



CARSON-NEWMAN

A CHRISTIAN UNIVERSITY

Graduate Studies in Counseling
Student Handbook

2021-2022 Edition



Dear New Graduate Studies in Counseling Students,

As the Director of the Graduate Studies in Counseling Program, it is my great pleasure to welcome you to Carson-Newman University! The faculty and staff are delighted that you are joining our extended family as you begin one of the most meaningful experiences of your life. We are passionate about the work that we do and the lives we touch and the time that we spend together will be a journey of personal and professional growth and development that will prepare you to become a practicing counselor.

The Graduate Studies in Counseling program offers the highest quality of counselor education and graduate training. This handbook is designed to provide students in our graduate program, and the professionals who work with them, a comprehensive overview of the program and detailed requirements for completing each degree successfully. Students are required to read and be familiar with this handbook and to adhere to the policies, procedures, and code of ethics mentioned throughout all aspects of the graduate program.

You will be committing yourself to a profession that involves responsibility to yourself and others. This will require you to become the best version of yourself you can possibly be and to make a commitment to wellness and self-care. To navigate the counseling program successfully will require an investment of time, energy, focus, dedication, hard work, skill development, and the integration and application of coursework into effective practice. In addition, it is important that you are committed to a plan for holistic wellness and stress management as you navigate through your course work. To become a helping professional who effectively assists others to achieve health and well-being, it is imperative that you continually examine your own emotional, social, cultural, intellectual, and spiritual development throughout your training.

You will find that studying and learning at Carson-Newman University will be a deeply enriching experience. Beginning a counseling program can be both exciting and challenging but we know you are ready to take the first step. May God richly bless you as you begin your counseling journey!

Sincerely,

Carolyn G. Carlisle PhD, LPC
Director, Graduate Studies in Counseling

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GRADUATE STUDENT ACKNOWLEDGEMENT FORM

It is the policy of Carson-Newman University's Graduate Studies in Counseling that any student participating in the Master of Science in Counseling Program must adhere to the policies articulated in the following documents: C-NU Graduate Catalog, Graduate Studies in Counseling Handbook, Practicum Handbook, Internship Handbook, course syllabi, American Counseling Association (ACA) Code of Ethics, and Carson-Newman University regulations concerning academic, scientific, and behaviors standards. Students must provide evidence of this agreement by signing this Graduate Student Acknowledgement Form.

Students in the GSC programs follow a cohort model and are expected to adhere to their Plans of Study. Failure to follow a Plan of Study as laid out by their advisor may result in delayed graduation. It is ultimately the responsibility of the student to ensure they are taking the correct classes and are on-track for graduation.

By signing below, you acknowledge that you have read and will comply with the expectations contained in the documents above and acknowledge that from time-to-time policies may be reviewed and revised without advance notice. You further acknowledge that it is your responsibility to remain informed of university, departmental, and program policy changes and comply with them as they are published.

Graduate Student's Name (please print)

Graduate Student's Signature

Date

ACCREDITATIONS

The Master of Science in Counseling Clinical Mental Health Counseling program is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The Master of Science in Professional School Counseling program is fully accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Under guidelines set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Dual Degree Program (MSC/EdS) meets the requirements for both the Clinical Mental Health Counseling program and the Professional School Counseling program.

The MSC Professional School Counseling Program is approved by the Tennessee Department of Education to train school counselors as students are prepared candidates in accordance to State Board of Education Standards.

Carson-Newman University and the Graduate Studies in Counseling Program is accredited by the Southern Association of Colleges and Schools (SACS) and demonstrates our commitment to raising student performance and to holding ourselves accountable for improving student learning on a continual basis.

GRADUATE STUDIES IN COUNSELING FACULTY

Core Faculty

Carolyn G. Carlisle PhD, LPC
Associate Professor of Counseling
Director, Graduate Studies in Counseling

Megan C. Herscher, Ph.D., NCC, LPC-MHSP
Associate Professor of Counseling
Coordinator, Clinical Mental Health Counseling Program
Mental Health Counseling Internship Coordinator

Anna Lora Taylor, PhD
Assistant Professor of Counseling
Coordinator, Professional School Counseling Program

Nathan West, PhD, LPC-MHSP, NCC
Assistant Professor of Counseling

Professor Jennifer Moralejo
Assistant Professor of Counseling

Affiliate Professors

Merril M. Hawkins, Ph.D.
Margaret A. Hypes, Ed.D.
Sandra K. Long, Ph.D.
Lucinda Lang, Ph.D.

Professor Emeritus

Michael L. Bundy, PhD., NCC (Now officially retired from all teaching responsibilities)

Professor Emeritus

William L. Blevins, PhD., LMFT, LPC (Now officially retired from all teaching responsibilities)

Other Positions:

Director of the Blevins Institute for Spirituality and Mental Health

Jane R. Joyce, Ed.D., LPC-MHSP

Administrative Assistant

Ashley Bryant Cheney, MA

HISTORY AND SCOPE

Clinical Mental Health Counseling

The Carson-Newman administration asked Dr. William Blevins to develop a graduate program in Counseling in 1996. He designed the program in the Spring of 1996, and it began in the Fall of 1996. The program began with two degrees--MEd in Counseling for non-licensure seeking students and the MEd in Marriage & Family Therapy for those seeking licensure. The MEd in Counseling was a 42-hour program, and the MEd in Marriage & Family Therapy degree was a 63-hour program.

The program changed to one degree in Master of Science in Counseling in the Fall of 2001. This was a 48-hour program. The MSC in Counseling with specialization in Mental/Behavioral Health increased to a 51-hour program in 2009. At that time, the program united with the School Counseling program under one umbrella of the Master of Science in Counseling program. The program was later increased to align with a 60-hour Clinical Mental Health Counseling degree and each course has been reviewed to comply with current standards in counselor education.

Throughout its history the nature of the program was shaped by our needs, the changing requirements for state licensure. A major part of the development of the Clinical Mental Health program was the alignment with national accreditation standards. In July 2015, the Master of Science in Counseling Clinical Mental Health Counseling program received full accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The program continues to expand the scope of site placements for practicum and internship students. The program is invested in the professional development and training of students to become leaders in the field of counseling. The faculty continues to assess all components of our program and revise them as our ongoing evaluation indicates.

Across the region you will meet graduates of the Carson-Newman program who are working in counseling roles in mental health agencies, community agencies and organizations, churches, private practice, and local and state sponsored programs of prevention, intervention, and treatment.

Professional School Counseling

Carson-Newman has been active in training school counselors for many years. The program began as a M.Ed. in School Counseling. Across the region Carson-Newman School Counseling graduates have been active in varied educational settings and professional organizations. In August 2007, the program began the process of building a strong and exemplary model of counselor training to incorporate the latest best practices in counselor education. Since that time, an extensive examination of every component of the training program has been conducted.

The objectives of the revised program were developed in accordance with CACREP 2009 Standards for counselor education to fulfill requirements for the Tennessee Department of Education licensure. In line with the vision and mission of Carson-Newman and the School of Education, the school counseling program seeks to train candidates who have a passion for service in schools by equipping them with the competencies to make a difference in the lives of PreK-12 students.

Our professional training program provides positive learning experiences in an atmosphere that encourages candidates to explore how to be professionals with a Christian perspective. School counselors-in-training use research findings from professional literature, knowledge of best practice, action research to reflect upon and make informed decisions about their own professional practice. Trainees will use technology to maximize learning, manage professional responsibilities, and promote their own continued professional development. Trainees will use a variety of assessment methods to facilitate effective planning to meet the needs of all students, parents, teachers, and other significant contributors to academic success. Trainees will learn to work respectfully with children and their parents from culturally diverse backgrounds and to serve as advocates for change to ensure all students meet with success. Trainees will learn to build desirable relationships between home, school, and community in order to improve the overall quality of schools as places for learning for all students.

In July 2015, the Master of Science in Professional School Counseling program received full accreditation by the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP).

Dual Degree Master of Science in Counseling and Educational Specialist in Counseling

During Spring 2014, the Graduate Studies in Counseling program faculty developed a program allowing students to pursue the entirety of both Master of Science in Counseling Degree concentrations. This requires a total minimum of 81 hours of graduate study inclusive of all the courses in the MSC core and both the Clinical Mental Health Counseling and Professional School Counseling concentrations. Both an MSC degree and an EdS degree will be conferred only at the completion of all coursework and examinations required for both concentrations. This is a wonderful opportunity for a student who wants to prepare for both areas of service while pursuing graduate study.

MISSION STATEMENTS, GOALS, AND OBJECTIVES

Carson-Newman University Mission

Our mission is to help our students reach their full potential as educated citizens and worldwide servant leaders by integrating academic excellence and Christian commitment within a caring community.

Graduate Studies in Counseling Mission Statement

The mission of Carson-Newman Graduate Studies in Counseling program is to provide high quality training and curricular experiences to graduate students who have a passion for service, leading to eligibility for licensure as a professional counselor in mental health and PK-12 school settings.

We are dedicated to producing ethically and culturally competent counselors who demonstrate professional leadership, dedication to social justice, and commitment to client advocacy for the people of the Appalachian region and the broader pluralistic nation and world.

Goals

To fulfill our mission, the GSC faculty established the following program goals to guide the training of our students. The GSC program will provide counselors-in-training with:

- Knowledge and understandings of human development, helping processes, and evidence-based counseling approaches that build on client strengths.
- Skills to deliver prevention, intervention, and advocacy services to individuals, groups, and families.
- Preparation to be reflective practitioners whose professional dispositions reflect a high commitment to continual development of self and professional competencies.
- Capability to deliver the standard of care that is consistent with the ethical guidelines approved by professional counseling associations and Carson-Newman University.
- Ability to develop holistic, multicultural competencies and strategies to work effectively with diverse client populations and to diligently follow the Counseling Code of Ethics, including ACA, ASCA, and AAMFT.

GSC Core Objectives

The emphasis on personal development is a vital and fundamental aspect of Carson-Newman's graduate program. As a result of successfully completing a specific Graduate Studies in Counseling program, graduates will be able to display competency in the following areas:

1. *Professional Orientation & Ethics:* Demonstrate an understanding of the counseling profession, develop an identity as a counselor, and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.
2. *Counseling Theories & Techniques:* Gain significant knowledge of major counseling theories in the context of individual and group counseling and to apply this understanding to the counseling process.
3. *Helping Relationships:* Demonstrate effective individual counseling techniques that facilitate client growth and demonstrate the ability to evaluate progress toward treatment goals.
4. *Crisis Counseling:* Develop an understanding of the impact of crises, disasters, and other trauma-causing events on human behavior and development and the role of mental health professionals in working with traumatized people.
5. *Social and Cultural Diversity:* Develop an understanding of the social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.
6. *Group Counseling:* Develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.
7. *Human Growth and Development:* Develop an understanding of developmental aspects of human growth and appreciation for the nature of human development and its integration within the counseling process.
8. *Career Development:* Develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle and its application within counseling.

9. *Counseling Children & Adolescents*: Gain significant knowledge of counseling models applicable to children and adolescents and demonstrate use of those models with youth.
10. *Counseling Research & Program Evaluation*: Develop the ability to read, critique, evaluate, and contribute to professional research literature.
11. *Assessment*: Gain knowledge and skills in assessment techniques and apply basic concepts to individuals and group appraisal.
12. *Abnormal Behavior, Diagnostic and Statical Manual, and Psychopathology*: Develop knowledge of the description, etiology, development, dynamics, and treatment of individuals with a spectrum of mental health disorders from subdiagnostic criteria to diagnosed pathology.

Clinical Mental Health Counseling Specialization Objectives

CMHC 1. *Holistic Counseling*: Gain knowledge of holistic mental health counseling models and to apply this understanding to prevention and intervention approaches with individuals from a variety of etiological, familial, personal, and environmental contexts.

CMHC 2. *Marriage and Family Systems*: Gain knowledge of family systems in a multicultural society and apply this understanding to the helping process.

Professional School Counseling Specialization Objectives

PSC 1. *Comprehensive Developmental School Counseling Program*: Develop and demonstrate an understanding of how to design, implement and evaluate comprehensive school developmental school counseling programs.

PSC 2. *Evidence-Based School Counseling Services*: Gain significant knowledge in directing school counseling services to close gaps in achievement, opportunity, and aspiration so all students meet school success.

Practical Application Objectives

PA 1. *Experiential Learning*: To develop an integration of knowledge and skills needed for effective counselor practice through supervised practicum and internship experiences.

PS 2. *Reflective Practice*: To develop an ability to reflect on both personal growth and professional development in order to improve delivery of service as a career long practice.

CULTURAL AND ETHNIC DIVERSITY STATEMENT

The C-N Graduate Studies in Counseling (GSC) Program values diversity among its student population and in our pluralistic society at large. This commitment to and appreciation of individual differences can be found in all aspects of our program, including student selection and admissions, hiring, classroom instruction, texts and teaching materials, clinical practice and supervision, research, departmental administration, day-to-day operations, and policy formation.

We are committed to producing serving and mentoring our students by striving for social justice through increasing awareness of the effects of oppression, prejudice, and discrimination and through multiculturally competent practice. Faculty challenge students to examine their own values, assumptions, and biases and make it clear that this is a lifelong practice.

Diversity Statement and Actions

The GSC faculty aspires to create a safe, affirming, accepting, and welcoming environment that embraces human diversity. We understand diversity to include, but not be limited to race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, ability, age, and socioeconomic status. Within our GSC Student Handbook we note the mission statements of our university and department both reflect a commitment to respecting diversity and to multiculturally competent practice. The C-N Graduate Studies in Counseling Program views recruiting and retaining a diverse group of students from diverse populations and rural Appalachia area of East Tennessee as a major focus. We define the term diverse group broadly, including ethnic, racial, and cultural identities as well as in personal world views, gender identity, sexual orientation, age differences, and the challenges associated with disabilities of various kinds. To attract and support a diverse student population, we have taken several initiatives including but not limited to the following:

Flexibility - Our courses are scheduled to meet the needs of a diverse non-traditional student population. Most of our courses are scheduled in the late afternoon/evenings; some are online; and, many blended or hybrid type. This varied instructional delivery format provides better options for those students who may need to complete their program in stages or on a part-time basis.

Affordability - Our graduate tuition is competitive with other institutions in Tennessee and is significantly less than many online programs offered by private, for-profit, and on-line institutions.

Financial Support – Our University offers financial assistance programs, which are open to all students without discrimination. Our GSC program provides four graduate assistantships; applications are welcome from any GSC students. Please contact Ashley Bryant Cheney at ABryant-Cheney@cn.edu for this information.

Advertising – Our team actively advertises that our program has a strong emphasis on diversity. The program website and mission statement highlight diversity.

ADMISSION REQUIREMENTS

Applications for admission to the Graduate Studies in Counseling MSC program are accepted for the fall, and spring semester. Requested application submission dates are March 1 for fall and October 1 for spring (these deadlines are firm, and exceptions will not be considered). The following parts of the application are required:

- Complete application form and application fee.
- Written statement of purpose and vocational goals.
- Two recommendations required: one from an academic source and one from an employment/character source.
- An official transcript from all institutions where undergraduate and graduate study were completed. This includes the official graduate transcript(s) showing courses which are

being transferred to Carson-Newman University to count toward the Master's degree (maximum of 9 semester hours taken within the past 5 years as per SACS requirements; no exceptions can be made to this policy).

- Successful completion of an interview for the purpose of assessing candidate qualities in the areas of motivation for professional development, communication skills, self-awareness, confidence, and experience and willingness to work with diverse populations.
- A bachelor's degree from a four-year regionally accredited college or university, showing a minimum GPA of 3.00 overall (on a 4.00 scale) for application to master's program.
- Background records check submitted directly to Carson-Newman Education Department: no second-party background records checks are accepted. Please contact Ashley Bryant Cheney at abryant-cheney@cn.edu for more information.

GSC PROGRAM OFFERINGS

The C-N Graduate Studies in Counseling program provides introductory training in school counseling and clinical mental health counseling. We offer a Master of Science in Counseling (MSC) degree, an Educational Specialist (EdS) degree, and a Dual Degree program that combines courses of study in both Professional School Counseling and Clinical Mental Health Counseling.

Program options may be revised periodically to align with national and state standards and best practices in counselor education. Students adhere to the program study in place at the time of admission; however, students have the opportunity to modify their program of study to assimilate with changes to the program and to take advantage of new opportunities to enhance their professional training.

MASTER OF SCIENCE IN COUNSELING

The overall purpose of the Master of Science in Counseling is to prepare professionals who seek careers in the mental health and professional school counseling fields. This is an entry level program and CACREP accredited. The degree is structured within the context of Christian beliefs, values, and behaviors. This degree has three tracks, including Clinical Mental Health Counseling, Professional School Counseling, and the Dual Degree.

Clinical Mental Health Counseling Specialization (For more information see Appendices A & B)

The Clinical Mental Health Counseling track is designed to prepare students who desire CACREP training in counseling and wish to provide such services to individuals, couples, groups, and families. The program integrates an interdisciplinary approach, with principles of the Christian faith and the practice of professional counseling. The program prepares students for a wide range of vocational options in the mental health field.

I. MSC Counseling Core, 36 hours

COUN 502 Theories and Techniques of Counseling, 3 hours

COUN 514 Helping Relationships and Counseling Skills with Individuals and Families, 3 hours

COUN 550 Holistic Counseling in a Diverse World, 3 hours

COUN 565 Group Counseling Processes, 3 hours

COUN 566 Life-Span Development: Implications for Counseling, 3 hours

COUN 567 Career Development and Counseling, 3 hours

COUN 580 Crisis and Trauma Interventions in Counseling with Individuals and Families,
3 hours

COUN 585 Professional Orientation and Ethics in Counseling, 3 hours

COUN 586 Study of Abnormal Behavior, DSM, and Psychopathology, 3 hours

COUN 589 Counseling Practicum, 3 hours (Review Counseling Practicum Handbook for further details.)

COUN 611 Counseling and Development of Children and Adolescents, 3 hours

COUN 630 Counseling Research & Program Evaluation, 3 hours

II. Clinical Mental Health Counseling Concentration, 21 hours

COUN 569 Introduction to Family Systems in Counseling, 3 hours

COUN 587 Assessment and Treatment Planning, 3 hours

COUN 614 Substance Abuse and Addictions Counseling with Individuals and Families, 3 hours

COUN 650 Neuroscience and Counseling Interventions with Individuals and Families, 3 hours

COUN 653 Spirituality, Family Systems, and Holistic Mental Health, 3 hours

COUN 668 Mental Health Counseling Internship, 6 hours (may be taken as two 3-hour courses)
(Pre-requisite COUN 589 and program faculty approval - Review Counseling Internship Handbook for further details.)

III. Clinical Mental Health Counseling Elective, 3 hours (choose one of the following)

COUN 638, Play Therapy across the Lifespan, 3 hours

COUN 640, Marriage and Family Therapy in Mental Health, 3 hours

COUN 664, Counseling Students for College Access and Success, 3 hours

All students who complete the Clinical Mental Health Counseling track are required to take a Comprehensive Examination. A passing score on this exam is required for the receipt of the MSC degree in Clinical Mental Health Counseling.

Students work with their faculty advisors to make necessary modifications to develop their Plans of Study in order to meet credentialing requirements. Licensure as a Professional Counselor or Marriage and Family Therapist requires supervised counseling beyond the graduate degree and specific examinations required for the licensure area. Additional licensure requirements may be necessary for some areas of specialization.

All students in the Clinical Mental Health Counseling Specialization are required to complete a comprehensive examination. Passing scores of the examination are required for the receipt of the MSC degree in Clinical Mental Health Counseling. Students in this program are encouraged to take the National Counselor Exam prior to graduation.

Professional School Counseling Specialization

(For more information see Appendices C & D)

Carson-Newman University's Master of Science program in Professional School Counseling is a CACREP training designed to recruit students from diverse backgrounds who have a passion for service and equip them with competencies essential to establish comprehensive, developmental school counseling programs that build collaborative relations within schools and communities and to provide leadership to advocate for social justice.

I. MSC Counseling Core, 36 hours

COUN 502 Theories and Techniques of Counseling, 3 hours
 COUN 514 Helping Relationships and Counseling Skills with Individuals and Families, 3 hours
 COUN 550 Holistic Counseling in a Diverse World, 3 hours
 COUN 565 Group Counseling Processes, 3 hours
 COUN 566 Life-Span Development: Implications for Counseling, 3 hours
 COUN 567 Career Development and Counseling, 3 hours
 COUN 580 Crisis and Trauma Interventions in Counseling with Individuals and Families, 3 hours
 COUN 585 Professional Orientation and Ethics in Counseling, 3 hours
 COUN 586 Study of Abnormal Behavior, DSM, and Psychopathology, 3 hours
 COUN 589 Counseling Practicum, 3 hours (Review Counseling Practicum Handbook for further details.)
 COUN 611 Counseling and Development of Children and Adolescents, 3 hours
 COUN 630 Counseling Research & Program Evaluation, 3 hours

II. Professional School Counseling Concentration, 18 hours

COUN 501 Foundations of School Counseling, 3 hours
 SPED 508 Survey of Persons with Exceptionalities, 3 hours
 COUN 568 Individual and Group Appraisal, 3 hours
 COUN 613 Design and Evaluation of Comprehensive School Counseling Programs, 3 hours (pre-requisite requirement - COUN 630 or instructor approval)
 COUN 665 School Counseling Internship, 6 hours (may be taken as two 3-hour courses) (Pre-requisite COUN 589 and program faculty approval - Review Counseling Internship Handbook for further details.)

III. Elective, 6 hours

*COUN 561 School Orientation for Counselors, 3 hours
 COUN 612 Consultation and Collaboration, 3 hours
 COUN 638 Play Therapy, 3 hours
 COUN 664 Counseling Students for College Access and Success

* Candidates who do not have a teaching license will be required to take COUN 561, School Orientation for Counselors, in accordance with Tennessee licensure requirements.

All students who complete the School Counseling Concentration are required to take a Comprehensive Examination Comprehensive (standardized CPCE) exam and the Praxis II: Professional School Counselor (5421). Passing scores on these exams are required for the receipt of the MSC degree in Professional School Counseling.

DUAL DEGREE PROGRAM: MASTER OF SCIENCE IN COUNSELING (MSC) AND EDUCATIONAL SPECIALIST (EdS)

The MSC/EdS Dual Degree is designed for students who want to complete CACREP training in both the Master of Science in Counseling in Professional School Counseling and in Clinical Mental Health Counseling. Through this degree option students are allowed to move from one area of specialization of counseling into another specialization during their entry level preparation for both. However, both specialization trainings are required to be completed before either degree (MSC/EdS) is conferred. The Master of Science in Counseling will not be awarded until the completion of the EdS degree. Upon receipt of the EdS, the students would have met all the requirements for both specializations (Professional School Counseling and Clinical Mental Health Counseling). This dual degree option requires that the coursework for both degrees be completed at Carson-Newman.

Dual Degree Course of Study (see Appendix D)

Master of Science Degree

I. MSC Counseling Core, 36 hours

COUN 502 Theories and Techniques of Counseling, 3 hours
 COUN 514 Helping Relationships and Counseling Skills with Individuals and Families, 3 hours
 COUN 550 Holistic Counseling in a Diverse World, 3 hours
 COUN 565 Group Counseling Processes, 3 hours
 COUN 566 Life-Span Development: Implications for Counseling, 3 hours
 COUN 567 Career Development and Counseling, 3 hours
 COUN 580 Crisis and Trauma Interventions in Counseling with Individuals and Families, 3 hours
 COUN 585 Professional Orientation and Ethics in Counseling, 3 hours
 COUN 586 Study of Abnormal Behavior, DSM, and Psychopathology, 3 hours
 COUN 589 Counseling Practicum, 3 hours
 COUN 611 Counseling and Development of Children and Adolescents, 3 hours
 COUN 630 Counseling Research & Program Evaluation, 3 hours

II. Clinical Mental Health Concentration, 21 hours

COUN 569 Introduction to Family Systems in Counseling, 3 hours
 COUN 587 Assessment and Treatment Planning, 3 hours
 COUN 614 Substance Abuse and Addictions Counseling with Individuals and Families, 3 hours

COUN 640 Marriage and Family Therapy in Mental Health, 3 hours
 COUN 650 Neuroscience and Counseling Interventions with Individuals and Families, 3 hours
 COUN 653 Spirituality, Family Systems, and Holistic Mental Health, 3 hours
 COUN 668 Mental Health Counseling Internship, 6 hours (may be taken as two 3-hour courses)

III. Professional School Counseling Concentration, 18 hours

COUN 501 Foundations of School Counseling, 3 hours
 SPED 508 Survey of Persons with Exceptionalities, 3 hours
 COUN 568 Individual and Group Appraisal, 3 hours (instructor approval required)
 COUN 613 Design and Evaluation of Comprehensive School Counseling Programs, 3 hours
 (pre-requisite requirement - COUN 630 or instructor approval)
 COUN 665 School Counseling Internship, 6 hours (may be taken as two 3-hour courses)
 (pre-requisite requirement - COUN 589 or instructor approval)

Elective, 6 hours

*COUN 561 School Orientation for Counselors, 3 hours
 COUN 612 Consultation and Collaboration, 3 hours
 COUN 640, Marriage and Family Therapy in Mental Health, 3 hours
 COUN 638 Play Therapy across the Lifespan, 3 hours
 COUN 664 Counseling Students for College Access and Success

*Candidates who do not have a teaching license are required to take COUN 561, School Orientation for Counselors, in accordance with Tennessee licensure requirements. This additional elective course requirement may not be used to meet the elective requirement and will bring the total program to 60 hours for candidates without a teaching license.

All students who complete the Professional School Counseling Concentration are required to take a Comprehensive Examination (Standardized CPCE) and the Praxis II: Professional School Counselor (5421). Passing scores on these exams are required for the receipt of the MSC degree in School Counseling.

All students who complete the Clinical Mental Health Counseling track are required to take a Comprehensive Examination. (CPCE). A passing score on this exam is required for the receipt of the MSC degree in Clinical Mental Health Counseling. Both the Licensed Professional Counselor (LPC) and the Licensed Marriage and Family Therapist (LMFT) state licensure require additional specific examinations and supervision requirements following the completion of the Master's degree.

Students work with their faculty advisors to make necessary modifications to develop their Plans of Study in order to meet credentialing requirements.

Research Options

Research study is integrated in some manner in each of the courses offered. All graduate degree candidates are expected to complete research assignments and requirements for their respective programs in compliance with guidelines established by the Institutional Review Board of the

Graduate Committee. Students are required to work with course instructors to follow course requirements in research areas and to receive information on what the work in the specific class requires. A research group is also available for students to attend.

GSC PROGRAM INFORMATION

Minimum Program Requirements

The Graduate Studies in Counseling Master of Science in Counseling is a professional training program requiring a minimum of seven, but typically eight to nine, semesters of course work that can be completed in approximately two and half years when taking two or three courses at a time. The Dual Degree program typically requires a minimum of 12 semesters over a period of three and a half years. The GSC in Counseling program follows the cohort model with classes being offered on a very specific time frame. As a result, it is not likely that a student can finish the degree earlier than the seven-semester mentioned. To become a helping professional who effectively assists clients achieve healthy well-being, students are expected to examine their own emotional, social, cultural, intellectual, and spiritual development during their training. Education for professional counseling requires students to have the self-determination to acquire specific knowledge, skills, and disposition essential for effective practice. Identity as a professional counselor includes a commitment to strong ethical practice, willingness to receive and act upon corrective feedback, willingness to work with diverse people in a multicultural world, dedication to personal and professional growth, and a commitment to advocacy throughout their careers.

One of the most important aspects of the role of the counselor is a dedication to professional and personal wellness. Exemplifying and maintaining professional and personal wellness is key to the effectiveness of any counselor and is one of our ethical requirements both as a counseling student and future counselor. See specific aspects and standards of wellness in the GSC student dispositions on page 46. Graduate Studies in Counseling Students are asked to take a holistic wellness approach to their graduate study. If a student shows evidence of not taking care of issues surrounding wellness, the student will be asked to meet with the advisor (and sometimes the program director) to address the issues of concern and to make a wellness improvement plan. All students are asked to seek and participate in counseling as needed throughout their program either at their own expense or through the C-N Counseling Services. This is the student's responsibility as a student in the program. This study of counseling may bring to light many personal issues that a student will choose or need to address through counseling dispositions.

In order to assist students to understand their own life issues and the role of being a client in the counseling process, some program classes may require that the student participate in a limited number of counseling sessions during the course of the semester. Students will be notified of this requirement before the class begins and will be required to participate in this process at their own expense or through the C-N Counseling Services. This will be thoroughly explained and outlined in the course syllabus when required. It is very important in counselor preparation for students to understand the client role in counseling process and how counselor competencies help clients explore.

Graduation Requirements

Students are required to do more than pass courses with a 3.0 GPA or higher to receive the Graduate Studies in Counseling degree. Students must pass a written comprehensive examination during the last semester of training as well as successfully exhibit appropriate counselor dispositions. Dual degree students are required to take both the comprehensive exams for Professional School Counseling and Clinical Mental Health Counseling.

Students in Professional School Counseling must also earn a passing score on the Praxis II: Professional School Counselor. This exam is taken during the internship semesters of study. Test dates and testing center location for the Praxis can be found at:

https://www.ets.org/praxis/register/centers_dates?WT.ac=praxishome_centersdates_121126.

In addition, students must demonstrate the ability for ethical practice and the disposition for effective counseling as presented in the Professional Development and Performance Review section of this Handbook.

Time Limit to Degree Completion

Graduate work for any GSC degree must be completed within five years of full acceptance into the program. Exceptions to this must be approved by the Program Director and the Registrar.

Advisement

Students are required to meet with their assigned advisor upon admission and each semester afterward. It is the *student's responsibility* to contact their advisor and initiate these meetings and follow the recommendations regarding class enrollment schedules. To deviate from this plan could lead to the student graduating at a later date. Although the advisor will be assisting the student, it is ultimately the student's responsibility to ensure that they adhere to their degree plan of study to graduate in a timely manner. The student's advisor can assist in planning coursework, alert the student to developments in the program or profession, and provide the student with support and encouragement. (See: Appendix B for COURSE OF STUDY PLAN-Professional School Counseling and Appendix C for COURSE OF STUDY PLAN-Clinical Mental Health Counseling.)

Transfer of Credit

The Graduate Studies in Counseling program accepts up to 9 hours of coursework taken at other institutions within the last five years as transfer credit. Faculty will review the request and make a determination of acceptance or not. Course syllabi and a rationale for transferring the course must be provided. Courses are typically accepted for transfer credit if the other institution is CACREP accredited. Courses which were taken at a non-CACREP institution require faculty review of the course syllabus before deciding if the course will be accepted for transfer credit.

The acceptance of courses is not an automatic process. It is the responsibility of the student to submit a written request to the GSC Program Director, to have courses applied toward a degree, even if these courses were taken at C-N.

Authorization to Take Courses at another Institution

Graduate students who are currently enrolled at Carson-Newman University and who desire to take a course at another institution for credit at Carson-Newman University, must obtain prior

approval of their respective advisor and the chair of the department will be considered under very limited circumstances. The Authorization to Take Courses at Another Institution Form indicating the course to be transferred and the approval of the advisor and chair must be submitted to the Registrar before the course will be posted on the student's transcript. The form can be obtained on EagleNet under the Registrar's section.

Courses taken at another institution and transferred to Carson-Newman as part of the degree program may not exceed the number of credits allowed for transfer as prescribed by the Graduate Counseling Program.

Disability Services

Any student with a special documented disability (sight, hearing, mobility, learning, etc.) that may affect class activities should contact the Coordinator of Students with Disabilities, David Humphrey. Mr. Humphrey's phone number is 865- 471-3268. His office is located in Kathleen Manley Wellness Center. Students are required to provide appropriate documentation.

Degree Plan Submission

Students should consult with their advisor at least a month prior to the date set by the Registrar's Office to begin the submission of the Degree Plan process. Your advisor facilitates the degree plan for each student who has completed the program requirements. Degree plans are due to your advisor on September 1st for Fall graduation and December 1st for Spring graduation. July graduation candidates will be notified of the submission deadline as determined by the Registrar. Any students who graduate in July will walk at the following December graduation ceremony. Students are not allowed to walk during a graduation ceremony prior to the successful completion of the degree.

Program and School Fees

The following is an approximate list of major expenses which will be incurred by a graduate student at Carson-Newman University. Tuition and fees for full-time students cover the basic costs (fees for labs, classes, equipment, activities, etc. not included) of class instruction, matriculation, basic medical care in the university wellness center for minor illnesses and accidents, admission to concert/lecture series, athletic events held on campus excluding special tournaments, and contributions to several student organizations and publications.

The university reserves the right, beginning any term, to change the charges for tuition, fees, room, and board without notice.

Tuition (per semester hour)

Counseling Masters \$475.00

Technology Fee \$50.00

Graduate Studies in Counseling Practicum and Internship Fee (per semester)..... \$200.00

Additional fees and charges can be found listed in the C-N Graduate Catalog.

All charges must be paid in full on or before final registration.

All fees and charges are subject to change.

Tuition, fees, and all other costs for the semester are payable upon registration. For students with definite commitments of funds from the Office of Financial Aid, the difference between the total cost for the semester and the financial aid commitment (excluding work-study program) is

payable upon registration. Payment of the difference between enrollment charges and financial aid can be made by cash, personal check, DISCOVER CARD, VISA CARD, MASTERCARD, online through CN-Connect, or through the Academic Management Services deferred payment plan. Information on this plan is mailed to all new students after acceptance for admission to Carson-Newman and can also be obtained from the Treasurer's Office.

By enrolling, the student agrees to pay all expenses incurred by Carson-Newman to collect any outstanding debt, including attorney and collection agency fees. Carson-Newman reserves the right to report the status of any outstanding indebtedness owed to credit reporting agencies.

Students must settle their account for the current semester, including library and traffic fines, infirmity charges, etc., before they will be eligible to enroll for a subsequent semester or before a transcript of their academic record can be released by the Registrar's Office.

Confirmation of class registration is required before the semester begins. **It is extremely important that each student confirm registration.** Once confirmed, the student is required to let the Registrar know immediately if the student will not be able to take the class and to request to be dropped from the class. This notification both the advisor and the Registrar needs to be completed a minimum of a week before class begins. **Students who do not drop the class in advance are considered enrolled for the class which carries financial responsibility for payment for the class.**

Financial Assistance

The Financial Aid Office at Carson-Newman is available to assist students in completing the necessary steps for financial aid application. Students must first apply and be accepted for admission to Carson-Newman before consideration for financial assistance will be given. **It is each student's responsibility to contact the Financial Aid Office about the availability of financial assistance before each semester, especially summer semester since GSC is a year-round program.**

How to apply for assistance:

1. Complete the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA. Be sure to list Carson-Newman's Title IV code as 003481. Complete the FAFSA as soon as possible after January 1 preceding the fall semester.
2. Students should submit a written request for financial aid to the Financial Aid Office stating the year of enrollment and the number of credit hours in which they plan to enroll.

NOTE: Federal Regulations governing the application process and awarding of financial assistance may change. These changes may impact the awarding of financial assistance at Carson-Newman.

Student responsibility in completing necessary forms and returning them to the Financial Aid Office as quickly as possible cannot be over stressed. Information can be obtained by writing or calling:

Financial Aid Office 865-471-3247
 Carson-Newman University 800-678-9061
 1646 Russell Avenue e-mail: financialaid@cn.edu
 Jefferson City, TN 37760

No aid is automatically renewable; students should submit a written renewal request each year and file the FAFSA. See the following table for eligible Graduate Financial Aid Program.

Available Assistance	Requirements	Amounts Available
Federal Perkins Loan	Must file FASFA and prove demonstrated need. Repayable quarterly beginning 9 months after enrolling less than halftime.	Amounts vary
College Work Study	Must prove demonstrated need and desire to work part-time.	Amounts vary

A separate loan application must be filed. Carson-Newman College Financial Aid Office participates in electronic filing of applications. Students are encouraged to remain with any previous Stafford loan lender. Loan amounts may not exceed the cost of attendance.

Graduate Assistantships

Any fully admitted student in the Graduate Studies in Counseling may apply for available graduate assistantships. Preference will be given to fully admitted Professional School Counseling and Clinical Mental Health Counseling graduate students. Awards will be made based on the following criteria: need, commitment to GSC program, and ability to work 10 or 20 hours per week in the GSC Department. In order to apply for a Graduate Assistant's position, the student will need to first send a resume and cover letter to the GSC director. If the student is accepted, the student will then complete the Graduate Assistant's application that can be found in the Graduate Assistantship Handbook (<https://www.cn.edu/admissions/adult-and-graduate-admissions/graduate-assistantships>) on page 14. Graduate Assistantship appointments run in conjunction with the semester or the school year. Applicants receive the position for a maximum of one year at a time. Continued work beyond one year of graduate assistantship requires an applicant to meet all criteria of their placement, to perform duties satisfactorily, and to re-apply.

Student Planning for Practicum and Internship Time from the Beginning of Graduate Study in Counseling

It is extremely important that the student begin planning for Practicum and Internship requirements from the beginning of study. The Practicum experience requires a minimum of 100 hours and the two required internships are 300 hours (or 600 hours if taken in one semester). This is a total of 700 hours of supervised clinical experience for either the MSC with specialization in Clinical Mental Health Counseling or the MSC with specialization in Professional School Counseling. The Dual Degree MSC/EdS program requires 1300 hours of supervised clinical experience. All placements at sites for Practicum and Internships are made by the coordinator and students should not attempt to procure their own placement. Students in internship placements are required to work in all aspects of the role of the counselor at the site to learn the comprehensive work of the counselor.

A successfully completed semester of Practicum is required prior to the beginning of the internship experience. Clinical Mental Health students and Professional School Counseling students may choose to complete two Internship experiences over one semester or two Internship experiences over two semesters.

It is important for students to understand that field placement courses cannot usually be worked around their employment as the program must work within hours of operation of the site supervisor. Some of our students are able to be embedded at a particular worksite (PSC students must take the PRAXIS examine to be considered) that allows that student to work at the site while completing their field placement courses. However, this situation is available only under specific circumstances and cannot be guaranteed. Sometimes students must take sabbatical from their current employment to complete field placement.

Students in Graduate Assistantship positions are advised that it may be difficult to hold the position during the internship experience due to travel and schedules the student may need to follow to complete their internship. Furthermore, the hours the department may need them for work may conflict with the hours most students are most needed at internship sites.

Students Contacting Carson-Newman Safety and Security Services when Needed

All 2019-2020 Graduate Studies in Counseling Students are required to be on the LiveSafe App for our university. This app will notify students essential information (such as inclement weather, parking restrictions etc). Instructions will be sent by the Safety and Security Office through student emails. Be sure to complete the process.

Security personnel are available to walk you to your car if you are ever in need of assistance following class. The number for Safety and Security is 865-471-3559. The Security Cell Number is 865-548-9067.

Student IDs and Parking Passes

It is important that you know that student IDs are required in the program. You may get your student ID at the Safety and Security Office on campus. Parking passes are needed for parking in any student designated parking place on campus. Tickets are given for parking within a student parking area, parking in a faculty/staff designated area (red marker on parking space), and parking in an area designated for those needing special access (blue marker on parking space). Parking tickets must be paid in full, or a hold will be placed on your account for the subsequent semester. Please be respectful of these areas.

Please do not park in the First Baptist Church Parking Lot facing the Baker Building. Tickets are issued for parking in this lot. You may park on the street where signs permit and in the parking lot behind the First Baptist Church.

Utilization of Library Services and Databases

It is critical that you learn how to utilize the Library Services and Databases. This will be covered by a presentation in orientation and in other several classes. Please follow the directions given on the library website carefully. If you have questions or concerns, please contact the Library at 865-471-3335; the Graduate Program specialist is Jana Redmond.

Canvas Requirements

All Graduate Studies in Counseling Students are required to use Canvas. The website access is listed on the left side of the screen when you log on to the C-N website as a student. You will be required to submit your student name and password. There are instructions on the Carson-Newman and Canvas sites for use of the system. Being familiar with this site prior to the beginning of classes will be of help to you.

APA Writing Guidelines and Expectations

All Graduate Studies in Counseling students are required to use the APA writing guidelines in all classes in the program. Your professors will emphasize and expect this in all classes. If a student does not know how to use APA guidelines or has been accustomed to using a different style of writing, it is mandatory that you learn to use the APA guidelines to be successful in classes. Resource references will be offered by your class instructors. Failure to use appropriate and necessary APA references may jeopardize your grade, your progress in the program, and in some cases may constitute plagiarism. Assistance is available through the C-N Writing Lab.

Course Attendance

Course attendance is required for Graduate Study in Counseling classes whether in class or online. The instructor will include the attendance policy in the syllabus and will address it in class. Students are expected to meet the requirements set by the course instructor and to know that the lack of attendance as outlined will result in the lower grade in the course. Two absences in a class may result in a lower grade in the class.

Use of Electronic Devices in Class

Graduate Study in Counseling Classes are highly interactive. Students are expected to put away all devices when class begins. If a student needs to use a device for note taking, the student should let the instructor know. If a student is on call for a work situation, the student should let your instructor know prior to the beginning of class and students should make every effort not to be on call during class if at all possible.

Confidentiality of Class Discussions

Students are required to abide by the confidentiality of class discussions. Due to the interactive nature of counseling classes, it is critical that students honor the use of confidentiality. In addition, **a student must get permission from the instructor to record or video a class.**

Course Concerns

Any student who has a concern about progress in a course, continuation in a course, or the course in general, should first discuss these concerns directly with the course instructor. It is important that the course instructor know the concerns of the student immediately in order to help the student be successful in the course. Except under very limited circumstances, the Director will not address a student concern until the student processed that concern with their faculty directly.

Adherence to Dates for Withdrawal from Courses

Any student considering withdrawal from a course, should immediately talk with the course instructor and carefully check the dates to be followed in the Adult and Graduate Studies Catalog. Failure to withdraw in a timely manner may result in an F or a WF (if the withdrawal is submitted later in the semester) for the course.

ACADEMIC POLICIES AND REGULATIONS

Student Responsibility in Meeting Degree Requirements

Responsibility for knowing and following academic requirements (including academic, professional demeanor, and common degree requirements for graduation) rests with the student. Academic requirements are specified for each graduate degree program at Carson-Newman and these, as well as the common degree requirements, must be met before a degree is granted. Advisors, assigned to assist students in their progress toward degree completion, program directors, and appropriate administrators will provide specific information concerning these requirements; **but the student alone is responsible for fulfilling them.**

The administration and faculty of Carson-Newman believe that the educational and other programs of the college described in this document and the Graduate Catalog are effective and valuable. It is the intention of the GSC faculty to assist students in the pursuit of a degree and professional licensure when possible. However, due to circumstances or laws beyond our control, it is sometimes necessary or appropriate to change the program of study offered. The Graduate Studies in Counseling Program is being constantly refined to meet the State of Tennessee requirements and National standards for professional counselors. As a result, there may be changes in the course offerings and in the program requirements for students. Interested students should stay in contact with their faculty advisors and the Director of Graduate Studies in Counseling. Carson-Newman retains the right to terminate or change any of its policies, requirements, course offerings, class schedules, instructor assignments, and any other aspects of its educational programs when deemed appropriate without prior notice. We suggest that students visit with their academic advisors regularly. In addition, it is imperative students should read Carson-Newman e-mail, the Carson-Newman website, EagleNet.

The ultimate results of programs offered (in terms of achievement, employment, professional licensing, or other measures) are dependent on factors outside the programs, such as the personality and energy of the student, governmental or institutional regulations, and market conditions. Therefore, except as specifically stated herein, Carson-Newman makes no representation or contract that following a particular course or curriculum will result in specific achievement, employment or qualification for employment, admission to degree programs, or licensing for particular professions or emphasis.

Academic Standing

A minimum overall GPA of 3.00 is required to remain in academic good standing. A grade of C or better must be made in all courses applying to the Master's or Education Specialist degree. A maximum of nine (9) credit hours with C grades may be applied toward the MSC degree. Any courses beyond that with a C must be re-taken in order to receive credit towards the degree.

When a student fails to maintain academic good standing, the student will be placed on academic probation for one semester. Written notification of probation will be sent to the student. During the semester on probation, the student must work with his/her academic advisor to devise a plan to regain good standing. Any student on academic probation has an opportunity to complete nine (9) additional semester hours of graduate study to raise their cumulative GPA to 3.0.

Within Graduate Studies in Counseling Program, if, after nine (9) semester hours on probation, the student fails to regain good academic standing, the student will be suspended from the university for one semester. Written notification of suspension will be sent to the student. Following the one semester suspension, the student must apply to be readmitted. If, after readmission following suspension, the student again fails to remain in academic good standing, he/she will be academically dismissed from the university.

Academic Integrity

Carson-Newman University is a community of scholars and learners committed to the teachings of Jesus Christ. Our core values of Christlikeness, truth, excellence, and service integrate our Christian faith with the practice of academic pursuits. As citizens of this community, students, faculty, and staff share the responsibility for promoting a climate of integrity. The life of a Christian is built on the foundation of serving others and living in truth. A community built on these principles cannot accept unauthorized collaboration, cheating, fabrication, multiple submissions, false citation, plagiarism, or other actions as prohibited by instructors that jeopardize the rights and welfare of the community and diminish the worth of academic integrity of the community. The Community of Faith sets out broad principles, from which flow policies and practices for members of the Carson-Newman University Community. The Judicial code identifies specific definitions of academic integrity infractions provides a listing of sanctions, which students may face, and identifies steps of process. These can be found in the Adult and Graduate Studies Catalog located online at the Carson-Newman website at www.cn.edu.

Academic Dismissal

A student may be dismissed from the graduate program for failing to maintain satisfactory progress or for academic dishonesty. Written notification of dismissal will be sent to the student. If a student is dismissed from Graduate Studies in Counseling, the following conditions must be completed to re-enter the program:

- a. Write a formal letter of appeal to the Graduate Studies in Counseling Admissions and Appeals Committee.
- b. Meet any requirements/conditions set by the Graduate Studies in Counseling Admissions and Appeals Committee. Requirements/conditions are established on an individual basis as a result of an evaluation of the reasons for initial dismissal.

If for any reason the graduate faculty decides that a graduate student should not continue in the program, he or she may be required to withdraw before completion.

If a student is dismissed from Graduate Studies in Counseling Program, the student should follow the directions set forth by the Graduate Studies in Counseling Guidelines (Pages 30-31 of this document). The Student will notify GSC Director when planning to file a grievance.

Leave of Absence

Students must maintain continuous enrollment until the time limit for completing a degree. If a student is unable to attend for any reason, he/she must request a leave of absence. A leave of absence form must be filed with the department administrative assistant prior to the completion for registration for the semester in which the student wishes to be granted the leave of absence. Students who do not request a leave of absence are required to apply for readmission to the

college before he/she can register for classes. (For students receiving federal aid, federal regulations permit an approved leave of absence not to exceed 180 days in any 12-month period.)

Readmission

Students who have been enrolled in Carson-Newman previously but who have not attended Carson-Newman for a semester or more without requesting a leave of absence may apply for readmission. Students must complete the readmission form and pay the readmission fee.

In order for readmission to be granted, the student must be in good academic, disciplinary, and financial standing with the college. The deadline to apply for readmission is two weeks before the semester begins.

PROFESSIONAL DEVELOPMENT AND PERFORMANCE REVIEW

Conduct Expectations

Carson-Newman University was founded with a commitment to Biblical faith and principles. As an institution, the university seeks to equip, educate, and develop graduates holistically as people who glorify God, integrating Christian faith and practice with every aspect of their lives. We hope to equip each student with a personal integrity and a moral/ethical framework for life, which is responsible to the standards of Scripture and lived out in the Spirit of Christ.

Ethical Standards

Carson-Newman Graduate Studies in Counseling students exemplify just and equitable treatment of all members of the community in their dealings and interactions. Behavior that violates this value includes, but is not limited to: discrimination, defined as any distinction, preference, advantage for or detriment to an individual compared to others that is based upon an individual's actual or perceived sex, gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, or religion that is sufficiently serious that it interferes with or limits a student's ability to participate in or benefit from the University's educational program or activities.

Newly admitted candidates will meet with the advisor or Program Director, at which time the Carson-Newman Graduate Studies in Counseling Agreement Contract will be discussed and signed. By signing this agreement contract, new candidates are stating their willingness to be evaluated throughout the program on nine characteristics deemed necessary for the development of an ethical and competent counselor. These characteristics are implied from the expectations of professional and personal competence and responsibility as outlined by the American Counseling Association Code of Ethics (2014): openness, flexibility, positiveness, cooperativeness, willingness to use and accept feedback, awareness of impact on others, ability to deal with conflict, ability to accept personal responsibility, and ability to express feelings effectively and appropriately.

Standards of Student Conduct

With the goal to create a community that is Christ-centered, the university has established expectations for student behavior. As a member of the C-N community, each student has the responsibility to become familiar with the expectations that reflect the high standards of the university.

These values include, but are not limited to:

1. Respect for one's self and others within the campus and in the community.
2. Respect for the legacy, mission, and community Carson-Newman University strives to maintain.
3. Respect for all the laws set forth by the government at local, state, and federal levels.
4. Adherence to professional ethical standards, including ACA and ASCA.
4. Respect of policy, procedure, discipline, and authority implemented by the institution to effectively manage all university activity.
5. Respect for the diversity (personality, race, religion, etc.) of students, faculty, and staff who inhabit the C-N community.
6. Respect for diversity (personality, race, religion, etc.) among clients encountered during any practicum or internship experience within the context of graduate studies.
7. Willingness to embrace the need to hold others in the C-N community accountable to the Christian standards that reflect the university's mission. All policies regarding student conduct are available in the C-N Graduate Catalog, which is located on the Carson-Newman website. These policies apply to all graduate students on or off campus, regardless of whether school is in session.

Sexual Harassment

Students, staff, and faculty have the right to be free from sexual harassment. Students are prohibited from engaging in sexually harassing conduct toward any person. Sexual harassment directed towards students can include physical conduct or verbal innuendo of a sexual nature, imposed on the basis of sex by an employee, an agent of the university, or a student. Sexual harassment may take many forms including:

- Verbal conduct such as epithets, derogatory comments, slurs or unwanted sexual advances, invitations, or comments
- Visual/Electronic conduct such as derogatory posters, cartoons drawings, pictures, texts, memes, no matter how it is distributed
- Physical conduct such as unnecessary touching, patting, hugging, brushing against another's body, kissing, assault, blocking normal movement, or interference with work that is sexual in nature and or directed at another
- Threats and demands to submit to sexual requests in order to keep a job or academic status, or to avoid some other loss, and offers of job benefits or academic opportunity in return for sexual favors.

Those who have a complaint regarding sexual harassment or sexual misconduct, stalking, or relationship violence, should contact the Title IX Director who will direct an investigation in accordance with compliant and grievance procedures. A person found responsible for sexual harassment, sexual misconduct, stalking, or relationship violence is subject to disciplinary sanctions, which could range from a warning, to expulsion or termination of employment (see Eagle Handbook for more information).

- Title IX Coordinator
Dean of Students, Shelley Ball
(865) 471-3238
sball@cn.edu

Personal Reflection and Experiential Awareness

The faculty members in the Graduate Studies in Counseling Program at C-N firmly believe in the role and value of personal reflection and self-awareness for counselors and encourage our students to engage in their own personal therapeutic journey. Understanding one's own perspectives, interpretations, beliefs, experiences, and emotions is a crucial step towards understanding others and enhancing one's professional counseling and helping skills. According to the 2009 CACREP standards, the existence of self-awareness is a fundamental skill needed to relate to diverse individuals and groups. As such, the personal qualities, characteristics, experiences, and reactions of counselors are critical to the counseling and helping process.

The emphasis on personal development is a vital and fundamental aspect of Carson-Newman's graduate program. Our program's faculty members engage students in activities that promote the development of self-awareness and are committed to creating an atmosphere of safety. However, it is important to recognize that an atmosphere of safety is not synonymous with an atmosphere of comfort. In numerous classes in the program, students will be asked to take necessary emotional risks and actively engage in personal growth and self-reflection. For example, students will have opportunities to explore their own family of origin issues and identify their biases and assumptions. Understanding oneself is essential to your professional development as a counselor, as the counselor brings the self to be with the client. Engaging in our own self-awareness and personal development is essential to encouraging such a process in others and maintaining unconditional positive regard for our clients. Consistent with this is the expectation that students will offer their peers honest and direct interpersonal feedback. Feedback is a crucial aspect of students learning from each other. This is especially true in clinical courses such as Theories and Techniques of Counseling, Helping Relationships and Counseling Skills with Individuals and Families, Counseling and Development of Children and Adolescents, Group Counseling Processes, Practicum, and Internships.

In order to advocate for the professional development of our students and prepare students with the skills necessary to become competent professionals, educational experiences in some courses may be distressing for some students. If a student is exhibiting distress, we discuss options to help the student cope with this discomfort. A student should notify their professor immediately if course content is distressing so that the faculty member can debrief with the student. Should a student choose to seek personal counseling, suggestions for local resources will be offered to the student. The student is responsible for the payment for counseling services, however, services at the University Counseling Center are free of charge. In addition, during the course of study it may become clear to the student, faculty, or both, that the counseling profession is not a suitable match for the student. In such cases, faculty will help students, as needed, to explore more appropriate career choices and assist the student with exiting the program in a committed and caring manner. Students who are participating in their own personal counseling should inform their counselor, course instructor, and program advisor about distressing course experiences.

Professional Social Networking Behavior

Students who use social networking sites (e.g., Facebook, MySpace, Instagram, Twitter, etc) and other forms of electronic communication should be mindful of how their communication may be perceived by clients, colleagues, faculty, site supervisors, and other mental health professionals. As such, students should make every effort to minimize visual or printed material that may be

deemed inappropriate for a professional counselor. To this end, students should set all security settings to “private” and should avoid posting information/photos or using any language that could jeopardize their professional image. Students should consider limiting the amount of personal information posted on these sites. Students should never accept a client as a “friend” or expose a client through pictures, posts, tweets, or otherwise as part of their social network, since doing so constitutes a boundary violation. Additionally, any information that might lead to the identification of a client or represent a violation of client confidentiality is a breach of the ethical standards that govern the practice of a counselor or counselor in training. Engaging in these types of actions could result in the student being dismissed from the program.

(Adapted with permission from Arizona State University’s Counseling and Counseling Psychology program’s *Master of Counseling Program Guide*, August 2013.)

Evaluation of Student Performance and Progress

All faculty members in the Graduate Studies in Counseling are committed to continuous and systematic evaluation of their students. Also, we believe that students deserve and require on-going feedback regarding their progress through the program to reach their full potential.

(The Student Performance and Progress system described herein was adapted with permission from Lipscomb University’s Department of Psychology and Counseling *Graduate Studies in Counseling Program Handbook*, August 2013.)

Performance Review Committee (GSC Faculty)

In conjunction with regular assessments and meetings that students have with their advisor, the Progress Review Committee (PRC) consists of all core faculty members and is responsible for evaluating a student’s performance and potential for effectiveness as a Professional Counselor and making decisions regarding a student’s continuation in the GSC program (see Appendix F).

Membership of this committee includes student’s faculty advisor and other faculty in Graduate Studies in Counseling (GSC) Program. Appeals to the Progress Review process should be directed to the Director of the GSC.

Progress Review

Faculty will review and evaluate each student’s performance on an on-going basis, considering not only the academic performance, but also the professional (including ethical standards), intrapersonal, and interpersonal skills and behavior (see Appendix G).

An evaluation of the student’s performance will occur via both formal and informal methods. Formally, the student will be evaluated by course performance and with the Key Learning Objectives Assessment (KLOA) system that is given to students in the syllabus of each course. Informally, the faculty will continuously evaluate the appropriateness of each student’s interpersonal skills through interactions with faculty, staff, clinical supervisors, and other students. Information via these evaluations will be reviewed by the GSC Department.

Prior to beginning the fourth semester, the faculty will review all information from the formal and informal evaluations listed above to consider each student’s entire performance and to consider the student’s readiness for the counseling field. This information will be recorded on the Dispositions Form (Appendix F). Specifically, the faculty will determine if a student should be

allowed to proceed in the GSC program. At this time, one of the following decisions will be made: 1) approval to proceed in the program, 2) dismissal from the program, or 3) recommendation for a PIP (See *Performance Improvement Plan* below for details). If a student's performance is deemed appropriate for progression in the program and in the field of Professional Counseling, the student will be encouraged to proceed with fourth semester courses. The advisor and student will schedule a feedback session for a review of the first three semesters of graduate work in counseling. All evaluation and progress review materials will be placed in the student's files, and the student may request to see this information at any time.

Routine Annual Evaluation of Student Progress

Student progress through the program will be assessed annually. The standards for satisfactory performance include the following: successful passing of courses, progress through the program requirements in a timely manner, appropriate professional and personal growth, and appropriate interpersonal behavior.

If a faculty member has a concern about a student's progress, course performance or behavior, a SPPR form will be completed to document the concerns. If additional space is needed, the faculty will write a letter documenting the concerns. A student will receive a Notice of Concern (in a letter) if progress or behavior is not considered to be appropriate; the student will be asked to meet either with the advisor and/or the PRC for a discussion of the issues and to determine a course of action, should a formal one be necessary (PIP will be utilized).

Students can assume that their performance is satisfactory and that they are in good standing in the program if they receive no written notification to the contrary after the annual review.

Dispositions

In addition to content knowledge and applied skills, counselors must demonstrate certain professional dispositions in order to develop as competent professionals. The Carson-Newman Counseling Department faculty have articulated a set of core professional dispositions which are used to assess student performance and development. Appendix F includes a rubric defining these dispositions and describing specific expectations regarding each. Faculty will use the dispositions for regular annual student assessments, identification of student strengths and areas in need of support, and construction of Performance Improvement Plans.

Performance Improvement Plan (PIP)

In the event that a student fails to meet program expectations, the student may be placed on probation, and provided with a Performance Improvement Plan (PIP) to aid the student in overcoming performance deficiencies and returning to good standing in the program. The plan is normally developed by the Performance Review Committee (PRC) and specifies required activities and deadlines that must be achieved by the student, as well as consequences for failure to complete the PIP. Failure to successfully complete directives prescribed in the PIP will result in sanctions up to and including temporary or permanent dismissal from the program.

The GSC faculty could determine a student's performance deficiencies are of such a nature and severity that neither the student nor the program will benefit from a PIP. In those cases, a student may be dismissed temporarily or permanently from the program. Dismissal procedures are described in the section entitled *Dismissal from the Program*.

A PIP will include 1) a detailed description of the performance/behavioral deficiencies, 2) a detailed explanation of the level of progress or performance that is required to remediate each deficiency—with reference to supporting documentation from written standards in the program (e.g., syllabi, practicum evaluation criteria), 3) the required actions to be taken and the documentation necessary to substantiate successful completion of the action steps, 4) the specific timeframe for completion of the plan, and 5) the consequences for failure to complete the plan.

The PIP will be signed and dated by the student, the advisor, and GSC Director, with a copy given to the student and another placed in the student's file. The advisor and student will discuss and establish mechanisms which will aid the student in completing the PIP in the allotted time, and the advisor will monitor the student's plan progress and report this progress to the PRC. Students on a PIP are not permitted to pre-register for coursework for the semester following the implementation of their PIP plan. Additionally, students on a PIP are not permitted to register for more than six (6) hours of coursework per semester while on a PIP. Based on a review of the student's progress, the PRC will determine whether the student has met the terms of the PIP. If the student demonstrates compliance with the terms of the PIP, the student will be considered in good standing and no longer on probation. If the student fails to complete the PIP in accordance with its terms, the student will be subject to sanctions up to and including temporary or permanent dismissal from the program. (See section below on *Dismissal from the Program*). The PRC will communicate its determinations in writing to the student, with a copy placed in the student's file.

Ad Hoc Evaluations of Performance

Professional ethics demand that student deficiencies be addressed immediately. Many deficiencies can be successfully addressed by the student and faculty member in the context of a course or other experience (e.g., clinical experiences) without recourse to the more formal procedures described above. However, when student deficiencies cannot be addressed within the context of a course or other experience—either because they are too serious or too broad (i.e., they extend beyond a single course or experience)—they must be brought to the attention of the PRC by completing a Professional Performance Review (PPR) form which outlines deficiencies in the student's professional, intrapersonal, and interpersonal functioning. Such deficiencies are handled in the same manner as progress or annual reviews. (See section on *Performance Improvement Plan* above.)

Dismissal from the Program

Training to become a professional counselor is rigorous and demands more than just academic excellence. Counselor Educators are ethically bound to ensure that counseling students demonstrate competencies beyond what is required in the classroom. Effective counselors must acquire particular sets of knowledge, skills, disposition, advocacy, multicultural, and other counseling competencies. The role of a professional counselor requires certain personal qualities such as empathy, flexibility, introspection, reflection, interpersonal skills, sincere interest in others, ability to maintain healthy boundaries, ability to receive corrective feedback, and other personal attributes. While the GSC faculty screen applicants based on their potential to succeed in training to become an effective counselor, some students may come to realize that counselor training is not appropriate for them from conversations with their faculty advisors or from their own discomfort with training expectations. **Both GSC faculty and students must remain**

attuned to the possibility that a career in counseling may not be appropriate for all GSC students. GSC faculty advisors are willing to help students explore alternative career paths that might offer a better fit for them rather than continue in a professional training program where their talents are not appropriate.

It is the policy of the Carson-Newman University's Graduate Studies in Counseling that any student participating in the GSC Program must adhere to the policies articulated in the Graduate Catalog, Graduate Studies in Counseling Handbook, Practicum and Internship Handbook, course syllabi, American Counseling Association (ACA) Code of Ethics, and Carson-Newman University regulations concerning academic ethical and scientific standards. Students are responsible for reading and complying with the expectations contained in the documents referenced above and remaining informed of university, departmental, and program policy changes. The program and the university reserve the right to modify policies and procedures without advance notice.

Students who fail to comply with the terms of their PIP may be temporarily or permanently dismissed from the program. Additionally, the program reserves the right to dismiss a student from the program if it is determined that the student's performance deficiencies are of such a nature and severity that neither the student nor the program will benefit from a PIP. Final decisions regarding dismissal due to performance/behavioral deficiencies will be made by the GSC Director, upon recommendation by the Performance Review Committee (PRC). Dismissal from the program may follow a period of remediation (PIP), probation, and/or suspension, but such a period is not required to precede dismissal.

A student, being considered for dismissal, will be advised in writing of the performance/behavioral deficiencies under review by the PRC. The student may be requested to appear before PRC, provide the committee with a written statement, or both. Any oral or written statement by the student is expected to respond to the performance deficiencies under review. A copy of the student's written statement will be placed in the student's departmental file. While attempting to be consistent in its performance evaluations and dismissal decisions, the program attempts to be sensitive to the facts and circumstances surrounding individual cases. These two values may, at times, conflict, but both will be weighed in the effort to achieve as fair of a process/decision as possible. Following review of the case, the PRC will determine whether a recommendation to dismiss from the program is warranted and whether the dismissal should be temporary or permanent. The PRC then makes its recommendation to the GSC Director, who has the authority to make the final program dismissal decision. The student will be advised in writing regarding the dismissal decision, with a copy placed in the student's file. Students dismissed from the program are no longer considered students of Carson-Newman University as of the end of the semester in which they are dismissed.

Program dismissal reviews and communications are considered confidential but may be shared, as appropriate, with pertinent staff and faculty on a need to know basis. Graduate students may be subject to dismissal by Carson-Newman University for failure to comply with Standards of Conduct and Academic Integrity. For information on these policies and procedures, see the C-N Graduate Catalog, which can be located on the Carson-Newman website.

Appeals

Students may appeal recommendations and decisions of the PRC to the GSC Director. Students dismissed from the program may appeal the dismissal first to the Dean of the Education Department, then to the Associate Provost of Carson-Newman University, with the final appeal determination residing with the Provost. The student is expected to follow this chain of command. A formal, written appeal, which outlines the specific grounds for the appeal, must be filed within 60 days of the end of the term in which the student was dismissed and no later than the end of the twelfth month following the dismissal. The student will be notified regarding the university's appeal decision.

Summary Steps of Professional Development Review Procedures

1. Faculty advisor works with individual student on informal basis to review and assess professional development.
2. If student development is appropriate, then training continuance is acknowledged. If concerns arise about student development, then faculty advisor will address them with the student as early as possible. If concerns are not satisfactorily addressed between faculty advisor and student, then a review by the Performance Review Committee will be made.
3. Performance Review Committee examines all informal and formal student progress reviews with the student, grants approval to proceed in the program, dismisses from the program or recommends a Professional Improvement Plan.
4. If required, student completes a PIP.
5. If necessary, PRC and student review professional progress from PIP and determine proceeding in program or dismissal from program.
6. Faculty advisor may discuss appropriateness of counseling as a career path and help student consider other career alternatives, if necessary.
7. If student insists on continuing in the program despite faculty evaluations, then the case is referred to the PRC to consider dismissing student from GSC program.
8. If dismissal from program is recommended by PRC, students may appeal decision.

Student Evaluation of Faculty

GSC students have the opportunity to evaluate their learning experience and faculty instruction after each course. The evaluation of teaching is a process intended to ensure an academic program of the highest quality at C-NU. The purpose of the faculty evaluation program is to inform Department Chairs, School Deans, the Provost, and the President of the abilities and performance levels of the faculty, and to help faculty improve as professionals and teachers. Faculty routinely use student input to inform their teaching practice and greatly appreciate student feedback. All GSC students are highly encouraged to submit feedback after each semester.

Program Evaluation Information

The GSC program provides assessment data for review by students, alumni, community partners, and the public in general annually. This information can be found on our website at [MS in Counseling - Carson-Newman University \(cn.edu\)](https://www.carson-newman.edu/counseling) under program statistics.

PRACTICUM AND INTERNSHIP EXPERIENCES

Important information regarding Practicum and Internship Experiences

Field Placement Coordinator

Dr. Megan Herscher
mherscher@cn.edu
 865-471-4217

Prerequisites for Practicum

Before students in counseling can register for COUN 589 Counseling Practicum, each student must fulfill all the prerequisites for internship. The following lists those requirements necessary to enroll in internship at C-N:

- Completion of appropriate school counseling courses (see C-N Graduate Catalog.
- Permission from the appropriate track program director or Practicum Coordinator.
- Successful criminal background check (see Ashley Bryant Cheney in Baker 200A or contact her at abryant-cheney@cn.edu for further details) and,
- Documentation of current liability insurance. Liability insurance may be purchased by obtaining a student membership in the American School Counselor Association (ASCA) or American Counseling Association (ACA). To obtain ASCA student membership and liability insurance coverage visit <http://www.schoolcounselor.org/>. To obtain ACA student membership and liability insurance coverage visit: <http://www.counseling.org/membership/membership-benefits>. Students may purchase additional liability insurance. Please see faculty advisor for more information.

Practicum Requirements

In accordance with the 2016 CACREP Standards, students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term (dual degree students are only required to complete one practicum experience). The students' practicum site will be determined in collaboration by the student and faculty supervisor. It is required that each student's practicum placement occurs in the context of a placement where a qualified (master's level, licensed) supervisor is present and available to the practicum student. Each student's practicum requires 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 program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
- An average of 1 1/2 hours per week of group supervision that is provided on a regular schedule throughout the practicum by a program faculty member or a student supervisor. Group supervision should not exceed 12 students.
- The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student's interactions with clients. Students must adhere to the

Double Lock Rule in maintaining and transporting their recordings (see Appendix H), and

- Evaluation of the student's counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the practicum.

For more information about the counseling practicum experience, you can either contact Dr. Carolyn Carlisle, coordinator of counseling practicum for both school counseling and mental health counseling, ccarlisle@cn.edu and/or 865-471-2087 or consult the Practicum Handbook at www.cn.edu under Graduate Studies in Counseling.

Counseling Internship Experiences

Prerequisites for Internship

Before students in school counseling can register for COUN 665 (total of 6 hours) or COUN 668 (total of 6 hours) (dual degree students are required to take both specialization internships for a total of 1200 hours), each student must fulfill all the prerequisites for internship. The following lists those requirements necessary to enroll in internship at C-N:

- Completion of appropriate counseling courses (see C-N Graduate Catalog.).
- Permission from the Specialization Area Internship Coordinator.
- Successful criminal background check (see Ashley Bryant Cheney in Baker 200A or contact her at abryant-cheney@cn.edu for further details);
- Documentation of current liability insurance. (Liability insurance may be purchased by obtaining a student membership in the American School Counselor Association (ASCA) or American Counseling Association (ACA). To obtain ASCA student membership and liability insurance coverage visit <http://www.schoolcounselor.org/>. To obtain ACA student membership and liability insurance coverage visit: <http://www.counseling.org/membership/membership-benefits>. Students may purchase additional liability insurance. Please see faculty advisor for more information.
- All counseling students are highly encouraged to join the Tennessee Counseling Association, a local chapter (SMCA or Watuagua), and a counseling division (the Tennessee School Counselors Association, TSCA, or Tennessee Mental Health Counselors Association, TMHCA. Student membership in the Tennessee Counseling Association is offered at a special student rate and includes membership in TCA, one local chapter, and one counseling division. See your advisor for more information.

Internship Requirements

Internship requirements adhere to the 2016 CACREP Standards and the licensure guidelines of the Tennessee Department of Education, each student's internship experience includes all of the following:

- Students must complete a supervised internship in the student's designated area of 600 clock hours total. Students are expected to complete their internship experience in one semester, at a minimum of 600 hours total, or two semesters, at a minimum of 300 hours each semester.).
- At least 240 of the 600 clock hours be in direct student/client involvement.

- Weekly interaction with site supervisor that averages one hour per week; An average of 1 1/2 hours per week of group supervision by C-N faculty internship supervisor on a regular schedule throughout the internship.
- Opportunities for intern to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
- Opportunities for intern to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions. In the event that a GSC student is unable to video a client based on the policies and procedures of the agency, an audio recording may be substituted, or the faculty supervisor may observe the session in person or behind a two-way mirror. Interns must adhere to the Double Lock Rule in maintaining and transporting their recordings (see Appendix H); and,
- Evaluation of the intern's performance throughout the field experience, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.

Internship Placement Procedure

The clinical field experience in counseling provides candidates with supervised opportunities to perform those duties and responsibilities that a professional counselor would do. In order to have meaningful internships, it is essential that highly qualified counseling practitioners who desire to give back to the profession by mentoring, training, and supervising interns are recruited.

Therefore, great care is taken in identifying internship locations and in selecting site supervisors who meet program standards and site supervisors are trained for their role.

1. The selection process begins when the C-N Internship Coordinator and prospective interns meet during the semester of their practicum experience to review their training, to identify future goals, and to determine training needs as they prepare to move into their final clinical field experiences.
2. The Internship Coordinator then meets with agency and or school district supervisors of counselors to select appropriate sites and to identify qualified practitioners who could best meet the interns' training needs. For example, some interns may need more experience working with diverse populations or practice in working with students at different developmental levels. {Note: In accordance with CACREP standards, site supervisors must hold a minimum of a master's degree in counseling, have appropriate credentials, and have at least two years of experience as a counselor at the level at which they are supervising.}
3. The district supervisor then contacts the selected supervisor to ask if he/she would be willing to supervise an intern during the upcoming semester.
4. Following support of the supervisor, the Internship Coordinator meets with the intern and the counselor who will serve as site supervisor to orient them in accordance with the C-N Professional School Counseling Internship Handbook and to establish training goals for the semester.
5. To ensure training is progressing appropriately, the Internship Coordinator maintains regular contact with the site supervisor during the internship.
6. At the end of the semester, the Internship Coordinator reviews the evaluations of site supervisors to determine their degree of effectiveness in mentoring interns. Those results are communicated to school district supervisors of counselors.

7. Any student who does not complete internship required hours by the last day acceptable for the semester will be required to register for internship for the following semester.

Source for additional information regarding internship

For more information, review both the Practicum and Internship Handbooks for 2020-2021 at www.cn.edu under the Graduate Studies in Counseling after September 15, 2020. Copies will be emailed to all student enrolled in these classes a minimum of two weeks prior to the beginning of the course.

Distinction Between Practicum and Internship Placements

Carson-Newman University's Graduate Studies program is designed to provide a comprehensive and differentiated experience in the field of school counselor/mental health counseling. In an effort to provide students with the most complete learning experience, it is imperative that the practicum and internship experiences are differentiated. These experiences must be fundamentally distinct. If a student intends to complete an internship at a site that has been used for practicum he/or she must provide the faculty with written documentation as to how the experiences differ. As is the case with any internship or practicum experience, each site must be pre-approved by the faculty supervisor.

COMPREHENSIVE AND LICENSURE EXAMS

Comprehensive Exams

The GSC program has moved to the standardized Counselor Preparation Comprehensive Examination (CPCE). All MSC students must successfully pass the CPCE to graduate from the Master's program.

Candidates typically schedule to take their comprehensive exam during their last semester of study. The students should contact the Internship Coordinator to receive information about comps and to receive details about scheduling the exam. While there is no official study guide to prepare for the CPCE exam, however, a list of textbook resources frequently used in CACREP-Accredited Counselor education Programs can be found at <https://www.cce-global.org/AssessmentsAndExaminations/CPCE>. In addition, a workshop for preparation and study will be conducted in the spring and fall of each year and a Canvas Comprehensive exam site has been established to assist students with preparation and practice testing. There is a fee to sit for the CPCE.

Professional Licensure Exams

The Praxis II: Professional School Counselor (5421) may be taken anytime one feels prepared to take it successfully. However, most students find it better to take the exam during the internship experience. Tennessee requires a passing score of 156 for licensure; candidates should consider taking it during their final internship semester. Registration for the Praxis can be made at the website address: <http://www.ets.org>. There is a fee to sit for the Professional School Counselor specialty area of the Praxis.

The GSC faculty urges all students to sit for the National Counselor Examination for Licensure and Certifications®. For the past years, Carson-Newman University has been one of the locations where the exam has been offered. This exam is required in many states for Licensed

Professional Counselors and is optional for school counselors. To learn more of the benefits of holding credentials as a National Certified Counselor visit the National Board of Certified Counselors website at: <http://www.nbcc.org/nce> and talk with your faculty advisor. There is a fee to sit for the NCE Exam. Students in a C.A.C.R.E.P. accredited program are allowed to take the exam during the final part of their graduate study.

PROFESSIONAL LICENSURE, ENDORSEMENT, AND EMPLOYMENT

Licensure for Professional School Counselors

Upon completion of the MSC program requirements in Professional School Counseling, graduates will fulfill requirements to obtain a Tennessee license as a Professional School Counselor in grades pre-kindergarten through twelve. Reciprocity exists between Tennessee and many surrounding states. Consult with your faculty advisor to learn which states may accept your Tennessee Professional School Counselor license.

Upon consultation with your advisor, students should contact Laura Andon in the C-N Education Department (beneath Stokely Cafeteria) to complete all paperwork required for submission to the Tennessee State Department of Education in order to obtain licensure as a Professional School Counselor.

Licensure for Professional Mental Health Counselors

There are major requirements following the completion of your Master of Science in Counseling degree in Clinical Mental Health Counseling to obtain licensure as a LPS-MHSP.

The credentialing of professional counselors takes various forms. Credentialing itself is an umbrella term to cover such areas as state licensure, certification, and registry. The GSC program does not guarantee licensure, certification, or credentialing of our graduates.

Information about licensure in the State of Tennessee can be obtained at http://health.state.tn.us/Boards/PC_MFT&CPT/index.htm. It is the student's responsibility to understand and make arrangements to meet the licensure requirements of the state in which he or she intends to practice (requirements vary from state to state). Students are encouraged to work with their faculty advisors to make necessary modifications to their Plans of Study in order to meet those requirements.

Licensure in professional counseling and marriage and family therapy both require supervised counseling beyond the graduate degree and the specific examinations required for the licensure area.

Endorsement Policy and Guidelines

GSC faculty have adopted endorsement guidelines as provided in the current version of the *American Counseling Association (ACA) Code of Ethics*. Per the *ACA Code of Ethics* (2014), **“F.6.d. Endorsements: Supervisors endorse supervisees for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.”** (p. 14).

In the academic setting, endorsement includes, but is not limited to, the following activities:

- Approving a student for graduation clearance once he or she has completed all academic requirements of the MSC Degree Program and has not demonstrated impairment as defined by the ACA Code of Ethics.
- Preparing a letter of reference for a student for employment, a credential (e.g., LPC), a doctoral program, etc.
- Fielding a telephone call, written, or digital request from a potential employer, credentialing body, institution of higher learning, etc., regarding a student's potential for success in the field of school counseling or clinical mental health counseling.

Students should be aware that it is the ethical responsibility of faculty members to endorse only those students who possess the required skills, personal qualities, maturity, and mental capacities to engage in the requisite activities for their level of training and personal and professional development.

Please note that any GSC faculty member retains the right to refuse to endorse a student or graduate of our program without cause or explanation. Furthermore, the GSC has an ethical mandate to refuse to endorse any student who meets the *ACA Code of Ethics* (2014) definition for student impairment (Section F.5.b.), regardless of qualifications (Section F.6.d.), for graduation clearance.

Employment Opportunities

The Graduate Studies in Counseling cannot guarantee licensure in the area of clinical mental health counseling or employment following graduation. However, the GSC faculty will mentor students with career planning. Students are encouraged to take initiative exploring employment opportunities by regularly attending professional meetings where practitioners talk about potential job openings in school, community agencies, private practice and other employment opportunities. Students should read the frequent emails concerning employment, and view the professional organization websites where job notices are posted. As students near their clinical field experiences, they should view this as an opportunity to display their professional competencies and readiness for potential employment. Students should have conversations with faculty advisors about clinical field experiences that can lead to employment opportunities.

COUNSELING HONOR SOCIETY: CHI NU UPSILON

Chi Nu Upsilon is the local chapter of Chi Sigma Iota International Honor Society values academic and professional excellence in counseling. Chi Sigma Iota promotes a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity. The mission of the C-N Chi Nu Upsilon Chapter and Chi Sigma Iota is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling.

To be eligible for membership, students must have completed at least one semester of full-time (9 credit hours) graduate coursework in a counselor education degree program, have earned a grade point average of 3.5 or better on a 4.0 system, and be recommended for membership in CSI by C-N including promise for a capacity to represent the best about professional counseling including appropriate professional behavior, ethical judgment, emotional maturity, and attitudes

conducive to working to advocate for wellness and human dignity for all. For more information, contact Dr. Herscher, the C-N sponsor mhersch@cn.edu, or Dr. Nathan West, the co-sponsor, nwest@cn.edu.

PROFESSIONAL IDENTITY

National Credentials

Carson-Newman school counseling graduates fulfill the requirements for Professional School Counselor licensure in the state of Tennessee. It would be prudent to seek additional credentials. There are two organizations at the national level where you can obtain additional credentials: The National Board for Certified Counselors, Inc. (NBCC) and the National Board for Professional Teaching Standards (NBPTS). The benefits of national certification are three-fold: by participating in the certification process you will be acknowledged for your competencies and accomplishments as a nationally certificated counselor, you will be elevating your professional identity which could be important to your building principal and your community stakeholders, and you may receive financial incentives from your state and/or local school board.

Carson-Newman Clinical Mental Health Counseling graduates are eligible to take the National Counselor Exam through the National Board for Certified Counselors. This is one of the exams currently required for Professional Counselor Licensure in Tennessee.

To receive more information about these two certifications, visit the NBCC website at www.nbcc.org/ and the NBPTS website at www.nbpts.org/.

Professional Organizations

It is expected that students in counseling will develop into professional leaders who seek to contribute to the profession. In order to develop leadership skills, membership and participation in professional organizations is highly encouraged. Below lists some of the most relevant professional organizations for counselors in East Tennessee:

American Counseling Association (ACA)

5999 Stevenson Ave.

Alexandria, VA 22304-3303

1-800-347-6647

www.counseling.org

American School Counselors Association (ASCA)

801. N. Fairfax St., Suite 310

Alexandria, VA 22314

www.schoolcounselor.org

The Tennessee Counseling Association

P.O. Box 240365

Memphis, TN 38124-0365

www.tcacounselors.org

Smokey Mountain Counseling Association

<http://smokymountaincounseling.org/>

Tennessee Licensed Professional Counselors Association

<https://tlpca.net/>

Closing Summary

This document is updated each year. It is important for each program student to read the Graduate Studies in Counseling Handbook thoroughly for each year of study. **You are required to make a copy of the signature sheet in the handbook, sign the signature sheet, and return it to your advisor during orientation before the end of the second week of classes at the latest**

The Graduate Studies in Counseling faculty and staff are dedicated to providing the best possible experience we can offer to train quality counselors to serve diverse populations effectively and holistically. We currently have graduates serving across our region, our state, our nation, and our world. We are dedicated to mentoring our students to become advocates for counseling and mental health and to exemplify servant leaders across our world.

Please let us know if you have questions or need assistance at any time during your program experience. If you do not receive a return email, call, or text in return to your communication, please call or email Ashley Bryant Cheney at abryant-cheney@cn.edu and she will notify the person you are trying to reach.



Appendix A

Carson-Newman University Clinical Mental Health Counseling Program Course Offerings

The Clinical Mental Health Counseling program at Carson-Newman has a total credit requirement of 60 semester hours. Candidates who successfully complete course requirements and earn a passing score on Program Comprehensive Examination will fulfill requirements to graduate from the program. Students who wish to pursue licensure as a Professional Counselor may be required to take additional courses following the completion of the MSC degree (depending upon the state in which they seek to work). Both the LPC and the LMFT state licensure require additional specific examination and supervision requirements following the completion of the master's degree.

Number	Description	Cr.	Projected Semester
Core Requirements (36 hours)			
COUN 502	Theories and Techniques of Counseling	3	Fall/Spring
COUN 514	Helping Relationships and Counseling Skills with Individuals and Families	3	Fall/Spring
COUN 550	Holistic Counseling in a Diverse World	3	Summer
COUN 565	Group Counseling Processes	3	Fall/Spring
COUN 566	Life-Span Development for Counselors	3	Spring
COUN 567	Career Counseling and Development	3	Fall
COUN 580	Crisis Counseling and Trauma Interventions	3	Spring/Summer
COUN 585	Professional Orientation and Ethics in Counseling	3	Summer
COUN 586	Study of Abnormal Behavior, DSM, and Psychopathology	3	Fall/Spring
COUN 589	Counseling Practicum	3	Fall/Spring/Summer
COUN 611	Counseling and Development of Children and Adolescents	3	Spring
COUN 630	Counseling Research	3	Fall
Clinical Mental Health Counseling Specialty (24 hours)			
COUN 569	Introduction to Family Systems in Counseling	3	Spring
COUN 587	Assessment and Treatment Planning	3	Spring
COUN 614	Substance Abuse and Addictions Counseling with Individuals and Families	3	Fall
COUN 650	Neuroscience and Counseling Interventions	3	Fall
COUN 653	Spirituality, Family Systems, and Holistic Mental Health	3	Summer
COUN 668	Mental Health Counseling Internship (6 hours required)	6	Fall/Spring/Summer
Clinical Mental Health Counseling Elective (3 hours)			
COUN 640	Marriage and Family Therapy in Mental Health	3	Summer
COUN 664	Counseling Students for College Access and Success	3	Summer
COUN 638	Play Therapy across the Lifespan	3	Summer



Appendix B

Master of Science: Clinical Mental Health Counseling Course Completion Record

STUDENT NAME: _____ **STUDENT #** _____

Number	Description	Credit	Date	Grade
Core Requirements (33 hours)				
COUN 502	Theories and Techniques of Counseling	3		
COUN 514	Helping Relationships and Counseling Skills with Individuals and Families	3		
COUN 550	Holistic Counseling in a Diverse World	3		
COUN 565	Group Counseling Processes	3		
COUN 566	Life-Span Development for Counselors	3		
COUN 567	Career Counseling and Development	3		
COUN 580	Crisis Counseling and Trauma Interventions	3		
COUN 585	Professional Orientation and Ethics in Counseling	3		
COUN 589	Counseling Practicum	3		
COUN 611	Counseling and Development of Children and Adolescents	3		
COUN 630	Counseling Research	3		
Clinical Mental Health Counseling Specialty (24 hours)				
COUN 569	Introduction to Family Systems in Counseling	3		
COUN 586	Study of Abnormal Behavior, DSM, and Psychopathology	3		
COUN 587	Assessment and Treatment Planning	3		
COUN 614	Substance Abuse and Addictions Counseling w/ Individuals & Families	3		
COUN 650	Neuroscience and Counseling Interventions w/ Individuals & Families	3		
COUN 653	Spirituality, Family Systems, and Holistic Mental Health	3		
COUN 668	Mental Health Counseling Internship	3		
COUN 668	Mental Health Counseling Internship	3		
COUN	Elective (COUN 640, 638, or 664)	3		
	Total hours			

Student _____ Date _____

Advisor _____ Date _____



Appendix C
Carson-Newman University
Professional School Counseling Program
Course Offerings

The Professional School Counseling program at Carson-Newman has a minimum total credit requirement of 60 semester hours. Candidates who successfully complete course requirements, earn a passing score on the Professional School Counselor specialty area test of the National Teachers Examination (Praxis Series), and earn a passing score on Program Comprehensive Examination will fulfill requirements for Tennessee licensure as a Professional School Counselor in grades pre-kindergarten through twelve.

Number	Description	Cr.	Projected Semester
Core Requirements (36 hours)			
COUN 502	Theories and Techniques of Counseling	3	Fall/Spring
COUN 514	Helping Relationships and Counseling Skills with Individuals and Families	3	Fall/Spring
COUN 550	Holistic Counseling in a Diverse World	3	Summer
COUN 565	Group Counseling Processes	3	Fall/Spring
COUN 566	Life-Span Development for Counselors	3	Spring
COUN 567	Career Counseling and Development	3	Fall
COUN 585	Professional Orientation and Ethics in Counseling	3	Summer
COUN 580	Crisis Counseling and Trauma Interventions	3	Spring/Summer
COUN 586	Study of Abnormal Behavior, DSM, and Psychopathology	3	Fall/Spring
COUN 589	Counseling Practicum	3	Fall/Spring/Summer
COUN 611	Counseling and Development of Children and Adolescents	3	Spring
COUN 630	Counseling Research	3	Fall
School Counseling Specialty (18 hours)			
COUN 501	Foundations in School Counseling	3	Fall
COUN 568	Individual and Group Appraisal	3	Summer
SPED 508	Survey of Persons with Exceptionalities	3	Fall/Spring/Summer
COUN 613	Design and Evaluation of Comprehensive School Counseling Programs	3	Spring
COUN 665	School Counseling Internship	6	Fall/Spring
Elective (6 hours)			
*COUN 561	School Orientation for Counselors	3	Spring
COUN 664	Counseling Students for College Access and Success	3	Summer
COUN 612	Consultation and Collaboration	3	Summer
COUN 638	Play Therapy across the Lifespan	3	Summer

*Note: Candidates who do not have a teaching license will be required to take COUN 561 School Orientation for Counselors in accordance with Tennessee licensure requirements.



Appendix D

Master of Science: Professional School Counseling Course Completion Record

STUDENT NAME: _____ **STUDENT #** _____

Number	Description	Credit	Date	Grade
Core Requirements (33 hours)				
COUN 502	Theories and Techniques of Counseling	3		
COUN 514	Helping Relationships and Counseling Skills with Individuals and Families	3		
COUN 550	Holistic Counseling in a Diverse World	3		
COUN 565	Group Counseling Processes	3		
COUN 566	Life-Span Development for Counselors	3		
COUN 567	Career Counseling and Development	3		
COUN 580	Crisis Counseling and Trauma Interventions	3		
COUN 585	Professional Orientation and Ethics in Counseling	3		
COUN 589	Counseling Practicum	3		
COUN 611	Counseling and Development of Children and Adolescents	3		
COUN 630	Counseling Research (or EDUC 630)	3		
School Counseling Specialty (18 hours)				
COUN 501	Foundations of School Counseling	3		
COUN 568	Individual and Group Appraisal	3		
SPED 508	Survey of Persons with Exceptionalities	3		
COUN 613	Design and Evaluation of Comprehensive School Counseling Programs	3		
COUN 665	School Counseling Internship	3		
COUN 665	School Counseling Internship	3		
Elective (6 hours)				
*COUN 561	School Orientation for Counselors	3		
COUN 612	Consultation and Collaboration	3		
COUN 664	Counseling Students for College Access and Success	3		
COUN 638	Play Therapy across the Lifespan	3		
	Total hours			

*Note: Candidates who do not have a teaching license will be required to take COUN 561 School Orientation for Counselors in accordance with Tennessee licensure requirements.

Student _____ Date _____

Advisor _____ Date _____



Appendix E

Dual Degree Program Course Completion Record

Number	Description	Credit	Date	Grade
Core Requirements (36 hours)				
COUN 502	Theories and Techniques of Counseling	3		
COUN 514	Helping Relationships and Counseling Skills with Individuals and Families	3		
COUN 550	Holistic Counseling in a Diverse World	3		
COUN 565	Group Counseling Processes	3		
COUN 566	Life-Span Development for Counselors	3		
COUN 567	Career Counseling and Development	3		
COUN 580	Crisis Counseling and Trauma Interventions	3		
COUN 585	Professional Orientation and Ethics in Counseling	3		
COUN 586	Study of Abnormal Behavior, DSM, and Psychopathology	3		
COUN 589	Counseling Practicum	3		
COUN 611	Counseling and Development of Children and Adolescents	3		
COUN 630	Counseling Research	3		
Clinical Mental Health Counseling Specialty (24 hours)				
COUN 569	Introduction to Family Systems in Counseling	3		
COUN 587	Assessment and Treatment Planning	3		
COUN 614	Substance Abuse and Addictions Counseling w/ Individuals & Families	3		
COUN 650	Neuroscience and Counseling Interventions w/ Individuals & Families	3		
COUN 653	Spirituality, Family Systems, and Holistic Mental Health	3		
COUN 668	Mental Health Counseling Internship	3		
COUN 668	Mental Health Counseling Internship	3		
School Counseling Specialty (18 hours)				

COUN 501	Foundations of School Counseling	3		
COUN 568	Individual and Group Appraisal	3		
SPED 508	Survey of Persons with Exceptionalities			
COUN 613	Design and Evaluation of Comprehensive School Counseling Programs	3		
COUN 665	School Counseling Internship	3		
COUN 665	School Counseling Internship	3		
	Elective (6 hours)			
*COUN 561	School Orientation for Counselors	3		
COUN 612	Consultation and Collaboration	3		
COUN 664	Counseling Students for College Access and Success	3		
COUN 638	Play Therapy across the Lifespan	3		
COUN 640	Marriage and Family Therapy in Mental Health	3		
Total				

*Note: Candidates who do not have a teaching license will be required to take COUN 561

School Orientation for Counselors in accordance with Tennessee licensure requirements.

Student _____ Date _____

Advisor _____ Date _____



Appendix F

<u>Disposition</u>	<u>Definition</u>	<u>Below Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>
Communication	Able to express ideas and effectively engage in interpersonal exchanges; Includes both Oral and Written Communication . Completes paperwork and documentation to meet specified standards	<ul style="list-style-type: none"> ❖ Inability to demonstrate oral and written communication skills as evidenced by major errors in grammar, use of language, documentation, paperwork, and the inability to write using appropriate APA format. ❖ Failure to complete required assignments, record keeping, documentation &/or tasks by specified deadline (e.g., class assignments, case notes, psychosocial reports, treatment plans, supervisory report, student assessments). ❖ Inability to communicate effectively and or appropriately with professors, classmates, colleagues, program administrators, support staff orally, or in writing (e.g., disrespectful in writing or in person, inappropriate voice tone, violation of social norms) 	<ul style="list-style-type: none"> ❖ Demonstrates oral and written communication skills through appropriate use of grammar, language, documentation and the ability to write using appropriate APA format. ❖ Completes all required assignments, record keeping, documentation, and assigned tasks in an adequate fashion by specified deadline (e.g., class assignments, case notes, psychosocial reports, treatment plans, supervisory report, student assessments). ❖ Ability to communicate effectively and or appropriately with professors, classmates, colleagues, program administrators, support staff orally, or in writing (e.g., appropriate in writing or in person, appropriate voice tone, adherence to social norms) 	<ul style="list-style-type: none"> ❖ Skillfully demonstrates the ability to communicate both orally and in writing, ability to use grammar, language, and documentation effectively, and the skillful use of APA format. ❖ Assignments, record keeping documentation, assigned tasks are submitted correctly & promptly and above expectations by specified deadline (e.g., class assignments, case notes, psychosocial reports, treatment plans, supervisory report, student assessments). ❖ Skillful ability to communicate effectively and or appropriately with professors, classmates, colleagues, program administrators, support staff orally, or in writing (e.g., interactions with others are collegial in writing or in person, consistently mindful to use appropriate voice tone, skillfully adheres to social norms)
Collaboration	Works well in combined efforts with peers, faculty, supervisors, and other stakeholders; Able	<ul style="list-style-type: none"> ❖ Unable to demonstrate the ability to work well with peers, faculty, supervisors, and 	<ul style="list-style-type: none"> ❖ Demonstrates the ability to work well with peers, faculty, supervisors, and other stakeholders (e.g., 	<ul style="list-style-type: none"> ❖ Strong ability to work effectively with peers, faculty, supervisors, and other

	to design and accomplish tasks as members of intra and interdisciplinary teams.	<p>other stakeholders (e.g., does not accept majority consensus, disrespectful in tone of voice, does not share ideas, does not contribute to project workload).</p> <ul style="list-style-type: none"> ❖ Unable to plan, organize, and implement tasks as members of intra and interdisciplinary teams ❖ Unable to demonstrate the ability to consult with and provides support to assessment teams, parents, teachers, colleagues, administrators and other as needed 	<p>ability to accept majority consensus, respectful in tone of voice, willing to share ideas, contributes to project workload).</p> <ul style="list-style-type: none"> ❖ Able to plan, organize, and implement tasks as members of intra and interdisciplinary teams ❖ Demonstrates the ability to consult with and provides support to assessment teams, parents, teachers, colleagues, administrators and other as needed 	<p>stakeholders (e.g., Fully accepts majority consensus, maintains respectful tone of voice consistently, proactively shares ideas and makes significant contributions to project workload).</p> <ul style="list-style-type: none"> ❖ Exceptional ability to plan, organize, and implement tasks as members of intra and interdisciplinary teams ❖ Demonstrates the ability to effectively consult with and provide full support to assessment teams, parents, teachers, colleagues, administrators, and other as needed and above expectations
Professional Behavior and Ethical Practice	Appropriate self-representation in classroom, field experiences, and other related activities; Time management and organizational skills; Understands ethical standards of profession and exhibits across personal and professional life.	<ul style="list-style-type: none"> ❖ Exhibits conduct that violates official rules or norms (e.g., disrespectful, demeaning, improper) ❖ Academic and/or field experience work is consistently disorganized, late, or otherwise falls short of professional expectations (beyond occasional mistakes). ❖ Fails to understand or apply ethical standards at developmentally appropriate level (e.g., endangers client/student wellbeing, lack of boundaries, breaches confidentiality). ❖ Not responsive to supervision when behavior or decision-making falls short of professional standards <i>and/or</i> ethical 	<ul style="list-style-type: none"> ❖ Meets expectations of professional behavior (e.g., etiquette, dress code, etc.) in all settings. ❖ Consistent and reliable regarding time management and organizational skills, with occasional minor exceptions. ❖ Understanding and application of ethical standards meets minimum requirements with evidence of ongoing growth. ❖ Responsive to supervision in occasional instances when behavior or decision-making falls short of professional standards 	<ul style="list-style-type: none"> ❖ Represents self and profession very well in classroom, field placement, and community settings. ❖ Punctual and organized in all settings. ❖ Strong understanding and application of ethical standards, including prioritization of client welfare, appropriate boundaries, and confidentiality.

		violation is egregious or causes direct harm.		
Emotional Stability & Self-control	Demonstrates emotional stability through congruence of mood and affect and by maintains awareness of own emotions and impact on others; Controls impulses when engaging in interpersonal interactions and accomplishing task.	<ul style="list-style-type: none"> ❖ Inability to demonstrate emotional stability, incongruence of mood and affect, lack of and or minimal awareness of own emotions and impact on others; inability to control impulses when engaging in interpersonal interactions and or accomplishing tasks ❖ Unwilling to address problematic issues or behaviors in counseling ❖ Inability to be sensitive to the feelings of others and or lacks empathy ❖ Inability to emotionally self-regulate ❖ Does not demonstrate perseverance and or resilience 	<ul style="list-style-type: none"> ❖ Ability to demonstrate emotional stability, congruence of mood and affect, some awareness of own emotions and impact on others; ability to control impulses when engaging in interpersonal interactions and or accomplishing tasks ❖ Willingness to address personal issues in counseling ❖ Ability to be sensitive to the feelings of others and or lacks empathy ❖ Ability to emotionally self-regulate ❖ Demonstrate perseverance and or resilience 	<ul style="list-style-type: none"> ❖ Ability to fully demonstrate emotional stability, congruence of mood and affect, insightful awareness of own emotions and impact on others; Fully able to control impulses when engaging in interpersonal interactions and/or accomplishing tasks ❖ Insightful regarding the need to address personal issues in counseling ❖ Skillful ability to be sensitive to the feelings of others and/or demonstrate empathy ❖ Skillful ability to emotionally self-regulate ❖ Fully and consistently demonstrates perseverance and or resilience
Motivation	Self-directed learner; Curious and interested in being challenged; Willing to engage in individual and collaborative problem-solving; Willing and able to reflect on inner world; Increases self-awareness throughout program.	<ul style="list-style-type: none"> ❖ Lack of interest in learning or requires frequent prompting to engage. ❖ Unable to problem-solve without close, prescriptive guidance. ❖ Unwilling to engage in self-reflection and/or self-awareness falls below expected level. ❖ Inconsistent in class attendance and engagement in class discussions and activities. 	<ul style="list-style-type: none"> ❖ Consistently self-motivated to learn inside and outside the classroom. ❖ Problem-solving orientation and skill meets expectations for developmental level. ❖ Engages in self-reflection when given opportunity and guidance; Self-awareness meets expectations and shows continual growth. ❖ Meets attendance requirements and regularly participates in class discussions and activities 	<ul style="list-style-type: none"> ❖ Strong initiative for learning—goes beyond required work to challenge self for deeper growth experiences. ❖ Active problem-solver, individually and in collaboration with others. ❖ Seeks out opportunities for self-reflection and self-awareness exceeds expectation at developmental level.
Openness	Able to receive and apply corrective feedback; Actively learns from experiences	<ul style="list-style-type: none"> ❖ Unwilling or unable to accept corrective feedback and change behaviors. 	<ul style="list-style-type: none"> ❖ Willing to accept corrective feedback and responds b 	<ul style="list-style-type: none"> ❖ Seeks out corrective feedback and responds with

	and adapts behavior based on new learnings; Open to new perspectives; Acknowledges ongoing need for personal and professional growth.	<ul style="list-style-type: none"> ❖ Resistant to engaging in new experiences. ❖ Refuses to acknowledge ongoing need for personal and professional growth. 	<ul style="list-style-type: none"> ❖ y making effort to change behaviors. ❖ Open to new experiences and willing to examine and adapt behaviors in response. ❖ Acknowledges ongoing need for growth and demonstrates some awareness of growth areas. 	<ul style="list-style-type: none"> ❖ observable behavioral changes. ❖ Intentionally engages in new experiences that expand perspective and adapts behavior to reflect learnings. ❖ Exhibits humility and awareness of growth areas.
Multicultural Appreciation, Responsiveness, & Competence (ARC)	Values diverse perspectives; Willingly reflects on their own cultural identity, values, and biases; Actively learns the experiences and challenges of those with other identities; Incorporates clients' and students' cultural identity and experiences into work; Advocates for the needs of others.	<ul style="list-style-type: none"> ❖ Unwilling to consider experiences or perspectives outside of one's own. ❖ Refuses to examine own values/biases or attend to interpersonal differences/similarities in appropriate manner. ❖ Unable to incorporate client/student cultural identity into counseling work in a manner that meets expectations for developmental level. 	<ul style="list-style-type: none"> ❖ Demonstrates appreciation for and willingness to learn diverse needs and experiences of others. ❖ Engages opportunities to expand awareness of own values/biases and attend to interpersonal differences/similarities with others. ❖ Able to incorporate client/student cultural identity into counseling work at expected level. ❖ Engages in advocacy opportunities when presented. 	<ul style="list-style-type: none"> ❖ Demonstrates strong commitment to understanding diverse needs and experiences, going beyond requirement to expand awareness. ❖ Takes proactive steps to expand awareness of own values/biases and attend to interpersonal differences/similarities. ❖ Effectively incorporates client/student cultural identity into conceptualization and counseling goals. ❖ Takes initiative to identify needs and advocate on individual and community levels.
Application of Learned Counseling Principles/Skills to Praxis	Translates learned concepts and behaviors into action via experiential activities (role plays, etc.) and field experience; Exhibits core counseling conditions (Genuineness, Empathy, Unconditional Positive Regard) in experiential work; Exhibits the ability to effectively utilize counseling theory and techniques.	<ul style="list-style-type: none"> ❖ Student is unprepared to meet and promote the holistic needs of a diverse group of classmates, clients and students (e.g., appears culturally insensitive in their interactions with classmates and or clients and students and or does not appear to understand the varying needs of individuals different from themselves). ❖ Student is unable to apply learned knowledge 	<ul style="list-style-type: none"> ❖ Demonstrates the ability to promote the holistic needs of a diverse group of classmates, clients and students (e.g., appears culturally sensitive in their interactions with classmates and or clients and students and appears to understand the varying needs of individuals different from themselves). ❖ Demonstrates the ability to apply learned knowledge and skills to 	<ul style="list-style-type: none"> ❖ Strongly demonstrates the ability to promote the holistic needs of a diverse group of clients and students (e.g., demonstrates multicultural competence in their interactions with classmates and/or clients and students and fully demonstrates an understanding of the varying needs of individuals different from themselves).

		<p>and skills to work with clients, students, and families (e.g., unable to exhibit core counseling conditions and skills and unable to use relevant and appropriate theory and accompanying techniques).</p> <p>❖ Student is unable to adhere to the policies and procedures of the practicum or internship site.</p>	<p>work with clients, students, and families at the expected level (e.g., able to exhibit core counseling conditions and skills and can effectively use relevant and appropriate theory and accompanying techniques).</p> <p>❖ Incorporates the policies and procedures of the practicum and internship site into work with clients, students, and families at the expected level.</p>	<p>❖ Effectively demonstrates the ability to apply learned knowledge and skills to work with clients, students, and families beyond expectations (e.g., skillful use of core counseling conditions and skills and can fully utilize relevant and appropriate theory and accompanying techniques).</p> <p>❖ Effectively and accurately incorporates the policies and procedures of the practicum and internship site into work with clients, students, and families beyond expectations.</p>
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PROFESSIONAL PERFORMANCE REVIEW (PPR)

To be completed by student's advisor and/or members of Performance Review Committee.

Student: _____ **C-NU ID:** _____

Semester: _____ **Year:** _____

Faculty: _____ **Date:** _____

Evaluation Rating (*see criteria descriptions in Professional Performance Evaluation Rubric*)

**Mark "N" if no opportunity to observe*

	1	2	3	4	5	N
1. Open to new ideas <i>Closed (1) to Open (5)</i>						
2. Flexible <i>Inflexible (1) to Flexible (5)</i>						
3. Cooperates with others <i>Uncooperative (1) to Cooperative (5)</i>						
4. Accepts and uses feedback <i>Unwilling (1) to Willing (5)</i>						
5. Aware of impact on others <i>Unaware (1) to Aware (5)</i>						
6. Effectively deals with conflict <i>Unable (1) to Able (5)</i>						
7. Accepts personal responsibility <i>Unable (1) to Able (5)</i>						
8. Expresses feelings effectively and appropriately <i>Unable (1) to Able (5)</i>						
9. Attends to ethical and legal considerations <i>Inattentive (1) to Attentive (5)</i>						
10. Takes initiative and is motivated <i>Poor Initiative/Motivation (1) to Good Initiative/Motivation (5)</i>						

Student's strengths:



Appendix H
Graduate Studies in Counseling Department
Policy on Security of Media (Video and Audio)

Video Media Format

Students must submit or present video assignments in a digital format (e.g., DVD, USB drive or laptop).

Students are responsible to ensure that all videos they bring to supervision or submit to meet course requirements are compatible with the video playback equipment and software available to their course instructors or supervisors. It is imperative that students have viewed/reviewed these videos prior to submitting or presenting them to ensure that the video provides an adequate opportunity to assess counseling skills. No deadline or grade consequence will be waived for inability to provide an assignment in an appropriate format. Students should be certain that the videos they submit or bring to supervision are acceptable to their course instructors or supervisors in advance of course due dates and supervisory meetings. Videos should not be recorded from a phone.

Audio

If course instructors allow audio recordings for supervision or course requirements, students are responsible to ensure that the audio media they submit or bring to supervision can be played using equipment available to the instructor or supervisor.

Video and Audio Security & Confidentiality

Similar to any other course discussion which involves sensitive information about students or clients all members of the class must be vigilant to ensure course discussions are not continued outside of the classroom setting. Additionally, videos or audio recordings of counseling sessions in C-N classes will meet HIPAA standards for security. The Double Lock Rule (DLR) states that all information should only be accessible after accessing them through two locks.

For example, if you store a tape in a locked file cabinet (lock 1) in a room that has a locked door (lock 2), you have met the double lock requirement.

With digital files/recordings, your notes, client files, data and recordings on your laptop, smart phone, or tablet device should be password protected (lock 1) and stored physically secured place, i.e., locked office, locked briefcase, or car trunk (lock 2).

All students will be required to sign a statement acknowledging that they understand and agree to comply with this Audio and Video Security policy.

Destroying Recordings Procedures

After your supervisor has reviewed your recordings, you must erase all video and audio recordings.