



REICH COLLEGE OF EDUCATION

**DEPARTMENT OF COUNSELING, FAMILY
THERAPY, AND HIGHER EDUCATION**

PROFESSIONAL SCHOOL COUNSELING

PROGRAM

STUDENT HANDBOOK

2023-2024

PROFESSIONAL SCHOOL COUNSELING PROGRAM DEPARTMENT OF HUMAN
DEVELOPMENT & PSYCHOLOGICAL COUNSELING Revised 08/15/2023

Dear Fall 2023 Entering Cohort of Students,

As the Director of the Professional School Counseling Program (PSC), let me extend a warm welcome to you on behalf of the faculty and staff of the Department of Counseling, Family Therapy, and Higher Education (CTH), the Reich College of Education (RCOE), the Graduate School (GS), and Appalachian State University (App State)!

During your time here in the PSC program, you will learn more about who you are as a person and your ability to encourage and support others. As you work towards becoming a Professional School Counselor in the K-12 school setting, please take advantage of the many opportunities that are available to you, both on campus and off, that will help you develop your professional identity and competency as a counselor. We encourage you to become active in professional organizations such as the American Counseling Association, the American School Counseling Association, the North Carolina School Counseling Association, and the North Carolina Counseling Association.

This handbook is meant to serve as your blueprint for the PSC program and for some of our CTH departmental policies. It will provide you with information about your program of study, advising, field placement procedures, and ways to be involved in the program and the field of counseling. Consult this manual and your advisor often to ensure smooth progression through the program. Also keep up to date with the program by:

- reviewing the PSC Program website, the Graduate School website, and the CTH website
- keeping up with email listserv messages (you will be automatically registered for this)

The PSC Program at Appalachian State is committed to excellence in school counselor preparation. We welcome your feedback about your experience of the program. Good luck as you progress through this wonderful, often transformative experience.

Sincerely,

Jill Weidknecht Van Horne

Jill Weidknecht Van Horne, PhD, LCMHCS, NCC, NCPSC, RPTS, EAGALA certified

Associate Professor

Director of the Professional School Counseling Program

Department of Counseling, Family Therapy, and Higher Education

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PROGRAM STATEMENTS, BACKGROUND & FACULTY

Program Description

The M.A. in Professional School Counseling (427*) is a sixty semester hour program. The master's program is designed to meet the requirements for North Carolina K-12 School Counselor Licensure through the North Carolina Department of Public Instruction (NCDPI) and to follow guidelines and standards of the Council for the Accreditation of Education Programs (CAEP) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Approval by these additional accrediting agencies allows graduates to be eligible in various other states for school counseling licensure. Our 60-hour program affords our graduates the opportunity to further develop their counseling skills and to graduate at the Specialist (S) level status for school counselor licensure in North Carolina.

Mission Statement

The master's program in Professional School Counseling at Appalachian State University is designed to meet the requirements for the North Carolina K-12 School Counselor Licensure through the North Carolina Department of Public Instruction (NCDPI) and to carry out the functions identified in their school counselor job description. Additionally, this program meets the standards of both the Council for the Accreditation of Education Programs (CAEP) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Utilizing experiential, contemplative/reflective, and traditional approaches, the Professional School Counseling program provides transformative classroom and field placement experiences which prepare graduates for distinguished service in the school counseling field. Graduates of our program employ their leadership, advocacy, collaboration, and positive systemic change skills to implement developmental, comprehensive, preventive, responsive school counseling programs. The goal of these programs is to address the needs of diverse student populations, thereby supporting the academic achievement, career development, and personal/social growth of all students. Equally, it is our goal to prepare school counselors who care deeply about children and who possess the skills necessary to impact students' lives in positive ways within their schools, communities, and families. To this end, this program also requires a good deal of self-examination, self-awareness, and self-knowledge, for, without these, the higher ethical charge 'to do no harm' to populations of minor children is not possible.

Program Objectives

- Enroll diverse students who demonstrate potential for becoming effective counselors.
- Prepare students to demonstrate professional and ethical behavior.
- Prepare students who demonstrate knowledge and skills to become competent counselors in their respective specialty areas.
- Foster in students a strong identification with and engagement in the counseling profession.

Historical Background

This program is one of the programs in North Carolina that is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Additionally, ours was one of the first programs in North Carolina to be accredited (1985) and still maintains a reputation for excellence in counselor preparation. Additionally, Appalachian State University historically has an outstanding reputation for preparing educators and has thus played a significant role in preparing graduate and undergraduate professional educators for work in the Northwestern and Western Piedmont regions of North Carolina. This responsibility includes the preparation of professional school counselors to meet employment needs within the western North Carolina region. Currently, the demand for licensed school counselors across the state and the Southeast region of the United States is greater than the capacity of counselor education programs in North Carolina and the region to meet the demand. Surveys indicate the likelihood that this need will continue to increase.

Accreditations

The Professional School Counseling program at Appalachian State University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) under the 2016 standards (<http://www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf>). This accreditation runs through March 31, 2030. We are additionally accredited through the Council for the Accreditation of Educator Preparation (CAEP) until Spring of 2022 (<http://caepnet.org/~media/Files/caep/standards/caep-standards-one-pager-0219.pdf?la=en>).

Legal and Ethical Standards

Students in the PSC program are held to the same standards as members of the counseling profession and school counseling professions for which they are preparing. In as such, students are expected to be familiar with and adhere to the legal and ethical codes set forth by the according professional associations and licensure boards. Please see these standards (as amended) at the following organizations websites: American Counseling Association (<https://www.counseling.org/resources/aca-code-of-ethics.pdf>); American School Counseling Association (<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>) and North Carolina Department of Public Instruction (<https://www.dpi.nc.gov/code-ethics/open>

Organizational Structure and Physical Location

The PSC Program (<http://hpsc.appstate.edu/>) is located within the Department of Counseling, Family Therapy, and Higher Education (<http://cth.appstate.edu/>). The Department of Counseling, Family Therapy, and Higher Education is a department within the College of Education

(<http://rcoe.appstate.edu/>) , but also accountable to the Graduate School at Appalachian State University (<http://www.graduate.appstate.edu/>) , as we are a Graduate- only program. Dr. Amy Milsom is the Chair of the Department of Counseling, Family Therapy, and Higher Education ; the Program Director of the Professional School Counseling Program is Dr. Jill Weidknecht Van Horne. The Dean of the College of Education is Dr. Melba Spooner.

All programs offering graduate degrees at Appalachian State are coordinated by the School of Graduate Studies. The School of Graduate Studies sets university-wide policies and procedures for graduate programs (<http://bulletin.appstate.edu/index.php?catoid=25>). The School of Graduate Studies is located in 232 of the John E. Thomas Building; the Associate Vice Provost and Dean of the Graduate School is Dr. Ashley Colquitt.

Faculty Description and Roles

The Professional School Counseling faculty include: Dr. Patrick Cunningham, Dr. Glenda Johnson, and Dr. Jill Weidknecht Van Horne. The PSC faculty have a combined total of over 25 years experience in the field of professional school counseling. The school counseling profession, therefore, is something we are passionate about – and we prepare our future practitioners accordingly. Given the myriad of work tasks and situations today’s school counselors face in their own careers, we are intentional not only about *what* we teach, but also *how* we teach what we teach.

For the 2023-24 academic year, the following roles are designated as such:

- PSC Program Director: Dr. Jill Weidknecht Van Horne
- PSC Field Placement Coordinator: Dr. Glenda Johnson
- PSC Alumni Coordinator: Dr. Patrick Cunningham
- Addiction Certificate Coordinator: Dr. Mark Schwarze
- Expressive Arts Therapy Certificate Coordinator: Dr. Amy Milsom
- Testing Coordinator: Dr. Mark Schwarze
- CMHC Program Director: Dr. Dominique Hammonds
- CMHC Clinical Field Experience Coordinator: Dr. Christina Rosen

For scheduling, registration, and graduate assistantship questions, please see Ms. Margaret Hardin.

Meet the CED Faculty

Amy Milsom, DEd, is Professor and Department Chair. She received her bachelor's, master's, and doctoral degrees from The Pennsylvania State University and possesses credentials as a Licensed Professional Counselor, LPC-Supervisor, National Certified Counselor, and K-12 school counselor. Dr. Milsom previously held faculty positions at the University of Iowa, University of North Carolina-Greensboro, and Clemson University. She also has worked as a middle and high school counselor in rural areas of Pennsylvania, at a college counseling center, and most recently as a counselor supervisor for graduates seeking licensure. Her research focuses on career and college readiness and postsecondary transitions, with an emphasis on students with disabilities. Secondary research interests include school counselor preparation and professionalism in counseling. Dr. Milsom is a past editor of

Professional School Counseling and has served on numerous editorial boards, including *Counselor Education and Supervision* and the *Journal of Counseling & Development*. In 2023 she wrapped up a 5-year term on the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Board of Directors, for which she served as Chair from 2020-2023. Dr. Milsom also chaired the 2016 CACREP Standards Revision Committee and has conducted CACREP site visits since 2002. In 2017 she received the American Counseling Association Fellow award, recognizing her leadership and service in counseling.

Professional School Counseling

Patrick D. Cunningham, PhD, LPSC, is an Assistant Professor in the Professional School Counseling program at Appalachian State University. He earned his PhD in Counselor Education from The Ohio State University and his Masters of Science in School Counseling from the University of North Carolina Greensboro. He has worked as a school counselor in several different settings including a large public high school in Raleigh, North Carolina as well as private, international schools in Dubai and South Korea. His research interests include school counseling intervention research, understanding and promoting the role of school counselors as family engagement leaders in schools, and antiracist school counseling practices.

Glenda S. Johnson, PhD, LCMHC, NCSC, is an Associate Professor in the Professional School Counseling (PSC) program. She earned her PhD in Counselor Education and Supervision in 2012 from Sam Houston State University (Huntsville, TX). In 1997, she earned a Masters of Arts in Counseling from Prairie View A&M University, a historically black college and university (HBCU). She worked as a school counselor for 17 years, a teacher of students who are deaf or hard-of-hearing for 7 years, and a part-time licensed professional counselor (LPC) for 3.5 years all in the state of Texas. Her research interests include the counseling needs of students who are at-risk of dropping out of high school, students living in poverty, students' college and career readiness, and the mentoring needs of novice school counselors.

Jill Weidknecht Van Horne, PhD, is the Program Director of the PSC program and an Associate Professor in the CTH Department. Though a New Jersey native, all three of her degrees are from NC. She holds a Ph.D. in Counselor Education and Supervision from the University of North Carolina at Charlotte (2014) as well as a certificate in Play Therapy. Her Master's Degree in School Counseling is from Western Carolina University and her Bachelor's Degree is from Lenoir-Rhyne University. She has over 20 years of combined school counseling and clinical mental health experience. Her experiences include school counseling, the hospital setting, outpatient therapy in schools, to consulting with public & alternative schools and farms. She holds a NC Professional School Counselor license, a NC Licensed Clinical Mental Health Counselor Supervisor (LCMHCS), is a Registered Play Therapist Supervisor (RPTS), is EAGALA certified in equine assisted psychotherapy & learning and is EMDR trained. Her interests include incorporating multi-sensory techniques in working with children and adolescents and their families/stakeholders, and extending dialogue between professional school counseling & clinical mental health. She served as the Vice President of the NC Association for Play Therapy and is currently serving her second term as the President of the European Branch of the American Counseling Association.

Clinical Mental Health Faculty

Katherine S. Biddle, PhD is an Assistant Professor in the Clinical Mental Health Counseling program. Dr. Biddle received a master's degree in Expressive Arts Therapy and Mental Health Counseling from Lesley University (Cambridge, MA) in 2007 and completed her counseling residency in community mental health, providing outpatient counseling for children, adolescents, and families. A Licensed Professional Counselor and Registered Expressive Arts Therapist, Dr. Biddle has 15 years of experience facilitating individual and group-based counseling, expressive arts therapy, and arts-based interventions with clients of all ages in outpatient, inpatient, residential, and medical settings. Dr. Biddle completed her PhD in Counselor Education at Virginia Tech (Blacksburg, VA) in 2018 and has enjoyed several years serving as an instructor, supervisor, and mentor of mental health and healthcare professionals. Prior to joining App State, Dr. Biddle served as an arts in healthcare program administrator, developing and evaluating arts-based programming to support a holistic healing process for patients and employees of a large healthcare system. Dr. Biddle's research agenda focuses on application of the arts and expressive arts in counseling, health, and education.

Dominique Hammonds, PhD is an Associate Professor in the Department of Counseling, Family Therapy and Higher Education and Director of the Clinical Mental Health Counseling program at Appalachian State University in Boone, NC. She earned her Ph.D. in Counselor Education and Supervision from The University of North Carolina at Charlotte and her Master's in Clinical Mental Health Counseling from The University of North Carolina at Greensboro. She is a Licensed Clinical Mental Health Counselor, Qualified Supervisor, National Certified Counselor, and Board Certified Telemental Health provider. She is Past President of the North Carolina Counseling Association and is an active member of the counseling community. She is passionate about increasing mental health awareness among communities of color and increasing access to quality, culturally conscious mental health care in a global society. Her clinical, scholarship, and professional service activities center around a variety of subjects including: a) culturally conscious teaching, counseling and clinical supervision, b) creative teaching and supervision methods, c) technology in counseling, and d) sex therapy. In addition to her work in education and research, she collaborates with community partners, engages in clinical work, and participates in community outreach. Dr. Hammonds has authored numerous scholarly publications. She has been featured by WRAL News, National Public Radio, The Shade Room, Counseling Today, and The Thoughtful Counselor Podcast - in addition to giving over 70 professional, statewide, regional, national, and international presentations.

Christina Rosen, EdD is a Professor in the Department of Counseling, Family Therapy and Higher Education at Appalachian State University. Her 27 years of experience as a Professional Clinical Counselor specializing in Addiction Counseling, includes 21 years as a Clinical Supervisor and 10 years as a Counselor Educator. Dr. Rosen's presentations and publications include supervision, ethics, dual diagnosis, relapse prevention, and chemical dependency. She has 17 publications, and over 50 professional and community presentations.

Mark Schwarze, PhD is an Associate Professor in the Department of Counseling, Family Therapy and Higher Education at Appalachian State University in Boone, NC. He also coordinates the Addiction Counseling Certificate housed in the CMHC Program. He is currently serving as the Chair of the North Carolina Board for Licensed Clinical Mental Health Counselors. He has a Ph.D. in Counselor Education and Supervision from North Carolina State University and a Masters Degree in Service Agency

Counseling from the University of North Carolina at Pembroke. He is a Licensed Clinical Mental Health Counselor Supervisor, Nationally Certified Counselor, Licensed Clinical Addiction Specialist, and Certified Clinical Supervisor. His research interests include mindfulness interventions in counseling, addictions therapy improvement, and counselor education program development. He lives in Boone, NC with his wife Chasity, son River and their dog Lily.

ADVISEMENT

Students are assigned advisors during the admissions process. The advisor assignment is listed on the letter of acceptance to the program. Upon receiving acceptance letters, new students may contact their advisors via email to consult about courses to sign up for in the summer/fall semester. Counseling students are required to meet with their advisors during their first semester of admission to the Counseling Programs to design program of study plans. *It is the responsibility of each student to initiate scheduling of advising meetings – both initially and in subsequent semesters.* During these meetings the advisor and the student will develop a Program of Study, discuss professional and academic development, and navigate program requirements. **In some circumstances advisor/advisee arrangement may change throughout the program.*

PROGRAM OF STUDY

Curriculum and Program of Study

The 60 hour MA in PSC requires 8 CACREP Core, 7 PSC Specialty, and 4 Elective courses. Elective courses may be used to pursue: one of the CTH Certificates (Expressive Arts Therapy or Addictions), one of the RCOE Certificates (Autism Spectrum), or may be used to bolster the student's experience in areas of interest. Students may opt to select electives from various certificate programs keeping in mind that not all electives are offered each semester.

Those interested in pursuing their LCMHC/LCMHCA licensure following graduation are strongly encouraged to read information posted on the NCBLCMHC website (or other states' licensing boards) to keep current with updates regarding courses required for state-based mental health licensure (e.g. Advanced Theories, Psychopharmacology, etc).

It is the student's responsibility to develop a plan of study with her/his/their advisor before completing 30 semester hours of coursework. Failure to complete a plan of study before 30 semester hours will result in the Graduate School placing a block on students' further ability to register for classes the following semester. In preparing this plan of study, students should plan to take the required courses (excluding Internship) prior to taking the comprehensive exam.

It is the student's responsibility to account for necessary coursework in order to graduate from the PSC program at Appalachian State. It is the student's responsibility to discuss any changes with their advisor. Likewise, it is the student's responsibility to review and be accountable for their Degreeworks account in the App State system. Students electing to take more than a 12-hour course load will need to obtain permission

from the graduate school to do so. Electronic forms can be found on the graduate school website. Keep in mind that the graduate school will rarely approve a student taking over 12-15 course hours a semester.

| Course | Credits | Name | PSC Requirement/ CACREP/Elective |
|---------------|----------------|---|---|
| CED 5310 | 3 | Introduction to PSC | PSC Requirement |
| CED 5754 | 3 | Legal and Ethical Issues in PSC | PSC Requirement |
| CED 6290 | 3 | Child & Adolescent Counseling and Therapy | PSC Requirement |
| CED 6620 | 3 | School-Based Consultation | PSC Requirement |
| CED 5903 | 3 | Practicum in Counseling (pre-req: HPC 5790, 5220, 5210, 5754, 5310, 5225) | PSC Requirement |
| CED 6120 | 3 | Developmental Assessment & Diagnosis Counseling (pre-req: HPC 5220, 5225, 5310, 5790) | PSC Requirement |
| CED 6903 | 6 | Internship in Professional School Counseling (pre-req: CED 5140, 5210, 5220, 5225, 5310, 5754, 5790, 5900, 6620, Candidacy) | PSC Requirement |
| CED 5110 | 3 | Social and Cultural Diversity in Counseling and Therapy | CACREP |
| CED 5790 | 3 | Group Methods & Processes | CACREP |
| CED 5000 | 3 | Counseling Research and Evaluation | CACREP |
| CED 5140 | 3 | Counseling Assessment & Testing | CACREP |
| CED 5210 | 3 | Career Development and Counseling | CACREP |
| CED 5220 | 3 | Counseling Theories & Techniques | CACREP |
| CED 5225 | 3 | The Helping Relationship | CACREP |
| CED 5272 | 3 | Individual & Family Development Across the Lifespan | CACREP |
| CED 5550 | 3 | Equine Assisted Therapy | Elective Example |
| CED 5565 | 3 | Introduction to Play Therapy | Elective Example |

| | | | |
|----------|---|---------------------------------------|------------------|
| CED 5580 | | Trauma, Suffering, and Loss | Elective Example |
| CED 5570 | 3 | Counseling the Addicted Person | Elective Example |
| CED 6730 | 3 | Sexual Abuse Counseling | Elective Example |
| MFT6710 | 3 | Human Sexuality | Elective Example |
| CED 6360 | 3 | Therapy & Expressive Arts | Elective Example |
| CED 6350 | 3 | Body/Mind | Elective Example |
| CED 6370 | 3 | Intermodal Expressive Arts | Elective Example |
| CED 5560 | 3 | The Addictive Process | Elective Example |
| CED 5274 | 3 | Substance Abuse in Family Systems | Elective Example |
| CED 5555 | 3 | The Neurobiology of Addiction | Elective Example |
| CED 5535 | 3 | Trauma and Expressive Arts | Elective Example |
| CED 5860 | 3 | Dreamwork: Clinical Methods | Elective Example |
| CED 5870 | 3 | Creative Process, Movement, & Therapy | Elective Example |

Note: Elective courses available to PSC students include many/most of the *graduate* courses offered through the Departments of Special Education (SPE), Sociology (SOC), Psychology (PSY), Social Work (SW). Students must meet any course prerequisites for elective courses and gain the approval of their advisor before registering for elective courses. Consult with your advisor early regarding appropriate electives.

Counselor Education Retention, Remediation, and Dismissal Process

Gatekeeping is an important role assumed by the Counselor Education faculty; they have an ethical responsibility to ensure graduates possess the knowledge, skills, and professional dispositions to effectively and ethically provide counseling services. The Counselor Education Retention, Remediation, and Dismissal process is designed to clarify academic, professional, and dispositional expectations of students in the Clinical Mental Health Counseling (CMHC) and Professional School Counseling (PSC) programs; the procedures and timeframes for monitoring performance and providing feedback; and actions that will be taken by the faculty in relation to student retention, remediation, or dismissal.

CMHC and PSC students are expected to adhere to:

- The Appalachian State University State Student Code of Conduct <https://studentconduct.appstate.edu/pagesmith/15>
- The Appalachian State University Academic Integrity Code <https://academicintegrity.appstate.edu>
- Professional Codes of Ethics:

- o The American Counseling Association Code of Ethics (for CMHC)
<https://www.counseling.org/resources/aca-code-of-ethics.pdf> OR
- o The American School Counselor Association Ethical Standards (for PSC)
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

Additionally, counselor education faculty formally monitor the following with regard to retention, remediation, and dismissal:

- Academic performance;
- Acquisition of counseling knowledge and skills; and
- Ethical and professional dispositions and behaviors.

Specific standards and expectations within those categories follow.

Expectations for Academic Performance

- Maintain a minimum overall GPA of 3.0 or higher.
- Earn no more than one final grade of C in the program of study (Note that this expectation is more rigorous than the Graduate School's standards, which states that no student may include more than three C-level grades in a program of study).
- Earn a grade of B or higher in CED 5225 THE Helping Relationship.
- Earn a grade of Satisfactory in all field experience courses (i.e., CED 5902/3, CED 6902/3).
- No graduate course with a grade of "F" or "U" will be credited toward the degree.

Expectations for Counseling Knowledge and Skills

1. Key Performance Indicators (KPI) (Knowledge = K, Skill = S):

- Students will understand the role and function of professional counselors and their specialty areas. (K)
- Students will demonstrate ethical practice in counseling relationships. (S)
- Students will demonstrate knowledge of theories and models of multicultural counseling. (K)
- Students will demonstrate multicultural counseling competencies. (S)
- Students will demonstrate knowledge of factors that affect human development. (K)
- Students will understand the interrelationships between work and mental well-being. (K)
- Students will effectively apply counseling skills in the helping relationship. (S)
- Students will demonstrate competence in the functions of effective group leaders. (S)
- Students will understand how to use assessments for intervention planning. (K)
- Students will critique research to inform counseling practice. (K)
- Students will understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (K - CMHC only)
- Students will demonstrate competence in conducting techniques and interventions for prevention and treatment of a broad range of mental health issues. (S - CMHC only)
- Students will use data to inform school counseling practice. (S - PSC only)
- Students will design developmentally and culturally appropriate lessons. (S - PSC only)

2. Counseling Skills - CSDAT:

- Attending and nonverbal skills
- Empathy

- Active listening
- Questioning
- Focusing
- Empathic confrontation
- Facilitative therapeutic demeanor

3. Counselor Preparation Comprehensive Exam:

- Assessment and Testing
- Career Development
- Counseling and Helping Relationships
- Group Counseling and Group Work
- Human Growth and Development
- Professional Counseling Orientation and Ethical Practice
- Research and Program Evaluation
- Social and Cultural Foundations

Expectations for Ethical and Professional Dispositions and Behaviors

- Ethical behavior
- Engagement
- Self-awareness
- Acceptance of self and others
- Multicultural competence
- Professionalism
- Initiative
- Emotional stability and self-control

Student Review Process

The following sections describe when and how student performance is monitored in relation to each of the areas listed above.

Academic Performance Standards

All Academic Performance Standards are monitored by each student and advisor, discussed during biannual advisory meetings, and verified by a review of DegreeWorks©. The first official review with the advisor is held during the midpoint of the student's first fall semester - before they complete registration for the following semester. Advising check-ins held for the purpose of student review are completed at minimum once a semester. During these advising sessions, students are required to have knowledge of their DegreeWorks© information including GPA, completed courses and program requirements (comprehensive exams, declaration of degree), and outstanding courses and program requirements.

Acquisition of Counseling Knowledge and Skills

1. Assessment of counseling knowledge and skills is a part of every counselor education core, specialty, and field experience course. Using key performance indicators (KPIs), as described above, students complete an assignment in the identified course that is graded using the approved rubric for that course to assess for the acquisition of counseling knowledge or skills. Course instructors monitor student performance in relation to program benchmarks, which can be viewed in Appendix A.

Additionally, a passing score (i.e., raw score of 85) on the Counselor Preparation Comprehensive Exam (CPCE) is required for graduation. The CPCE covers the eight core counseling knowledge areas as identified by CACREP. Students are permitted to take the CPCE upon receiving permission from their advisor, only after they have completed at least six of the core counselor education courses and after the half-way point of the semester in which they are enrolled in the final two courses.

2. The demonstration of counseling skills is an essential component of CED 5225, 5902/3 and 6902/3. Course instructors assess students' success in the use of these skills using the "CSDAT Part I: Skills" rubric. Site supervisors also complete this rubric in CED 5902/3 and 6902/3. Assessment occurs at mid-term and at the end of the course. Additionally, course instructors assess the demonstration of group counseling skills during experiential activities in CED 5790 using the Group Counseling Demonstration Rubric. Site supervisors also complete this rubric in CED 6902/3 when students are leading or co-leading groups in the field. For each of these counseling skills assessments, course instructors monitor student performance in relation to program benchmarks, which can be viewed in Appendix A.

Ethical and Professional Dispositions and Behaviors

Counselor education faculty regularly monitor observable behaviors that can affect students' performance in the field of counseling as well as the safety and well-being of others. The purpose of this monitoring process is to ensure that all graduates of the counselor education programs engage in behaviors that align with ethical and professional expectations in the field, as outlined by Appalachian State University, the American Counseling Association, and/or the American School Counselor Association.

The counselor education programs expect students to demonstrate positive professional dispositions (listed above). Formal assessment of these dispositions occurs in every core, specialty, and field experience course. Specifically, course instructors complete the Dispositions sections of the CSDAT at the end of each semester and monitor student performance in relation to program benchmarks (see Appendix A). Additionally, practicum and internship site supervisors provide program faculty feedback regarding student adherence to site policies and professionalism.

Informal assessment of these dispositions can occur at any point in the student's program. For example, students might be observed in professional or public settings, including professional conferences, program or departmental events, or in the hallways. Any individual who observes a student engaging in problematic behavior related to any of the dispositions listed above can provide feedback (see the Student Remediation section below for an explanation of the process).

Finally, any student who is formally charged with misdemeanor or felony conduct (including but not limited to those involving abuse, assault, or illegal drugs), or who has an active or substantiated violation of the Appalachian State University Code of Student Conduct or Academic Integrity Code must report the incident to the CMHC or PSC Program Director within 24 hours of occurrence. Failure to meet these reporting requirements may result in remediation and/or dismissal from the program.

Formal, Comprehensive Performance Review

In addition to ongoing reviews related to specific courses, a comprehensive and formal performance review is conducted two times during the course of the student's program in relation to key transition points:

1. **Transition to Practicum.** Students meet with their advisors during the first spring semester to discuss overall performance and progress toward enrolling in practicum. This process involves the advisor seeking feedback from faculty during a counselor education program meeting regarding any performance concerns related to the areas listed above, and checking DegreeWorks© in relation to academic progress. For students who are deemed not ready for practicum, specific performance concerns must be noted on Counselor Education Referral Forms (Appendix B) and the steps outlined below for a performance review will be followed (see the Student Remediation section below). Students will only be permitted to enroll in practicum upon receiving a positive performance review.
2. **Application to Candidacy.** Students will be considered for candidacy during the semester in which they are enrolled in practicum. In addition to the advisor seeking feedback from counselor education faculty regarding any performance concerns related to the areas listed above, and checking DegreeWorks© in relation to academic progress, students provide a self-assessment of their strengths and growth areas. Advisors present a summary of this information at a formal program meeting designated for candidacy decisions, and program faculty vote for or against candidacy. See detailed information in the previous Candidacy section of this handbook

Candidacy can be recommended with remediation if the concerns are deemed minor. In these instances, specific performance concerns must be noted on Counselor Education Referral Forms (Appendix B) and the steps outlined below for a performance review will be followed. Students identified with minor concerns will only be approved for candidacy upon successful completion of a remediation plan (as described below).

Admission to candidacy means the student has met all program and proficiency requirements to date; however, it does not guarantee the master's degree will be awarded. Performance-related concerns that occur after students have been admitted to candidacy, based on the criteria noted above, could lead to revocation of candidacy.

If a student is denied candidacy or if candidacy is revoked, the advisor will inform the student in writing regarding the reasons for this action. If a student does not qualify for candidacy by the deadline set within the program, the student typically will not be permitted to continue as a degree-seeking student. Students may appeal candidacy decisions following procedures described in the Student Appeals and Grievance Process below.

Student remediation involves a process of reviewing performance feedback, identifying specific concerns, developing performance goals and plans for achieving them, and monitoring ongoing performance. Forms in Appendices B through F are used to support this process.

1. Informal Resolution

Faculty members who have academic, ethical, or dispositional concerns about a student based on the criteria described above should communicate those concerns directly with the student. Students and staff members should communicate concerns about a CMHC or PSC student directly to the student's advisor and provide a written summary. Site supervisors should communicate concerns to the student's University Supervisor and provide a written summary. Faculty members who receive concerns from students, staff, or site supervisors will address them directly with the student. When concerns cannot be resolved through informal feedback and discussion, the faculty member should initiate the formal feedback process in Section 2 below.

2. Formal Feedback

Concerns that have not been resolved informally must be documented via the Counselor Education Referral Form (Appendix B) within seven (7) business days of the faculty member talking with the student about the concerns. After completing the form, the faculty member will provide an electronic copy to the student and their advisor. The student should complete the comments section at the end of the form, then provide a final signed version to their advisor within seven (7) business days of receiving it. If the advisor and referring faculty member(s) determine there is merit to the allegations, they will schedule a performance review meeting, as described in Section 3 below. If they do not believe further review is warranted, the process will end and the advisor will retain a copy of the form in the student's advising file.

In situations where a student is deemed to be of potential or immediate harm to themselves or others, they will be referred to any number of campus-based services and will attempt to address the concerns more fully to ensure their or others' safety. Possible referrals include:

- Early Intervention Team: <https://eit.appstate.edu>
- Counseling and Psychological Services: <https://counseling.appstate.edu>
- Student Wellness Center: <https://wellness.appstate.edu>
- Office of Student Conduct: <https://studentconduct.appstate.edu>
- Campus police: <https://police.appstate.edu>

Violence or direct threat of harm to any human being or repeated violations of ethical codes or institutional policies may result in immediate dismissal from the program. Further, engaging in conduct that results in dismissal from the practicum or internship field experience also may result in immediate dismissal from the program. Students may appeal decisions related to dismissal per the Student Appeals and Grievance Process section below.

3. Performance Review Meetings

Performance Review meetings are scheduled by the student's advisor only after a Counselor Education Referral Form has been received. The meeting must be attended by the student, student's advisor, and individual who expressed the concern; if that individual is the advisor, then another impartial program faculty member should attend. If the advisor receives referral forms from more than one faculty member, only the initial referring faculty member will attend the meeting. Prior to the meeting, the advisor is

encouraged to inform all referring faculty members of the totality of concerns to be discussed, and feedback from all referral forms received prior to the meeting will be discussed at the meeting.

The performance review meeting should be scheduled in a timely manner, within 14 calendar days of the advisor's receipt of the initial Counselor Education Referral Form. All individuals invited to attend the meeting will be provided a final signed copy of the Counselor Education Referral Form(s) in advance, and will be expected to review the form(s) prior to the meeting, listen and ask questions during the meeting, and engage in deliberations to determine recommendations. The meeting will be documented via the Counselor Education Performance Review Meeting form (Appendix C). Within two (2) business days after the meeting, a copy of a completed and signed Counselor Education Performance Review Meeting form must be provided to the student, and another copy placed in the student's advising file. The advisor will verbally inform any referring faculty of the outcome of the meeting, as relevant.

During the performance review meeting, faculty will determine which one of the following options is appropriate based on the information discussed in the meeting:

- 1) Determine if the student might be in violation of an Appalachian State University policy (e.g., academic integrity, code of student conduct) and then follow corresponding university procedures.
- 2) Allow the student to progress through the program without conditions, but with a clarification of ongoing performance expectations;
- 3) Allow the student to progress through the program with conditions (requiring the need for a remediation plan – see below); or
- 4) Dismiss the student from the program (this can be appealed per the Student Appeals and Grievance Process section below).

Consistent with the Family Educational Rights and Privacy Act of 1974 (FERPA), as amended, documentation of information disclosed during student meetings with faculty, Program Directors, or school administrators will be kept confidential. Faculty may share pertinent information, consistent with FERPA, for the professional purpose of identifying student issues and enhancing problem solving about the concerns as they relate to expected Academic Performance Standards, dispositions, and program handbook policies. Depending on the specific nature of the concern, faculty may share information regarding the student with individuals in other University departments on a need to know basis, such as but not limited to the Office of Title IX Compliance, Early Intervention Team, or Office of Student Conduct, and the Department Chair.

4. Remediation Plans

If it is determined that a remediation plan is needed, per Section 3 above, that plan will be discussed during a follow up meeting occurring within five (5) business days of the performance review meeting. Input from the student will be considered, but the student will not be required to approve the final remediation plan. In the event more information or input from other individuals is needed, the advisor may consult with those individuals prior to finalizing the plan. The remediation plan will be documented via the Counselor Education Remediation Plan form (Appendix D) and the advisor will send the completed Appendix D to the student within two (2) business days after the meeting in which it was developed. The student must sign and return that document to the advisor within two (2) business days, upon which time a copy will be placed in their advising file. The advisor will communicate verbally to any referring faculty any requirements they will be responsible for monitoring.

The purpose of remediation is to provide opportunities for students to address noted performance concerns and develop or enhance knowledge, skills, and/or dispositions. While specific remediation activities will be determined based on the identified concerns and unique student needs, common remediation activities might include:

- Requirements to complete specialized/targeted professional development
- Requirements to engage in extra supervision sessions
- Requirements to retake a course or complete remedial coursework
- Recommendations to participate in psychological assessment or counseling
- Recommendations to take a leave of absence from the program

For each remediation activity listed in the plan, a date by which satisfactory progress must be made should be documented. Also, a date and time for a follow up meeting must be scheduled, in order to check in on progress toward completion of activities.

Remediation Plan Follow-up

The student's advisor will coordinate and lead the follow up meeting to examine progress toward completing required remediation activities, and all individuals in attendance at the initial performance review meeting should be present, if possible. The Counselor Education Remediation Plan Follow Up form (Appendix E) must be used to document the meeting. The student is responsible for providing evidence of completion of all required activities. Failure to successfully complete or make timely progress towards remediation activities could result in revocation of candidacy, suspension, or dismissal from the program. After providing the student an opportunity to share their progress towards the remediation plan, the faculty will meet to make a determination regarding whether the student has successfully completed the remediation activities, failed to complete the remediation activities, or has made progress but needs to take additional remediation steps. The advisor will provide a copy of the completed Appendix E to the student within two (2) business days after the meeting, and a copy should be placed in the student's advising file. Students have the right to appeal the decision – see details in the Student Appeals and Grievance Process section below.

Remediation Related to the CPCE (program Comprehensive Exam)

Students have three opportunities to pass the CPCE. Students who do not pass the CPCE on their first attempt will be notified by their advisor, who will help them develop a preparation plan. This plan might involve, but is not limited to:

1. Meeting with their advisor to develop a study plan
2. Auditing one or more courses

Students who do not pass the CPCE on the second attempt will be notified by their advisor, and a remediation plan will be implemented. In relation to the CPCE, this plan might involve, but is not limited to:

1. Auditing one or more courses
2. Retaking one or more courses
3. Completing a formal test preparation course
4. Completing a research paper or project related to any subscales they did not pass

Students who do not pass the CPCE on their third attempt will be notified by their advisor and offered an alternative comprehensive exam. Examples of alternative comprehensive exams include, but are not limited to:

1. An oral exam
2. A portfolio

Students who do not pass the alternative comprehensive exam will be dismissed from the program. Students have the right to appeal the decision – see details in the Student Appeals and Grievance Process section below.

Student Appeals and Grievance Process

Students have the right to participate in the performance review, speak on their behalf, and appeal decisions made as part of that process. They also have the right to appeal any decision concerning course grades, comprehensive exams, progression through the program (e.g., candidacy), termination from their program, or termination from their graduate assistantship. Final grade appeals follow a unique process described at the end of this section, but for all other appeals students should adhere to the Departmental Appeals Process outlined below.

Departmental Appeals Process

1. Student meets with the faculty member overseeing the decision (e.g., advisor, assistantship supervisor) in an attempt to resolve differences, explain concerns, and understand the reason behind the decision.
2. If the student is not satisfied with the outcome of the meeting, they must complete the CTH Student Appeal Form (Appendix F), providing specific statements that detail the basis for the appeal. Additional documentation can be attached if relevant. This form must be submitted to the CTH Department Chair within seven (7) calendar days of the date of the faculty member meeting.
3. The CTH Department Chair will review the written materials and may interview the student. The Chair will present a written decision within 10 calendar days of receipt of the appeal; this time period may be extended in extenuating circumstances.
4. Students who are dissatisfied with the decision of the CTH Department Chair may appeal the Chair's decision to the Graduate School per the Graduate School Appeals Process described below.

Graduate School Appeals Process

1. After the student has appealed to the CTH Department Chair, if the situation cannot be resolved at the department level, the student may appeal to the Graduate School within thirty (30) calendar days of the program's denial of the first appeal by submitting documentation in writing to the Associate Dean for Graduate Studies. The program will also be given an opportunity to provide written documentation about the situation.
1. Appeals denied by the Graduate School will automatically be sent to the Graduate AP&P's Appeals Committee for review. The Appeals Committee is an ad hoc subcommittee of the Graduate AP&P consisting of graduate faculty from three departments other than the student's home department; the committee meets only on demand and does not usually meet with the student or the program. The committee's decision is binding. If the committee supports the student's appeal, the program will be required to accommodate the student's continuation in the program.

Final Course Grade Appeals

Students wishing to appeal a final course grade must follow the procedure detailed in the "Final Grade Appeal Procedure" page: https://policy.appstate.edu/Final_Grade_Appeal_Procedure. Below is a summary of the steps involved. Students should obtain and follow the detailed steps in the appeal procedure document as soon as possible after the grade is assigned.

- Valid grounds for appealing a final grade include prejudiced, arbitrary, or capricious evaluation by a faculty member. It is the faculty responsibility to determine grades according to selected method, communicate expectations to students, and treat all students equally.
- Students seeking a final grade appeal must meet with the instructor in an attempt to resolve differences, explain concerns, and understand reason for assigned grade. If the instructor and student are not able to reach a satisfactory solution, the student must complete the grade appeal form with specific and concise statements that provide evidence and validation for the appeal.
- The student must submit the form within 14 calendar days of meeting with the instructor to the Chair of the CTH Department along with course syllabus and tangible materials related to the grade (exam and papers).
- The Chair of the CTH Department will seek resolution. However, if an agreement is not reached, the student must file a written appeal with the Grade Appeals Committee through the Office of the Dean of the College in which the grade was awarded. The written appeal must be signed and dated by the course instructor, Department Chair and student. Documentary evidence presented to the Department Chair must be included.
- This written appeal must be filed within 30 calendar days after the beginning of classes in the next semester after the contested grade was awarded.
- The Dean or designee serves as convener of the Grade Appeals Committee of the college or school. Each full committee consists of the convener (who presides over hearings), the Chair of the department in which the contested grade was assigned, three faculty, one undergraduate student, and one graduate student, all from the college or school which the committee serves. The department Chair sits in a non-voting capacity, and the convener votes only in the case of a tie. The three faculty members, one alternate faculty member, and two students are appointed by the Dean from among volunteers for the assignment. A quorum for each committee shall consist of no less than one student and two faculty members, along with the convener.
- The Grade Appeals Committee has authority to screen out frivolous or unsubstantiated appeals. The convener will explain any such finding in writing to the student, the faculty member, and the Department Chair.
- If the committee grants a full hearing, the student will appear before it to present all evidence relevant to her or his case. The convener will also invite the instructor to appear and present any evidence in support of her or his grade decision. The committee may ask questions of either or both and will hold its deliberations in executive session after hearing the case. The Dean, the Department Chair, the faculty member and the student will receive prompt written notification of the committee's findings. The committee's decision is binding. If the committee supports the student's appeal, the instructor will be required to re-evaluate the student according to a specific method. The method of re-evaluation will depend on the circumstances of the appeal. Re-evaluation will not be used in a punitive manner toward the student. The method has 14 calendar days to inform the instructor, department chair, and convener in writing whether she or he consents to the proposed method of re-evaluation (which must be completed within the semester of the finding). Should the student not consent to the proposed method of re-evaluation, the instructor, Chair, and committee will mutually agree on a method of recalculating the appealed grade. In either case, the resulting grade is final and may not be appealed.

PROFESSIONAL IDENTITY DEVELOPMENT

Support and involvement in professional counseling associations is fundamental to a counselor's professional identity development and the continued advancement of the profession. Furthermore, research demonstrates that involvement in professional associations during students' graduate counseling training results in a higher tendency for continued involvement after graduation as compared to students who were not members during their training. Therefore, as a demonstration of your commitment to the counseling profession and your own development as a professional, you are asked to either (1) join the North Carolina School Counseling Association (NCSCA) or (2) join the American School Counseling Association (ASCA), or both!

Professional Development Presentation (NCSCA or other approved PSC related association) Second year students in the Professional School Counseling program are required to present a professional development session or poster proposal to the North Carolina School Counseling Association annual conference or other faculty approved conference. The opportunity to do so will be introduced in the Introduction course, CED 5310, and must be completed by the second December of the program. Sometimes, first year students will elect to complete this professional presentation requirement in their first year at the November Annual Conference of the North Carolina School Counseling Association. Students wishing to present a session (rather than poster) are required to register for the North Carolina School Counseling Association annual conference and encouraged to work with a faculty member to develop and present the session with that program faculty at the conference.

Chi Sigma Iota Chapter: Alpha Sigma Upsilon (CSI) Appalachian State University's CTH department maintains the Alpha Sigma Upsilon chapter of Chi Sigma Iota (CSI). CSI is an international honor society that values academic and professional excellence in counseling. CSI promotes a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity. CSI's mission is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. We encourage any students who are eligible to join the spring of their first year to become involved! **Dr. Rosen** and **Dr. Van Horne** are the faculty advisors for CSI.

Counselors Mentoring and Connecting (CMAC) In 2008, PSC program students initiated and have since maintained a mentoring organization specific to PSC alone that is student-led, student-organized, and student-desires-driven. PSC program faculty may sometimes work closely with CMAC leaders to facilitate such events as New Student Orientation Picnic and such, but the organization largely operates entirely independently of faculty and program staff. Leaders are typically chosen by members each spring for an annual term beginning in May and running to the following May. Leaders mainly organize social events to help the cohorts bond, but also to facilitate friendships, professionalism, and networking among the various cohorts and their members. CMAC Board for 2023-24 are: ***Jonathan Winbush, Ashley Moses, Suzy Kiker.*** PSC students are both welcomed and encouraged to connect with their peers in supportive,

relationship-building, professional, and fun ways. As a first year student, you are assigned a mentor from the second year cohort. If you are unaware of who your mentor is, please contact members of the CMAC Board.

Personal Counseling

If you feel you need personal counseling at any time, contact the Appalachian State University Counseling Center at 828-262-3180. The Appalachian State University Counseling Center provides free individual counseling to all currently enrolled students. The faculty members of the PSC Program strongly recommend that *all* counseling trainees experience personal counseling with a licensed professional counselor early in their professional development and at any time they experience personal stressors or difficulties. Seeking personal counseling is a self-care strategy that all counselors should rely on when needed. Faculty members may also make recommendations that students seek counseling services to address personal issues that are impacting a student's professional development.

COMPREHENSIVE EXAMS

Appalachian State University Graduate School Comprehensive Examination Policy:

Most master's and specialist programs require acceptable performance on a comprehensive examination. In some programs, the thesis defense constitutes the comprehensive examination. The product of learning is required for candidates seeking advanced licensure in teacher education programs and may either replace the comprehensive examination or be required in addition to the examination, depending upon the particular program.

*Note: The comprehensive exams required by our program replace the requirement for a thesis defense.

PSC/CMHC Programs' Comprehensive Exam Requirement/Policy:

Several rules govern the timing and approval process for all comprehensive exams:

* Comprehensive examinations must be completed in the last 1/3 of the program. * The report of successful comprehensive exam completion must be received by the Graduate Records staff in the Registrar's Office no later than the day before final exams begin in the term of graduation.

The Comprehensive Exam for the Professional School Counseling program consists of:

1. A passing score on the Counselor Preparation Comprehensive Exam (CPCE). The CPCE is a 136-item multiple-choice examination based on the eight CACREP-core content areas.
2. Students should take the CPCE after they have completed at least 6 out of 8 of the CACREP core areas and are presently enrolled in the remaining 2 courses.

PSC Remediation Plan for Failed Comprehensive Examinations

Students must pass the CPCE in order to graduate. A passing score on the CPCE exam consists of achieving a correct response rate of 65% or a raw score of 85. Students have three opportunities to pass the exam. Should a student not pass the comprehensive exam on their first attempt, the student will be notified by their academic advisor and/or departmental testing coordinator so that a preparation plan can be implemented in consultation with program faculty.

Based on faculty consultation, a preparation plan can include any of the following:

1. Meeting with Testing Coordinator to develop a study plan
2. Audit specific course content
3. Any combination of the above

Should the student fail to pass the CPCE on the second attempt, the student will be notified by their academic advisor and/or the departmental testing coordinator so that a remediation plan can be implemented in consultation with program faculty.

Based on faculty consultation, a remediation plan can include any of the following:

1. Repeat a course and/or courses.
2. Complete a formal test preparation course
3. Audit specific course content
4. Complete research paper or study project in content areas
5. Any combination of the above

After remediation, should a student still not successfully pass the comprehensive exam, the student will be notified by the departmental testing coordinator and/or academic advisor so that a final remediation plan can be implemented in consultation with program faculty.

Based on faculty consultation, a final remediation plan can include any of the following:

1. A comprehensive oral or written exam
2. A comprehensive program portfolio
3. Any combination of the above

Should a student fail to successfully pass the comprehensive oral, written and/or program portfolio exam, a program termination determination will be filed with the Appalachian State University Graduate School by program faculty.

EMPLOYMENT POLICY

During the course of the graduate program, often our former or current teachers are offered school counseling positions in schools or with principals with whom they have or have had a strong working relationship. The North Carolina Department of Public Instruction has guidelines regarding the hiring of unlicensed or provisionally-licensed persons to work in licensed positions in the K-12 schools. Likewise, individual counties and superintendents have guidelines and policies governing the hiring of such persons. As such, the program faculty defer to these entities in making hiring decisions and do not take positions in these decisions. Program faculty may, however, provide confirmation as to how many courses have been completed by the student or where he/she/they is in terms of completing the Program of Study; faculty require 7 days to supply such letters to personnel departments. Such students should be aware that it is the sole responsibility of the student to pursue his/her/their provisional licensure and complete any hiring paperwork. The University (via the College of Education and the PSC program) manages the fully-licensed licensure paperwork of graduates of the program *only* – and only at the time of graduation from the University. This process is online and instructions can be accessed via the PSC website <http://hpcsc.appstate.edu> .

Should a current student accept a school counseling position in the schools and want to apply to use their employed position as his/her/their Practicum and/or Internship placement site, students should be aware that this is not automatically approved, but rather must be reviewed by the program faculty. Decisions regarding Practicum and Internship placement are made solely by the Field Placement Coordinator in consultation with the PSC program faculty. The PSC Field Placement Coordinator's mission is to place students at school sites wherein they will learn the skills, knowledge, understandings, and experiences necessary to prepare them for role-appropriate (as per ASCA and NCDPI published job descriptions) school counseling work in the schools – and with faculties and site supervisors who support this kind of role and work. Students should see the Field Placement Handbook for further information and contact the Field Placement Coordinator to set a meeting to discuss the issue should they find themselves in this situation.

ENDORSEMENT POLICY

Students who demonstrate the knowledge and skills needed to be successful in professional school counseling will be recommended for endorsement for professional school counseling licensure which is given by the state of North Carolina.

PROFESSIONAL SCHOOL COUNSELING PROGRAM 2016 CORE CACREP

Students will demonstrate mastery of program objectives by successful completion of the corresponding academic coursework and process-oriented outcomes required in field placement experiences. Mastery will be assessed by coursework grades, CPCE, and field placement evaluations.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a.* history and philosophy of the counseling profession and its specialty areas
- b.* the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c.* counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d.* the role and process of the professional counselor advocating on behalf of the profession
- e.* advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f.* professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g.* professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h.* current labor market information relevant to opportunities for practice within the counseling profession
- i.* ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j.* technology's impact on the counseling profession
- k.* strategies for personal and professional self-evaluation and implications for practice
- l.* self-care strategies appropriate to the counselor role
- m.* the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

- a.* multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b.* theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c.* multicultural counseling competencies
- d.* the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e.* the effects of power and privilege for counselors and clients
- f.* help-seeking behaviors of diverse clients
- g.* the impact of spiritual beliefs on clients' and counselors' worldviews
- h.* strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

3. HUMAN GROWTH AND DEVELOPMENT

a. theories of individual and family development across the lifespan *b.* theories of learning *c.* theories of normal and abnormal personality development *d.* theories and etiology of addictions and addictive behaviors *e.* biological, neurological, and physiological factors that affect human development, functioning, and behavior *f.* systemic and environmental factors that affect human development, functioning, and behavior *g.* effects of crises, disasters, and trauma on diverse individuals across the lifespan *h.* a general framework for understanding differing abilities and strategies for differentiated interventions *i.* ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan.

4. CAREER DEVELOPMENT

a. theories and models of career development, counseling, and decision making *b.* approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors *c.* processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems *d.* approaches for assessing the conditions of the work environment on clients' life experiences *e.* strategies for assessing abilities, interests, values, personality and other factors that contribute to career development *f.* strategies for career development program planning, organization, implementation, administration, and evaluation *g.* strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy *h.* strategies for facilitating client skill development for career, educational, and life-work planning and management *i.* methods of identifying and using assessment tools and techniques relevant to career planning and decision making *j.* ethical and culturally relevant strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS

a. theories and models of counseling *b.* a systems approach to conceptualizing clients *c.* theories, models, and strategies for understanding and practicing consultation *d.* ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships *e.* the impact of technology on the counseling process *f.* counselor characteristics and behaviors that influence the counseling process *g.* essential interviewing, counseling, and case conceptualization skills *h.* developmentally relevant counseling treatment or intervention plans *i.* development of measurable outcomes for clients *j.* evidence-based counseling strategies and techniques for prevention and intervention *k.* strategies to promote client understanding of and access to a variety of community-based resources *l.* suicide prevention models and strategies *m.* crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid *n.* processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

a. theoretical foundations of group counseling and group work *b.* dynamics associated with group process and development *c.* therapeutic factors and how they contribute to group effectiveness *d.* characteristics and functions of effective group leaders *e.* approaches to group formation, including recruiting, screening, and selecting members *f.* types of groups and other considerations that affect conducting groups in varied

settings *g.* ethical and culturally relevant strategies for designing and facilitating groups *h.* direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND TESTING

a. historical perspectives concerning the nature and meaning of assessment and testing in counseling *b.* methods of effectively preparing for and conducting initial assessment meetings *c.* procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide *d.* procedures for identifying trauma and abuse and for reporting abuse *e.* use of assessments for diagnostic and intervention planning purposes *f.* basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments *g.* statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations *h.* reliability and validity in the use of assessments *i.* use of assessments relevant to academic/educational, career, personal, and social development *j.* use of environmental assessments and systematic behavioral observations *k.* use of symptom checklists, and personality and psychological testing *l.* use of assessment results to diagnose developmental, behavioral, and mental disorders *m.* ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice *b.* identification of evidence-based counseling practices *c.* needs assessments *d.* development of outcome measures for counseling programs *e.* evaluation of counseling interventions and programs *f.* qualitative, quantitative, and mixed research methods *g.* designs used in research and program evaluation *h.* statistical methods used in conducting research and program evaluation *i.* analysis and use of data in counseling *j.* ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

School Counseling Specialty

1. FOUNDATIONS

a. history and development of school counseling *b.* models of school counseling programs *c.* models of P-12 comprehensive career development *d.* models of school-based collaboration and consultation *e.* assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS

a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools *b.* school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies *c.* school counselor roles in relation to college and career readiness *d.* school counselor roles in school leadership and multidisciplinary teams *e.* school counselor roles and responsibilities in relation to

the school emergency management plans, and crises, disasters, and trauma *f.* competencies to advocate for school counseling roles *g.* characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders *h.* common medications that affect learning, behavior, and mood in children and adolescents *i.* signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs *j.* qualities and styles of effective leadership in schools *k.* community resources and referral sources *l.* professional organizations, preparation standards, and credentials relevant to the practice of school counseling *m.* legislation and government policy relevant to school counseling *n.* legal and ethical considerations specific to school counseling

3. PRACTICE

a. development of school counseling program mission statements and objectives *b.* design and evaluation of school counseling programs *c.* core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies *d.* interventions to promote academic development *e.* use of developmentally appropriate career counseling interventions and assessments *f.* techniques of personal/social counseling in school settings *g.* strategies to facilitate school and postsecondary transitions *h.* skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement *i.* approaches to increase promotion and graduation rates *j.* interventions to promote college and career readiness *k.* strategies to promote equity in student achievement and college access *l.* techniques to foster collaboration and teamwork within schools *m.* strategies for implementing and coordinating peer intervention programs *n.* use of accountability data to inform decision making *o.* use of data to advocate for programs and students

PROGRAM CHECKPOINTS & TIMELINE

Fall Semester of First Year

- ✓ October/November: Clarify personal career goals; outline intended courses for program of study
- ✓ Meet with your advisor to plan a potential program of study (POS) based upon your career goals

Spring Semester of First Year

- ✓ January/February: Finalize your Program of Study (POS) and communicate the final plan to your advisor via meeting or email. (The Graduate School will not allow students to enroll for following-semester classes if they are close to exceeding the maximum credits allowable without a POS approved and on file in their office – so meet with your advisor before registration for summer and fall courses opens). The University uses the online DegreeWorks program to complete and file programs of study. Trainings in how to use these programs are made available to students regularly during the fall and spring semesters. Look for emails from App State regarding advising and using the DegreeWorks system. The POS planning form can help you as you think about your program of study, and is available online at: <http://bulletin.appstate.edu/content.php?catoid=10&navoid=518>
- ✓ February: Attend a mandatory Field Placement Training. All the policies and procedures for participating in field experiences (Practicum and Internship) are covered during this training and located in the Field Experience Handbook. A copy of the handbook is located on the PSC website. The deadline for fall practicum/internship is March 1 and the deadline for spring practicum/internship is October 1. The following courses are required before beginning your practicum experience: 5220 (Theories), 5225 (Helping Relationship), 5310 (Intro to PSC), and 5790 (Groups).

Fall Semester of Second Year: (or for some, their first fall semester)

- ✓ Present at the Annual NCSCA Fall Conference. Students may choose to present a poster presentation –others a lecture-format presentation to meet this program requirement. Information is made available to students in their Introduction to Professional School Counseling course. Students who choose to present in their first semester of the program at the fall conference will have met the program’s presentation requirement for graduation. NCCA presentation (or any state or national professional organization’s annual conference) is acceptable as well.
- ✓ Students Receiving Financial Aid: Students whose attempted hours exceed 150% of the published length of their program are ineligible to receive aid. Because the Professional School Counseling program (60 credit hours) is longer than most graduate programs (36 credit hours), students may be asked to appeal in the last years of the program. If a student is asked to appeal, they should submit a

letter explaining their circumstances, their plan toward graduation, and a copy of their program of study. To receive aid, these students must appeal and will be expected to find other means of covering any balances with the university until an appeal is approved. More information is available in the Financial Aid Satisfactory Academic Progress Policy

(https://financialaid.appstate.edu/sites/default/files/styles/2022_2023_satisfactory_academic_progress_policy_20220218_1.pdf) and in their Terms and Conditions (<https://financialaid.appstate.edu/apply/terms-and-conditions>).

Semester During Practicum (Recommended) or During Internship:

✓ Register for the CED “Comps” Exam: the Counselor Preparation Comprehensive Exam (CPCE). Exam dates are set for each semester and announced each fall. You must register 4-5 weeks before the exam date. There are preparatory books you may borrow from the CTH resource library or you may choose to purchase the recorded/digital series or books to assist you in studying for the exam. The department will send out emails at least 6 weeks prior to registration for the exam.

✓ Prepare and attend Candidacy. Your evaluation for the first portion of your PSC program experience will give direction to and inform your internship semester. Candidacy must be approved before entering Internship.

✓ Register for Internship: application deadlines are February 1 for fall internship and October 1 for spring internship. You must have completed the core courses prerequisite to 5903 (practicum) and 5210 (Career), 5140 (Testing), 5754 (Legal/Ethical), and 6620 (Consultation) prior to beginning Internship.

✓ Attend the Mandatory Internship Meeting (typically scheduled for three hours the last day of the preceding-internship semester). You are required to attend a mandatory internship orientation meeting at the end of the semester prior to your enrollment in internship, and you must receive formal approval from the PSC committee for your internship site. Students not in attendance at the meeting will need to postpone their Internship experiences for liability reasons.

Internship Semester OR the Semester Prior to Graduation:

✓ Register for Graduation: During the course registration period when you are registering for your final semester of classes, apply online at the graduate school website for your Diploma and Graduation. If you will WALK the following semester, but NOT graduate (ie: take your last class in the summer following graduation), then register online to WALK for graduation, but do not apply to graduate. You must apply to graduate at the beginning of the semester in which all your coursework will be completed.

✓ Begin your job search. Register on the DPI website for the state(s) you wish to work in. The NCDPI website allows you to select those counties in which you have particular interest.

- ✓ Visit the Career Development Center on campus to register for their assistance with signing up for the twice-per-year Career Fair, assistance workshops with interviewing, resumes, and cover letters. Write your cover letters. Finalize your resume. Use them! They are an excellent resource – and as an App State graduate, you are eligible for life-long services (FYI).
- ✓ Assemble your Professional Portfolio (begun in Intro and completed in Internship) and finalize it. Begin mining the contacts you have made during the Program (site supervisors, guest speakers, program alumni, classmates, friends/family with public school contacts, alumni contacts made at the NCSCA conferences, NCCA conferences, etc), and find out what position openings are on the horizon. Bookmark county websites that have job posting pages – and check them weekly.
- ✓ *If you are requesting letters of recommendation from faculty, ask them early so they have several weeks to provide the letter or reference.* Remember, you are looking for jobs at the same time faculty are winding up the semester and academic year, grading, working on your graduation, and licensure components, preparing for the incoming cohort, etc. Plan accordingly!
- ✓ **NO LATER THAN THE THIRD WEEK OF THE SEMESTER:** Register for and take no later than the end of March the NTE/Praxis Exam (online test code: 5421) Counseling Specialty portion only. Request that your scores be sent to Appalachian.
- ✓ Apply for DPI Licensure (and endorsement) as a School Counselor. This process is completed online, and the office is in the Office of Field Experiences in the Dean's office should you need any assistance in this process. There is a cost for this licensure. Your Internship supervisor will be available to guide you if you have questions about the process. Stay on top of this paperwork – it can take weeks. You need to have all your paperwork in by early/mid-June if you want to have licensure and be able to work in the fall after your graduation to complete.
- ✓ Take the NCE: Optional – But Recommended. As a graduate of a CACREP accredited graduate counseling program, you are eligible to sit for the National Counselor Exam (NCE). A passing score on the exam grants you eligibility to apply for the Nationally Certified Counselor (NCC) credential. It also (later) grants you the option to apply for the Nationally Certified School Counselor (NCSC) credential. This is the same exam necessary for the Licensed Clinical Mental Health Counselor License.
- ✓ Get a Physical: Optional – But Recommended. Obtain a Physical Exam at the Student Health Center before graduation. You will need one before working in most school systems and they are expensive if you are in the coverage gap between your master's work and your first job in the schools. Because your App State student fees largely cover this cost if you obtain one while enrolled as a student, you might be proactive about this.

Summer After Graduation: Stay in touch over the hiring-summer! Let the faculty help you in your job search.

Once Hired: Contact Dr. Van Horne to let her know where you have been hired. We want to share your outstanding news with our App State PSC Community!

February after you graduate: Come back to App State during Professional School Counselor Week at App State!

COUNSELING SKILLS AND DISPOSITIONS ASSESSMENT TOOL (CSDAT)

Created by: Rosen, C.M., Caldwell, K., Schwarze, M., Van Horne, J., & Coats, R.,
Appalachian State University,
September 19, 2018

The CSDAT provides a formal assessment, collecting both quantitative & qualitative data, to students as they progress through developmental expectations within their program. Part 1 is especially focused on skills & will be used in skills-based courses. Part 2 is focused on professional dispositions & will be used in all 8 CACREP core course & specialty courses for both PSC & CMHC. Parts 1 & 2 will be used in all Field Experience Courses.

Directions: Based on direct observation, please evaluate students according to their expected developmental level for each of the items listed below.

Scale Scoring

Surpasses Standards (5) = the student demonstrates exceptionally strong knowledge, skills, & dispositions in the specified item in the rubric at the appropriate developmental level.

Meets Standards (4) = the student demonstrates consistent & proficient knowledge, skills, & dispositions in the specified item in the rubric at the appropriate developmental level.

Approaching Standards (3) = the student demonstrates inconsistent & limited knowledge, skills, & dispositions in the specified item in the rubric at the appropriate developmental level. Students are expected to be at the “Approaching Standards” or higher at the conclusion of their Practicum.

Below Standards (2) = the student demonstrates limited or no evidence of the knowledge, skills, & dispositions in the specified item in the rubric at the appropriate developmental level. A student receiving a 2 on any of the skills or professional disposition will need an Action Plan that will assist them in moving from a 2 to a rating of a 3.

Harmful (1) = the student demonstrates harmful use of knowledge, skills, & dispositions in the specified item in the rubric. Any students at this standard are expected to develop & maintain an Action Plan & discontinue clinical work until additional training & assistance has improved skill or disposition rating standard to at least a 2.

N/A (0) = did not demonstrate or unable to observe.

Part 1: Counseling Skills

| Skill | Descriptors | - Surpasses Standard | 4 - Meets Standard | 3 - Approaching Standard | 2 - Below Standard | 1 - Harmful | N/A |
|----------------------------------|--|--|--|---|--|--|---|
| 1A. Attending & Nonverbal Skills | Sensitive to individual client re: eye contact, vocal qualities, attentive body language, pacing/timing & tracking the session. | Student demonstrates exceptionally strong attending & nonverbal skills the majority of the time. | Student demonstrates consistent & proficient attending & nonverbal skills. | Student demonstrates inconsistent & limited attending & nonverbal skills. | Student demonstrates limited or no attending & nonverbal skills. | Student demonstrates attending & nonverbal skills that are potentially harmful to clients. | Did not demonstrate or unable to observe. |
| 1B. Empathy | Observing & reflecting feelings, facilitating client awareness of & exploration of his/her/their emotional world, clarifying emotional strengths & furthering resilience, respecting resistance, use of direct empathy statements. | Student demonstrates exceptionally strong use of empathy as a primary therapeutic approach the majority of the time. | Student demonstrates consistent & proficient use of empathy. | Student demonstrates inconsistent & limited use of empathy. | Student demonstrates limited or no proficiency in empathy. | Student demonstrates harmful &/or non-empathic skills. | Did not demonstrate or unable to observe. |
| 1C. Active listening | Skills of encouraging/affirming, paraphrasing, & summarizing. | Student demonstrates exceptionally strong use of active listening skills the majority of the time. | Student demonstrates consistent & proficient use of active listening skills. | Student demonstrates inconsistent & limited active listening skills. | Student demonstrates limited or no proficiency in active listening skills. | Student demonstrates harmful active listening skills. | Did not demonstrate or unable to observe. |
| 1D. Questioning | Skills of open & closed ended questions, adapting questioning style to demonstrate respect to diverse clients. | Student demonstrates exceptionally strong use of questioning skills the majority of the time. | Student demonstrates consistent & proficient use of active questioning skills. | Student demonstrates inconsistent & limited questioning skills. | Student demonstrates limited or no proficiency in questioning skills. | Student demonstrates harmful questioning skills. | Did not demonstrate or unable to observe. |
| 1E. Focusing | Skill of setting collaborative goals with clients. Explores situations from multiple frames of reference & includes advocacy, community awareness, & social change as appropriate for client needs. | Student demonstrates exceptionally strong use of focusing skills the majority of the time. | Student demonstrates consistent & proficient use of focusing skills. | Student demonstrates inconsistent & limited use of focusing skills. | Student demonstrates limited or no proficiency in focusing skills. | Student demonstrates harmful focusing skills. | Did not demonstrate or unable to observe. |

| | | | | | | | |
|--|---|--|--|---|---|--|---|
| 1F. Empathic confrontation | Skill of identifying client's conflict, incongruity & mixed messages in behavior, thought, feelings or meaning. Skill is conducted in an empathic yet challenging manner that furthers client exploration of situation. | Student demonstrates exceptionally strong use of empathic confrontation skills the majority of the time. | Student demonstrates consistent & proficient use of active empathic confrontation skills. | Student demonstrates inconsistent & limited empathic confrontation skills. | Student demonstrates limited or no proficiency in empathic confrontation skills. | Student demonstrates harmful confrontation skills. | Did not demonstrate or unable to observe. |
| 1G. Facilitative Therapeutic Demeanor | Skill of conveying respect, unconditional positive regard & acceptance of clients' strengths, areas of growth & diversity. | Student demonstrates exceptionally strong use of facilitative therapeutic demeanor the majority of the time. | Student demonstrates consistent & proficient use of facilitative therapeutic demeanor at least a majority of the time. | Student demonstrates inconsistent & limited therapeutic demeanor inconsistently & inaccurately. | Student demonstrates limited or no proficiency in facilitative therapeutic demeanor skills. | Student demonstrates harmful facilitative therapeutic demeanor skills. | Did not demonstrate or unable to observe. |

_____ : Total score (out of a possible 35)

Part 2: Professional Counselor Dispositions

| | | | | | | | |
|--------------------------|-------------|------------------------|--------------------|--------------------------|--------------------|-------------|-----|
| Professional Disposition | Descriptors | 5 - Surpasses Standard | 4 - Meets Standard | 3 - Approaching Standard | 2 - Below Standard | 1 - Harmful | N/A |
|--------------------------|-------------|------------------------|--------------------|--------------------------|--------------------|-------------|-----|

| | | | | | | | |
|------------------------------------|---|--|--|--|---|--|---|
| 2A. Ethical Behavior | Follows professional organization codes of ethics, the University's Code of Academic Integrity & PSC or CMHC Field Experience Manual policies, & seeks appropriate consultant as needed | Student demonstrates exceptionally strong ethical behavior & engages in discussion of these issues with supervisors. | Student consistently demonstrates ethical behavior & judgments & engages in discussion of these issues with supervisors. | Student demonstrates inconsistent & limited ethical behavior & judgments & engages in discussion of these issues with supervisors. | Student demonstrates limited or no ethical behavior & judgment. Student does not engage in discussion of these issues with supervisors. | Student engages in harmful &/or unethical behavior | Did not demonstrate or unable to observe. |
| 2B. Engagement | Flexibly & actively engages others with respect & consideration. Cooperates with others & resolves differences & misunderstandings respectfully. | Student demonstrates exceptionally strong ability to be engaged flexibly & cooperatively with others. | Student demonstrates consistent ability to be engaged flexibly & cooperatively with others. | Student demonstrates inconsistent ability to be engaged flexibly & cooperatively with others. | Student demonstrates limited ability to be engaged flexibly & cooperatively with others. | Student engages in harmful behavior with others. | Did not demonstrate or unable to observe. |
| 2C. Self- Awareness | Engages in self-reflection by using various forms of feedback about one's own effectiveness, values, beliefs, & limitations including assessment data & supervision. Makes changes as needed. | Student demonstrates exceptionally strong ability to be self-aware | Student demonstrates consistent ability to be self-aware. | Student demonstrates inconsistent ability to be self-aware. | Student demonstrates limited ability to be self-aware. | Student is so limited in their ability to be self-aware that they engage in harmful behavior. | Did not demonstrate or unable to observe. |
| 2D. Acceptance of Self & Others | Warm & understanding with open-minded acceptance of others & tolerance of their viewpoints. | Student demonstrates exceptionally strong ability to be genuinely accepting of self & others. | Student demonstrates consistent ability to be accepting of self & others. | Student demonstrates inconsistent ability to be accepting of self & others. | Student demonstrates limited ability to be accepting of self & others. | Student is so limited in their ability to be accepting of self & others that they engage in harmful behaviors such as judging others, criticizing others' behaviors, & not accepting other viewpoints. | Did not demonstrate or unable to observe. |
| Professional Disposition | Descriptors | 5 - Surpasses Standard | 4 -Meets Standard | 3 - Approaching Standard | 2 - Below Standard | 1 - Harmful | N/A |

| | | | | | | | |
|---|--|---|---|---|--|--|---|
| 2F. Multicultural Competence | Values diversity through creating inviting relationships with diverse clients. Demonstrates multicultural knowledge. Willing to be transformed through experiences. | Student demonstrates exceptionally strong multicultural competence. | Student demonstrates consistent multicultural competence. | Student demonstrates inconsistent multicultural competence. | Student demonstrates limited multicultural competence. | Student is so limited in their multicultural competence that they engage in harmful behavior. | Did not demonstrate or unable to observe. |
| 2G. Professionalism | Timeliness, consistent attendance, appropriate appearance & dress to match dress standards or expectations in university classes & clinical sites. | Student demonstrates exceptionally strong professionalism | Student demonstrates consistently appropriate behaviors of professionalism | Student demonstrates inconsistent ability to maintain professionalism | Student demonstrates limited ability to maintain appropriate professionalism | Student is so limited in their ability to maintain professionalism that they engage in harmful behavior. | Did not demonstrate or unable to observe. |
| 2H. Initiative | The ability to plan, prepare, & engage in university classes & clinical sites. Offers ideas, sets goals for self-improvement, seeks advice, independently, searches for plans &/or materials | Student demonstrates exceptionally strong initiative. | Student demonstrates consistently appropriate initiative. | Student demonstrates inconsistent initiative. | Student demonstrates limited initiative. | Student is so limited in their initiative that they engage in harmful behavior. | Did not demonstrate or unable to observe. |
| 2I. Emotional Stability & Self-Control | Demonstrates congruence between mood & affect & demonstrates impulse control in relationships. | Student demonstrates exceptionally strong emotional stability & self-control. | Student demonstrates consistently appropriate emotional stability & self-control. | Student demonstrates inconsistent emotional stability & self-control. | Student demonstrates limited emotional stability & self-control. | Student is so limited in their emotional stability & self-control that they engage in harmful behavior. | Did not demonstrate or unable to observe. |

_____ : Total score (out of a possible 40)

Please be specific as you provide qualitative feedback to the student regarding their professional development:

Students' strengths thus far with skills & disposition:

Students' areas to improve thus far with skill & disposition:

Additional comments of students' progress in becoming a professional counselors:

Student Signature

Date

Supervisor or Peer signature

Appalachian State University: Professional School Counseling
Student Handbook

UNDERSTANDING AND ACKNOWLEDGEMENT

Student: Complete this form and give a copy to the CED 5310 Introduction to Professional School Counseling instructor by the designated date. This form will be placed in each PSC program student's file and represents that you understand the standards, policies, and responsibilities established for the program. Please keep a copy for your records.

I, _____ (student name), have downloaded and read the Appalachian State University's Professional School Counseling Program's Student Handbook and understand that I am responsible for the information presented therein.

I understand the policies and procedures, and my responsibilities as stated in the Student Handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth herein.

I further understand that the faculty of Appalachian State University's Professional School Counseling Program has the right and responsibility to monitor my academic progress, my professional behavior, my professional disposition, and my personal characteristics during my entire time in the program. Based on that monitoring, decisions will be made about my standing in the counseling program—whether I will continue without restriction, will continue with restriction and/or remediation, or termination from the program.

I understand and agree to the conditions of this handbook. Any breach of this agreement constitutes grounds for being removed from the counseling program. I also understand the Professional School Counseling program's retention policy, and I am clear that there are certain behaviors that, if violated, will supersede this agreement including remediation services and, instead, may result in immediate removal from the program (e.g., ethics violations).

Signature/ Date _____

**DIVERSITY AND INCLUSION POLICY FOR PROFESSIONAL SCHOOL
COUNSELING**

The American School Counselor Association 2022 Ethical Standards states that all students have the right to “be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth, and incarcerated youth.” As professional school counselors, we also adhere to the American Counseling Association Code of Ethics.

The codes also read as follows:

ACA

A.4.b. Personal Values Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor’s values are inconsistent with the client’s goals or are discriminatory in nature.

A.11.b. Values Within Termination and Referral Counselors refrain from referring prospective and current clients based solely on the counselor’s personally held values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor’s values are inconsistent with the client’s goals or are discriminatory in nature

C.5. Nondiscrimination Counselors do not condone or engage in discrimination against prospective or current clients, students, employees, supervisees, or research participants based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/ partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law.

ASCA

A.6.E Appropriate Relationships and Boundaries Refrain from referring students based solely on the school counselor’s personal beliefs or values rooted in one’s religion, culture, ethnicity or personal worldview. School counselors maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor’s values are discriminatory in nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support.

B.1.d Responsibilities to Parents/Guardians, School, and Self Are culturally competent and sensitive to diversity among families. Recognize that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for their children’s welfare by virtue of their role and according to law.

B.3.j. Responsibilities to Self Refrain from refusing services to students based solely on the school counselor’s personally held beliefs or values rooted in one’s religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students.

B.3.k. Responsibilities to Self Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students.

The Professional School Counseling (PSC) program embraces the spirit and letter of these ethical principles. Therefore, the policies of the PSC program are likewise committed to the following program policy on non-discrimination:

1. School counselors in training will be trained to competently work with diverse clients/students and colleagues/classmates. Cultural and diversity competency training includes self-of-therapist engagement.
2. Students agree to recognize the diverse experiences and identities reflected in communities, which includes but is not limited to age, sexual orientation, gender identity, health/ability, racial and ethnic background, socioeconomic status, spirituality, religion, culture, family configuration, and nationality.
3. It is the student’s responsibility to seek additional supervision, diversity/accountability training, and/or personal therapy should they feel uncomfortable learning about, seeing clients, or working with colleagues/classmates on the basis of any factor of diversity listed above.
4. It is the goal of this program to provide opportunities for students to learn about and work effectively with a wide range of clients and presenting problems. Students understand they are free to continue their personal religious and spiritual practice of choice, but cannot refer clients or engage in unethical practice (i.e. reparative therapy) on the basis of religious and/ or personal beliefs.

Diversion from these expectations may result in a required remediation plan.

Student’s Signature

Date

Sources:

American Counseling Association (2022). *2022 ACA code of ethics*. Alexandria, VA: Author.

American School Counselor Association (2022). *ASCA ethical standards for school counselors*. Alexandria, VA: Author.

Hoa, N.N.; Grafsky, E.L., & Piercy, F.P. (2016). MFT program policies on referral of LGBT clients. *Contemporary Family Therapy*, 38, 307-317. DOI: 10.1007/s10591-016-9389-3

McGeorge, C.R. & Carlson, T.S. (2014). The state of lesbian, gay, and bisexual affirmative training: A survey of faculty from accredited couple and family therapy programs. *Journal of Marital and Family Therapy*, 42, 153-167. doi: 10.1111/jmft.1210

Appendix A

CACREP Benchmarks

all based off: 1 = below expectations, 2 = near expectations, 3 = meets expectations, 4 = exceeds expectations

Student Counseling Skills - Benchmarks for Progressing Through Field Experience Courses

| Indicator | Benchmark CED 5225 | Benchmark CED 5902/3 | Benchmark CED 6902/3 |
|---------------------------------------|-----------------------|-------------------------|-------------------------|
| 1A: Attending & Nonverbal Skills | 3 | 3 | 3 |
| 1B: Empathy | 2 | 3 | 3 |
| 1C: Active listening | 3 | 3 | 3 |
| 1D: Questioning | 2 | 3 | 3 |
| 1E: Focusing | 2 | 3 | 3 |
| 1F*: Empathic confrontation | 2 | 2 | 3 |
| 1G: Facilitative Therapeutic Demeanor | 2 | 3 | 3 |

*in instances where students might not have opportunities to demonstrate this skill, supervisors have the ability to waive this skill requirement (an option to be delineated in individual course syllabi)

Student Dispositions - Benchmarks for Progressing through Field Experience Courses

| Indicator | Benchmark CED 5225 | Benchmark CED 5902/3 | Benchmark CED 6902/3 |
|--|-----------------------|-------------------------|-------------------------|
| 2A. Ethical Behavior | 3 | 3 | 3 |
| 2B. Engagement | 3 | 3 | 3 |
| 2C. Self-awareness | 2 | 3 | 3 |
| 2D. Acceptance of Self and Others | 3 | 3 | 3 |
| 2E. Multicultural Competence | 2 | 3 | 3 |
| 2F. Professionalism | 3 | 3 | 3 |
| 2G. Initiative | 3 | 3 | 3 |
| 2H. Emotional Stability and Self-control | 3 | 3 | 3 |

Student Knowledge and Skill Key Performance Indicators/Student Learning Outcomes (SLOs)

| Core Area | Key Performance Indicator (KPI)/Student Learning Outcomes (SLO): | Course | Benchmark |
|-----------|--|--------|-----------|
| | | | |

| | Knowledge (K) or Skill (S) | | |
|--|--|---|---|
| Professional Counseling Orientation and Ethical Practice | Students will understand the role and function of professional counselors and their specialty areas. (K) | CED 5120: Introduction to CMHC | 2 |
| | | CED 5310: Introduction to PSC | 2 |
| | | CED 5225: The Helping Relationship | 3 |
| | Students will demonstrate ethical practice in counseling relationships. (S) | CED 5225: The Helping Relationship | 3 |
| | | CED 5752: Legal and Ethical Issues in CMHC | 3 |
| | | CED 5754: Legal and Ethical Issues in PSC | 3 |
| | | CED 5902/3: Practicum in CMHC/PSC | 3 |
| | | CED 6902: Internship in CMHC | 3 |
| CED 6903: Internship in PSC | 3 | | |
| Social and Cultural Diversity | Students will demonstrate knowledge of theories and models of multicultural counseling. (K) | CED 5110: Social and Cultural Diversity in Counseling and Therapy | 2 |
| | | CED 6120: Developmental Assessment and Diagnosis in Counseling | 3 |
| | Students will demonstrate multicultural counseling competencies. (S) | CED 5225: The Helping Relationship | 3 |
| | | CED 5902/3: Practicum in CMHC/PSC | 3 |
| | | CED 6902: Internship in CMHC | 3 |
| | | CED 6903: Internship in PSC | 3 |
| Human Growth and Development | Students will demonstrate knowledge of factors that affect human development. (K) | CED 5272: Individual and Family Development Across the Lifespan | 2 |
| | | CED 6120: Developmental Assessment and Diagnosis in Counseling | 3 |
| Career Development | Students will understand the interrelationships between work and mental well-being. (K) | CED 5210: Career Development and Counseling | 3 |
| | | CED 6120: Developmental Assessment and Diagnosis in Counseling | 3 |
| Counseling and Helping Relationships | Students will effectively apply counseling skills in the helping relationship. (S) | CED 5225: The Helping Relationship | 2 |
| | | CED 5902/3: Practicum in CMHC/PSC | 3 |
| | | CED 5902/3: Practicum in CMHC/PSC | 3 |
| | | CED 6902: Internship in CMHC | 3 |
| | | CED 6903: Internship in PSC | 3 |
| Group Counseling and Group Work | Students will demonstrate competence in the functions of effective group leaders. (S) | CED 5790: Group Methods and Processes | 2 |
| | | CED 6902: Internship in CMHC | 3 |
| | | CED 6903: Internship in PSC | 3 |
| Assessment and Testing | Students will understand how to use assessments for intervention planning purposes. (K) | CED 5140: Counseling Assessment and Testing | 3 |
| | | CED 6902: Internship in CMHC | 3 |
| | | CED 6903: Internship in PSC | 3 |
| Research and Program Evaluation | Students will critique research to inform counseling practice. (K) | CED 5000: Counseling Research and Evaluation | 3 |
| | | CED 5110: Social and Cultural Diversity in Counseling and Therapy | 3 |

| | | | |
|-----------------------------------|--|--|---|
| Clinical Mental Health Counseling | Students will understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (K) | CED 6120: Developmental Assessment and Diagnosis in Counseling | 3 |
| | | CED 6902: Internship in CMHC | 3 |
| | Students will demonstrate competence in conducting techniques and interventions for prevention and treatment of a broad range of mental health issues. (S) | CED 5225: The Helping Relationship | 2 |
| | | CED 5902/3: Practicum in CMHC/PSC | 3 |
| | | CED 6902: Internship in CMHC | 3 |
| Professional School Counseling | Students will use data to inform school counseling practice. (S) | CED 5310: Introduction to PSC | 2 |
| | | CED 6903 Internship in PSC | 3 |
| | Students will design developmentally and culturally appropriate lessons. (S) | CED 5310: Introduction to PSC | 2 |
| | | CED 6903 Internship in PSC | 3 |

Appendix B

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF COUNSELING, FAMILY THERAPY, AND HIGHER EDUCATION

Counselor Education Referral Form

A Referral Form is to be completed when there are concerns about a student’s performance in relation to expected knowledge, skills, or dispositions. This form must be completed within 7 business days of talking with the student in order to initiate a performance review. After completing the form, provide an electronic copy to the student and their advisor. The student should complete the comments section at the end of the form, then provide a final signed version to their advisor within seven (7) business days of receiving it.

Date:

Student:

Form submitted by:

Course or situation in which the concern occurred:

1. Place an X below to indicate any area(s) of concern:
2. Then, provide details in the open box near the end of this form.

| Ethical and Professional Dispositions | X if concern is identified in this area |
|---------------------------------------|---|
| Ethical behavior | |
| Engagement | |
| Self-awareness | |
| Acceptance of self and others | |
| Multicultural competence | |
| Professionalism | |
| Initiative | |
| Emotional stability and self-control | |

| KPIs to Assess Counseling Knowledge (K) and Skills (S) | Course | Benchmark | X if below benchmark |
|--|---|-----------|----------------------|
| Students will understand the role and function of professional counselors and their specialty areas. (K) | CED 5120: Introduction to CMHC | 2 | |
| | CED 5310: Introduction to PSC | 2 | |
| | CED 5225: The Helping Relationship | 3 | |
| Students will demonstrate ethical practice in counseling relationships. (S) | CED 5225: The Helping Relationship | 3 | |
| | CED 5752: Legal and Ethical Issues in CMHC | 3 | |
| | CED 5754: Legal and Ethical Issues in PSC | 3 | |
| | CED 5902/3: Practicum in CMHC/PSC | 3 | |
| | CED 6902: Internship in CMHC | 3 | |
| | CED 6903: Internship in PSC | 3 | |
| Students will demonstrate knowledge of theories and models of multicultural counseling. (K) | CED 5110: Social and Cultural Diversity in Counseling and Therapy | 2 | |
| | CED 6120: Developmental Assessment and Diagnosis in Counseling | 3 | |
| Students will demonstrate multicultural counseling competencies. (S) | CED 5225: The Helping Relationship | 3 | |
| | CED 5902/3: Practicum in CMHC/PSC | 3 | |
| | CED 6902: Internship in CMHC | 3 | |
| | CED 6903: Internship in PSC | 3 | |
| Students will demonstrate knowledge of factors that affect human development. (K) | CED 5272: Individual and Family Development Across the Lifespan | 2 | |
| | CED 6120: Developmental Assessment and Diagnosis in Counseling | 3 | |
| Students will understand the interrelationships between work and mental well-being. (K) | CED 5210: Career Development and Counseling | 3 | |
| | CED 6120: Developmental Assessment and Diagnosis in Counseling | 3 | |
| Students will effectively apply counseling skills in the helping relationship. (S) | CED 5225: The Helping Relationship | 2 | |
| | CED 5902/3: Practicum in CMHC/PSC | 3 | |
| | CED 5902/3: Practicum in CMHC/PSC | 3 | |
| | CED 6902: Internship in CMHC | 3 | |
| | CED 6903: Internship in PSC | 3 | |

| KPIs to Assess Counseling Knowledge (K) and Skills (S) | Course | Benchmark | X if below benchmark |
|--|---|-----------|----------------------|
| Students will demonstrate competence in the functions of effective group leaders. (S) | CED 5790: Group Methods and Processes | 2 | |
| | CED 6902: Internship in CMHC | 3 | |
| | CED 6903: Internship in PSC | 3 | |
| Students will understand how to use assessments for intervention planning purposes. (K) | CED 5140: Counseling Assessment and Testing | 3 | |
| | CED 6902: Internship in CMHC | 3 | |
| | CED 6903: Internship in PSC | 3 | |
| Students will critique research to inform counseling practice. (K) | CED 5000: Counseling Research and Evaluation | 3 | |
| | CED 5110: Social and Cultural Diversity in Counseling and Therapy | 3 | |
| Students will understand principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. (K) | CED 6120: Developmental Assessment and Diagnosis in Counseling | 3 | |
| | CED 6902: Internship in CMHC | 3 | |
| Students will demonstrate competence in conducting techniques and interventions for prevention and treatment of a broad range of mental health issues. (S) | CED 5225: The Helping Relationship | 2 | |
| | CED 5902/3: Practicum in CMHC/PSC | 3 | |
| | CED 6902: Internship in CMHC | 3 | |
| Students will use data to inform school counseling practice. (S) | CED 5310: Introduction to PSC | 2 | |
| | CED 6903 Internship in PSC | 3 | |
| Students will design developmentally and culturally appropriate lessons. (S) | CED 5310: Introduction to PSC | 2 | |
| | CED 6903 Internship in PSC | 3 | |

| Counseling Knowledge and Skills – CSDAT | HPC 5225 | HPC 5902/3 | HPC 6902/3 | X if below benchmark |
|---|----------|------------|------------|----------------------|
| Attending and nonverbal skills | 3 | 3 | 3 | |
| Empathy | 3 | 3 | 3 | |
| Active listening | 3 | 3 | 3 | |
| Questioning | 2 | 2 | 2 | |
| Focusing | 3 | 3 | 3 | |
| Empathic confrontation | 3 | 3 | 3 | |
| Facilitative therapeutic demeanor | 3 | 3 | 3 | |

| Academic Performance | X if statement is applicable |
|---|------------------------------|
| GPA drops below 3.0 | |
| Earns more than one grade of C or lower in a program course | |
| Earns less than a B in HPC 5225 | |
| Earns an Unsatisfactory grade in HPC 5900 or 6900 | |
| Earns an F grade in any program course | |

| Counseling Knowledge and Skills – CPCE | X if below benchmark |
|--|----------------------|
| Overall score (85 raw score) | |
| Assessment and Testing | |
| Career Development | |
| Counseling and Helping Relationships | |
| Group Counseling and Group Work | |
| Human Growth and Development | |
| Professional Counseling Orientation and Ethical Practice | |
| Research and Program Evaluation | |
| Social and Cultural Foundations | |

Please provide details regarding the concern(s), including what occurred, the course or context in which it occurred, when it occurred, and what feedback or discussions have occurred already in relation to the concern(s).

Student Comments (if choosing not to provide comments, please indicate so by typing "I have no comments"):

Signature of person submitting the form _____ Date _____
(signature reflects accuracy of content shared above)

Signature of student _____ Date _____
(signature indicates receipt of the form, not necessarily agreement with the content)

Signature of student's advisor _____ Date _____
(signature indicates receipt of the completed form)

Appendix C

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF COUNSELING, FAMILY THERAPY, AND HIGHER EDUCATION

Counselor Education Performance Review Meeting

Student name _____

Date _____

Email address _____

Section I. Individuals in Attendance:

Section II. Review of concerns from Counselor Education Referral Form(s)

Summarize main concerns noted across all referral forms.

Is there a concern the student violated an Appalachian State University policy or professional code of ethics, or committed a legal infraction (check one)?

- Yes No

If yes, indicate which specific policy, code, or law and indicate any formal university referral procedures that will be followed:

Section III. Expected behavior changes: *List what the student will be expected to do differently in the future.*

Section IV. Will a Remediation Plan be initiated as an intervention for this student (check one)?

- Yes No

Section V. Signatures

Signatures indicate attendance at the meeting detailed above, not necessarily agreement with the outcomes.

Signature of person who made the referral

Date

Signature of student

Date

Signature of advisor or other program faculty member

Date

A copy of this form will be given to the student and another copy placed in the student's advising file.

Appendix D

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF COUNSELING, FAMILY THERAPY, AND HIGHER EDUCATION
Counselor Education Remediation Plan

Student name _____

Date _____

Email address _____

Section I. Individuals in Attendance:

Section II. Area(s) for Remediation

The student named above would benefit from professional development and/or remediation to address the following academic, knowledge, skill, and/or dispositional concerns:

Section III. Required Remediation Activities

The following activities must be completed in a satisfactory manner by the dates indicated below. Evidence of satisfactory completion of remediation activities must be provided.

Requirement

Due Date

Section IV. Recommended Remediation Activities

It is recommended that the student complete or engage in the following activities. Evidence of completion of remediation activities can be provided, but is not required.

Date and Time for the Follow-up Meeting to evaluate student completion of the Plan:

Section V. Signatures

I understand and agree to all of the conditions outlined in this document. I (student) understand that if I do not complete all of the required activities listed above in a satisfactory manner by the prescribed deadlines, I will be subject to dismissal from the Clinical Mental Health Counseling Program or Professional School Counseling Program.

Signature of person who made the referral

Date

Signature of student

Date

Signature of advisor or other program faculty member

Date

A copy of this form will be given to the student and another copy placed in the student's advising file.

Appendix E

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF COUNSELING, FAMILY THERAPY, AND HIGHER EDUCATION
Counselor Education Remediation Plan Follow Up Meeting

Student name _____

Date _____

Email address _____

Section I. Individuals in Attendance:

Section II. Required Remediation Activities (*copy from the Remediation Plan*)

Section III. Completion of Remediation Plan Activities (*describe progress toward completion of each activity listed above, dates, and what evidence was provided*)

Section IV. Next Steps - Has the Remediation Plan Been Completed in a Satisfactory Manner (check one)?

- Yes - no further action is needed
- Partially - progress has been made but additional remediation steps are needed
- No - student did not complete requirements

If Partially was checked above, indicate additional remediation requirements, recommendations, due dates, and follow up meeting date.

If No was checked above, indicate next steps and any relevant deadlines:

Section V. Signatures

I agree with the information outlined in this document. I understand that if I do not complete any requirements listed in Section II in a satisfactory manner by the prescribed deadlines, I will be subject to dismissal from the Clinical Mental Health Counseling Program or Professional School Counseling Program.

| | |
|---|------|
| Signature of person who made the referral | Date |
|---|------|

| | |
|----------------------|------|
| Signature of student | Date |
|----------------------|------|

| | |
|--|------|
| Signature of advisor or other program faculty member | Date |
|--|------|

A copy of this form will be given to the student and another copy placed in the student's advising file.

Appendix F

APPALACHIAN STATE UNIVERSITY
DEPARTMENT OF COUNSELING, FAMILY THERAPY, AND HIGHER EDUCATION

CTH Student Appeal Form

Student's name _____ Date _____

Email address: _____ Banner ID # _____

Per the CTH Departmental Appeals Process, before submitting this appeal form to the Department Chair, you should have discussed your concern with the individual overseeing the situation (e.g., course instructor, your advisor) within 14 calendar days of receiving the decision you are appealing. Then, this form must be submitted within 7 calendar days of that meeting.

- *Date you received the decision you are appealing _____.*
- *Date you met with the faculty member to discuss the concern _____.*

Situation being contested and date of occurrence:

Grounds for appeal - detailed explanation for why you believe the decision to be inappropriate (attach any relevant documentation as a separate file):

Remedy or resolution you believe is appropriate:

By signing below, you indicate that all of the information you provided above is accurate, to the best of your knowledge.

Student signature

Date

Submit this completed form and any relevant documentation to the CTH Department Chair:

- via email (sign, scan, and send along with any relevant supporting relevant files), or
- hard copy files in person

