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

**WHAT IS A CLINICAL COUNSELOR?**

The American Mental Health Counselors Association (2013) describes clinical mental health counselors as “…highly-skilled professionals who provide flexible, consumer-oriented therapy [and] combine traditional psychotherapy with a practical, problem-solving approach that creates a dynamic and efficient path for change and problem resolution.” More information regarding the counseling profession can be found at [www.counseling.org](http://www.counseling.org) and [www.amhca.org](http://www.amhca.org).

**HOW STABLE IS A CAREER IN MENTAL HEALTH COUNSELING?**

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

**I’M NOT IN IT FOR THE MONEY, BUT…**

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

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

**WHAT WILL I BE ABLE TO DO?**
Although the practice privileges of mental health counselors vary by state to state, nationalized training standards allow mental health counselors to provide a full range of services including: assessment and diagnosis of mental disorders according to the current edition of the *DSM* and *ICD*; individual, group, and family counseling and psychotherapy; treatment planning and utilization review; create and facilitate psycho-educational and prevention programs; crisis management; and consultation.

**WHERE CAN I PRACTICE?**

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

**WHY EMPORIA STATE UNIVERSITY?**

The CC program has a long tradition of leadership and excellence within the counseling profession. We are at the forefront of meeting the future challenges in the mental health counseling profession as well as satisfying the criteria for certification and licensure. The CC program was the first mental health program in Kansas accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and is currently one of only three CACREP accredited clinical mental health programs in Kansas. The CACREP Standards (2009) are commonly recognized as the approved educational standards for state licensure boards, government agencies, and third-party payer sources across the nation. In fact, some states require graduation from a CACREP accredited program in order to be licensed as a mental health counselor while others provide faster pathways to licensure with a degree from a CACREP accredited program. Please visit [www.cacrep.org](http://www.cacrep.org) for additional information regarding the benefits of accreditation. Additionally, students enrolled in the CC program will have the opportunity to take courses with students from various programs including school counseling, rehabilitation counseling, and art therapy counseling. Finally, the CC program includes a state of the art training clinic (Community Counseling Services) where students have the opportunity to begin providing supervised counseling services to local community members while receiving clinical supervision from a licensed faculty member.

**MISSION STATEMENT**

The mission of the Clinical Counseling Program at Emporia State University is to develop competent, compassionate counselors. Our program is holistic in focus, with an array of courses that expose students to the theoretical, ethical and legal, and multicultural components of the counseling profession. We stress the importance of the counselor-client relationship in coursework and practice. The program is teaching-centered and professors are readily available for students to interact, ask questions, and seek guidance. The program is designed to prepare students for Kansas licensure requirements. The program is CACREP accredited and is constantly evolving to meet higher standards of proficiency.

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

**LEARNING OUTCOMES**

The learning outcomes of the Clinical Counseling program align with the most recent standards of the CACREP and the AMHCA:

1. Understanding the history and philosophy of the counseling profession; professional roles, functions, and relationships with other human service providers; technological competence and computer literacy; professional organizations, primarily ACA, and AMHC A, their divisions, branches, and affiliates; professional credentialing, including certification, licensure, and accreditation practices and standards; public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession; advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and ethical standards of ACA and AMHCA and related entities, and applications of ethical and legal considerations in professional counseling.

2. Understanding the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities.

3. Understanding the nature and needs of individuals’ at all developmental levels.

4. Understanding career development and related life factors.

5. Understanding counseling and consultation processes, including counselor and consultant characteristics and behavior; essential interviewing and counseling skills; counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions; a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.

6. Understanding theoretical and experiential concepts of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.

7. Understanding individual and group approaches to assessment and evaluation.
8. Understanding research methods, statistical analysis, needs assessment, and program evaluation.

**OBJECTIVES**

1) Establish efficient and logical course sequences for full and part time students
2) Develop an effective recruitment and retention campaign that will result in the clinical counseling programs expansion to the Kansas City market.
3) Increase NCE passing rate to 100%
4) Increase employment of graduates to 100% in the first year post-graduation
5) Establish the new student organization
6) Establish a counseling minor

**PROFESSIONAL IDENTITY**

The CC program at ESU endorses a strong professional identity as a Clinical Counselor. In support of 20/20: A Vision for the Future of Counseling, the CC program endorses its consensus definition of counseling below:

*Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals*

**CURRENT STATE AND CHALLENGES OF THE PROFESSION**

The 20/20 Project also identified several important challenges facing the profession given the growing need for multicultural competence, diversity, and advocacy (Gladding & Kaplan, 2012):

1) Strengthening identity
2) Unifying profession
3) Improving public perceptions and recognition of the profession while advocating for professional issues
4) Create licensure portability
5) Expand and promote research base for professional counseling
6) Focus on students and prospective students
7) Promote client welfare and advocacy

**PROFESSIONAL ORGANIZATIONS**

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

**PROFESSIONAL DEVELOPMENT**

In addition to coursework, the Counselor Education department has created a Professional Development Series (PDS), which provides faculty, students, and other interested parties with opportunity to attend and present about professional activities relevant to their desired careers. Previous presentations have focused on assisting students in developing advocacy skills, increasing APA style writing, preparing and submitting requests for proposals for professional presentations and publications, current topics in disability services, etc.

**REQUIRED COURSEWORK**

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

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

1. No more than nine (9) semester hours of credit may be transferred into an ESU program requiring fewer than 40 hours of graduate coursework, or fifteen (15) into an ESU program requiring 40 or more hours of graduate coursework. Individual programs may reduce this limit at their discretion.

2. A grade of B- or higher must have been earned in all such transfer credit.

3. Official transcripts of all transfer work must be on file in the Graduate School prior to submitting degree plans. Courses must be current or within 7 years timeframe.

4. Transfer courses must be approved by the chair of the major department and the Dean of the Graduate School and Distance Education.

5. The transfer credit must be applicable toward a graduate degree at the university at which the course work was taken.

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

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

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

APPLY TO THE PROGRAM

The application to the Counselor Education Department at ESU can be found at http://www.emporia.edu/ce/application-procedures-.html. In order to complete the application process, students will need to complete the following

1) Application to the Graduate School and Individual Program
2) Three professional references
3) Interview with Program Faculty
4) Standardized testing (e.g., GRE or MAT)
5) Application letter that includes
   → What factors in your personal and professional background and experience have led you to seek this degree program?
   → What are your professional goals? Describe the type of work setting and the client population with whom you desire to work after graduation.
   → Describe the kind of person you believe yourself to be (personal qualities or characteristics).
   → Describe the kind of person you would like to become five years from now. You might discuss your assets, limitations, motivations, goals, etc.
6) Evaluation of applications is based upon the following characteristics and aptitudes including: academic, professional/research, and interview of which the interview is weighted heavily in the enrollment decision.

APPLY FOR FINANCIAL ASSISTANCE

Financial Assistance is available in many forms including scholarships, assistantships, and traditional financial aid. Scholarships are available through the ESU Graduate School as well as the Department of Counselor Education. Be sure to read the scholarship applications thoroughly and submit all
required documents (e.g. references, transcripts, etc.) Examples of Scholarships awarded by the Graduate School include:

<table>
<thead>
<tr>
<th>Scholarship Name</th>
<th>Application Form</th>
<th>Approximate Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boylan Scholar Award</td>
<td>Boylan Application</td>
<td>Early March</td>
</tr>
<tr>
<td>Robert Grover Graduate Scholarship</td>
<td>Grover Application</td>
<td>Mid November</td>
</tr>
<tr>
<td>New Graduate Student Scholarship (Spring)</td>
<td>New Graduate Student Scholarship</td>
<td>Mid November</td>
</tr>
<tr>
<td>New Graduate Student Scholarship (Spring)</td>
<td>New Graduate Student Scholarship</td>
<td>Early May</td>
</tr>
<tr>
<td>McNair Scholarship</td>
<td>McNair Application</td>
<td>Late June</td>
</tr>
<tr>
<td>Scholar’s Circle Funding Request</td>
<td>Scholar’s Circle Request</td>
<td>Late February</td>
</tr>
<tr>
<td>Forensic Science Scholarship</td>
<td>Forensic Form</td>
<td>Mid April</td>
</tr>
</tbody>
</table>

Department of Counselor Education Scholarships are identified below. Applications and further information is available at [http://www.emporia.edu/teach/ce/scholarships.html](http://www.emporia.edu/teach/ce/scholarships.html) Typically, applications for the following scholarships are due in February and awards are announced in late March for the following Fall.

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

**Graduate Assistantships**

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

**Financial Aid**

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

**COMPLETE NEW STUDENT ORIENTATION AND LEARNING CONTRACT**

At the beginning of each semester, new students are provided with a new student orientation. In addition, students are required to review the learning contract with their academic advisor, sign the contract, and your advisor will include the document in your permanent file. The Learning Contract is included in this handbook (Appendix sdfsd). The signed contract provides evidence of students’ understanding of the expectations of the Clinical Counseling program.
BEGIN COURSE SEQUENCE

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

→ CE 830: Group Processes in Counseling 3 credits
→ CE 893: Ethical/Professional and Legal Issues 3 credits
→ CE 810: Pre-Practicum—Counseling skills Development 2 credits
→ CE 825: Counseling Theories 3 credits
→ CE 802: Foundations of Professional Counseling 3 credits

COMPLETE DEGREE CANDIDACY AND DEGREE PLAN FORMS WITH ADVISOR

The Department of Counselor Education requires each graduate student to apply for degree candidacy once the following requirements have been met:

- The student has met the entrance and/or candidacy requirements of the major department and the results must be on file in the Graduate School. Any probationary requirements must have been completed and all entrance exam results indicating successful completion of those test requirements must be on file in the Graduate Office.
- The student must have an approved degree plan on file in the Graduate School.
- The student must have successfully completed a minimum of 8 hours of course work on the graduate program of study.

COMPLETE DEGREE PLAN

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

APPLY FOR PRACTICUM

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Semester</th>
</tr>
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<tbody>
<tr>
<td>June 1</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>October 1</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>March 1</td>
<td>Summer Session</td>
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</tbody>
</table>
Before beginning practicum, students are required to successfully complete the required pre-requisites and pass the required decision points of evaluation. Students must also obtain student liability insurance prior to applying for practicum. Insurance can be obtained from various vendors and several professional organizations provide student liability insurance along with membership to the organization. Some resources to review are as follows:

https://www.amhca.org/become/student.aspx  
http://www.counseling.org/membership/join-reinstate-today!  
www.hpsso.com/students/studentindex.php  
www.cphins.com/

COMPLETE PRACTICUM

The CC program at ESU provides unique opportunities for professional practice beginning at the practicum level and continuing throughout graduation. Students at ESU will benefit from the state of the art training clinic, Community Counseling Services. Under the leadership of the Director of the Community Counseling Services Clinic, students enrolled in practicum and internship provide low-cost individual, group, and family counseling services to the community under the supervision of highly trained and credentialed program faculty. Students are required to record their sessions with audio/video devices that can then be reviewed with their supervisor to enhance the supervisory experiences.

Students must complete supervised practicum experiences that total a minimum of 100 clock hours over a minimum 10-week academic term. Each student’s practicum will include all of the following:

→ At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.
→ Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the practicum by a 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.
→ The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.
→ Evaluation of the student’s counseling performance throughout the practicum, including documentation of a formal evaluation after the student completes the Practicum.

APPLY FOR INTERNSHIP

During the Practicum course, students should meet with the Internship Coordinator to discuss their internship plans. Students are encouraged to develop their own internship sites, but site contacts will also be available. Once a site is found, students will submit the required paperwork to begin their Internship coursework.
**APPLY FOR GRADUATION**

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

- **Spring graduates** – November 1 of the preceding Fall semester.
- **Summer graduates** – March 1 of the preceding Spring semester.
- **Fall graduates** – July 1 of the preceding Summer semester.

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

**COMPLETE INTERNSHIP**

Once enrolled in the Internship course, the following requirements must be completed. The program requires completion of a supervised internship in the student’s designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student’s internship includes all of the following:

- At least 240 clock hours of direct service, including experience leading groups.
- Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
- An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.
- The opportunity for the student 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).
- The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.
- Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the Internship by a program faculty member in consultation with the site supervisor.

**COMPLETE COMPREHENSIVE EXAMINATIONS**

The comprehensive exam at ESU is a computer based exam constructed to mimic the National Counselor Exam (NCE) that students commonly take during their last semester enrolled in the program. The date and time of this exam is scheduled during the Internship course to accommodate for students’ schedules.
COMPLETE THE NATIONAL COUNSELORS EXAMINATION AND APPLY FOR LICENSURE

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

Students take a computer based exam at one of the computer based testing centers located throughout the state (http://www.nbcc.org/directory/KS).

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

1. **Apply for licensure with the Kansas Behavioral Sciences Regulatory Board at least 6 weeks prior to taking the exam**
   
   Forms available at: [http://www.ksbsrb.org/forms.htm#professional](http://www.ksbsrb.org/forms.htm#professional)
   
   Must include: Application form, Application fee, Professional Reference Forms, Graduate Practicum Review Form, Academic Background Form, Transcript

2. **Request NCE score from NBCC and send it to the Kansas BSRB**
   
   Information at: [http://www.nbcc.org/Exams/ScoreVerification](http://www.nbcc.org/Exams/ScoreVerification)
   
   Score Verification Request form: [http://www.nbcc.org/Assets/Exam/scoreverification.pdf](http://www.nbcc.org/Assets/Exam/scoreverification.pdf)
   
   Express Score Request: [http://www.nbcc.org/Assets/Exam/expressscorerequestACTIVE.pdf](http://www.nbcc.org/Assets/Exam/expressscorerequestACTIVE.pdf)
   
   *** $25 = 6 weeks; $55 = 8 business days; $75 = 2 business days”

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

3. **Send transcript to NBCC, so they will release your NCE score to the Kansas BSRB**

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

4. **Follow up with the Kansas BSRB to obtain the forms to request your license & pay for your license to be issued (this is a separate fee from the application fee in step 1). Bruno can attach these forms in an email; otherwise they are mailed to you. Once the BSRB receives your payment and request form, your license is issued within a few days.**

   Bruno Langer
   
   Licensing Specialist
COMPLETE ALL REQUIRED COURSES ON DEGREE PLAN

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

GRADUATE!

STUDENT EVALUATION AND DECISION POINTS

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

What dispositions will I need to demonstrate?

- openness to new ideas,
- flexibility,
- cooperativeness with others,
- willingness to accept and implement feedback,
- awareness of own impact on others,
- ability to deal with conflict effectively,
- ability to accept personal responsibility,
- ability to express feelings and opinions effectively and appropriately,
- attention to ethical and legal considerations, and initiative and motivation.

Students are encouraged to wrestle with complex ethical dilemmas and will not be remediated given personal value conflicts; however, continued refusal to adhere to ethical principles may result in further remediation efforts.
Personal and Professional Dispositions Form

Student Name: ___________________________ Date: ______________
Form Completed By: ____________________________

Evaluation Criteria
Y = meets expectations
N = does not meet expectations

Professional Dispositions:
The student relates to peers, professors, and others in an appropriate professional manner.   Y   N

The student applies legal and ethical standards during the training program.   Y   N

The student demonstrates the ability to receive, integrate, and utilize feedback from peers, instructors, and supervisors.   Y   N

The student acts in accordance with the program's standards as outlined in course syllabi, the Student Handbook, and the Professional Practice Manual.   Y   N

Personal Dispositions:
The student demonstrates appropriate self-control in interpersonal relationships with faculty, peers, and clients/students.   Y   N

The student is aware of her/his own belief systems, values, and limitations and thus respects the fundamental rights, dignity, and worth of all people   Y   N

The student demonstrates a willingness to self-explore, grow, and compensate for deficiencies.   Y   N

The student participates in classes in an appropriate manner.   Y   N
Notice of Professional Concerns Form

Student: ________________________________

Semester/Year: ________________________________

Completed by: ________________________________

Date submitted to Department Chair: ________________________________

In the space provided below, write a brief narrative of the academic concerns regarding this student, including academic grades, professional skill development, professional characteristics, and overall appropriateness for the field of counseling. Attach a separate sheet if needed.
DECISION POINTS AND METHOD OF ASSESSMENT

1) Admission
   a. Minimum Standards
   b. Fit/Professional Identity Scale
   c. Admission Rating Scale—(0—3)
      i. Academics; undergrad GPA, graduate GPA, Entrance exam (MAT, GRE)
      ii. Credentials: references and application letter
      iii. Experience: research and relevant work experiences
      iv. Interview (x2): Rating Scale 0—3
      v. 10—15 Full Admittance
      vi. 8—9 Conditional Admittance
      vii. < 8 Not a good fit for the program

2) Degree Candidacy—after completion of pre-practicum
   a. Faculty and student:
      i. KSD Decision Point Evaluation
      ii. Video Rubric
      iii. Case Conceptualization Rubric
   b. Fit/Professional Identity Scale

3) Practicum Interview
   a. Preparedness
   b. Proof of membership for liability insurance (ACA or AMHCA)
   c. GPA
   d. Prerequisite Grades
   e. Fit/Professional Identity Scale
   f. Advisor Approval

4) Completion of Practicum
   a. Faculty and student:
      i. KSD DP Evaluation
      ii. Video Rubric
      iii. Case Conceptualization Rubric
   b. Fit/Professional Identity Scale
   c. Time Logs
   d. Supervisor Evaluation
   e. Internship plan

5) Comprehensive evaluations
   a. Comp Score
   b. NCE Score

6) Completion of Internship
   a. Final Supervisor Evals
b. Final KSD DP Evaluation
c. Time Logs
d. Exit Interview

Targets for each decision point represent faculty assessment of the appropriate developmental expectations at each point as well as additional individualized outcomes that emerge from each evaluation. Data should be collected from the student and all necessary faculty. Data may include observations both in and out of class, course grades, rubrics, role plays, video tape, discussions with faculty, staff, and peers, site supervisors, etc. A request for remediation can be made by students, faculty, peers, and/or site supervisors. Requests for remediation can be made by completing the “Request for Remediation” form (Appendix B) and giving it to the department chair. Whenever a request for remediation is filed, the parties involved will meet to discuss the request at which point the student may appeal the request following the Counselor Education department’s Appeals and Grievances Policy (see below). If the student accepts the request for remediation, all parties will then negotiate a “Remediation Plan.” Depending upon the nature of the request, outcomes could include the student’s decision to withdrawal from the program or take a leave of absence; the department’s decision to dismiss the student from the program; successful attainment of the developmentally appropriate knowledge, skills, and dispositions needed; and/or retention with further remediation plans in place.

**STUDENT RETENTION AND REMEDIATION POLICY**

Student retention is the mission of programs in higher education. It is the goal of the CC program to recruit talented students from diverse backgrounds who have a high aptitude for ethical and effective careers as leaders in the counseling profession. Students’ connectedness to the university, the program, the faculty, their peers, and the community at large is a primary objective of the CC program in order to assist students in the attainment of their learning outcomes. We hope that students take advantage of the opportunities to connect and collaborate with their peers, faculty, and advisers during the program.

In addition to students’ goals, retention programs in counselor education programs also aim to protect the integrity of the counseling profession by assuring that each graduate possesses the essential knowledge, skills, and dispositions required of a professional counselor. In order to increase the rigor of the CC program, we have developed a systematic evaluation process for students, faculty, and the program as a whole. Students will evaluate the curriculum and faculty with semester teaching evaluations; the department and program through regular program evaluation and focus groups; exit interviews; and evaluations of faculty and site supervisors of practicum and internship. Additionally, students will also take part in the ongoing evaluation of their personal and professional development.

The current editions of the CACREP Standards, ACA Code of Ethics, and the American Mental Health Counselors Association Code of Ethics serve as the foundation for student learning outcomes in the CC program, but students are also encouraged to work with program faculty to construct degree plans that meet their individualized learning outcomes. The essential
knowledge, skills, and dispositions on which students will be assessed are grouped into the following domains:

**Knowledge:**
- Professional orientation and ethical practice
- Social and cultural diversity
- Human growth and development
- Career development
- Helping relationships
- Group work
- Assessment
- Research and program evaluation

**Skills:**
- Foundations of clinical mental health counseling
- Models and theories of counseling, prevention, and intervention
- Diversity and advocacy
- Assessment, diagnosis, and treatment of mental and emotional disorders
- Research and evaluation

**Dispositions:**
- Openness to new ideas
- Flexibility
- Cooperativeness with others
- Willingness to accept and implement feedback
- Awareness of own impact on others
- Ability to deal with conflict effectively
- Ability to accept personal responsibility
- Ability to express feelings and opinions effectively and appropriately
- Attention to ethical and legal considerations
- Initiative and motivation.

The formal assessment of students’ personal and professional development begins during the application process and continues through graduation. During this process, students are formally evaluated at four distinct times called “decision points.” Each decision point represents a time in which standardized evaluation methods are employed to determine if students have developed the necessary knowledge, skills, and dispositions to progress in the program. The four decision points of the MHC program are as follows:

7) Decision Point #1—Admission into the program

The first decision point is meant to determine whether students are a good fit for the CC program. Students are either fully or conditionally admitted to the CC program depending upon
their prior educational performance, relevant experience, recommendations of individuals knowledgeable of the counseling profession, and an interview with program faculty. If admitted fully, students will begin the typical course sequence. If conditionally admitted, students will begin to address the conditions identified in the admission decision (e.g., minimum grade attainment in prescribed graduate courses in CC) while also beginning the regular course sequence for the CC program. Conditions of admittance are individualized for each student and circumstance, and they must be completed in order for the student to be retained and progress to the next decision point in the MHC program.

8) Decision Point #2—Entry into Practicum

The second decision point is the student’s entry into their supervised practicum. CE898 is the first opportunity students have to perform supervised counseling experiences at the Community Counseling Services. Before enrolling in MH 898, students are expected to successfully complete the following courses: Foundations of Professional Counseling; Ethical Issues in Counseling: Processes; Counseling Theories; and Pre-Practicum: Counseling Skills Development. During the Pre-Practicum course, students are expected to complete several mock-counseling sessions and case conceptualizations that are video-taped and later critiqued. In addition to completing Pre-Practicum, students are required to apply for Practicum the semester before they plan to enroll. This application is to be submitted to the Director of Community Counseling Services. This application requires all students to purchase student liability insurance during their supervised field experiences. Insurance packages are offered through membership with several professional counseling organizations (e.g., www.counseling.org and www.amhca.org), but can also be purchased through another vendor of the student’s choice. After the application is completed, students are expected to complete a screening interview with the Clinic Director. Following the interview, the student’s advisor, Pre-practicum instructor, Clinic Director, and the student will make an enrollment decision regarding their readiness for CE898.

9) Decision Point #3—Entry into Internship

CE899 is the continuation of students’ supervised practical experience in counseling; however, students must first successfully complete CE898 in order to progress to CE899. In order to successfully complete CE898, each student is expected to complete the following:

- All coursework within CE898;
- At least 40 direct practice hours and 60 indirect service hours;
- An average of at least 1 hour of individual/triad supervision per week;
- An average of at least 1.5 hours of group supervision per week;
- Reviews of three counseling sessions that include an accompanying Case Summary and Conceptualization form, as well as the related Self Evaluation rubrics;
- The Evaluation of the Practicum Supervisor form;
- The Final Self and Supervisor Evaluation of Counseling Skills and Dispositions form;
- Submission of four final copies of signed supervised practice time logs; and
- Meeting with CC internship coordinator to discuss plans for internship.
10) Decision Point #4—Completion of the Program

The final decision point occurs prior to students’ completion of their degree plan. In order to progress past this final decision point and successfully complete the MHC program, students must complete all of the following:

- All required coursework of CE899
- All required coursework as outlined on the student’s degree plan with a GPA of 3.0 or higher
- At least 240 hours of direct supervised counseling experience
- At least 360 indirect service hours;
- An average of at least 1 hour of individual/triad supervision per week
- An average of at least 1.5 hours of group supervision per week; and
- All necessary paperwork and final evaluations.

In addition to formal evaluation points, additional methods of student assessment of learning outcomes include course grades; students’ personal exploration and self-discovery; observations and interactions with peers, faculty, supervisors, and other university personnel; and other personal and professional activities. Although student information is valued with a high degree of confidentiality, it is necessary at times to divulge information to other faculty and/or supervisors in order to determine effective strategies to assist in students’ development.

Student evaluation at during the program can result in a few general decisions: retention and promotion; remediation; and/or withdrawal/dismissal. If students demonstrate the necessary knowledge, skills, and dispositions outlined during each decision point, the student will progress to the next stage of the CC program.

If students are determined to have some personal or professional impairment, or simply do not think they are ready to move on, they are provided the opportunity to develop a Professional/Personal Development Plan to promote demonstration of the desired knowledge, skills, and/or dispositions required of professional counselors. If students determine the CC program is not a good fit, then they may decide to withdrawal from the program. Finally, if serious impairments to the essential functions of a mental health counselor in training are identified, these students may be unable to continue in the program at that time and may be dismissed from the program.

At any point throughout the program, a Professional/Personal Development Plan can be initiated by any student, faculty, peer, and/or site supervisor if concerns regarding the student’s personal and/or professional competencies are observed. After a Professional/Personal Development Plan has been request, the student is notified, if they have not been already, and all parties have the right to be involved in the plan’s creation; however, parties may also refuse to participate if they so choose. Depending upon the nature of the request, outcomes can include the student’s decision to withdrawal from the program or take a leave of absence; the department’s decision to dismiss the student from the program; successful attainment of the developmentally appropriate knowledge, skills, and dispositions needed; and/or retention with further remediation plans in
place. Potential strategies to be included in the development plan may include retaking a course, taking another course, personal counseling, and increased and/or targeted supervision. Finally, it should be reiterated the MHC program is committed to preparing students to be ethical and effective leaders in the counseling profession, and it is our belief that the presence of this retention policy will help us all remain accountable to students’ desired learning outcomes. It should also be noted that, if at any point throughout the program or the evaluation process, the student wishes to enact their rights to due process, the faculty from the department will support them in facilitating this process according to the Academic Appeals and Grievance policy. The Teachers College at Emporia State University has a published academic appeals and grievance policy in the College Policy and Procedure Manual, contained in the original self-study. For purposes of this Institutional Response, the following has been copied from that policy manual:

**3F.00 Due Process**

**3F.01 Academic Appeals Policy**

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

1. The student should discuss the issue with the faculty member involved and attempt to resolve the problem.
2. If the problem cannot be resolved in such a discussion, the student should put in writing the particulars of the conflict and submit this to the department chair.
3. The department chair will attempt to clarify the conflict, mediate the positions of both parties, and, if possible, identify resolution options that are acceptable to both parties.
4. If the department chair is unable to resolve the conflict between the student and the faculty member, the student may request the department chair convene the Departmental Appeals Committee.
5. The Departmental Appeals Committee shall review the written statements and may interview the student and/or faculty member. The student has the option of asking another student or member of the university community to be present at the interview. Legal counsel can be present, but cannot speak for either the student or faculty member.
6. If the issue is still not resolved, the matter may be appealed to the dean of the school/college, who will convene a School/College Academic Appeals Committee. The committee’s final vote will be submitted to the dean, who will make the final decision. The process for academic appeals concludes with the dean, and there is no further appeal.

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

**Makeup of the Departmental Appeals Board**

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

1. At the beginning of each academic year, the department chair shall establish an academic appeals committee pool of no fewer than 5 members. It should include at least 3 faculty
members, and at least 2 undergraduate students or at least 2 graduate students in departments which have a graduate program.

2. When needed, the department chair will convene a Departmental Appeals Board consisting of at least 2 of the faculty members and 1 of the students from the committee pool. The student selected will depend on whether the appeal comes from an undergraduate or graduate student. The student will be undergraduate if the student making the appeal is undergraduate; graduate if the student making the appeal is graduate.

3. The student making the appeal and the faculty member have the option to accept/reject any or all members of the Departmental Appeals Board. The department chair will appoint additional members as needed. Once the student and the faculty member have signified, in writing, acceptance of the Departmental Appeals Board membership to hear the appeal, they have surrendered the opportunity to object to the members of the board. Once the Departmental Appeals Board has been selected, the department chair will assign one of the faculty members to act as the Chair of the Board.

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

1. The School/College Academic Appeals Committee shall be drawn from the various academic appeals committee pools established within departments of the school/college. The School/College Academic Appeals Committee shall consist of at least 5 members: 3 faculty and 2 students. The students will be undergraduates if the student making the appeal is undergraduate, graduate if the student is a graduate.

2. No student or faculty member from the same department as that from which the appeal emanates will be appointed to the School/College Academic Appeals Committee.

3. The student making the appeal and the faculty member have the option to accept/reject any or all members of the School/College Academic Appeals Committee. The dean will appoint additional members as needed. Once the student and the faculty member have signified, in writing, acceptance of a member of the School/College Academic Appeals Committee to hear the appeal, they have surrendered the opportunity to object to the members of the board.

**3F.02 Procedures of Due Process for Early Termination of an Off-Campus Teacher Education Assignment**

The following statement of procedures and policy pertains to candidates of Emporia State University who are assigned by The Teachers College as PDS Interns or student teachers. Hereafter in this document PDS Interns and student teachers will both be referred to as candidates. The following steps shall apply unless the Office of Professional Education Services (OPES) Director or designee determines that an emergency situation exists at which time a candidate may be immediately removed from an assignment. Should an immediate removal from an assignment be deemed necessary at any step of this procedure, the candidate may file an appeal beginning at step 5. (Assignment will usually refer to a student teaching placement but may apply to any placement of a candidate in a school or other setting outside of the University.)
1. Within a week of identified deficiencies or problems, the mentor teacher shall meet with the candidate to discuss the deficiencies or problems in an attempt to resolve them and document the date of occurrence. **If this meeting does not occur, the candidate will contact her/his education supervisor to determine a plan of action.**

2. For deficiencies or problems that continue, the mentor teacher, candidate, and education and/or academic supervisors shall within two weeks of the date of occurrence documented in step 1 jointly detail in writing the candidate’s deficiencies or problems, identify specific ways to remedy them, and specify a timeframe for improvement. The candidate will be informed in writing that not meeting the expectations specified could result in early termination of his/her teaching assignment or an unsatisfactory grade. **If this meeting does not occur, the candidate will contact her/his education supervisor to determine a plan of action.**

3. If deficiencies or problems are not resolved in accordance with the timeframe for improvement specified in step 2, the education supervisor will notify the OPES Director or designee of the deficiencies or problems, and the OPES Director or designee will set up a joint meeting of the mentor teacher(s), candidate, candidate supervisor(s), and her/himself to clarify the problem, mediate the positions of all parties, and identify resolutions that are acceptable to all parties. Following the meeting, a contract signed by all parties will specify the expectations of the candidate and the timeframe for improvement, including a date by which expectations must be met.

4. On or before the date by which expectations must be met, as specified in the contract, the candidate will be informed by the OPES Director or designee whether she/he will be allowed to continue or withdrawn from an assignment. If the candidate is withdrawn from an assignment, she/he will be given notification in writing as to the reasons for the withdrawal, date withdrawal is effective, and information regarding appeal procedures.

5. If the candidate is withdrawn from his/her assignment, then he/she may appeal the decision and requests that the Associate Dean of the Teachers College convene a Candidate Retention Appeals Committee. The candidate must submit his/her appeal in writing within three (3) days of the notice of withdrawal from an assignment. The candidate will not be allowed to continue an assignment during the appeal process.

6. Within five (5) days of receiving the request for an appeal, the associate dean shall appoint members to a Candidate Retention Appeals Committee and schedule a hearing.

7. The Candidate Retention Committee shall be composed of the following five (5) voting members:
   - Two (2) school representatives
   - Academic area representative
   - Elementary or secondary education representative
   - ESU teacher education candidate from the Academic area (upperclassman, appointed by the chair of the Academic area)

   The Associate Dean of the Teachers College will convene the Committee and serve as a non-voting chair of the Candidate Retention Committee. A Committee member may be replaced only if the candidate can demonstrate a conflict of interest as judged by the Associate Dean of the Teachers College.
   
   The Candidate Retention Appeals Committee must meet within 10 business days of the date of the appeal.
8. For the purpose of answering any questions that might arise, the following persons should attend the meeting of the Candidate Retention Appeals Committee:
   · Candidate
   · OPES Director or designee
   · Education Supervisor(s)
   · Academic Supervisor(s) (if applicable)
   · Mentor teacher(s)

In the event one or more of the required members cannot attend, the Associate Dean of the Teachers College will approve a substitute.

A parent or guardian may attend the hearing. Neither the University nor the candidate may be represented by legal counsel at the meeting of the Candidate Retention Appeals Committee.

9. The place of the hearing shall be determined by the College and shall be held at a location that is reasonably convenient for all parties involved.

10. The candidate shall present his/her own case to the Candidate Retention Appeals Committee.

11. Within 24 hours of the meeting, the candidate Retention Appeals Committee shall make one of the following decisions:
   (a) Uphold the decision to withdrawal the candidate from his/her assignment. If the Committee’s decision is option (a), the candidate may appeal to the Dean of the Teachers College and subsequently to the Vice President of Academic Affairs and the president of the university.
   (b) Reinstate the candidate to his/her current assignment. If the Committee’s decision is option (b), the candidate will return to his/her current placement at a time specified by the Committee.
   (c) Permit the candidate to complete an assignment as stipulated in a written contract (e.g. redemption, lengthen time, different placement). If the Committee’s decision is option (c), the candidate must agree to the stipulations and fulfill them. The OPES Director or designee, mentor teacher(s), and education and academic supervisors will determine if the conditions have been fulfilled by the candidate. Failure on the part of the candidate to meet the stipulations will result in a failing grade for an assignment.

12. The candidate shall be informed in writing of the findings and decision of the Committee within 48 hours following the meeting of the Committee.

**ADDITIONAL DOCUMENTS FOR STANDARD L.2.d—DECISION POINT EVALUATION CRITERIA**

Decision Point #1—Admission Screening
a. Admission Rating Scale completed by program faculty
   i. Academics; undergrad GPA, graduate GPA, Entrance exam (MAT, GRE)
   ii. Credentials: references and application letter
   iii. Experience: research and relevant work experiences
   iv. Interview (x2): Rating Scale 0—3
   v. 10—15 Full Admittance
   vi. 8—9 Conditional Admittance
vii. < 8 Not a good fit for the program
Decision Point #2—Entry into Practicum
  b. Pre-Practicum Instructor
    i. Evaluation of Student Counselor Video Tape
    ii. Evaluation of Student Counselor Case Conceptualization
    iii. Evaluation of Student Counselor Skills and Dispositions
  c. Student
    i. Proof of student liability insurance
    ii. Completion of requisite coursework
  d. Clinic Director of CCS
    i. Evaluation of student interview and discussion with student’s adviser
Decision Point #3—Entry into Internship
  e. Student and Practicum Supervisor
    i. Documentation of at least 40 direct practice hours and 60 indirect service hours
    ii. Documentation of at least an average of 1 hour of individual/triadic supervision per week
    iii. Documentation of at least and average of 1.5 hours of group supervision per week
    iv. Completion of Practicum Supervisor Evaluation
    v. Evaluation of Final Self and Supervisor Evaluation of Student Counselor Skills and Dispositions
    vi. Evaluation of Video Review and Case Conceptualizations
Decision Point #4—Completion of the Program
  f. Documentation of at least 240 direct service hours
  g. Documentation of at least 360 indirect service hours
  h. Documentation of at least an average of 1 hour of individual/triadic supervision per week
  i. Documentation of at least an average of 1.5 hours of group supervision per week.
  j. Completion of Degree Plan
  k. Application for Graduation
  l. Successful completion of program’s comprehensive examination
ADDITIONAL DOCUMENTATION FOR STANDARD L.2.d
BLANK PROFESIONAL/PERSOANL DEVELOPMENT PLAN

DATE SUBMITTED:

STUDENT:

PERSON’S INVOLVED IN COMPLETING THIS FORM:

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

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

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

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

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

SIGNATURES:

By signing this document, you confirm that you have been informed of the expectations of the MHC, including the academic appeals policy, as outlined in the student handbook and agree to the conditions of this development plan.

STUDENT SIGNATURE:
PERSON INITIATING PLAN:
DEPARTMENT CHAIRPERSON:
ENDORSEMENT POLICY

In accordance with the program’s mission, goals, and objectives, the CC program establishes the highest levels of ethical and professional standards for students before endorsing them for professional licensure, certification, employment, and/or academic pursuits. Endorsement may take place via written or verbal recommendations and/or reference required by future employers, faculty, etc. Students can submit a request for endorsement to faculty regarding their future academic and professional goals. Endorsements will only be given according to the students’ current level of development, scope of practice, and training.

LICENSURE

The Clinical Counseling Program meets Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC) requirements of the state of Kansas and national certifying boards. Although other states’ requirements vary, most are patterned after a national board and CACREP Standards that are at the foundation of the MHC program’s curriculum. The National Board of Certified Counselors (NBCC) www.nbcc.org was established to promote professional credentialing standards for counselors. Eligibility for NBCC certification consists of graduating from this CACREP accredited Mental Health Counseling Program and passing the National Counselor Exam (NCE).

Licensure as a Licensed Professional Counselor in Kansas requires a master's degree with at least 60 semester hours in the specified areas and to have passed the NCE. After two years’ and a total of 4,000 hours of supervised practice (1,500 hours of direct client contact; 150 hours of clinical supervision in accordance with an approved supervision plan as an LPC, students are eligible to apply for licensure as an LCPC after the successful completion of the National Clinical Mental Health Counselors Exam (NCMHCE) provided by the NBCC. The LCPC provides licensees with independent practice privileges within their respective scope of practice; however, maintaining regular supervision is still highly recommended even after the LCPC is obtained. Licensure and certification information changes regularly and students are encouraged to visit the Behavioral Sciences Regulatory Board (http://www.ksbsrb.org/professionalcounselors.htm) and NBCC (www.nbcc.org) websites before filing an application.

DOCTORAL STUDIES

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

PROFESSIONAL CONDUCT

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

**SELF CARE AND STUDENT WELLNESS**

Construction workers have hammers, fire-fighters have water hoses, and counselors have themselves. As helping professionals, we are the tools that are used to deliver our unique professional services. Tools of the profession are best when they are maintained and kept sharp. Therefore, self-care is important, some would even say primary, to a long and satisfying career!

One resource available to you is the Emporia State University Student Wellness Center, whose information is listed below:

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

**ACADEMIC DISHONESTY POLICY**

At Emporia State University, academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, such activities as cheating and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source or sources). The faculty member in whose course or under whose tutelage an act of academic dishonesty occurs has the option of failing the student for the academic hours in question and may refer the case to other academic personnel for further action. Emporia State University may impose penalties for academic dishonesty up to and including expulsion from the university. (Faculty Senate, May 1996)

All citations are expected to follow the standards set in the current edition of the Publication manual of the American Psychological Association.

**STUDENT ACCOMMODATIONS**

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

**CREDIT HOUR POLICY**

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

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

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

**FACULTY & STAFF CONTACT INFORMATION**

**CLINICAL COUNSELING**

**RUSSELL FULMER, Ph.D., LPC, NCC, Associate Professor and Director**

rfulmer@emporia.edu

The Earl Center 214, 620.341.5807

Dr. Russell Fulmer received an M.S. in community counseling from Fort Hays State University and later a Ph.D. in Counselor Education from Kansas State University. He is a licensed professional counselor and nationally certified counselor. He has experience in career counseling and working with college students. Most recently, Dr. Fulmer spent four years internationally working at two medical schools. During his time in medical education, Dr. Fulmer taught behavioral science and ethics courses, along with serving as a student and community counselor. His background includes administrative roles directing, supervising, and coordinating programs inside and outside of academia. His areas of interest include positive psychology, normative ethics, and cross-cultural counseling.

**MIJIN CHUNG, Ph.D., LPC, NCC, CPCS, Assistant Professor**

mchung@emporia.edu

The Earl Center 208, 620-341-5797

Dr. Mijin Chung earned her doctoral degree in Counseling and Counselor Education from The University of North Carolina at Greensboro, her master’s and educational specialist degrees in
School Counseling from the University of Florida, and her master’s degree in Mathematics Education from Kyung Hee University in Seoul, South Korea. She is a Licensed Professional Counselor (LPC) in the states of North Carolina and Georgia, a Nationally Certified Counselor (NCC), and a Certified Professional Counselor Supervisor (CPCS) in the state of Georgia. Dr. Chung teaches clinical counseling courses and provides practicum supervision. Her clinical experience includes professional counseling in outpatient, college, university, and K-12 school settings. Her research interests include clinical supervision, cross-cultural interactions, research design, and technology/media use in counseling and counselor education. Dr. Chung was selected as one of the American Counseling Association International Student Panels by the ACA International Committee in 2009. She was also chosen as the 2005-2006 recipient of Excellence Fellowship from the Graduate School at UNCG.

DEPARTMENT ADMINISTRATION

JAMES COSTELLO, Ph.D., CRC, LCAC, Department Chair
jcostell@emporia.edu

The Earl Center 252A, 620.341.5220

Dr. Costello earned his doctorate in Rehabilitation Services from the Florida State University in 1999. His prior education was also in Rehabilitation, earning a B.S. and M.S. in Vocational Rehabilitation from the University of Wisconsin-Stout in 1976 and 1981 respectively. Dr. Costello holds a national certification as a Rehabilitation Counselor (CRC); and a Kansas License as a Licensed Clinical Addictions Counselor (LCAC). Currently he teaches Rehabilitation courses in the Department while serving as Department Chair.

CARLEEN DVORAK, Sr. Administrative Assistant
cdvorak@emporia.edu

The Earl Center 252, 620.341.5220

Carleen Dvorak has worked for the Department of Counselor Education since 2002, and previously worked on campus in the Career Services office for 9 years. She manages the office and assists the Chair and department faculty with their responsibilities at Emporia State.

ART THERAPY COUNSELING

GAELYNN WOLF BORDONARO, Ph.D., ATR-BC, Associate Professor
gwolf@emporia.edu

The Earl Center 225, 620.341.5809

Dr. Gaelynn P. Wolf Bordonaro, ATR-BC is the Director of the Emporia State University Art Therapy Program and an Associate Professor in the Department of Counselor Education.

Prior to joining the faculty at ESU, Gaelynn taught art therapy coursework at Florida State University (Tallahassee, Florida), the University of Louisville (Louisville, Kentucky), and La Trobe University (Melbourne, Australia). She has presented throughout the United States, Brazil, England, Jamaica, Haiti, India, the Islands of the Bahamas, Germany, South Africa, Thailand,
and Australia on art therapy intervention in response to natural disasters, pediatric medical art therapy, using photography in therapeutic and special education settings, art therapy with geriatric populations, and art therapy with children with special needs. She has also served as a Rotary Ambassadorial Scholar in Melbourne, Australia, and as a member of a Rotary Group Study Exchange Team in Amazonia, Brazil.

Gaelynn has served on the Board of Directors of the American Art Therapy Association (AATA), and the Advisory Board of the Asia Pacific Art Therapy Center (APATC). She is engaged in projects in the India's Andaman and Nicobar Islands and Grabouw, South Africa through the Sangha Foundation (www.sanghaworld.org). Additionally, she is the Clinical Director of Communities Healing through Art (CHART). CHART's mission is to assist and support academic and community institutions, in the United States and abroad, in the development of art therapy programs and curricula. As Clinical Director, Gaelynn is actively involved in CHART's major initiatives, including programming in Haiti, Thailand, India, South Africa, the US mid-west, and the Gulf Coast of the United States.

Gaelynn maintains a private art therapy and consulting practice; her primary areas of interest are international art therapy, pediatric medical art therapy, photography in art therapy settings, and art therapy in schools. As an artist, Gaelynn particularly enjoys photography, found object sculpture, and reinventing or reconstructing surfaces using paint and mixed media.

LIBBY SCHMANKE, MS, ATR-BC, LCAC, Clinical Instructor
eschmank@emporia.edu
The Earl Center 221, 620.341.5804

Libby Schmanke has served on the faculty of the Art Therapy Counseling program since 2002, after earning her MS in art therapy from Emporia State earlier that year. Libby received a BA in humanities from Ottawa University in 1976 and a Certificate in substance abuse counseling from Washburn University in 1989. She worked extensively with women in residential and correctional settings in her first career as a substance abuse counselor and program administrator. In 2005, she opened Art & Insight, an art therapy studio and private practice in Lawrence, where she provides individual art therapy, creativity groups and workshops, and professional supervision.

In addition to serving as half-time clinical instructor and internship coordinator for the ESU graduate art therapy program, Libby teaches an introductory art therapy course at Washburn University. She regularly gives presentations about art therapy at the local, state, and national level. Libby was appointed to a term as a Director on the national Art Therapy Credentials Board and is currently serving a second, elected term. Libby values any opportunity to create her own art or to spend time with her husband and teenaged daughter at their home near Lake Perry in northeast Kansas.

JESSICA STALLINGS, ATR-BC, LPC, AS, Assistant Professor
jwoolhis@emporia.edu
The Earl Center 218, 620.341.5810
Jessica Stallings joined the faculty of the Art Therapy Counseling program in 2008. Jessica received a B.A. in Studio Art from the University of Nebraska at Omaha in 2003 and then a M.S. in Art Therapy in 2005 from Emporia State University. Jessica served as lead clinician for the Autism Action Partnership, University of Nebraska Medical Center, Munroe Meyer Institute Recreation Therapy, and Westside Community Schools' Autism Social Skills Project from 2005 to 2008. After returning to Emporia State in 2008 Jessica began pursuing an M.S. in Mental Health Counseling which she completed in August 2011. Jessica has worked with multiple clinical populations including children and adults with developmental disabilities, individuals of all ages with Autism Spectrum Disorders, individuals with addictions, at-risk youth and families utilizing family preservation services. Jessica obtained a license in professional counseling (LPC) from the state of Kansas in November of 2011. Jessica teaches courses in multiculturalism, research, clinical report writing, ethics, and provides internship supervision. Jessica is currently conducting research in use of art therapy to improve social skills for individuals with Autism Spectrum Disorders.

In addition to her faculty position Jessica operates a private art therapy practice in Emporia. Jessica and her husband also operate a small urban farm in the city of Emporia and are vendors at the local farmers market.

COMMUNITY COUNSELING SERVICES (CLINIC)

ANN MILLER, Ph.D., LPC, NCC, Assistant Professor and Director
amille15@emporia.edu
The Earl Center 238, 620.341.5789

Dr. Ann Miller received her Doctor of Philosophy degree in Counselor Education and Supervision from North Dakota State University in Fargo, North Dakota, in 2007. She is currently an Assistant Professor in the Department of Counselor Education at Emporia State University, as well as director of Community Counseling Services. Ann serves on a number of committees for the university, college, department and community, and is also a member of the East Central Kansas Mental Health Center Disaster Response Team. Her professional interests include exploring client experiences at counselor education program training facilities, and evaluating professional and ethical standards in counselor education programs and clinical training facilities. Ann's personal interests include animals, live music, and coffee.

VICKI BRICKELL, Administrative Assistant
vbrickel@emporia.edu
The Earl Center 236, 620.341.5799

Vicki Brickell has worked part-time in the Community Counseling Services clinic since 2008. Prior to coming to CCS, she worked on campus in the Business Affairs office since 2000. Vicki coordinates community clients and ESU counselors-in-training at the CCS office.

REHABILITATION COUNSELING
KATRINA MILLER, Ed.D., CRC
Associate Professor, Director, Rehabilitation Education Programs
kmille12@emporia.edu
The Earl Center 223, 620.341.5231

Dr. Katrina R. Miller completed a masters degree in Rehabilitation Counseling with the Deaf at Western Oregon University (formerly Oregon Western State College) in 1996, and a doctorate in Deaf Education and Deaf Studies at Lamar University at Beaumont, Texas in 2001. She is a certified rehabilitation counselor and has worked in Deaf communities at Alaska, Oregon, and Arkansas providing a range of services such as sign language interpreting, counseling, case management, and advocacy. She has also worked with Deaf individuals in a number of juvenile and adult correctional settings. Dr. Miller is presently an Associate Professor in the department of Counselor Education at Emporia State University. Her areas of interest include due process and reasonable accommodations for Deaf persons in the justice system, and issues of social marginalization and linguistic incompetence in the Deaf community.

DAMARA PARIS Ed. D., CRC, NCC, Assistant Professor
dparis@emporia.edu

Dr. Damara Goff Paris completed a masters degree in Rehabilitation Counseling with the Deaf at Western Oregon University in Monmouth, Oregon, and a doctorate in Deaf Education and Deaf Studies at Lamar University at Beaumont, Texas. She is a certified rehabilitation counselor (CRC), and a nationally certified counselor (NCC). Upon receiving her masters degree, she began working as the director and lead counselor of the Connection Program, a mental health facility for individuals who are Deaf or Hard of Hearing (DHH) and have co-occurring disorders. Dr. Paris' administrative, counseling, teaching and research experience has provided her with career opportunities in the private, non-profit, state and university fields. These positions have included directing a state-wide telecommunications assistance program, overseeing a national marketing team with Sprint, and directing a doctoral program in Deaf Studies and Deaf Education. Her research interests are diverse and include indigenous, women's and disability studies, particularly the intersectionality of all three minorities. Dr. Paris has participated in or established research projects about Tribal Vocational Rehabilitation (TR), issues of the Deaf Professoriate, and anxiety of counselors-in-training. A qualitative researcher, she has published several articles regarding cross-cultural implications of being Native American and Deaf. Dr. Paris has also published six books and is working on a Gallaudet University Press (GUP) book pertaining to the criminal justice system and Deaf offenders.

SCHOOL COUNSELING

MELISSA BRIGGS, Ph.D., LCPC, Assistant Professor
mbriggs1@emporia.edu

ESU-KANSAS CITY
Dr. Melissa Briggs, assistant professor, earned her degrees from Pittsburg State and Kansas State. She is a licensed clinical professional counselor, licensed school counselor, registered drama therapist, registered play therapist supervisor, and national certified counselor. 

ALICE FROST, Ph.D., Assistant Professor 
afrost@emporia.edu

Alice Frost came to education with 25 years of business experience from a wide variety of employment. She taught 1-8 Title I reading and math before becoming a school counselor. Her school counseling experience has been across the K-12 spectrum and in both rural and urban school districts. Alice hopes to complete her Ph.D. studies at Kansas State University in May of 2012 with a focus on Anger Management and Conflict Resolution for the middle and high school levels. 

ROBERT KIRCHER, Ed.D, LCPC, NCC, NCSC, Assistant Professor

Bob brings broad experience, professional involvement and leadership including service in the Kansas Counseling Association as a regional president, committee chair, Secretary, and President. As a trained advocate for the profession he presently serves as Advocacy and Public Policy Chair for the Kansas School Counselor Association. Other memberships include ACA, ACES, ASCA, ASGW, KACES, and KASGW. Bob has developed model programs in schools, served on various KSDE committees, and is a frequent presenter at conferences. He has been supervising practicum students and teaching courses in counseling skills for the department since 2010 and joined the department full time in the fall of 2014. His research interests include advocacy, counseling programs, peer helping programs, and supervision of counselors.
APPENDIX A

STUDENT LEARNING CONTRACT

This handbook has been created in compliance with CACREP, 2009, Section I.L.2.a-e. Given the importance of students’ well-being, due process, and success. This handbook establishes the learning contact between the faculty of the Counselor Education Department at ESU and the students who are enrolled in this program. By signing this learning contract and submitting it to your advisor, you acknowledge and agree to the following:

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

______________________________________________
STUDENT’S PRINTED NAME

______________________________________________
STUDENT’S SIGNATURE & DATE

______________________________________________
ADVISOR’S SIGNATURE & DATE
APPENDIX B

REQUEST FOR REMEDIATION

PERSON MAKING REQUEST: ____________________________________________
STUDENT’S NAME: ____________________________________________________
STUDENT’S PROGRAM: ________________________________________________
REASON FOR THE REQUEST (Please provide specific examples):

REMEDICATION PLAN REQUESTED (Please include your proposed remediation plan, responsibilities, timeline, method of evaluation, and consequences of evaluation. Examples of remediation activities include repeating a course, taking additional courses, increased/targeted supervision, leave of absence, personal counseling, review of fit between student and program, etc.)

STUDENT PARTICIPATION & RESPONSE TO REMEDIATION PLAN:

STUDENT’S SIGNATURE & DATE

ADVISOR’S SIGNATURE & DATE

DEPARTMENT CHAIR SIGNATURE & DATE

Whenever a request for remediation is filed, the parties involved will meet to discuss the request at which point the student may appeal the request following the Chair of the Counselor Education Department Chair, and if necessary the department’s Appeals Committee. If the student accepts the request for remediation, all parties will then negotiate a “Remediation Plan” that includes the following:

INSERT ALL NEEDED DOCUMENTS

DEGREE PLANS

DEGREE CANDIDACY

DISPOSITION FORMS

DECISION POINT FORMS

OVERVIEW OF EVALUATION PROCESS
APPENDIX C

Student ID # ___________________

EMPORIA STATE UNIVERSITY
Department of Counselor Education
APPLICATION FOR DEGREE CANDIDACY

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

Name ___________________________________________________________ Date

(Last)                   (First) (MI)

Address ____________________________________________ Home Phone

______________________________________ Work Phone ________________

Graduate courses completed:

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<th>Number</th>
<th>Course Title</th>
<th>Instructor</th>
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COMPLETED BY ADVISOR

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

Degree Contract filed and approved: Date __________ Miller Analogy Score: _____ Date

GRE scores: Verbal __________ Quantitative __________ Total __________ Date

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

Advisor signature ______________________________________________ Date

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

Chair signature ________________________________ Date _______________________

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