate coursework, or fifteen (15) into an ESU program requiring 40 or more hours of graduate coursework. Individual programs may reduce this limit at their discretion.*
- 2) *A grade of B- or higher must have been earned in all such transfer credit.*
- 3) *Official transcripts of all transfer work must be on file in the Graduate School prior to submitting degree plans. Courses must be current or within 7 years timeframe.*
- 4) *Transfer courses must be approved by the chair of the major department and the Dean of the Graduate School and Distance Education.*
- 5) *The transfer credit must be applicable toward a graduate degree at the university at which the course work was taken.*

*Students who have completed graduate level course work at accredited international universities must submit their transcripts to an approved foreign credential evaluation service which is a member of the National Association of Credential Evaluation Services. Students with questions should consult with the Office of International Education, Registration Office, or the Graduate School. All of the usual criteria for transfer credits apply (approved by Graduate Council March, 2005).*

Eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates from CACREP accredited programs (CACREP, 2015). These common core areas are used as the foundation for all educational activities. Students will have the opportunity to enroll in courses that include the following content areas as well as electives that align with their future career interests:

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE:
2. SOCIAL AND CULTURAL DIVERSITY
3. HUMAN GROWTH AND DEVELOPMENT
4. CAREER DEVELOPMENT
5. COUNSELING AND HELPING RELATIONSHIPS
6. GROUP COUNSELING AND GROUP WORK
7. ASSESSMENT AND TESTING
8. RESEARCH AND PROGRAM EVALUATION

## CC Grading Policy

In order to graduate, a student cannot earn any grade below a C in courses on their program of study. Any course where a C+ or below is earned must be retaken and a grade of B or better must be earned. You may only earn two grades of a C+ or below throughout the course of the program. If a third grade of a C+ or below is earned throughout your program of study, the option to retake courses will not be granted and you will be dismissed from the program.

## Program of Study

### *Begin Course Sequence*

The Clinical Counseling program includes a logical and developmental course sequence for both full-time and part-time students. The course sequence guides your program of study and degree plan. Students are encouraged to begin their course work with several foundations courses, which serve as pre-requisites for Practicum coursework.

- |   |           |
|---|-----------|
| → CE 833: Diagnosis and Treatment of Mental Disorders | 3 credits |
| → CE 893: Ethical/Professional and Legal Issues       | 3 credits |
| → CE 810: Pre-Practicum—Counseling Skills Development | 2 credits |
| → CE 825: Counseling Theories                         | 3 credit  |

## Pathway to Graduation

The following is a list of several steps required to successfully complete your Master of Science Degree in Clinical Counseling and begin a fruitful career as a Mental Health Counselor. Consider using this as a checklist as you progress throughout the program.

### *Apply to the Program*

The application to the Counselor Education Department at ESU can be found at <http://www.emporia.edu/ce/application-procedures-.html>. If accepted to the program, students will need to complete the following:

### *Apply for Financial Assistance*

Financial Assistance is available in many forms including scholarships, assistantships, and traditional financial aid.

### *Scholarships*

Scholarships are available through the ESU Graduate School as well as the Department of Counselor Education. Be sure to read the scholarship applications thoroughly and submit all required documents (e.g. references, transcripts, etc.) Examples of Scholarships awarded by the Graduate School include:

Scholarship Name	Application Form	Approximate Due date
Boylan Scholar Award	Boylan Application	Early March
Robert Grover Graduate Scholarship	Grover Application	Mid November
New Graduate Student Scholarship (Spring)	New Graduate Student Scholarship	Mid November
New Graduate Student Scholarship (Summer)	New Graduate Student Scholarship	Early May
McNair Scholarship	McNair Application	Late June
Scholar's Circle Funding Request	Scholar's Circle Request	Late February
Forensic Science Scholarship	Forensic Form	Mid April

Department of Counselor Education Scholarships are below. Typically, applications for the following scholarships are due in February and awards are announced in late March for the following academic year.

- Baker-Karst-Kuehn Scholarship
- Lloyd A. Stone Scholarship
- Harry JU. And Helen Rude Waters Scholarship
- Deanna J. Hawes Scholarship
- Nancy Knapp Memorial Scholarship
- Michael A. Coughenour Scholarship
- Lorraine Walker and Sabrina Ware Scholarship
- Berta I. Miller Disability Education Fund

For more information, contact the CE Administrative Assistant, Carleen Dvorak at 620-341-5220 or by email at [cdvorak@emporia.edu](mailto:cdvorak@emporia.edu), further information is also available at <http://www.emporia.edu/teach/ce/scholarships.html>

### ***Graduate Assistantships***

Graduate Assistantships vary from year to year in the Department of Counselor Education. However, graduate assistantships are available throughout campus and are coordinated by the graduate college. Please contact Jan Gerstner in the Graduate Office at [jgerstn1@emporia.edu](mailto:jgerstn1@emporia.edu)

### ***Financial Aid***

Financial Aid can be obtained to further your education at the graduate level. For the most updated information on Financial Aid resources, please refer to <http://www.emporia.edu/finaid/graduates/>

### ***Complete New Student Orientation and Learning Contract***

At the beginning of each semester, new students are provided with a new student orientation along with the student handbook. Students are required to review the Student Handbook prior to their first meeting with their

academic advisor and sign the learning contract. This document will then be placed in your permanent student file. The Learning Contract is included in this handbook (Appendix D). The signed contract provides evidence of students' understanding of expectations in the Clinical Counseling program.

### ***Clinical Training Manager***

The Department of Counselor Education is pleased to be implementing Clinical Training Manager (CTM), an electronic system by which students can better prepare for future employment by actively training with electronic health care records. Your student account and financial aid will be automatically charged during your first semester of enrollment in the Clinical Counseling program.

Clinical Training Manager will allow students to:

- Search for approved sites that complement your professional interests and personal strengths
- Apply for and confirm your site placements online
- Track your hours toward graduation and licensure
- Run weekly time tracking reports for your site supervisors to sign
- Automate the process for submitting site evaluations and other program assessments

### ***Complete Degree Candidacy and Degree Plan Forms with Advisor***

Degree Candidacy is granted once the degree plan has been submitted to the Graduate School. Candidacy represents the completion of the following criteria:

- The student has met the entrance and/or candidacy requirements of the major department and the results must be on file in the Graduate School. Any probationary/conditional requirements at admission must have been completed and must be on file in the Graduate Office.
- The student must have an approved degree plan on file in the Graduate School
- The student must have successfully completed a minimum of 8 hours of course work on the graduate program of study earning a minimum grade of B-.

### ***Complete Degree Plan***

During your first semester of courses following admission to the Clinical Counseling program, you and your advisor meet to complete a degree plan. This plan must be signed by your advisor, department chair, and approved by the Dean of the Graduate School and Distance Education. The degree plan needs to be submitted and approved by the aforementioned prior to completion of 30 credit hours.

### ***Apply for Practicum***

Professional practice is a hallmark of many counselor preparation programs and the CC program at ESU provides students with a unique experience to provide supervised counseling services to members of the community. In order to do so, students must apply for practicum and complete an interview with the Clinic Director, during the semester prior to their enrollment in Practicum. The application deadlines are below:

July 1	Fall Semester
November 1	Spring Semester
April 1	Summer Session

Before beginning practicum, students are required to successfully complete the required pre-requisites and pass the required decision points of evaluation.

Prior to Practicum the student must have completed the following courses:

- CE 810: Pre-Practicum—Counseling Skills Development
- CE 833: Diagnosis and Treatment of Mental Disorders
- CE 825: Counseling Theories
- CE 893: Ethical/Professional and Legal Issues

If not previously taken, the student **MUST** be enrolled in CE 830: Group Processes in Counseling, and CE 802: Foundations of Professional Counseling concurrently with the practicum.

### ***Student Liability Insurance***

Students must also obtain student liability insurance prior to applying for practicum. Insurance can be obtained from various vendors and several professional organizations provide student liability insurance along with membership to the organization. Some resources to review are as follows:

- <http://locktonmedicalliabilityinsurance.com/nbcc/>
- <https://www.counseling.org/membership/aca-and-you/students>
- [www.cphins.com/](http://www.cphins.com/)

### ***Complete Practicum***

The CC program at ESU provides unique opportunities for professional practice beginning at the practicum level and continuing until graduation. The semester prior to when a student desires to take Practicum, students should meet with the Practicum/Internship Coordinator to discuss their practicum plans. Practicums will take place at approved counseling sites in the community. A list of practicum/internship sites will be provided to students, but students are still allowed to seek out other options. Once a site is found, students will submit the required document to begin their Practicum coursework. Students are required to record their sessions with audio devices that can then be reviewed with their supervisor to develop and improve their counseling skills. Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a 10-week to 16-week academic term. Each students' practicum will include all of the following:

- At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills;
- Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract;
- An average of 1 ½ hours per week of group supervision is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor;

- The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients; and,
- Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the Practicum.

The Clinical Counseling, Field Experience manual can be found on the Clinical Counseling web-site or you may obtain a copy from your academic advisor.

### ***Complete Internship***

After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. During the Practicum course, students should meet with the Practicum/Internship Coordinator to discuss their internship plans especially if they would like to intern at a new site or add an additional internship site.

- Internship students complete at least 240 clock hours of direct service.
- Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.
- Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.
- 1 credit of internship = 100 hours (40 direct, 60 indirect)

### ***Apply for Gradation***

The semester prior to your anticipated graduate date, you are required to submit the Intent to Graduate Form to the Graduate School. Once this form is received and processed by the Graduate School, you will be notified at your official ESU email address that it has been received and processed. Deadlines for receipt of the Intent to Graduate are as follows:

Spring graduates – November 1 of the preceding Fall semester.

Summer graduates-March 1 of the preceding Spring semester.

Fall graduates – July 1 of the preceding Summer semester.

The [Intent to Graduate Form](http://www.emporia.edu/grad/graduating-students/degree-completion-checklist.html) may be completed and submitted online at <http://www.emporia.edu/grad/graduating-students/degree-completion-checklist.html>

### ***Complete Comprehensive Examinations***

The comprehensive exam at ESU is a computer based-exam constructed to emulate the National Counselor Exam (NCE). Students commonly take the NCE during their last semester of enrollment in the program. The date and time of this exam is scheduled during the Internship course to accommodate students' schedules.

### ***Complete the National Counselors Examination***

During students' final semester prior to graduation, they will take the NCE and apply for licensure in Kansas if they so choose. If students will be moving to another state, they will need to meet with their advisor's to determine the appropriate actions. Information related to the licensure process in each state is available through the AMHCA at <https://www.amhca.org/about/related.aspx>.

Students take a computer based exam at one of the computer-based testing centers located throughout the state (<http://www.nbcc.org/directory/KS>) or at the ESU testing center in Visser Hall in their last semester of enrollment in the program.

### ***Apply for Licensure***

A former graduate of the CC program compiled this step by step list to assist with this process:

1. Apply for licensure with the Kansas Behavioral Sciences Regulatory Board at least 4-6 weeks prior to graduation. It will take approximately 30 days to review your licensure application.  
Forms available at: <http://ksbsrb.ks.gov/professions>  
Must include: Application form, Application fee, Professional Reference Forms, Graduate Practicum Review Form, Academic Background Form, Transcript (request to be released upon degree conferral)
2. If you have not yet taken the NCE exam you will not be able to sit for the exam until the KSBSRB has received your official transcript, they will then send you information about scheduling the exam.
3. If you took the NCE during your last semester of the program, request NCE score from NBCC and send it to the Kansas BSRB  
Information at: <http://www.nbcc.org/Exams/ScoreVerification>  
Score Verification Request form: <http://www.nbcc.org/Assets/Exam/scoreverification.pdf>  
Express Score Request: <http://www.nbcc.org/Assets/Exam/expressscorerequestACTIVE.pdf>  
\*\*\* \$25 = 6 weeks; \$55 = 8 business days; \$75 = 2 business days\*\*

NBCC Examination Department  
PO Box 7407  
Greensboro, NC 27417-0407

4. Send transcript to NBCC, so they will release your NCE score to the Kansas BSRB. You can submit the request to ESU early and request the option to release upon degree conferral.

NBCC Certification Department  
3 Terrace Way  
Greensboro, North Carolina 27403-3660

***Complete all Required Courses on Degree Plan***

All students must successfully complete 60 hours of graduate coursework in counseling related courses, and all core courses outlined on the degree plan must be completed with a grade of B- or higher.

***Graduate!***

**Licensure**

The Clinical Counseling Program meets the educational requirements for the Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC) of the state of Kansas and national certifying boards, however, licensure by the KSBSRB is not guaranteed. Although other states' requirements vary, most are patterned after a national board and CACREP Standards that are at the foundation of the MHC program's curriculum.

The National Board of Certified Counselors (NBCC) [www.nbcc.org](http://www.nbcc.org) was established to promote professional credentialing standards for counselors. Eligibility for NBCC certification consists of graduating from this CACREP accredited Mental Health Counseling Program and passing the National Counselor Exam (NCE). Licensure as a Licensed Professional Counselor in Kansas requires a master's degree with at least 60 semester hours in the specified areas and to have passed the NCE. After two years' and a total of 4,000 hours of supervised practice (1,500 hours of direct client contact; 150 hours of clinical supervision in accordance with an approved supervision plan as an LPC, students are eligible to apply for licensure as an LCPC after the successful completion of the National Clinical Mental Health Counselors Exam (NCMHCE) provided by the NBCC. The LCPC provides licensees with independent practice privileges within their respective scope of practice; however, maintaining regular supervision is still highly recommended even after the LCPC is obtained.

***Guide for filling out Licensure Application***

A master's degree in counseling and a total of 60 semester hours in counseling are required for licensure. BSRB categories 1-10 comprise 45 unduplicated semester hours, with a minimum of 2 semester hours in each category. No independent studies permitted.

The remaining 15 electives are listed under category 11, and must have a counseling emphasis. There is one exception; you may include up to 4 semester hours of research studies. No independent studies permitted.

<b>LPC Application</b>	<b>ESU Course</b>	<b>LCPC</b>
1. Counseling Theory & Practice	CE 825 Counseling Theory (3)	

2. The Helping Relationship	CE 810 Pre-Practicum (2)	
3. Group Dynamics, Processes, and Counseling Approaches and Techniques	CE 830 Group Processes in Counseling (3)	
4. Human Growth & Development	RE 732 Lifespan Development & Disability	
5. Career Development & Lifestyle Foundations	CE 820 Career Counseling & Development (3)	
6. Appraisal of Individuals	CE 835 Appraisal in Counseling (3) CE 833 Diagnosis & Treatment (3) CE 735 Co-Occurring Disorders (3) RE 692 Vocational Assessment (3) RE 746 Psychopharmacology II (3)	x x x x x
7. Social & Cultural Foundations	CE 708 Multicultural Counseling (3)	
8. Research & Evaluation	ER 752 Analysis of Research (3) ER 851 Research & Writing (3)	
9. Professional Orientation	CE 802 Foundations of Counseling (3) CE 893 Ethics (3)	
10. Supervised Practical Experience (600 hours)	CE 898 Supervised Practicum in MHC (3) CE 899 Internship in MHC (3)	
11. Electives in Counseling		

If you intend to apply for an LCPC at a later date, you may select up to 15 semester hours in diagnosis and treatment to count towards the application.

### **Student Review, Remediation, and Retention Process**

Counselor preparation programs serve as gatekeepers to the profession and promote the integrity of knowledge, skills, and dispositions of graduates from their programs in order to maintain public and student safety. In order to do so, the Clinical Counseling program has established several decision points that students must successfully pass through in order to graduate. Students are provided with the appropriate forms and instructions and are required to complete each step with their advisor and/or other appropriate faculty. Data regarding student evaluation is collected by all faculty, staff, and peers, and can be included in the student's evaluation. Although course experiences and conversations are generally confidential, there are certain limits to this confidentiality if concerns about professional competence, impairments, and dispositions arise. These concerns may be the result of, but are not limited to, observations, assignments, exams, professional experiences, community activities, etc. What dispositions will I need to demonstrate?

- openness to new ideas,
- flexibility,
- cooperativeness with others,
- willingness to accept and implement feedback,
- awareness of own impact on others,

- ability to deal with conflict effectively,
- ability to accept personal responsibility,
- ability to express feelings and opinions effectively and appropriately,
- attention to ethical and legal considerations, and initiative and motivation.

### ***Decision Points and Evaluation Process***

Student assessment is an ongoing process throughout the program. The CE Student Review is the procedure through which assessment information is considered by CE faculty to determine whether students are adequately progressing or not; and if not, what should be done differently. The CE faculty engages in several forms of student review, described below. ***It is important to note the below forms of review are not sequential and may be engaged at any time as ongoing assessment and evaluation of students is necessary in the CE program.***

The Counseling Competencies Scale (CCS-r—See Appendix A) assesses counseling students’ skills development and professional competencies. Additionally, the CCS provides counseling students with direct feedback regarding their counseling skills and professional dispositions (attitudes and behaviors), offering the students practical areas for improvement to support their development as effective and ethical professional counselors. This scale will be used at various decision points throughout your graduate coursework including during the following courses:

- CE 830: Group Processes in Counseling;
- CE 893: Ethical/Professional and Legal Issues;
- CE 810: Pre-Practicum—Counseling skills Development;
- CE 825: Counseling Theories;
- CE 898: Supervised Practicum;
- CE 802: Foundations of Professional Counseling; and
- CE 899: Internship.

If a student concern presents itself during a course not identified as a decision point, the faculty member will complete the CCS-r assessment on the individual student of concern and bring it to the end of semester student review meeting.

#### **A. Semester Progress Review of All Students:**

Each fall and spring semester (usually around the end of the semester) an evaluation of the CCS-r assessments and observed progress of every student enrolled in the Clinical Counseling (CC) program is conducted by the CC department faculty. In addition, faculty may raise concerns about students before or after the Semester Progress Review of All Students as needed, during faculty program meetings. The Semester Progress Review of All Students focuses on academic and experiential elements of student progress, as well as interpersonal functioning within the context of the profession of counseling. Feedback from faculty and supervisors regarding interpersonal functioning and appropriateness of interpersonal functioning for the profession of counseling is considered. Examples of possible concerns regarding interpersonal functioning include personal and professional boundary issues, standards of care, ability and willingness to accept feedback, substance abuse, aggressiveness, and adherence to ethical codes. During the semester students are identified as: (a) meeting expectations of the program, or (b) not meeting expectations of the program as determined by the CCS-r assessment tool. Based on the concerns raised, faculty collectively decide whether identified students

should have an Advisor-Initiated Individual Student Review (letter B below) or whether a Faculty-Initiated Individual Student Review is required (letter C below). Following the Semester Progress Review of All Students, students receive email communication informing them of the Semester Progress Review of All Students and their level of progress, defined as: (a) meeting expectations of the program, or (b) not meeting expectations of the program, with the requirement for an Advisor-Initiated Individual Student Review or a Faculty-Initiated Individual Student Review.

### **B. Advisor-initiated Individual Student Review:**

An Advisor-Initiated Individual Student Review is conducted when, in a given semester, a student scores a 2 (5 point scale) or below on any area of the CCS-r assessment and it is determined the student is not meeting the expectations of the program. The Advisor-Initiated Individual Student Review includes a face-to-face Professional Development Meeting with the advisor. During this meeting, the advisor verbally shares concerns with the student. The advisor and student discuss strategies for student success and identify resources beneficial to the student as a part of remediation. The Professional Development Meeting is documented by the advisor in the form of a summary note. Comments made by the student, specific issues for the student to address, and advisor and/or faculty recommendations are included in the written summary. The student, advisor and program coordinator each sign this summary and retain a copy. The advisor checks in on the student's continuing progress as a part of the advising role. During CC program meetings, the advisor reports to faculty on the student's progress. If remediation is not successful, the CC faculty conducts a Faculty-Initiated Individual Student Review to employ further remediation efforts.

### **C. Faculty-Initiated Individual Student Review:**

Students may be required to meet with the entire CC faculty in a Faculty-Initiated Individual Student Review. Such a review will be conducted when, a student has scored a 2 or below in any of the areas of the CCS-r assessment for more than one semester and it is determined the student is not meeting the expectations of the program. During this meeting, specific concerns are shared verbally and the student has the opportunity to provide input. The department chair is informed and consulted when a Faculty-Initiated Individual Student Review is conducted. Following a Faculty-Initiated Individual Student Review, the CC faculty identify recommendations for either a remediation plan (see Appendix B), or in cases of extreme severity which are considered beyond remediation; expulsion from the program. A remediation plan is prepared by the student's advisor with input from the CC faculty, consisting of a summary of the specific behaviors which led to the review; specific, measurable, and attainable goals; and designated timeframes to achieve these goals. The student has input in the development of the plan. The student, advisor and department chair each sign this plan and retain a copy. The advisor of the student monitors compliance with the remediation plan by checking in regularly with the student and other parties who may be involved in the remediation. During CC program meetings, the advisor reports to faculty on the student's progress. Students who do not respond, cooperate, or comply with a remediation plan, or who do not make sufficient progress on a remediation plan may be prevented from registering for additional coursework. If remediation is not successful, the CC faculty meets to discuss retention at an Individual Student Retention Conference. If remediation is not warranted, meaning the student behavior is at a level of severity which merits, in the opinion of the CC faculty, expulsion without the

opportunity for remediation, the Faculty-Initiated Individual Student Review meeting may transition to an Individual Student Retention Conference and will be documented as such.

Remediation efforts may include but are not limited to the following: personal therapy, repeating courses, additional coursework, increased supervision, increased advising, reduction of course load, reduction of hours in clinical practice, reassignment of supervisor, personal development, suspension from the program, or termination from the program.

#### **D. Individual Student Retention Conference:**

This is the last meeting held in cases where students have not complied with remediation or have not made sufficient progress in remediation. Possible outcomes are retention of the student with additional remediation, suspension from the program, additional or repeated coursework, physical or psychological evaluation and/or interpretative summary of treatment, or expulsion from the program. The CC program coordinator, the student's advisor, the department chair, and at least one other faculty member must be present at this conference. \*If expulsion is recommended, the Graduate school Dean and Teacher's college Dean is informed of this decision in writing by the Department Chair.

### **Appeals & Grievances Procedure**

Although the CC program attempts to promote the highest standards of ethical practice, there are times when students might disagree with a faculty or department's decision. Therefore, the following procedure has been adopted to guide students in filing an appeal and/or grievance.

The Teachers College at Emporia State University includes the following academic appeals policy in their policy and procedures manual. The Department of Counselor Education follows this policy.

#### ***Academic Appeals Policy***

Any student who feels he/she has been dealt with unfairly concerning absences or academic progress (such as course grades) shall have a valid reason for academic appeal through established procedures within one semester after the semester in which the issue occurs. The procedures are as follows:

1. The student should discuss the issue with the faculty member involved and attempt to resolve the problem.
2. If the problem cannot be resolved in such a discussion, the student should put in writing the particulars of the conflict and submit this to the department chair.
3. The department chair will attempt to clarify the conflict, mediate the positions of both parties, and, if possible, identify resolution options that are acceptable to both parties.
4. If the department chair is unable to resolve the conflict between the student and the faculty member, the student may request the department chair convene the Departmental Appeals Committee.
5. The Departmental Appeals Committee shall review the written statements and may interview the student and/or faculty member. The student has the option of asking another student or member of the university

community to be present at the interview. Legal counsel can be present, but cannot speak for either the student or faculty member.

6. If the issue is still not resolved, the matter may be appealed to the dean of the school/college, who will convene a School/College Academic Appeals Committee. The committee's final vote will be submitted to the dean, who will make the final decision. The process for academic appeals concludes with the dean, and there is no further appeal.

Additional information may be obtained in the ASG office, or the university website ([www.emporia.edu/stuaff/hdpolicy.htm](http://www.emporia.edu/stuaff/hdpolicy.htm)) (See Academic Appeals)

#### Makeup of the Departmental Appeals Board

Departmental Appeals Board shall be organized as follows, unless a separate department policy is in place:

1. At the beginning of each academic year, the department chair shall establish an academic appeals committee pool of no fewer than 5 members. It should include at least 3 faculty members, and at least 2 undergraduate students or at least 2 graduate students in departments which have a graduate program.
2. When needed, the department chair will convene a Departmental Appeals Board consisting of at least 2 of the faculty members and 1 of the students from the committee pool. The student selected will depend on whether the appeal comes from an undergraduate or graduate student. The student will be undergraduate if the student making the appeal is undergraduate; graduate if the student making the appeal is graduate.
3. The student making the appeal and the faculty member have the option to accept/reject any or all members of the Departmental Appeals Board. The department chair will appoint additional members as needed. Once the student and the faculty member have signified, in writing, acceptance of the Departmental Appeals Board membership to hear the appeal, they have surrendered the opportunity to object to the members of the board. Once the Departmental Appeals Board has been selected, the department chair will assign one of the faculty members to act as the Chair of the Board.

#### Makeup of the School/College Academic Appeals Committee

1. The School/College Academic Appeals Committee shall be drawn from the various academic appeals committee pools established within departments of the school/college. The School/College Academic Appeals Committee shall consist of at least 5 members: 3 faculty and 2 students. The students will be undergraduates if the student making the appeal is undergraduate, graduate if the student is a graduate.
2. No student or faculty member from the same department as that from which the appeal emanates will be appointed to the School/College Academic Appeals Committee.
3. The student making the appeal and the faculty member have the option to accept/reject any or all members of the School/College Academic Appeals Committee. The dean will appoint additional members as needed. Once the student and the faculty member have signified, in writing, acceptance of a member of the School/College Academic Appeals Committee to hear the appeal, they have surrendered the opportunity to object to the members of the board.

### ***Counselor Education Student Protocol for Conflict resolution***

#### *The Nature of Conflict*

Interpersonal conflict is inevitable in educational settings. It occurs when two or more people have "differences in beliefs, values, positions, or interests, whether real or perceived" (Jones, 2015). Occasionally,

these differences can be beneficial to opening up productive dialogue for change, yet often, they propagate disruption that can negatively impact an entire academic department.

The expectation in Counselor Education is that all counseling faculty members and counselors-in-training (CITs) model professionalism and respect for others in and out of the classroom. Additionally, it is expected that faculty and CITs will manage interpersonal conflict within the department, in accord with the ethical principles of the profession (American Counseling Association Code of Ethics, D.1.d., 2014).

#### *Procedure for Resolution*

When a CIT determines that a personal or professional boundary has been crossed by a faculty member in class or otherwise, it is essential that actions be taken within the department to ensure that the faculty member has been notified of the concern, and has an opportunity to change his or her behavior.

The CIT may first meet with his or her academic advisor to decide whether to pursue the concern, and to practice addressing the concern with the faculty member. The CIT then will meet with the faculty member to share his or her concern, or, if the CIT is uncomfortable addressing the concern with the faculty member, the academic advisor may accompany the CIT to meet with the faculty member as a support. Together, the CIT and faculty member are expected to resolve the concern using these steps, as necessary:

- Identify/clarify the concern using “I” statements
- Restate what the other person has said and acknowledge his/her feelings/perspective
- Take responsibility for making a behavioral change
- Brainstorm solutions for future interactions
- Affirm, forgive, and/or thank the other person

#### *Confidentiality*

Please note that these processes should remain confidential, between CIT, faculty member, and/or academic advisor. In the event that the faculty member of concern is also the CIT’s academic advisor, the responsibilities of the academic advisor may be passed on to the program coordinator. The department chair is then notified in writing of the concern and outcome, for the purposes of holding the faculty member accountable.

#### *Unresolved Concerns*

In the event that an interpersonal conflict cannot be resolved within the department, per Emporia State University policy (UPM, 3D.12, 2016), the student will be referred to the Dean of Students (260 Memorial Union, 620.341.5269) to determine the correct procedure to follow.

If the concern cannot be resolved by the Dean of Students, it is forwarded to the Vice President for Student Affairs (260 Memorial Union, 620.341.5269), and finally, the President.

When the concern is not resolved at the Vice President for Student Affairs or at the President’s level, students may submit a written complaint to the Kansas Board of Regents, using the forms provided at this link: [http://www.kansasregents.org/students/university\\_student\\_complaints](http://www.kansasregents.org/students/university_student_complaints))

### **Endorsement Policy**

In accordance with the program’s mission, goals, and objectives, the CC program establishes the highest levels of ethical and professional standards for students before endorsing them for professional licensure, certification, employment, and/or academic pursuits. Endorsement may take place via written or verbal recommendations

and/or reference required by future employers, faculty, etc. Students can submit a request for endorsement to faculty regarding their future academic and professional goals. Endorsements will be given according to the students' current level of development, scope of practice, and training.

### **Doctoral Studies**

Some students wish to pursue further academic goals of advanced practice, research, and/or counselor education. If students wish to pursue a doctoral degree in counselor education, they should meet with their advisor to ensure all requirements are met. Students can search for accredited doctoral programs by search the CACREP online directory located at <http://www.cacrep.org/directory/directory.cfm>

### **Professional Conduct**

Due to the nature of this program, students are required to maintain exceptional professional conduct and adherence to your professional *Codes of Ethics* during all course activities. Students will have access to sensitive information about their colleagues and are expected to maintain the highest level of confidentiality; however, limits of confidentiality still exist and issues related to competence or professional impairment may justify minimal disclosure of confidential information and additional remediation efforts. Any breach of professional conduct during this program will be subject to remediation and could result in consequences ranging from additional assignments to dismissal from the program.

### **Self-Care and Student Wellness**

Construction workers have hammers, fire-fighters have water hoses, and counselors have themselves. As helping professionals, we are the tools that are used to deliver our unique professional services. Tools of the profession are best when they are maintained and kept sharp. Therefore, self-care is important, some would even say primary, to a long and satisfying career! One resource available to you is the Emporia State University Student Wellness Center, whose information is listed below:

The mission of the Emporia State University Student Wellness Center is to enhance the academic success of all ESU students with an emphasis on wellness and personal growth. Both the Counseling and the Health Center are housed within the Student Wellness Center located at 250 S.E. Morse Hall. Counseling services are offered from highly trained and credentialed staff and offer a variety of free and low-cost services, including individual and group counseling, biofeedback and drug/alcohol services. In addition, Health Services is staffed with a part-time physician and several nurse practitioners who work to treat acute and chronic illness. They also perform routine physicals, well-woman exams, STI screening and treatment, and immunizations. Please call the Student Wellness Center at (620) 341-5222 to schedule an appointment.

### **Academic Dishonesty Policy**

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, such activities as cheating and plagiarism (presenting as one's own the

intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university (Faculty Senate, May 1996).

## **Student Accommodations**

Emporia State University will make reasonable accommodations for persons with documented disabilities. Students need to contact the Director of Disability Services and the course instructor as early in the semester as possible to ensure that classroom and academic accommodations are implemented in a timely fashion. All communication between students, the Office of Disability Services, and the instructor will be strictly confidential.

## **Credit Hour Policy**

**Federal Regulation from *Title 34: Education, Part 600—Institutional Eligibility Under The Higher Education Act Of 1965, As Amended: Subpart A—General: § 600.2 Definitions* provide the following definition.**

*Credit hour:* Except as provided in 34 CFR 668.8(k) and (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

# Appendix A: CCS-r

## Counselor Competencies Scale—Revised (CCS-R) ©

(Lambie, Mullen, & Swank, & Blount, 2014)

The *Counselor Competencies Scale—Revised* (CCS-R) assesses counselors' and trainees' skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

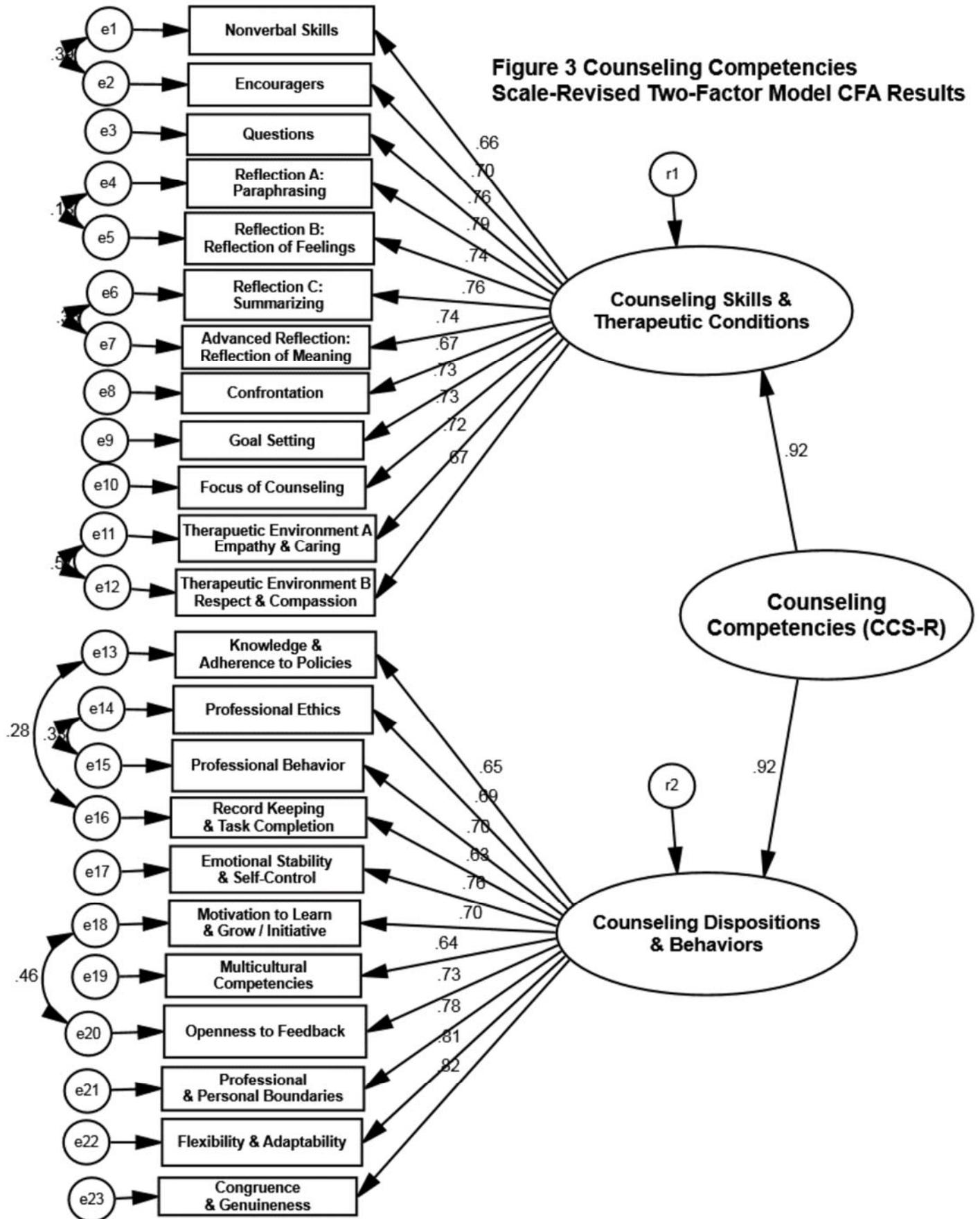
### Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at this level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

\*The full CCS-R can be found here <http://webmedia.jcu.edu/counselingdepartment/files/2016/03/CCS-R-Evaluation.pdf>

The following page details the areas in the two parts of the CCS-R that will be reviewed.

**Figure 3 Counseling Competencies Scale-Revised Two-Factor Model CFA Results**



# Appendix B: Performance Contract

## PROFESIONAL/PERSONAL PERFORMANCE CONTRACT

DATE SUBMITTED:

STUDENT:

PERSON'S INVOLVED IN COMPLETING THIS FORM:

As the individuals responsible for providing you support during your educational experience, we are meeting today to define problems that have hindered your growth and development in the Department of Counselor Education at Emporia State University. While there are things you are doing right, we must focus on the areas needing improvement to empower you to continue in your program.

Your difficulties have been significant enough that you are being placed on a "Professional/Personal Development Contract, and we want you to know that failure to meet the conditions of this contract will result in your withdrawal from the Clinical Counseling program at Emporia State University. This contract will focus on areas needing improvement and what you need to do to increase your chances for success. These areas coincide with the standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

NATURE OF CONCERN (Please provide a brief narrative concerns regarding this student, including grades, professional skill development, professional dispositions and characteristics, and overall fitness for the field of counseling. Please include the specific standard, ethical code, competency, disposition, etc. of concern):

STUDENT RESPONSE (What role did the student play in the creation of this plan?):

ACCOMODATION/REMEDICATION STRATEGIES (What steps will be taken by whom in order to meet the minimal standards required for the counseling field? Potential strategies include taking another course, repeating a course, increasing targeted supervision, leave of absence, personal counseling, reflection on the fit between student and the program, etc.):

As a result of these strategies expected performance outcomes for the student will include:

POTENTIAL OUTCOMES (What are the potential outcomes following the completion of this plan? Examples include student's withdrawal, student's dismissal, successful retention, retention with plan revision/continuation, etc.):

EVALUATION PLAN (How and when will the outcomes of this plan be measured and evaluated?):

STATEMENT OF UNDERSTANDING:

I understand the expectations specified in this contract and I understand that positive response to the expectations outlined will result in successful completion of internship.

I also understand that failure to adhere to the terms of this contract may result in removal from my internship. In addition, if removed from my internship site, I may not be allowed to complete the Clinical Counseling Program at Emporia State University. Further, I understand that I will not be given the opportunity to complete internship if I exhibit unprofessional or irresponsible behaviors not typical of a successful first-year counselor employed in the field.

SIGNATURES:

By signing this document, you confirm that you have been informed of the expectations of the Clinical Counseling Program, including the academic appeals policy, as outlined in the Emporia State University student handbook on page 37 and agree to the conditions of this development plan.

STUDENT SIGNATURE:

DATE:

ADVISOR SIGNATURE:

DATE:

DEPARTMENT CHAIRPERSON:

DATE:

# Appendix C: Application for Degree Candidacy

Student ID # \_\_\_\_\_

EMPORIA STATE UNIVERSITY  
Department of Counselor Education  
**APPLICATION FOR DEGREE CANDIDACY**

This form is to be completed by graduate students working toward the Master of Science degree with a major in the Department of Special Education and School Counseling. It should be submitted after the student has (1) completed at least six hours of graduate work but not more than ten hours, and (2) has an approved degree contract on file for meeting degree requirements.

Name \_\_\_\_\_ Date \_\_\_\_\_  
(Last) (First) (MI)

Address \_\_\_\_\_ Home Phone \_\_\_\_\_  
\_\_\_\_\_ Work Phone \_\_\_\_\_

Graduate courses completed:

Number	Course Title	Instructor	Grade
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

-----  
**COMPLETED BY ADVISOR**

As advisor, I verify that this student has been admitted to the department and is ready to apply for degree candidacy. I can verify that the following information is on file for this student:

Degree Contract filed and approved: Date \_\_\_\_\_ Miller Analogy Score: \_\_\_\_\_ Date \_\_\_\_\_

GRE scores: Verbal \_\_\_\_\_ Quantitative \_\_\_\_\_ Total \_\_\_\_\_ Date \_\_\_\_\_

I (do) (do not) recommend this student for degree candidacy.

Advisor signature \_\_\_\_\_ Date \_\_\_\_\_

-----  
As Chair of the Department of Special Education and School Counseling, I (do) (do not) recommend this student for degree candidacy.

Chair signature \_\_\_\_\_ Date \_\_\_\_\_

If the application is not approved by the advisor and/or chair or if it is approved conditionally, the reasons for such recommendation will appear

# Appendix D: Student Learning Contract

## STUDENT LEARNING CONTRACT

This handbook has been created in compliance with CACREP, 2016. Given the importance of students' well-being, due process, and success. This handbook establishes the learning contract between the faculty of the Counselor Education Department at ESU and the students who are enrolled in this program. By signing this learning contract and submitting it to your advisor, you acknowledge and agree to the following:

- 1) I have read and understood all expectations of me as a Clinical Counseling student and representative of the profession and ESU.
- 2) I agree to uphold the highest degree of ethical conduct that aligns with the current *Codes of Ethics* published by ACA.
- 3) I agree to notify the appropriate faculty of any concerns regarding potential impairments to my ability to function as a student in the Clinical Counseling program.
- 4) I agree to successfully complete all decision point evaluations by developing the requisite knowledge, skills, and dispositions necessary for an ethical and effective career as a mental health counselor.
- 5) I understand that I will be evaluated throughout the program by observations, conversations, tests, exams, etc. in formal classroom time and more informal settings. Although students' confidentiality is paramount, there are limitations to this confidentiality if issues of safety, impairment, or competence arise.

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STUDENT'S PRINTED NAME

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STUDENT'S SIGNATURE & DATE

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ADVISOR'S SIGNATURE & DATE