



Graduate Student Handbook

Master of Arts in Counseling
Department of Educational Theory, Policy and Practice

College of Education Arts & Humanities
Southern University Agriculture & Mechanical College
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Introduction

Welcome to the graduate programs in Counseling at Southern University Agricultural & Mechanical College. We are pleased that you selected Southern University Baton Rouge (SUBR) to pursue your graduate education and we are committed to helping you make this a positive educational and personal growth experience. We hope to engage you in a professional preparation program that will be challenging and rewarding; challenging in the new knowledge and skills you will develop and rewarding as you become a culturally competent counseling professional.

This is the Graduate Student Handbook for individuals who have been admitted into the Master's degree program in the Department of Educational Theory, Policy and Practice. It has been prepared to assist you in your program planning. You are responsible for knowing and abiding by the policies contained in this handbook. We urge you to discuss questions you may have with your advisor or with other members of the faculty. The information in this handbook is specific to the two program specializations: clinical mental health counseling and school counseling. It includes course and clinical requirements, course sequencing, curriculum planning, procedures, comprehensive examination process, forms and policies.

We look forward to working with you as you progress through the program and pursue your career in the counseling profession.

WELCOME



General Program Information

The Clinical Mental Health Counseling and School Counseling Program are in the Department of Educational Theory, Policy and Practice within the College of Education Arts & Humanities. The purpose of the program is to provide graduate training at the Master's level for counselors in schools and community based agencies.

The Clinical Mental Health Counseling and School Counseling program at Southern University A&M College at Baton Rouge prepares counseling professionals for one or more of a variety of work settings, such as the school, university, community agency, private practice, business and industry. Professional training is offered at the master's level.

The program exists within the larger context of the counseling profession. Counseling has been defined in many ways. For example:

The American Counseling Association defines counseling as the application of mental health, psychological, or human development principles to cognitive, affective, behavioral, or systemic intervention strategies that address wellness, personal growth, or career development as well as pathology.

Counseling is a relatively short-term, interpersonal, theory-based (and research-based) professional activity guided by ethical and legal standards that focuses on helping persons who are basically psychologically healthy to resolve developmental and situational problems. The counseling activity itself is a process that evolves through distinct stages. Personal, social, vocational, and educational matters are all areas of concern, and therefore, the profession comprises a number of sub-specialties.

One way to understand the counseling profession is to consider it in the context of other mental health professions. Psychiatrists, psychologists, social workers, marriage and family therapists, and professional counselors are compared in the following chart:

Professional Name	Degree Required	Education	License/Certificate Held	Role
Professional Counselor*	M.A., M.S., M.Ed., Ph.D., or Ed.D.	At least 2 to 3 years of graduate education	Licensed Professional Counselor	Assessment & counseling emphasizing a prevention & development &/or treatment & diagnosis perspective
School Counselor	Master's Degree	At least 2 to 3 years of graduate education	Certified School Counselor	Guidance, assessment, & counseling emphasizing educ/personal/career development, prevention, diagnosis & referral of P-12 students.
Psychiatrist	M.D.	Medical school with residency in psychiatry		Psychiatric evaluation & assessment, prescription of medication, psychotherapy
Psychologist	Ph.D. Psy.D.	4 to 7 years of Clinical or Counseling Psychology, research oriented degree More focus on clinical experience	Licensed Psychologist	Psychological evaluation & assessment, psychotherapy, research
Clinical Social Worker	M.S.W. or Ph.D.	At least 2 to 3 years of graduate education	Licensed Master's Social Worker-- Advanced Clinical Practitioner	Focus is on linking clients with community resources, psychotherapy
Marriage & Family Therapist	M.A., M.S., M.Ed., Ph.D., or Ed.D.	At least 2 to 3 years of graduate education	Licensed Marriage and Family Therapist	Focus is on application of family systems theories, assessment, psychotherapy

Department of Educational Theory, Policy and Practice

Full-time Faculty and Adjunct Faculty

Name, Degree, Position	Year & Source of Doctoral Degree	Teaching Areas
Donald Anderson, Ed.D. Associate Professor Clinical Supervisor donald_anderson@subr.edu	1994-Texas A&M University College Station, TX	Theories of Vocational Development, Personality & Developmental Dynamics, Practicum/Internship
Roxanne Davidson, Ph.D., LPC Associate Professor roxanne_davidson@subr.edu	2000-Southern Illinois University Carbondale, Illinois	Social and Cultural Foundations of Human Behavior, Theories of Counseling of Psychotherapy, Marriage & Family Therapy, Practicum/Internship
Joycelyn Harrison, Ph.D. Department Chairperson, Associate Professor joycelyn_harrison@subr.edu	2000- Louisiana State University Baton Rouge, LA	Introduction to School Counseling, Practicum/Internship
Valaray Irvin, Ph. D., LPC Adjunct Professor valaray_irvin@subr.edu	1989-University of North Carolina at Chapel Hill Chapel Hill, NC	Cognitive Behavioral Treatment, Introduction to School Counseling
Lionell Jolla, MSW, LMSW Adjunct Professor lionell_jolla@subr.edu	1998-Tulane University New Orleans, LA	Behavioral Research Methodology, Advanced Psychopathology
Susan Thornton, Ed.D., LPC, NCC, LPP Adjunct Professor susan_thornton@subr.edu	2010- Nova Southeastern University Fort. Lauderdale, FL	Dynamics of Play therapy, Bereavement Counseling, Practicum/Internship
Catrice Tolbert, Ph.D., LPP Adjunct Professor catrice_tolbert@subr.edu	1999-University of Southern Mississippi Hattiesburg, MS	Analysis of the Individual, Behavioral Assessment, Foundations of Mental Health Counseling

Department of Educational Theory, Policy and Practice

Mission Statement

The mission of the Department of Educational Theory, Policy and Practice is to prepare excellent counseling professionals who are compassionate, reflective, proactive, and effective change agents for the promotion of greater human understanding, dignity, and positive relationships. The mission is accomplished by faculty working together in partnerships with schools, communities, and university colleagues in response to the Southern University A&M College at Baton Rouge's commitment to children, families, schools, and other settings.

Revised May 14, 2014

The goals of the Department of Educational Theory, Policy and Practice are to continue to:

- ☐ Develop and maintain a curriculum based on current knowledge concerning the counseling and human development needs of a multicultural society.
- ☐ Challenge and support the student's and faculty's growth in human understanding, dignity, and positive interactions on all levels.
- ☐ Achieve excellence defined by maintaining CACREP accreditation at the Master's level
- ☐ Enhance the community's appreciation of the additive nature of multiculturalism.
- ☐ Provide excellent instruction, research and community service.

Clinical Mental Health Counseling and School Counseling Program Overview

The Clinical Mental Health Counseling & School Counseling Program is competency-based progressive curriculum. Before students successfully complete work in the program, they are expected to demonstrate knowledge of theories of counseling and human development; knowledge of consultation theories and techniques; knowledge of social and cultural foundations; skills in individual and group counseling; a thorough understanding of ethics; understanding of the counseling needs of multicultural populations, career and lifestyle development, and professional orientation; understanding of appraisal, research and evaluation in counseling; in-depth knowledge of their chosen area of specialization (school counseling or clinical mental health counseling); satisfactory performance as a member of a school or community based agency during their clinical field placement; and demonstration of the personal and professional qualities expected of entry-level counselors. Students enrolled in the program have an opportunity to participate in workshops, seminars, or similar professional activities that facilitate students' personal and professional development. Information about these events is posted on the department bulletin board or sent out through the department's email list-serve.

Description of the Programs

The M.A. in Clinical Mental Health Counseling is a 60 hour graduate training program designed to help students acquire knowledge regarding human growth and development, social and cultural foundations, helping relationships, groups, lifestyle and career development, appraisal, research and evaluation, and professional orientation. We educate students to use this knowledge and the requisite clinical skills to become competent counselors.

The M.A. in School Counseling is a 51 hour graduate training program designed to help students acquire knowledge regarding human growth and development, social and cultural foundations, helping relationships, groups, lifestyle and career development, appraisal, research and evaluation, and professional orientation. We educate students to use this knowledge and the requisite clinical skills to become competent counselors.

The curriculum for the M.A. in Clinical Mental Health Counseling and School Counseling is designed to prepare students to be effective entry-level counselors in a variety of settings (schools, community based agencies, hospitals, churches, business and industry, career counseling agencies, and student personnel). It complies with the standards for state and national accrediting groups. (i.e., fully accredited by the National Council for Accreditation of Teacher Education (NCATE), Southern Association of Colleges and Schools. The M.A. degree has been accredited by the Council for Accreditation of Counseling and Related Education Programs (CACREP).

The M.A. degree is awarded to students who successfully complete the 60 hour Counseling Program in Clinical Mental Health Counseling or the 51 hour Counseling Program in School Counseling.

Master's Degree Tracks

The Master of Arts (MA) degree is attainable through choosing from one of two tracks of study that include: school counseling or clinical mental health counseling. Students pursuing either of the tracks must submit a degree plan to their assigned advisor by the end of their first semester of enrollment.

School Counseling

This track prepares students to become licensed school counselors in the state of Louisiana. Students become familiar with the ASCA model of School Counseling, develop competencies of school counseling professionals, and learn how to become advocates and leaders within the school and community. Upon graduating from the program and successfully passing the PRAXIS students are licensed (K-12) as School Counselors in the State of Louisiana.

Clinical Mental Health Counseling

The clinical mental health counseling track prepares students for counseling positions in various community based agencies such as mental health centers, private counseling agencies, substance abuse treatment facilities, centers for counseling the elderly, children, and families, business and industry. This track meets the academic specifications for certification as a Licensed Professional Counselor Associate (LPCA) through the Louisiana Counseling Association website: www.lacounseling.org

Beginning the Master's Degree

Application for Admission to the Master's Degree in Clinical Mental Health Counseling and School Counseling

The University link for Deadlines, Instructions, and Forms for Applying to Graduate School is at www.subr.edu/gradschool the counseling program's admissions process occurs twice each year during the Fall and Spring semesters. The deadline for submitting applications for Fall/Spring admissions to the Counseling Program is the previous March/October. Incoming students have the option of starting on their program of study during the Fall or Spring semesters.

Application for Admission is available on line at http://www.subr.edu/assets/GradSchool/degree_seeking_application.pdf

Students must submit a completed application to the Graduate School. Our admissions requirements are as follows:

1. possession of a bachelor's degree from a regionally accredited university
2. overall GPA of 2.7
3. acceptable GRE scores
4. brief statement of purpose- typically 1-3 pages in length. The statement of purpose may include: how you decided to apply for a Master's in the field of counseling, why you are a good fit for the field of counseling, specifically address your chosen track and how you believe diversity and multiculturalism play a role in being an effective counseling professional & any other information that you believe would benefit your application
5. 3 professional references
6. official transcripts
7. your completed application along with the application fee

All applications must be complete and they are not forwarded to the Department of Educational Theory, Policy and Practice until they are completed. Please refer to www.subr.edu/gradschool for additional information concerning the admissions process.

Academic Integrity

Southern University and A&M College's *Student Code of Conduct* (Code 1.1) identifies academic integrity as any deliberate attempt to gain an unfair advantage in academic work. Examples of academic integrity include cheating, falsification of information, fraud, plagiarism, and unauthorized access to academic records, providing information, material, or other assistance with knowledge that such assistance could be used in violation of the *Student Code of Conduct* or other University policies, or providing false information in connection with any inquiry regarding academic integrity.

What is Plagiarism?

Nearly everyone understands that copying passages verbatim from another writer's work and representing them as one's own work constitute plagiarism. Yet plagiarism involves much more. In the Department of Educational Theory, Policy, and Practice plagiarism is defined to include any use of another's work and submitting that work as one's own. This means not only copying passages of writing or direct quotations but also paraphrasing or using structure or ideas without citation. Learning how to paraphrase and when and how to cite is an essential step in maintaining academic integrity.

Understanding and Avoiding Plagiarism

Plagiarism is an extremely serious violation of academic integrity. The *Code of Student Conduct* defines plagiarism as "the unacknowledged inclusion, in work submitted for credit, of someone else's words, ideas, or data." Plagiarism can occur in a myriad of forms and media. Although most commonly associated with writing, all types of scholarly work, including computer code, music, scientific data and analysis, and electronic publications can be plagiarized. The aim of this section is to help students and faculty deal with the complex and important issue of plagiarism on campus.

A Question of Intent?

Plagiarism, strictly speaking, is not a question of intent. Any use of the content or style of another's intellectual product without proper attribution constitutes plagiarism. However, students plagiarize for a variety of reasons, and awareness of these reasons is essential for understanding the problem of plagiarism.

Some students choose to plagiarize. Whether claiming to be overworked, compensating for their own perceived academic or language deficiencies, or simply hoping to gain an academic advantage, those who choose to claim credit for another's work are guilty of plagiarism. Those who intentionally plagiarize "borrow" either from published sources, such as books, journal articles, or electronic information, or from unpublished sources, such as a friend's paper or a commercial writing service. Whatever the source, such conduct is a direct and serious violation of accepted standards of academic integrity.

Others, however, stumble into plagiarism. Negligent plagiarism can result from ineffective proofreading, sloppy note taking, or, most commonly, simple ignorance about the nature of plagiarism itself. Such inadvertent plagiarism, while not an excuse for what is still a serious breach of academic standards, is a more complex area of academic conduct than straightforward copying. Addressing the issue of negligent plagiarism requires a careful examination of both the definition of plagiarism and the appropriate techniques for scholarly attribution.

Statement of Dispositions
College of Education Arts & Humanities
Candidate's Statement of Commitment Regarding Dispositions

The Department of Educational Theory, Policy and Practice is responsible for preparing candidates who have the required knowledge, skills, and dispositions to become effective counselors. Therefore, your course work and clinical experience will prepare you to demonstrate the knowledge, skills, and *dispositions* expected of beginning counselors. Faculty and on-site supervisors will evaluate your demonstration of these dispositions and provide you with feedback about your progress.

Dispositions are defined as the values, commitments, and professional ethics that influence behavior toward students, families, clients, colleagues, and communities and affect your learning, motivation, and development as well as your professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001). The dispositions listed below are expected of professional counseling candidates while in the university and in their future work sites.

Professionalism

- ☐ ***Timeliness*** is consistent in class, clinical, group work, appointments, completion of assignments.
- ☐ ***Attendance*** is consistent at class, during clinical experiences, group meetings, appointments, practicum and internships.
- ☐ ***Appearance and dress*** matches dress standards or expectations present in clinical sites.
- ☐ ***Poise/attitude*** reflects planning, preparation, and engagement in university classes and at clinical sites.
- ☐ ***Initiative*** is demonstrated by offering ideas and suggestions to others, setting goals for self-improvement, seeking advice and feedback, and independently searching for, creating, or modifying plans and materials.
- ☐ ***Ethics*** is demonstrated by following the codes of ethics for the American Counseling Association, American School Counseling Association, and American Mental Health Counselors Association. While at the university abiding by the Southern University A&M College Student Code of Conduct and disclosing any unlawful activity upon application to or continuation in the counseling program that might adversely affect ability to obtain licensure, as well as passing criminal background checks and drug screening required by the school systems and clinical sites.

Counseling Qualities

- ☐ ***Values diversity*** through creating counseling relationships that are inviting to diverse clients and providing equitable access to services. While a student, demonstrates an understanding of multicultural knowledge and willingness to be transformed through experiences.
- ☐ ***Demonstrates flexibility*** in modifying ideas, materials, plans, clinical work.
- ☐ ***Demonstrates organization*** through planning, selection and preparation of materials, time management.

Relationships with Others:

- ☐ ***Cooperates*** with instructors, staff, and other university and clinical site personnel; resolves differences and misunderstandings respectfully.
- ☐ ***Responds to feedback*** from instructors, supervisors, and mentors productively and respectfully.
- ☐ ***Establishes rapport*** with peers, faculty, and other persons.

- ☐ ***Collaborates*** with peers, faculty, and site personnel; sharing responsibilities and ideas.
- ☐ ***Provides leadership*** to peers, faculty, and site personnel; initiates, suggests, contributes to collaborative relationships.
- ☐ ***Affirms*** perspectives and contributions of diverse peers, faculty, supervisors, and site personnel.

Professional Development

- ☐ ***Engages in reflection*** by using various forms of feedback about one's own effectiveness, including assessment data and supervision.
- ☐ ***Engages in life-long learning*** through reading, observing, critical thinking, questioning, and assessing.
- ☐ ***Promotes success for all counseling students*** through best practices, informative assessments, and inclusive environments.
- ☐ ***Counseling students demonstrate*** involvement with appropriate stakeholders within their clinical work.

I have read the dispositions and indicators above and I value their importance as how they relate to becoming an effective professional counselor. I am committed to both growth and excellence in demonstrating these dispositions and I understand that my progress in the counseling program depends upon successful demonstration of these significant elements.

Clearly Print Your Name

Advisor Signature

Student Signature

Date

Intent to Enroll: Fall Semester – Year _____ ☐

Spring Semester- Year _____ ☐

GENERAL PROGRAM OBJECTIVES

The objectives of the Counseling Program are based on current knowledge concerning the counseling and human development needs of a multicultural society. Developed in collaboration with current and former students, personnel from cooperating agencies, various accrediting agencies, and colleagues in this and other university settings, the faculty identifies the objectives as:

1. **Human Growth and Development:** Upon completing the program each student shall have: knowledge and understanding of the major theories of human growth and development; knowledge and understanding of the major counseling theories and their use in school and community mental health settings including the cognitive, affective, and behavioral approaches and the counseling interventions explained by these theories;
2. **Social and Cultural Foundations:** Upon completing the program each student shall have: an acceptance and respect for individuals of varying ethnic, cultural, religious, and economic backgrounds; developed appropriate counseling skills for work with clients from a variety of special populations;
3. **Helping Relationships:** Upon completing the program each student shall have: the ability to examine his/her personal feelings, beliefs, and behaviors in relation to his/her professional development and to be receptive to new learning and experiences; developed an individual style of counseling through the exploration and application of various counseling models and techniques; the ability to work with clients as demonstrated in closely supervised practice and internship settings appropriate to the student's areas of interest;
4. **Group Work:** Upon completing the program each student shall have the ability to design and conduct effective structured and unstructured groups in schools/ community agency settings;
5. **Lifestyle and Career Development:** Upon completing the program each student shall have knowledge or basic concepts and principles of career and lifestyle development;
6. **Appraisal:** Upon completing the program each student shall have: an understanding of basic concepts and principles of measurement and evaluation and ability to select, administer, and interpret interest, aptitude, personality and intelligence tests;
7. **Research and Evaluation:** Upon completing the program each student shall have the ability to explain and critique a research model including problem identification, objectives, hypotheses, method and design, implications and conclusions; and
8. **Professional Orientation:** Upon completing the program each student shall have knowledge and understanding of program development, including rationale, needs assessment, objectives, implementation strategies and program evaluation procedures in school/community agency settings; an understanding of the operational structure of schools or community/mental health agencies to implement a counseling program; a familiarity with, and an understanding of, the Ethical Standards of the American Counseling Association and the ability to solve ethical problems which arise in the practice of counseling.

Clinical Mental Health Counseling Objectives

The purpose of the Clinical Mental Health Counseling track is to provide agencies with highly skilled graduate level community counselors. The mission of this track clearly fits with the educational mission of the College which states that the College “provides instruction, research, and public service programs for persons in the fields of education, health, counseling, and human services.” Graduates in Clinical Mental Health Counseling provide service and outreach to health and human service agencies.

Counselors provide professional counseling services in a preventive or remedial capacity to individuals, couples, families, groups, organizations, and communities. Counselors focus on promoting optimal mental health and satisfying lifestyles by rendering professional counseling services in educational, business, health/medical, human service, or private practice settings. The 60-semester-hour Clinical Mental Health Counseling track provides the necessary course work and clinical training leading toward eligibility for licensing as a professional counselor in Louisiana.

Upon completion of the Clinical Mental Health Counseling Master's Degree program the student will:

1. Demonstrate knowledge of the historical, philosophical, societal, cultural, economic and political dimensions of the mental health movement.
2. Understand the roles, functions, and professional identity of Clinical Mental Health Counselors.
3. Understand the structures and operations of professional organizations, training standards, credentialing bodies, and ethical codes pertaining to the practice of Clinical Mental Health Counseling.
4. Understand the implications of professional issues unique to Clinical Mental Health Counseling including, but not limited to recognition, reimbursement, and right to practice.
5. Demonstrate awareness of the implications of socio-cultural, demographic, and lifestyle diversity relevant to Clinical Mental Health Counseling.
6. Understand the roles of Clinical Mental Health Counselors in a variety of practice settings and the relationships between counselors and other professionals in these settings.
7. Demonstrate knowledge of the organizational, fiscal, and legal dimensions of the institutions and settings in which Clinical Mental Health Counselors practice.
8. Demonstrate knowledge of theories and techniques and other forms of information used to design, implement, and evaluate Clinical Mental Health Counseling interventions, programs, and systems.
9. Demonstrate knowledge of general principles of Clinical Mental Health Counseling based intervention, consultation, education and outreach.
10. Demonstrate knowledge of client characteristics of individuals served by institutions and agencies offering Clinical Mental Health Counseling services.
11. Demonstrate knowledge of principles of program development and service delivery for a clientele based on assumptions of normal development and an emphasis on prevention.
12. Develop effective strategies for promoting client understanding of and access to Clinical Mental Health Services.
13. Demonstrate knowledge of how to conduct an intake interview and complete a mental health history for planning counseling interventions.
14. Demonstrate knowledge of effective strategies for client advocacy in public policy and government relations issues.
15. Have satisfactorily completed 600 clock hour internships in a clinical mental health setting under appropriate supervision.

School Counseling Objectives

The purpose of the Masters of Arts School Counseling track is to provide schools with highly skilled, graduate level school counselors. The mission of this program track clearly fits with the mission of the college which states that the college "provides instruction, research, and public service programs for persons in the fields of education, health, counseling, and human services." The 51 semester hour School Counseling Program provides the necessary course work and clinical training leading to certification as School Counselors in Louisiana. Upon completion of the School Counseling Program, the students will be able to:

1. Demonstrate knowledge of the history, philosophy, and trends in School Counseling.
2. Identify the various roles and functions of the School Counselor in conjunction with the roles of other professional and support personnel in the school.
3. Demonstrate knowledge of the school setting and curriculum.

4. Demonstrate an understanding of the ethical standards and guidelines of the American School Counselor Association (ASCA), of policies, laws, and legislation relevant to school counseling.
5. Implications of socio-cultural, demographic, and lifestyle diversity relevant to school counseling
6. Demonstrate an understanding of referral procedures of children and adolescents for specialized help and knowledge of coordinating efforts with resource persons, specialists, businesses, and agencies outside the school.
7. Explain and implement methods of integration of guidance curriculum in the total school curriculum and thereby promote the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate.
8. Demonstrate methods of planning and presenting guidance-related educational programs for school personnel and parents.
9. Use surveys, interviews, and needs assessments appropriate within a school setting.
10. Design, implement, and evaluate a comprehensive developmental school program.
11. Implement and evaluate specific strategies designed to meet program goals and objectives.
12. Prepare a counseling schedule reflecting appropriate time commitments and priorities in a developmental school counseling program.
13. Develop the ability to utilize individual and group counseling and systematic guidance approaches appropriate for the developmental stage and needs of children and adolescents.
14. Design appropriate developmental structured activities for small groups, peer helper groups, classroom guidance, and programs for the total school community.
15. Demonstrate knowledge of issues which may affect the development and functioning of children and adolescents (e.g., abuse, eating disorders, and attention deficit hyperactivity disorders).
16. Identify developmental approaches to assist students and parents at points of educational transition (e.g., postsecondary education, vocational, and career options).
17. Demonstrate methods of enhancing teamwork within the school community.
18. Demonstrate methods of consulting with parents, teachers, administrators, support staff and community agency personnel.
19. Perform a variety of activities that regularly employed school counselors would be expected to perform in a school setting including, but not limited to individual counseling, group work, developmental classroom guidance, and consultation.

PRAXIS

Students seeking certification as school counselors (K-12) in Louisiana must take the Counseling specialty section of the PRAXIS (#20420) exam. The passing score for certification is 570. Students must register to take the PRAXIS. Students may also get the registration bulletin on the web www.ets.org/praxis. Plan to take the PRAXIS exam approximately six (6) months before certification is needed.

NOTE: The Counseling section of the PRAXIS is not offered on every examination date. You may contact ETS at praxis@ets.org to learn when the counseling section will be offered and to obtain a study guide for the test.

Progressing through the Graduate Program

The Counselor Education program serves both traditional and non-traditional students, and it can be tailored to meet a student's individual needs. It may be helpful for a student to consider the following:

1. Become familiar with the procedures of the University (See SUBR Catalog).
2. Know the academic year, both for the University and for the program.
3. Get to know your advisor. Meet personally with your advisor early in your course work, and use him/her for advice and counsel. If your advisor is not available, leave a note, and s/he will return the call as soon as possible.

4. Course work frequently requires students to deal with personal and professional issues, both situational and developmental in nature. Students' openness to self-examination and constructive feedback are integral parts of professional development. Moreover, as professionals who adhere to the Code of Ethics of the American Counseling Association (ACA).

Pre-registration and Registration for Courses

Pre-registration is normally scheduled in early April for fall and summer terms and in early November for spring semester. Open registration is held the week before the first day of classes. See the term Schedule of Classes for specific registration policies and procedures.

Registration for Counseling Courses

The Counseling Program is designed to offer pre-practicum, practicum and internship. Therefore, class size is limited to provide maximum feedback for students. For example, all clinical courses (BHVS 583, BHVS554, and BHVS574) are limited enrollment classes. Taking advantage of pre-registration is advised, since most classes are full by the time of registration. The academic calendar for the University lists pre-Registration and registration dates.

Advising

Each student is assigned a faculty advisor once admitted into the program. The advisor assists students in developing a Program of Study, chairs the graduate committee and assists in on-going assessment of the student's academic, personal, and professional development. All incoming students are expected to attend the New Student Orientation and Advising Day held in June prior to their start of their program in the Fall and November prior to their start of their program in the Spring. Students should contact their advisors during their first Fall semester to complete the student's projected Program of Study. The student and advisor should both retain copies of the student's completed Program of Study form. Students should keep in mind that the Program of Study may be revised, as needed. The assistance of the advisor does not relieve the student of responsibility for completing required work and following departmental and university procedures.

In situations where evaluations indicate a student's inappropriateness for this program, appropriate program faculty assists in facilitating a change for the student.

Changing Assigned Advisor:

Students do have the option to change advisors. The Change of Advisor Form is available in the Appendix section of this Graduate Student Handbook. Below is the process a student must follow to change their advisor:

1. Student initiates contact with current advisor noting the desire to change.
2. Current advisor either meets or communicates discussion regarding this request and if in agreement- completes their portion of the change of advisor form.
3. If the current advisor does not agree with the change- the student is able to meet with the department chair to discuss this request being denied.
4. Student contacts potential new advisor and is able to show they have met and received signature of their current advisor for the change.

Course Requirements

The Masters of Arts in Clinical Mental Health Counseling is a 60 credit hour program and the Masters of Arts in School Counseling is a 51 credit hour program. These programs are composed of a core of required courses and specialization courses relevant to the student's specific track. Please see the Program of Study in this document for a listing of required courses in each track.

Course Sequencing

The program is designed for both full and part-time study. A student may plan a course sequence that meets his/her own individual needs. While responsibility for this planning is the student's, the advisor and graduate committee are available for consultation.

Department of Educational Theory, Policy and Practice
Master's Degree - Program of Study

Name: _____ SUBR ID: _____

Address: _____

Phone: Home: _____ Work: _____ Cell: _____ E-mail: _____

Concentration Area: School ☐ Clinical Mental Health ☐ Advisor: _____

Indicate below the semester you plan to take the appropriate courses. Keep a copy and your advisor will place a copy in your file.

Plan Semester Completed

Core courses:

_____	_____	BHVS 552	Theories of Counseling and Psychotherapy
_____	_____	BHVS 559	Theories of Vocational Development
_____	_____	BHVS 556	Group Counseling Processes
_____	_____	BHVS 572	Cognitive & Behavioral Treatment
_____	_____	BHVS 582	Social and Cultural Foundations
_____	_____	BHVS 579	Personality and Development Dynamics
_____	_____	BHVS 575	Behavioral Research Methodology
_____	_____	BHVS 578	Behavioral Science and the Law

Supervised Counseling Experiences:

_____	_____	BHVS 583	Techniques and Method of Behavioral Change (Pre-Practicum)
_____	_____	BHVS 554	Practicum in Counseling (100 hrs)
_____	_____	BHVS 574	Internship in Professional Counseling (600 hrs)

Clinical Mental Health Concentration:

_____	_____	BHVS 584	Foundations of Mental Health Counseling (SU, FA)
_____	_____	BHVS 561	Clinical Psychodiagnostic Assessment
_____	_____	BHVS 557	Analysis of the Individual
_____	_____	BHVS 563	Substance Abuse, Dynamics & Treatment
_____	_____	BHVS 562	Advanced Psychopathology and the Family System
_____	_____	BHVS 576	Marriage & Family Therapy

School Counseling Concentration:

_____	_____	BHVS 504	Introduction of Counseling
_____	_____	BHVS 581	Dynamics of Play Therapy
_____	_____	BHVS 577	Behavioral Assessment Methods
_____	_____	BHVS 590	Organization and Leadership in School Counseling
_____	_____	BHVS 591	Postsecondary Planning and Career Readiness

Date of first Master's course: _____ Date by which degree must be completed: _____

BHVS 583 Pre-Practicum, BHVS 554 Practicum & BHVS 574 Internship

The clinical component of the Counselor Education program is the culminating experience of a student's graduate training. It consists of two major components: practicum and internship.

In practicum, the primary focus is becoming oriented and integrated in a clinical placement and demonstrating individual counseling skills. Students complete a supervised practicum that totals a minimum of 100 clock hours. The experience provides for the development of counseling skills under the supervision of a faculty member, an opportunity to perform some of the activities that a regularly employed staff member in the setting would be expected to perform, and a chance to become familiar with professional activities other than direct service work.

During the one semester of internship, the focus shifts to the actual practice of the role of counselor as an entry-level counselor. A student completes one supervised internship for a total of 600 clock hours, after successful completion of practicum. The internship provides (1) an opportunity for the student to perform all the activities that a regularly employed staff member in the setting would be expected to perform, (2) familiarity with professional activities other than direct service work, and (3) supervised experience in the use of professional resources (e.g., appraisal instruments, computers, print and non-print media, professional literature, and research).

If you have any questions concerning a clinical placement contact your advisor.

Procedures for Progression to Clinical Placement

Placement in a clinical site represents the culmination of successful completion of the necessary academic work and the achievement of the basic skills needed to work with clients. The following criteria must be met in order to qualify:

For **Practicum** placement:

1. Completion of 15 semester hours of Clinical Mental Health counseling and 18 hours of School Counseling requirements with a **B** or better in:
 - a. Counseling Theories
 - b. Counseling Techniques
 - c. Ethics
 - d. Introduction to Clinical Mental Health Counseling or School Counseling
 - e. Group Counseling
 - f. Introduction to Play Therapy (School Counseling only)
2. Display of appropriate disposition(s) as defined by the contract you signed upon entering the Counseling Program.

For **Internship** placement:

1. Completion of
 - a. Practicum
 - b. Introduction to Play Therapy (for School Counselors only)
2. Display of appropriate disposition(s) as defined by the contract you signed upon entering the Counseling Program.

Information about Courses

Course syllabi are available for review by all students enrolled in the program in the references area in the department. The syllabi include objectives, content areas, required texts and/or readings, and student performance evaluation criteria and procedures for each course in the curriculum.

Incomplete Grades

Work that is of passing quality but, because of extenuating circumstances, is not completed by a student in a given semester or term may be given an “I” (incomplete) grade. Students must initiate an incomplete grade request through the course instructor and obtain approval of the Department Chair and the Dean of the Graduate School. The instructor must submit the “Incomplete Grade Report” and file the form with the Office of the Registrar by the deadline for submitting grades to the Registrar. If a request is not received from the student prior to the issuing of a final grade, the instructor should consider the delinquent work to be of failing quality and the student should be given a failing (“F”) grade and not an “I” grade. A grade of “I” received during a semester or term should be removed as soon as possible, but **no later than the end of the semester/term following the one in which such grade was received** (excluding Maymester and Summer Sessions). Incomplete grades are removed only by completion of the course work, not by repeating the course. A grade of “I” becomes a grade of “F” if not removed by the end of the semester/term following the semester/term in which the “I” grade was received. A grade of “I” carries no quality points and lowers the overall grade-point average. All grades of “I” must be removed prior to the submitting of an application for graduation and receiving a graduate degree.

Academic Appeal

Replace with Graduate School Bulletin page 19

Mitigating Circumstances

Mitigating circumstances are unforeseen, special or unusual/traumatic conditions which caused undue hardship. These circumstances may include serious illness or injury relating to the student, death or serious illness of an immediate family member, significant traumatic occurrence that impaired emotional and/or physical health, exceeding maximum attempted hours or other documented circumstances.

Comprehensive Exams and Directed Study Deadlines

Replace with LSU CPCE requirements page 33

Application for Candidacy/Graduation:

The Application for Candidacy for Graduate Students Form is available through the Graduate School website at: http://www.subr.edu/assets/GradSchool/degree_seeking_application.pdf

The Application for Candidacy for Graduate Students Form lists all course work completed or scheduled for completion (including transferred credit and courses in progress). The form needs to be signed/approved by Dr. Joycelyn Harrison, Department Chair.

The student is responsible for completing both forms prior to the deadline for graduation.

Application for Degree Deadlines

Check current academic calendar for all deadline dates.

Equal Education Opportunity

The University considers all applications without regard to race, color, sex, sexual orientation, national origin, disability, age or religion. All relevant factors are considered, with major emphasis being placed on the academic history of the applicant. The intent of the University is to offer admission to those applicants whose credentials indicate a strong likelihood of success in their selected curricula.

Please make sure that you check your SUBR emails regularly to see information that is critical to you (e.g., time and place of comprehensive exams; time and place for required clinical meeting prior to registering for Practicum or Internship classes).

Professional Organizations

Students and graduates are encouraged to join and become active in professional organizations (or associations). One method to remain current in the profession is by participating in professional organizations, by presenting papers at various conferences, serving on committees, writing for professional journals, attending workshops, and becoming active in leadership.

While there are many benefits to be derived from membership in a professional organization, only the primary ones are noted here. As a member of a professional organization, you:

1. Receive the publications.
2. Are entitled to reduced membership rates and reduced registration rates for conferences.
3. Are eligible for member services (e.g., professional liability insurance, legal defense fund, library resource use, etc.)
4. Have a method of direct involvement with activities and issues directly or indirectly pertinent to your profession.
5. Are affiliated with other professionals having interests and areas of expertise similar to yours.
6. May remain current in the knowledge, practices, and research findings in the field.

The primary national organization for clinical mental health students to join is the American Counseling Association (ACA). School Counseling students are encouraged to join the American School Counselor Association (ASCA). The primary state organization is: Louisiana Counseling Association (LCA).

Chi Sigma Iota is an international honor society of counseling professionals and students dedicated to excellence in scholarship, research, and clinical practice. Its purpose is to promote and recognize exemplary achievement in the study and practice of counseling. SUBR's local chapter, dedicated to the support of our faculty and students and the promotion of the counseling profession through a variety of activities.

State Licensure & National Certification

Upon graduating from SUBR's CACREP Master's program, there are two distinct licenses and certifications for which students are eligible.

NCC: National Certified Counselor

The national counseling credential is achieved upon completion of the following criteria:

1. Hold a Master's degree in Counseling from a regionally accredited university with a minimum of 48 semester hours.
2. Document 2 years of post-masters counseling experience with 3000 contact hours and 100 hours of supervision. (Waived for graduates of CACREP programs)
3. Provide 2 professional reference endorsements.
4. Pass the National Counselor's Examination for Licensure and Certification (NCE)

The NCE is offered in April and October and typically taken during the student's final semester of graduate study.

LPC: Licensed Professional Counselor

For requirements and application information visit the board website at: www.lpcboard.org

Important Web Sites

[American Counseling Association](#)

[American School Counseling Association](#)

[National Board for Certified Counselors](#)

[Louisiana School Counselors Association \(LSCA\)](#)

[Louisiana Association For Counselors Education and Supervision \(LACES\)](#)

[Louisiana Career Development Association \(LCDA\)](#)

[Louisiana Association of Marriage and Family Counselors \(LAMFC\)](#)

Program Policies

Time Limit

Requirements for the master's degree, including accepted transfer or post-baccalaureate credit, must be completed within a seven year period. This period begins with the beginning date of the earliest course offered for the master's requirements and ends six years thereafter.

Admissions Policy

The program admissions criteria and selection procedures have been developed with input from regular, adjunct, and affiliate program faculty, current and former students, and personnel in cooperating and associated agencies. The faculty is committed to recruiting students representing diverse societal subgroups and subcultures.

Admission decisions are made by a committee composed of program faculty who make their decisions based on the total profile of the candidates. Admission decisions take into consideration each applicant's potential success in forming effective interpersonal relationships in individual and small group contexts; aptitude for graduate-level study; vocational goals and objectives; openness to self-examination; and personal and professional self-development.

We have a variety of students that enter the program each academic year. Some enter graduate school directly from their undergraduate study, some work a few years before returning to school, and a few have retired from one career. Even so, most students have had no previous work experience in the field of counseling.

Admission decisions are made in the following way:

1. Each student is given a rating for their:
 - Grade Point Average (GPA) (1-5 points)
 - Test Scores (GRE) (1-2 points)
2. Three Counseling Department faculty members independently review and rate the following components of each applicant's file:
 - Essay (1-5 points)
 - Work/Life experiences (1-5 points)
 - Other degrees or course work (1-5 points)
 - References (1-3 points)
3. Scores of all applicants retained in the pool are computed and rank ordered. At a specified meeting, faculty members are able to advocate for particular applicants whose rank order does not reflect the applicant's appropriateness for the program.
4. The applicants with the highest rankings are then invited to campus for group interviews inclusive of a small group experience. This process typically occurs in April for the Fall semester and October for the Spring semester.

5. Following the small group interviews faculty evaluate the prospective applicants based on communication skills and quality of discussion.
6. Based upon the group interview experience and the overall scores of the applicants, the faculty then **recommends** to the Graduate School the applicants for the Counseling Programs.
7. Next the Graduate School sends out official letters to recommended applicants. New students are required to send their **intent to enroll card** back to the Graduate School two weeks after receiving official letters.
8. Finally, the Department of Educational Theory, Policy and Practice sends congratulatory letters to all recommended students for admissions with additional program information which includes the **Statement of Dispositions** that all students are required to sign. They are given two-three weeks to return the signed **Statement of Dispositions** to the Educational Theory, Policy, and Practice Department and they **must** indicate if they intend to enroll during the Fall Semester, Spring Semester, or not at all. If the applicant fails to return the signed Statement of Dispositions within the time frame allotted by the Education Theory, Policy, and Practice Department, the next applicant on the **Wait List** will be offered their slot.

Recruitment Policy

The faculty is committed to the recruitment of students who both have the potential for success as a counselor and represent a variety of societal subgroups and subcultures. As a result, a two stage admission's process has been implemented. In the first stage, the admissions committee, composed of at least 3 program faculty, makes a determination of the applicants' aptitude for graduate-level study considering GPA, test scores, essay, and work experience and vocational goals. Applicants who meet these criteria are invited to campus for the second stage of the process: a group exercise and an individual discussion with a faculty member. Based on the applicants' interactions in these contexts, faculty takes into consideration each applicant's potential success in forming effective interpersonal relationships and openness to self-examination and development. With this information, faculty rank order the applicants and those with the highest overall ranking are invited to attend.

Procedural Guidelines for Staffing Enrolled Students

1. Students may be terminated for academic failure, ethical violations and/or "personal unsuitability for the counseling profession."
2. All students will be evaluated two times per year by the entire faculty. The focus will be on clinical, professional, interpersonal, and academic functioning. Where there is sufficient concern, the evaluation will be written and oral, with a copy, signed by the student, placed in the student's file.
3. From this discussion, the faculty may decide that further monitoring is needed and a committee will be formed, consisting of the student's advisor and two other faculty members who are familiar with the student's academic performance and personal attributes.
4. Next, a meeting will be held with the student. This meeting may include the students and the entire screening committee or only the student's advisor. The faculty's concerns are clearly explained (both verbally and in written form) to the student. The student will be allowed to discuss his/her thoughts, feelings, and reactions to the report.
5. The student will be given an opportunity to address the faculty's concerns and will be made aware of the possible consequences of not taking sufficient remedial action.
6. If there is insufficient improvement within the specified time period, the student will be so advised and given a period of two weeks to prepare his/her side of the case.

7. If the decision is to terminate the student's affiliation with the program, the student will be notified in writing. The nature of the problem and the basis for the final decision will be clearly stated.
8. The committee and/or the student are free to consult with others who may offer supportive data.
9. The results of all meetings and consults will be documented and kept in the student's confidential file.
10. The student may choose to comply with the recommendations or use the appeals process already in place at the university.

GUIDELINES FOR MASTER'S COMPREHENSIVE EXAMS

Students may take the Comprehensive Examination in the semester prior to the semester they plan to graduate. For example, students planning to graduate in May are permitted to take the exam during the preceding fall semester. Students planning to graduate in December will be permitted to take the exam during the preceding spring semester.

Purpose

The purpose of the comprehensive examination process is to help students synthesize their learning about counseling and to ensure that students have a thorough understanding of professional attitudes, skills, and knowledge related to eight common-core areas as defined by CACREP's Standards for Preparation. Evaluation of students' examinations will provide students' graduate committee's opportunities to appraise students' academic preparation.

Format

The exam is an objective test, the Counselor Preparation Comprehensive Examination (CPCE).

Description of the CPCE

The CPCE was developed by the Center for Credentialing & Education (CCE), an affiliate of the National Board for Certified Counselor (NBCC). The CPCE is a knowledge-based examination that reflects the eight core curriculum areas approved by CACREP. The exam is a summative evaluation that measures pertinent and professional knowledge acquired by students during their counselor preparation programs. Preparation for the CPCE will help prepare for the NCE. Currently, there are about 100 master's programs using the CPCE.

The CPCE consists of 160 items with 20 items per CACREP area. The exam is administered in whole and not by sections.

The 8 core curriculum areas of the CPCE are:

1. **Human Growth and Development** – studies that provide an understanding of the nature and needs of individuals at all developmental levels.
2. **Social and Cultural Foundations** – studies that provide an understanding of issues and trends in a multicultural and diverse society.
3. **Helping Relationships** – studies that provide an understanding of counseling and consultation processes.
4. **Group Work** – studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills, and other group work approaches.
5. **Career and Lifestyle Development** - studies that provide an understanding of career development and related life factors.

6. **Appraisal** – studies that provide an understanding of individual and group approaches to assessment and evaluation.
7. **Research and Program Evaluation** - studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.
8. **Professional Orientation and Ethics** – studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

Detailed descriptions of the core areas are found at <http://www.cacrep.org/2009standards.html>

Cost of the CPCE

The fee charged each student for the CPCE is \$57.00.

Criterion for Passing

The scoring for the CPCE uses the Total Score (not a score for each section). As we have done in the past, students will be able to re-take the exam if they do not pass it the first time. The retake will involve the entire exam.

Students should consult with their advisors regarding their readiness to take the exam. It is advisable that students complete the courses that cover the eight core areas listed above.

Graduate Committee

Advisors provide advice about preparation for the exam. Students with special needs should consult with their advisors to obtain assistance in arranging individual examination requirements.

In the event a student does not pass the comprehensive examination two times, the graduate committee whom the student has previously selected meets with the student to devise a plan. The student's advisor chairs the graduate committee.

Administration of Comprehensive Examination

Time and Date: The Comprehensive exam will be posted on the second floor of Stewart Hall on blackboard or moodle and on the department's website.

- ☐ The examination will begin promptly at the posted times.
- ☐ Please bring #2B pencils and erasers.
- ☐ Food and drinks are not allowed in the examination room.
- ☐ Please bring a picture ID for identification purposes.

Please address any questions you may have either to your advisor or Dr. Joycelyn Harrison, Department Chair

Practicum and Internship Information

Practicum/Internship Meeting Dates

All students who plan to take Practicum or Internship will attend a meeting with a Clinical Coordinator the semester prior to their respective assignment. The location of this meeting will be posted on the second floor of Stewart hall on blackboard or moodle and on the department's website.

During these meetings students will obtain information about acquiring placement and registering for the course. If students have any questions concerning School or Clinical Mental Health placements contact the Clinical Coordinator, Dr. Donald Anderson, at donald_anderson@subr.edu

Students must attend this meeting each semester prior to the semester they plan to take Practicum or an Internship. Detailed information regarding Clinical Placements can also be obtained from the Clinical Mental Health and School Counseling Programs Clinical Experience Handbook.

Procedures for Registering for Clinical Course

Detailed information regarding Clinical Placements can also be obtained from the Clinical Mental Health and School Counseling Programs Clinical Experience Handbook.

Appendix:

FORMS

College of Education Arts & Humanities
Department of Educational Theory, Policy and Practice
Form for Screening Students

Student: _____

Committee: _____

(Advisor)

(Faculty member)

(Faculty member)

Behavioral description of faculty concerns:

Expected changes in behavior:

Time frame:

Failure to remediate may result in termination from the program.

Signatures: _____
Student/ Date

Advisor/ Date

Faculty member/ Date

Faculty member/ Date

College of Education Arts & Humanities
Department of Educational Theory, Policy and Practice
Record concerning a grade of Incomplete (I)

Course and section: _____ Term and year _____

Instructor _____ phone: _____ email: _____

Student's name: _____ ID Number: _____

Student's address: _____

Student's phone (H): _____ (W): _____ Email: _____

University policy concerning the Grade of I (Incomplete): The grade of I is assigned at the discretion of the instructor when a student who is otherwise passing has not, due to circumstances beyond his/her control, completed all the work in the course. The missing work must be completed by the deadline specified by the instructor or during the next semester (fall or spring) in residence, but no later than 12 months after the term in which the I was assigned, whichever comes first. If the I is not removed during the specified time, a grade of F, U, or N as appropriate to the course is automatically assigned. **The grade of I cannot be removed by enrolling again in the same course.**

Agreements between instructor and student

Assignments completed (Please list or attach record)	Grade	Weight toward final grade
Reason for Incomplete:		
Assignment(s) to be completed (Please list and attach syllabus, assignment sheet, or Weight toward final grade other description)		
Due date for assignments to be submitted to the instructor: _____		
I (or my departmentally- approved designee) will accept and evaluate the assignment(s) turned in by the due date above. I will submit a change of grade form before the University deadline for removing the grade of I. Instructor's signature _____ Date _____		

Additional SUBR forms are also required consult your advisor

College of Education Arts & Humanities
Department of Educational Theory, Policy and Practice
Changing Tracks Form

Student Name: _____

Student ID#: _____

Please identify the change you desire to make:

From School Track to Clinical Mental Health Counseling Track

☐

From Clinical Mental Health Counseling Track to School Track

☐

I have discussed this issue with my advisor and I will make all the necessary changes in my curriculum to accommodate this change of tracks.

Student Signature

Date

I have discussed this issue with the student and we both have identified all modifications in their curriculum that will /must be made in order to facilitate this change of tracks as requested by the student.

Advisor Signature

Date

Additional SUBR forms are also required consult your advisor

College of Education Arts & Humanities
Department of Educational Theory, Policy and Practice
Request: Change of Program Advisor

To: Dr. Joycelyn Harrison, Department Chair

From: Name _____ Banner ID# _____

Address: _____

Telephone: _____ Email: _____

Current Advisor: _____

I am requesting a change of advisor for the following reasons:

I have discussed this proposed change with the student and _____ do _____ do not recommend the change at this time.

Signature of Current Advisor

Date

I have discussed the proposed change with the student and I _____ am _____ am not willing to accept him/her as an additional advisee.

New Advisor: _____

Signature of New Advisor

Date

Note: If the request is not recommended the student has the option to meet with the Department Chair to discuss the request further.

College of Education Arts & Humanities
Department of Educational Theory, Policy and Practice
Practicum/Internship Checklist

Application for Admission to Program	
Acceptance Letter	
Current Program of Study	
<i>Practicum (BHVS554) Information:</i>	
Contract	
ACA Membership /Liability Insurance Proof	
Practicum Summary Sheet	
Site Supervisor Evaluation of Student	
<i>Internship (BHVS 574) Information:</i>	
Contract	
ACA Membership/Liability Insurance Proof	
Internship Summary Sheet	
Site Supervisor Evaluation of Student	

College of Education Arts & Humanities
Department of Educational Theory, Policy and Practice
Application Form for Comprehensive Exam

Date of Exam: _____

Applicant's Name: _____ SUBR ID #: _____

Payment of \$50.00 for exam fee enclosed: Money orders only please (Make money order payable to CPCE)

Provide below the address to which exam results should be mailed. If your address changes, please notify Dr. Joycelyn Harrison.

Address: _____ -

Phone: (H) _____ (W) _____

E-mail address: _____

Please state below any special accommodations you need to take this examination. Please note that special accommodations must be approved by the Office of Disability Services.

If this is the first time you are taking the exam, you should prepare to respond to all eight core areas as defined by CACREP's Standards for Preparation. Cut-off score for passing the CPCE is one standard deviation below the mean of the Total Score. Scores on individual sections will not be used as criteria for passing.

Semester and year you were admitted to the counseling program: _____

My three-member graduate committee is composed of:

Faculty Advisor and Committee Chair: _____

Counseling Faculty Committee Member: _____

Counseling Faculty Committee Member: _____

Note: You do not need to have prior approval of faculty members to list them.

Indicate which of the courses below you completed:

__ BHVS 579	Personality and Development Dynamics
__ BHVS 575	Behavioral Research Methodology
__ BHVS 577	Behavioral Assessment Methods
__ BHVS 552	Theories of Counseling and Psychotherapy
__ BHVS 504	Introduction to School Counseling
__ BHVS 559	Group Counseling Processes
__ BHVS 578	Behavioral Science and the Law
__ BHVS 559	Theories of Vocational Development
__ BHVS 582	Social and Cultural Foundations
__ BHVS 584	Foundation of Mental Health Counseling
__ BHVS 557	Analysis of the Individual
__ BHVS 554	Practicum in Counseling

Please sign the statement below and return this application form to Dr. Joycelyn Harrison in the office of the Chair Department of Educational Theory, Policy and Practice.

My signature below signifies that I have read and understood the information of this Comprehensive Examination Application and General Guidelines and that you agree to abide by the SUBR Student Code of Conduct (SUBR Catalog) in taking the exam.

Signature

Date

College of Education Arts & Humanities
Department of Educational Theory, Policy and Practice
Exit Assessment Form

This confidential exit assessment gives us an opportunity to receive information from you that might help us improve our program. Please complete each item below. Thank you.

Today's date: _____

1. Age_____
2. Gender_____
3. Beginning Semester_____ Graduating Semester_____
4. Track: School Counseling_____ Community Counseling_____
5. Employment Goal_____

- | | Low | High |
|--|-----|---------|
| 6. The overall quality of the curriculum was | 1 | 2 3 4 5 |
| 7. The usefulness of the comprehensive exam experience was | 1 | 2 3 4 5 |
| 8. The availability of faculty for advising was | 1 | 2 3 4 5 |
| 9. The quality of advising I received was: | 1 | 2 3 4 5 |
| 10. The overall content of my classes was | 1 | 2 3 4 5 |
| 11. List specific courses you found to be most helpful: | | |

12. List specific courses you found to be least helpful:

- | | | |
|---|---|---------|
| 13. The overall quality of my clinical experiences in terms of developing skills was: | 1 | 2 3 4 5 |
| 14. The overall quality of my clinical experiences in terms of campus supervision was | 1 | 2 3 4 5 |
| 15. Please rate the value of your clinical courses: | 1 | 2 3 4 5 |
| 16. The overall quality of the program was | 1 | 2 3 4 5 |

17. If you were in charge of restructuring the program identify three things you would change and indicate how they would improve the program:

LIST OF ALL COURSES IN COUNSELING

BHVS 504. Introduction to Counseling and Helping Services (Credit, 3 hours). An overview of the philosophical and theoretical dimensions of the counseling process and an examination of the organization and administration of mental health is provided.

BHVS 550. Educational Occupational Information (Credit, 3 hours). A study of theories of vocational development. The nature, use, sources of educational, occupational, and personal-social information utilized in relationships.

BHVS 551. Orientation of the World of Work (Credit, 3 hours). A course designed for elementary school counseling with the primary emphasis upon developing methods and techniques most effective in unveiling mankind's role as a worker in our society and the vast variety of directions this role may possibly pursue. Special consideration is given to the teacher-counselor involvement in obtaining desired meaningful results.

BHVS 552. Theories of Counseling and Psychotherapy (Credit, 3 hours). Major theories of counseling as they apply to helping situations; supervised experiences in role playing utilizing major approaches to counseling; lectures, discussions, audiovisual aids; practice in case study analysis and interviewing. (Prerequisite: BHVS 504 or BHVS 584)

BHVS 554. Practicum in Counseling (Credit, 3 hours). Supervised practice in counseling and related functions. Includes actual group counseling experience under the supervision of a certified licensed counselor. Critiques of student leadership styles, facilitative ability, and understanding of group dynamics procedures will be systematically done. (Prerequisite: Completion of core courses in counseling.)

BHVS 555. Employee Assistance Counseling (Credit, 3 hours). Survey of assistance programs in business and industry and counseling procedures to help troubled employees and their families with problems of alcohol and drug abuse, psychological and emotional problems, financial problems, retirement considerations, and legal problems. (Prerequisite: Consent of instructor.)

BHVS 556. Group Counseling Processes (Credit, 3 hours) . Theoretical bases of group behavior and techniques for facilitating group interactions are among the topics given consideration, along with participatory experiences in interpersonal exploration. (Prerequisites: BHVS 504 and BHVS 552).

BHVS 559. Theories of Vocational Development (Credit, 3 hours). A study of theories of Career and Vocational Development. Emphasis is placed on the value of work, labor trends, vocational decision making skills and vocational counseling strategies and techniques. (Prerequisite: Consent of instructor.)

BHVS 561. Clinical Psychodiagnostic Assessment (Credit, 3 hours). Introduction to the broad spectrum of psychological assessment procedures and techniques. The selection, administration, scoring, and interpretation of objectives and projective testing instruments. Comprehensive report writing. Discussion of DSM. (Prerequisite: PADM 511, or CRIN 537, or SOCL 550.)

BHVS 562. Advanced psychopathology and Family Systems (Credit, 3 hours). Provides an in depth-exploration of the concepts of psychopathology, emphasizing the role families play in the development of mental health impairments including schizophrenia, depression, anxiety disorders, disruptive behavior disorders, substance abuse disorders, and personality disorders, with associated psychopharmacology. Uses the DSM IV as the organizing format for the class with special attention paid to the role of culture in etiology, diagnosis, and the development of treatment plans. (Prerequisites: undergraduate course in Abnormal Psychology, BHVS 583, BHVS 561, and BHVS 576).

BHVS 563. Substance Abuse, Dynamics and Treatment (Credit, 3 hours). This course will provide the information and skills necessary to diagnose, refer, and treat substance abusers and their families. Topics to be covered will include

the addiction process, the distress concept of alcoholism, family dynamics, diagnosis, treatment issues and modalities, and special populations (Prerequisite: Consent of instructor)

BHVS 570. Behavioral Medicine and Health Psychology (Credit, 3 hours). Examines the development and integration of behavioral and biomedical science knowledge and techniques relevant to health and illness, and application of this knowledge and these techniques to prevention, diagnosis treatment, and rehabilitation. Special emphasis is placed on identifying behavioral risk factors involved in major health problems. (Prerequisite: Consent of instructor.)

BHVS 571. Bereavement Counseling (Credit, 3 hours). Theories and concepts related to the issue of dying and death, and guidelines for dealing with some of the sensitive issues are examined. Living with loss and guiding

BHVS 573. Counseling the Culturally Different (Credit, 3 hours). Provides an overview of dynamics sociocultural and personality theories for urban populations and the processes of urban social change. The role of the counselor as a change agent will be examined, and the techniques of counseling culturally different and disadvantage groups will be considered. (Prerequisite: BHVS 504)

BHVS 574. Internship in Professional Counseling (Credit, 3 hours). Minimum 20 hours per week field placement in an agency setting under the supervision of a qualified mental health provider. Includes one and one-half hours per week of participation in a supervised group of approximately six students. (Prerequisites: Completion of all major core requirements, specifically BHVS 583 or BHVS 572, and BHVS 554)

BHVS 575. Internship in Professional Counseling (Credit, 3 hours). Minimum 20 hours per week field placement in an agency setting under the supervision of a qualified mental health provider. Includes 90 minutes per week of participation in a supervised group of approximately six students. (Prerequisites: Completion of all major core requirements, specifically BHVS 574, or BHVS 583, or BHVS 572, and BHVS 554.)

BHVS 576. Marriage and Family Therapy (Credit, 3 hours). Interactions of the family unit from historical, contemporary, society, and small-group perspectives. Psychotherapeutic intervention by means of an extensive analysis of current therapeutic approaches, including communications theory models, systems theory models, and transactional theory models. A mini-practicum format will be utilized. (Prerequisites: BHVS 552 and BHVS 556.)

BHVS 577. Behavioral Assessment Methods and Procedures (Credit, 3 hours). Considers the statistical understanding necessary for the administration, scoring, and interpretation of standardized tests of achievement such as ACT, SAT, and others, as well as those pertaining to group measures of intelligence, aptitude, vocational choice, and personality. (Prerequisites: CRIN 537, or CRIN 590, or PADM 511, SOCL 550.)

BHVS 578. Behavioral Science and the Law (Credit, 3 hours). Includes legal and ethical considerations, certification, licensing, and legislative advocacy for issues related to mental health. Rights of the individual as participants in research experiments, therapeutic relationships, and consumers of mental health marketing information will also be emphasized. (Prerequisite: Consent of instructor.)

BHVS 579. Personality and Development Dynamics (Credit, 3 hours). Provides a broad understanding of the nature and needs of individuals' at all developmental stages, emphasizing psychological, and sociobiological approaches. (Prerequisite: Consent of instructor.)

BHVS 580. Budget and Finance in Mental Health Systems (Credit, 3 hours). This course includes studies in fiscal management for quality control and managed mental health care, including the Medicare and Medicaid systems. Risk assessment and adjustments, and medical ethics in a capitated rate payment environment will be comprehensively explored. Students will also be introduced to the administration of health care facilities. (Prerequisites: Interest in Public Health and Mental Health Administration.)

BHVS 581. Dynamics of Play Therapy (Credit, 3 hours). Includes a study of cognitive and affective functioning with an emphasis on play and fantasy in child behavior. Therapeutic meaning of symbolic representations in children's play with toys. Playroom acquisitions and management will also be covered. Pre-practicum experience required. (Prerequisites: BHVS 504, BHVS 552, and BHVS 583.)

BHVS 582. Social and Cultural Foundations of Human Behavior (Credit, 3 hours). Includes studies of change, ethnic groups, subculture, changing roles of women, sexism, urban and rural societies, population patterns, cultural mores, and differing life patterns. (Prerequisite: BHVS 504 or BHVS 584)

BHVS 583. Techniques and Methods of Behavior Change (Credit, 3 hours). Includes preparation and laboratory experiences in the use and application of various change methods corresponding to the major theories of counseling and psychotherapy. (Prerequisite: BHVS 504 and BHVS 552)

BHVS 584. Foundations of Mental Health Counseling (Credit, 3 hours). This course includes theoretical bases of processes used in the enhancement of the mental health of individuals, families, and groups. Introduction to: 1) history, 2) roles, 3) organizations and standards, 4) professional issues, and 5) ethical, legal and diversity issues will constitute the foundations for mental health program development. Contextual dimensions such as assumptions and roles, and community need assessment will be comprehensively explored. (Prerequisite: acceptance to the Mental Health Program)

BHVS 590. Organization and Leadership in School Counseling (Credit, 3 hours). This course will engage students in the philosophy, principles, and analysis of counseling as implemented into practice: the role of comprehensive school counseling programs in the educational system and school counseling profession. This will include, but is not limited to, the organization and leadership of school counseling programs, collaboration for student success, advocacy or the school counseling profession, and the use of technology to advance school counseling. (Prerequisite: BHVS504)

BHVS 591. Postsecondary Planning and Career Readiness (Credit, 3 hours). This course is designed to prepare school counselors to assist high schools in understanding their postsecondary options and planning their futures. This course examines theories and models of career development, school transitions, college access/college admissions counseling, and educational policy. Students will utilize action plans that include assessment tools, information sources, and technology for diverse K-12 school communities. (Prerequisite: BHVS504)

BHVS 600. Thesis (Credit, 3 hours). Completion of research project

BHVS 601. Comprehensive (Credit, 0 hour). Comprehensive Examination