

William Carey University
Tradition Campus

Student Handbook
Department of Counselor Education

Department of Counselor Education
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Mission Statement

As a Christian university which embraces its Baptist heritage and namesake, William Carey University provides quality educational programs, within a caring Christian academic community, which challenge the individual student to excel in scholarship, leadership, and service in a diverse global society. The mission of the Master of Science in Counselor Education is to train and equip students with the skills, knowledge, and attitudes which will enable them to excel within the changing world of the professional counselor.

Handbook Information

This handbook contains policy information and important forms you will need as you pursue your master's degree in counselor education. Although most of the information you will need at William Carey University, Tradition Campus, is included in this handbook, you are required to read and adhere to the policies listed in this handbook, the student handbook, *The Lance*, The Practicum and Internship Handbook, and William Carey University Graduate Catalog. ***It is your responsibility to read and understand the information in these documents. If you have questions, please contact your academic advisor.***

Program Description

The School of Natural and Behavioral Sciences at William Carey University, Tradition Campus offers the Master of Science degree in Counselor Education with concentrations in Clinical Mental Health Counseling and School Counseling. All common-core and required coursework for the Master of Science in Counselor Education concentrations must be taken on the Tradition Campus. The school psychometrics program and the endorsement program in school psychometrics are also offered on the Tradition campus.

The Clinical Mental Health Counseling concentration is a 60 credit hour curriculum and includes a minimum 300 hour practicum and 600 hour internship. This concentration is designed to prepare professional counselors to practice in community mental health centers, mental health institutions and agencies, primary care settings, and private practice.

The School Counseling concentration is a 60 hour curriculum and includes a minimum 300 hour practicum and 600 hour internship. This program is designed to prepare students for employment in a K-12 setting as a school counselor.

Nondiscrimination Statement

In compliance with federal law, including provisions of Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the bylaws of the university, William Carey University does not discriminate against any person on the basis of race, color, national or ethnic origin, sex, gender, age, or disability in admissions or in the administration of its education policies, scholarships, loan programs, athletic and other school-administered rights, privileges, programs, and activities generally accorded or made available to students at the school.

The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Academic Affairs, 498 Tuscan Avenue, Hattiesburg, MS 39401 (601) 318-6101.

Diversity Recruitment Statement

The Master's Program in Counselor Education is committed to recruiting a diverse student body representing a wide array of cultures, geographical regions, and socioeconomic backgrounds. The unique experiences and perspectives students bring to the master's program present possibilities for learning not only for individual students, but also for their peers. By accepting the invitation to enter the Master's Program in Counselor Education, students commit to the ongoing development of their understanding of their own prejudices and preconceptions and developing their comprehension of the perspectives and lived experiences of diverse human beings. Students also accept the challenge to develop their acceptance of others who are different and to learn to communicate more effectively with diverse human beings

Goals for the Program

The curriculum of the Master of Science in Counselor Education is designed to build a strong foundation for graduates entering the counseling professions. The Clinical Mental Health Counseling concentration provides coursework that is necessary to apply for licensure in the State of Mississippi as a Licensed Professional Counselor (LPC) and coursework that is necessary to apply to become a Nationally Certified Counselor (NCC). The School Counseling concentration provides coursework that is necessary to apply for a Mississippi AA Educator License in School Counseling and coursework necessary to apply to become a Nationally Certified School Counselor (NCSC). All applicants for licensure must pass the corresponding licensure examination, experience requirements, and corresponding licensing agency requirements before becoming licensed.

The goals for the Master of Science in Counselor Education at William Carey University, Tradition Campus are:

- To provide an understanding as evidenced in our curriculum of issues and trends in a multicultural and diverse society;
- To provide excellent instruction and expertise in the skills of counseling that will prepare students for employment;
- To provide opportunities that develop a strong professional counselor identity among students and faculty;
- To achieve excellence defined by maintaining CACREP accreditation; and
- To provide quality programs that challenge students to excel in scholarship, leadership, and service in a diverse, global society.

Program Objectives

The Master of Science in Counselor Education is designed to graduate qualified mental health counselors and qualified K-12 school counselors to serve the public and private sector in Mississippi and around the world. The curriculum is based on a strong professional counselor identity, rich knowledge base, and mastery of counseling skills. Activities and learning experiences help students gain knowledge about:

- The profession of counseling and ethical practice focusing on the history and foundations of counseling, professional roles, crisis counseling, self-care strategies, models of supervision, professional organizations, credentialing, advocacy, and ethical standards.

- Social and Cultural Diversity including pluralistic trends, theories, beliefs, characteristics, and modalities of multicultural counseling, cultural self-awareness, social justice, and counselors' roles in eliminating biases.
- Human Growth and Development of individuals and families across the lifespan, comprising developmental theories of learning, personality, trauma, resilience, exceptional abilities, normal and abnormal behavior, addictive behaviors, and personal wellness.
- Career Development focusing on theories, decision making models, occupational information, interrelationships between work and other life roles, and career planning, placement, assessment, and counseling.
- The Helping Relationship including wellness, counselor characteristics, interviewing skills, counseling skills, client conceptualization, theories of counseling, systemic approaches, crisis counseling, and participation in direct experiences.
- Group Work focusing on both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.
- Assessment for individuals and group settings in a multicultural society, encompassing historical perspectives, techniques, statistical concepts, and ethical strategies.
- Research and Program Evaluation allowing students to explore research methodology, needs assessment, statistical analysis, program evaluation, and cultural competence to implement evidence-based practice.

Student Outcomes

The programmatic design is such that the academic preparation will:

- Prepare School Counseling students to seek national certification as a National Certified School Counselor (NCSC) and Mississippi State Licensure as a School Counselor.
- Prepare Clinical Mental Health counseling students to seek the National Certified Counselor (NCC) and appropriate state licensure, such as a Licensed Professional Counselor.
- Provide students opportunity for self-awareness and personal growth activities, such that students can:
 - explore family of origin, biases, and assumptions.
 - participate in role play and small group activities to build counseling skills.
 - give and receive feedback in the supervisory process.

Academic Requirements for Admission

Admission to the Master of Science in Counselor Education occurs in the Summer trimester and Fall trimester. To fulfill requirements for admission to the Master of Science in Counselor Education degree programs students must:

1. Hold a bachelor's degree from an accredited institution;
2. Have an overall cumulative undergraduate grade point average of 2.5 or have a cumulative grade point average of 3.0 on the last 30 hours of coursework;
3. Submit a current resume and statement of professional counseling career goals.
4. Complete the Graduate School Application that includes official transcripts, GRE scores (less than five years old with verbal and quantitative sub-scores) or Miller Analogies Test (MAT) scores (less than five years old), and complete the Counselor Education Informed Consent Checklist;

5. Have completed coursework that reflects adequate preparation for pursuing an advanced degree in Clinical Mental Health Counseling or School Counseling (General Psychology or Educational Psychology, Counseling Theory, Statistics); and
6. Have made up any deficiencies in undergraduate course preparation prior to the completion of the first 18 semester hours of graduate coursework.

Students who apply to the school counseling and psychometric program and are pursuing an AA Educator License must satisfy Mississippi Department of Education requirements.

Mail application and accompanying documents to the Graduate Office at William Carey University in Hattiesburg, MS.

Send all application requirements to:

Office of Graduate Admissions
WCU Box 155
498 Tuscan Ave
Hattiesburg, MS 39401

Academic Advisement

The faculty will schedule a mandatory orientation session for entering students by the end of the first week of the initial summer or fall trimester. The orientation meeting will provide students with the opportunity to receive a student handbook, an academic advisor assignment, and opportunities to ask questions concerning the program.

Regular Admission Status

Regular admission is granted to any student who has met all academic requirements for admission.

Incomplete Admission

Incomplete admission status may be granted for one (1) trimester for a student who appears to be eligible for admission but is unable to supply specified required records prior to registration.

Undeclared Admission

A student who meets minimum admission requirements may be allowed one (1) trimester of undeclared admission. By the end of the first trimester, a student must declare an area of concentration and complete a degree plan.

Non-degree Admission

A student who holds a master's degree from an accredited institution with comparable admission requirements may be accepted as a non-degree or continuing education student in order to take specific courses for licensure. Should such an individual seek to become a degree-seeking student, all requirements for regular admission must be met. Students who hold a master's degree and seek a second degree or additional credentials will have an individual program designed to ensure an appropriate theoretical and practical background. A minimum of 18 semester hours must be earned at William Carey University, Tradition Campus in order to obtain institutional recommendation.

Change of Concentration

Students who desire to change emphasis areas must submit a new application form, meet requirements in the catalog for the program, receive approval of the advisor, and must be admitted to the new concentration.

Practicum and Internship

Students must submit a signed Practicum/Internship Application, signed Practicum/Internship Agreement, Academic/Site Supervisor Agreement, and a copy of his/her current liability insurance by the end of the second week of the trimester preceding registration for the Practicum/Internship. Lack of any of these documents at that time will prevent Practicum/Internship registration. Note: the initial sign-up is not registering for the Practicum or Internship. The initial sign-up signifies your intent for the upcoming trimester. Students must complete sign-up before registration for the next trimester.

**Master of Science in Counselor Education
Clinical Mental Health Counseling Concentration**

60 semester hours required

Common Core (27 hours)

COU 507*	Human Growth and Development
COU 508*	Counseling Theories
COU 571*	Social and Cultural Diversity
COU 602*	Lifestyle and Career Development
COU 603*	Professional Orientation, Foundations, and Ethical Practice
COU 621 *	Research Design and Evaluation
COU 626*	Clinical-Based Assessment
COU 664*	Group Counseling
COU 668*	Counseling Skills

Required (24 hours)

COU 635*	Diagnosis
PSY 551	Psychological Statistics
PSY 641	Crisis Counseling
PSY 642*	Marriage and Family Counseling
PSY 651	Drug and Alcohol Abuse Counseling
COU 693	Practicum in Clinical Mental Health Counseling (3 hours)
COU 697	Internship in Clinical Mental Health Counseling (6-12 hours)

Elective Courses (9 hours)

COU 626	Clinical-Based Assessment
COU 681	Patient-Centered Behavioral Healthcare
PSY 576	Psychopharmacology
PSY 578	Advanced Studies in Addiction
PSY 640	Principles of Christian Counseling
PSY 665	Behavior Management
PSY 676	Individual Assessment: Wechsler Scales
PSY 677	Individual Assessment: Stanford-Binet
PSY 678	Individual Assessment: Personality
PSY 682	Counseling with Children and Adolescents
PSY 683	Child Psychotherapy and Play Therapy
PSY 684	Adventure-Based Counseling with Children and Adolescents
PSY 686	Consensus Decision-Making and Conflict Resolution
_____	Elective course chosen with advisor
_____	Elective course chosen with advisor

* Required for licensure as a Licensed Professional Counselor in Mississippi.

**Master of Science in Counselor Education
School Counseling Concentration**

60 semester hours required

Common Core (27 hours)

COU 507	Human Growth and Development
COU 508	Counseling Theories
COU 571	Social and Cultural Diversity
COU 602	Lifestyle and Career Development
COU 603	Professional Orientation, Foundations, and Ethical Practice
COU 621	Research Design and Evaluation
COU 627	School-Based Assessment
COU 664	Group Counseling
COU 668	Counseling Skills

Required (24 hours)

COU 577	Leadership and Administration in School Counseling
COU 650	Collaboration and Consultation
PSY 551	Psychological Statistics
PSY 641	Crisis Counseling
PSY 651	Drug and Alcohol Abuse Counseling
COU 692	Practicum in School Counseling (3 hours)
COU 694	Internship in School Counseling (6-12 hours)

Elective Courses (9 hours)

COU 635	Diagnosis
COU 626	Clinical-Based Assessment
COU 681	Patient-Centered Behavioral Healthcare
PSY 576	Psychopharmacology
PSY 578	Advanced Studies in Addiction
PSY 640	Principles of Christian Counseling
PSY 642	Marriage and Family Counseling
PSY 665	Behavior Management
PSY 676	Individual Assessment: Wechsler Scales
PSY 677	Individual Assessment: Stanford-Binet
PSY 678	Individual Assessment: Personality
PSY 682	Counseling with Children and Adolescents
PSY 683	Child Psychotherapy and Play Therapy
PSY 684	Adventure-Based Counseling with Children and Adolescents
PSY 686	Consensus Decision-Making and Conflict Resolution

_____ Elective course chosen with advisor
_____ Elective course chosen with advisor

Course Sequence

Term	Clinical Mental Health Counseling	School Counseling
FA-1	COU 508.80* – Counseling Theories COU 603.80H* – Professional Orientation and Ethical Practice	COU 508.80* – Counseling Theories COU 603.80H * – Professional Orientation and Ethical Practice
WT-1	COU 571.80H* – Social and Cultural Diversity PSY 651.80 – Drug and Alcohol Counseling	COU 571.80H * – Social and Cultural Diversity PSY 651.80 – Drug and Alcohol Counseling
SP-1	COU 642.80* – Marriage and Family Counseling COU 668.80H* – Counseling Skills	COU 627.80H * – School Based Assessment COU 668.80H * – Counseling Skills
SU-1	COU 507.80H – Human Growth and Development PSY 641.80 – Crisis Counseling (Mini Term)	COU 507.80H – Human Growth and Development COU 577.80H * – Leadership and Foundations of School Counseling PSY 641.80 – Crisis Counseling (Mini Term)
FA-2	PSY 551.80H – Psychological Statistics COU 602.80 – Lifestyle and Career COU 626.80* – Clinical Based Assessment COU 693.80H – Practicum COU 697.80H – Internship	PSY 551.80H – Psychological Statistics COU 602.80 – Lifestyle and Career COU 692.80H – Practicum COU 694.80H – Internship
WT-2	COU 621.80H – Research and Evaluation COU 635.80* – Diagnosis COU 693.80H – Practicum COU 697.80H – Internship	COU 621.80H – Research and Evaluation PSY 682 – Counseling with Children and Adolescents COU 692.80H – Practicum COU 694.80H – Internship
SP-2	COU 664.80 – Group Counseling COU 693.80H – Practicum COU 697.80H – Internship	COU 664.80 - Group Counseling COU 650.80H – Collaboration and Consultation COU 692.80H – Practicum COU 694.80H – Internship
SU-2	COU 681.80H* – Patient Centered Behavioral Healthcare COU 693.80H – Practicum COU 697.80H – Internship	COU 692.80H – Practicum COU 694.80H – Internship

*Prerequisite for Practicum/Internship

Required Competencies

Professional Orientation and Ethical Practice—studies that provide an understanding of all of the following aspects of professional functioning:

- history and philosophy of the counseling profession;
- professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications;
- counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- self-care strategies appropriate to the counselor role;
- counseling supervision models, practices, and processes;
- professional organizations, including membership benefits, activities, services to members, and current issues;
- professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- the role and process of the professional counselor advocating on behalf of the profession;
- advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

Social and Cultural Diversity—studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:

- multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally;
- attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students' understanding of self and culturally diverse clients;
- theories of multicultural counseling, identity development, and social justice;
- individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;
- counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; and
- counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination.

Human Growth and Development—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

- theories of individual and family development and transitions across the life span;
- theories of learning and personality development, including current understandings about neurobiological behavior;
- effects of crises, disasters, and other trauma-causing events on persons of all ages;
- theories and models of individual, cultural, couple, family, and community resilience;

- a general framework for understanding exceptional abilities and strategies for differentiated interventions;
- human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment; and
- theories for facilitating optimal development and wellness over the life span.

Career Development—studies that provide an understanding of career development and related life factors, including all of the following:

- career development theories and decision-making models;
- career, avocational, educational, occupational and labor market information resources, and career information systems;
- career development program planning, organization, implementation, administration, and evaluation;
- interrelationships among and between work, family, and other life roles and factors, including the role of multicultural issues in career development;
- career and educational planning, placement, follow-up, and evaluation;
- assessment instruments and techniques relevant to career planning and decision making; and
- career counseling processes, techniques, and resources, including those applicable to specific populations in a global economy.

Helping Relationships—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

- an orientation to wellness and prevention as desired counseling goals;
- counselor characteristics and behaviors that influence helping processes;
- essential interviewing and counseling skills;
- counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions;
- a general framework for understanding and practicing consultation; and
- crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

Group Work—studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

- principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;

- group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;
- theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness; and
- 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.

Assessment—studies that provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following:

- historical perspectives concerning the nature and meaning of assessment;
- basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations;
- statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations; and
- ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

Research and Program Evaluation—studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

- the importance of research in advancing the counseling profession;
- research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- statistical methods used in conducting research and program evaluation;
- principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;
- the use of research to inform evidence-based practice; and
- ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.

Curriculum

COU 507 - Human Growth and Development - Advanced studies focusing on physical, cognitive, social, and cultural development across the lifespan with an emphasis on psychological approaches to explain, predict, and modify human behavior. 3 hours

COU 508 - Counseling Theories - Provides an understanding of major counseling theories. The primary focus is for students to have a theoretical understanding of counseling, so that they begin to develop a personal model of counseling. 3 hours

COU 571 - Social and Cultural Diversity - Studies that provide an understanding of cultural theories, context of relationships, and issues and trends in a multicultural society including the exploration of self, multicultural concepts, and counseling techniques. 3 hours

COU 577 - Leadership and Administration of School Counseling - Studies that provide an understanding of the history and philosophy, design, implementation, management, evaluation, and ethics of a comprehensive school counseling program with a focus on principles, skills, and styles of effective leadership, the ASCA National Model, the Mississippi K-12 Counselor Curriculum and the Mississippi School Counseling Model. 3 hours

COU 602 - Lifestyle and Career Development - Studies that provide an understanding of career development and related life factors, including theories, decision-making, systems, planning, and assessment. 3 hours

COU 603 - Professional Orientation, Foundations, and Ethical Practice - Studies that provide an understanding of the history and philosophical foundations of the profession, professional roles, supervision models and techniques, professional organizations, advocacy, licensure and credentialing, and ethical standards. 3 hours

COU 621 - Research Design and Evaluation - Studies that provide an understanding of research design methods, statistical methods, needs assessments, and training in the use of assessment data for individual and program evaluation as it relates to the field of Counseling. A research proposal and design will be required. 3 hours

COU 626- Clinical-Based Assessment - Studies that provide an understanding of individual and group approaches to assessment/appraisal, and evaluation in a multicultural society that includes history, psychometric properties, test selection, administration, interpretation, and ethical issues. Focus will include an introduction to prevention, crisis, and addiction assessment, and the appropriate use of assessments in clinical settings including diagnostic interviews, mental status examinations, personality assessments, and screening instruments. 3 hours

COU 627 - School-Based Assessment - Studies that provide an understanding of individual and group approaches to assessment/appraisal, and evaluation in a multicultural society that includes history, psychometric properties, test selection, administration, interpretation, and ethical issues. Focus will include an introduction to prevention, crisis, and addiction assessment, and the use of psycho-educational assessments along with the most recent Mississippi Policies Regarding Children with Disabilities Act and the Mississippi Eligibility Requirements for special needs students. 3 hours

COU 635 - Diagnosis - An overview of clinical mental health pathology based on the current classification used by the Diagnostic and Statistical Manual of Mental Disorders (DSM). Emphasis will be placed on the diagnostic processes of clinical assessment, mental status examination, clinical interviewing, recognition of differential diagnosis, co-occurring disorders and dual diagnosis, and development of skills in suicide and violence assessment. 3 hours

COU 650 - Collaboration and Consultation - This course promotes an understanding and implementation of the collaboration and consultation process to create synergistic efforts among various stakeholders to promote the academic, career, and personal development of students and other stakeholders. 3 hours

COU 664 - Group Counseling - Processes and principles of group formation, interactions and dynamics are studied from a didactic and experiential perspective. Theoretical foundations, methods, leadership styles, application to a variety of settings as well as multicultural issues will be explored. 3 hours

COU 668 - Counseling Skills - Counseling skills and conceptualization processes are taught. Attention is given to interviewing clients, establishing therapeutic relationships, treatment planning, consultative/collaborative relationships, crisis intervention, and evidence-based interventions. This course provides the foundation for all practicum and internship experiences. Prerequisite: COU 508. 3 hours

COU 681 - Patient Centered Behavioral Healthcare – Studies that provide an exploration of behavioral health needs in primary care that include research of chronic mental health illness, substance abuse, cultural impact, and application of the professional behavioral health provider’s roles and skills in primary care or the patient-centered medical home. Prerequisite for COU 693 and COU 697 in primary care setting. 3 hours

COU 687 - Supervision for Counselor Supervisors - Studies that provide supervision training specifically for supervisors or becoming supervisors of Counselors. Includes roles and functions of Counselors, models of supervision, mental health related professional development, methods and techniques in supervision, supervisory relationship issues, cultural issues in supervision, group supervision, legal and ethical issues of supervision, and the evaluation of supervisee competence and the supervision process. Online. Intended to meet July 1, 2008 requirements for becoming a Mississippi LPC Board Qualified Supervisor (LPC-S). 3 hours.

COU 692 – Practicum in School Counseling – Supervised 300-clock hour experience in School Counseling with application of principles, techniques, and strategies acquired in previous course work along with attention to supervision models and strategies and the supervision process. Supervised work experiences take place in a K-12 setting. Prerequisites: COU 508, COU 571, COU 577, COU 603, COU 627, COU 668, and permission of program advisor. (3 hours required)

COU 693 - Practicum in Clinical Mental Health Counseling – Supervised 300-clock hour practicum experience in counseling with the application of principles, techniques and strategies acquired in previous course work along with attention to supervision models and strategies and the supervision process. Supervised work experiences will take place in community mental

health centers, mental health institutions/agencies, or primary care settings. Prerequisites: COU 508, COU 571, COU 603, COU 626, COU 635, COU 668, COU 681 (if placed in primary care setting), and permission of program advisor. (3 hours required)

COU 694 - Internship in School Counseling – Supervised minimum 600-clock hour internship experiences that integrate and apply knowledge, skills, and attitudes acquired in the School Counseling training program. The course will include discussions of supervisory relationship issues, cultural issues in supervision, and legal and ethical issues of supervision. Internship experiences will take place in K-12 settings. Prerequisites: COU 508, COU 571, COU 577, COU 603, COU 627, COU 668, COU 692, and permission of program advisor (6 hours required).

COU 697 - Internship in Clinical Mental Health Counseling – Supervised 600-clock hour internship experiences that enable students to integrate and apply knowledge, skills, and attitudes learned throughout the counseling training program and that include discussions of supervisory relationship issues, cultural issues in supervision, and legal and ethical issues of supervision. Field experience is gained in community mental health centers, mental health institutions/agencies, or primary care settings. Prerequisites: COU 508, COU 571, COU 603, COU 626, COU 635, COU 668, , COU 693, COU 681 (if placed in primary care setting), and permission of program advisor. (6 hours required, may take up to 12 semester hours).

Internship and Practicum Requirements

The practicum and internship experiences are an important part of counselor training. These experiences are critical because they provide a means for students to apply their knowledge and counseling skills to the professional practice of counseling.

Practicum is the first experience and generally is observation. Graduate students are placed in a school or community site with supervision and have an opportunity to continue development of counseling skills and learn other professional responsibilities and skills. Internship is the last phase of training and generally involves increased responsibility for direct services. These two field experiences provide students with an opportunity to work in an appropriate site as a counseling professional while being supervised.

Students will work closely with the department practicum/internship coordinators to choose a site. The sites utilized by our program are chosen for the service they give to their consumers and for the learning opportunities they provide to our students. When sites agree to allow students to train with them, they do so realizing their responsibility to promote the educational and developmental process of counseling students. The program realizes that these training experiences have a dual role, and the program works diligently to insure that the needs of the agency and students are both met during the practicum and internship experiences.

General Guidelines for Practicum and Internship

- Selection of practicum and internship sites are coordinated by the student's faculty advisor and the Clinical Coordinator. Meetings regarding the Practicum and Internship are held each trimester. At this time, students are provided information regarding the

Practicum and Internship clinical experiences and opportunities. Placement information and options are provided at this meeting.

- Students will discuss placement options with his or her faculty advisor prior to the meeting.
- Then, applicants will schedule an interview with the recommended site supervisor and other appropriate individuals. At this meeting, students will discuss with the goals for practicum/internship and additional responsibilities required of the site supervisor. The student will complete the Practicum/Internship Agreement, Site Supervisor Agreement, and additional forms and procedures required by the practicum/internship site.
- Students will return the signed forms (*Academic/Site Supervisor Agreement, Practicum/Internship Agreement, and the Site Supervisor Agreement*) to the Practicum/Internship Coordinator. Students will file all contracts and placement assignments with the Practicum/Internship Coordinator the trimester prior to enrollment into the practicum or internship.
- Students will acquire hours during the academic calendar dates for the enrolled trimester at William Carey University, unless a prior written agreement has been made.
- All practicum and internship students will provide proof of liability insurance prior to beginning the practicum or internship.
- Students must have Liability Insurance from either the American Counseling Association or American School Counseling Association during the time they are taking Practicum or Internship. The department recommends completing this as soon as possible. Forms are available through the ACA website (www.counseling.org) or ASCA (www.schoolcounseling.org). Insurance must remain active during the entire practicum and internship.
- Students may change sites only after consultation with the faculty advisor and the Practicum/Internship Coordinator.
- Prerequisite requirements and further information is provided in the Practicum and Internship Handbook.

Practicum Requirements

Practicum students will complete 300 clock hours during the practicum experience, 120 direct service hours, and 180 indirect service hours. Direct service hours may include individual, group, couples, and family counseling as well as presentation of classroom guidance lessons. Indirect service hours may include treatment planning and documentation, supervision, outreach, training, and administrative duties. Generally, direct hours refer to time spent with the client or when the client is receiving direct services. Generally, indirect hours are when the client is neither present nor receiving direct services.

You will obtain supervision by your onsite supervisor and William Carey University. Onsite supervision averages one (1) hour weekly in individual supervision, while the University supervision is an average of one and one half (1 ½) hours per week of group supervision. A student's performance will be evaluated throughout the practicum, with a formal evaluation after completion.

Impairment in Practicum

Some of your practicum experiences may trigger emotional and/or behavioral responses outside of your everyday experiences. At times, you may feel some deeper emotional experiences that interfere with your ability to be an effective counselor and may benefit from counseling or other therapeutic interventions. ***Practicum is not an appropriate forum to share these experiences.*** Should you have these types of emotional experiences you are expected to seek professional services. In the event that your instructors believe that you are having these types of experiences during practicum in ways that interfere with your ability to be an effective counselor, we are ethically and legally bound to take steps to protect you and possibly make disclosures of your situation to faculty, site supervisors, and/or administration. In addition, we may initiate student retention and remediation procedures should we deem the experiences to be impeding your performance as a practicum student.

Impairments may include deficits in factual knowledge, generic clinical skills, clinical judgment, and interpersonal qualities. Other impairments include lack of being open, flexible, and cooperative; unwilling to accept and utilize feedback; and lack of a positive attitude.

Internship Requirements

Internship students will complete a minimum of 600 clock hours during the internship experience, 240 direct service hours, and 360 indirect service hours. Direct service hours may include individual, group, couples, and family counseling as well as presentation of classroom guidance lessons. Indirect service hours may include treatment planning and documentation, supervision, outreach, training, and administrative duties.

You will obtain supervision by your onsite supervisor and William Carey University. Onsite supervision averages one (1) hour weekly in individual supervision, while the University supervision is an average of one and one half (1 ½) hours per week of group supervision. A student's performance will be evaluated throughout the internship, with a formal evaluation after completion.

Impairment in Internship

Some of your internship experiences may trigger emotional and/or behavioral responses outside of your everyday experiences. At times, you may feel some deeper emotional experiences that interfere with your ability to be an effective counselor and may benefit from counseling or other therapeutic interventions. ***The internship is not an appropriate forum to share these experiences.*** Should you have these types of emotional experiences you are expected to seek professional services. In the event that your instructors believe that you are having these types of experiences during the internship in ways that interfere with your ability to be an effective counselor, we are ethically and legally bound to take steps to protect you and possibly make

disclosures of your situation to faculty, site supervisors, and/or administration. In addition, we may initiate student retention and remediation procedures should we deem the experiences to be impeding your performance as an internship student.

Impairments may include deficits in factual knowledge, generic clinical skills, clinical judgment, and interpersonal qualities. Other impairments include lack of being open, flexible, and cooperative; unwilling to accept and utilize feedback; and lack of a positive attitude.

Policy on Privacy of Student Records

Under the “Family Educational Rights and Privacy Act of 1974” as amended, William Carey University students have the right to inspect and review any and all records, files, and data directly related to them. The university will not ordinarily release students’ records to any outside agency without the written consent of the student. Consent forms are available in the registrar’s office.

William Carey University will release “directory information” on students to any interested member of the public unless the student requests in writing that it be withheld.

Grades

The university uses the following grading system:

- A is reserved for work which is definitely superior in quality.
- B is given for work which is consistently good and would be considered above average.
- C is given for minimal work and shows that basic requirements in class assignments have been met, but is not considered standard work for graduate students.
- F is given when the student has failed the course.
- I a grade of “I” (incomplete), will be assigned only when unavoidable circumstances prevent completion of the work of the course on schedule and must be approved by the instructor and the academic dean. In order to be eligible for a grade of “I”, a student must be doing passing work, must have completed 80% of the required work for the class, and must provide appropriate documentation for requesting the incomplete. Requests are made using the Incomplete Grade Request Form obtained from the registrar’s office. When the work is completed satisfactorily, the “I” may be changed to any grade assigned by the instructor. If a grade of “I” is not changed to a passing grade by the end of the next trimester, it will automatically be changed to an “F.”

Academic Standing

A 3.0 GPA on all graduate courses taken at William Carey University is required for graduation. A student whose GPA drops below a 3.0 is placed on academic probation. Students are allowed to improve their GPA by retaking courses at William Carey University; however, only one grade replacement is allowed. Grades from other retakes will be averaged in with grades from other courses. Students on probation may not improve their GPA by taking courses at other institutions. A student on academic probation must raise his/her GPA to a 3.0 by the end of the next trimester of enrollment or the student will be dismissed and cannot continue in the program.

Only two grades lower than a B are allowed. Upon receiving a second grade lower than a B, a student is advised to repeat one of the first two grades lower than a B before continuing in the program. A student making a third grade lower than a B will be dismissed from the program.

All appeals to policy relative to academic standing are made through the appropriate dean and, as necessary, to the graduate academic appeals subcommittee of the graduate committee.

Academic Advising

Once entering students are informed of acceptance into the Master of Science in Counselor Education, they will receive information concerning registration for their first trimester, either summer or fall. Once students have enrolled in the first trimester, they will be assigned an advisor. By the end of the first week of students' initial summer or fall trimester, a mandatory orientation session will be scheduled and held during which students will be given an overview of the program and faculty expectations. A student handbook will be disseminated, and students will have opportunities to ask questions concerning the program. The ultimate responsibility in the selection of courses that satisfy degree requirements rests with the student.

Academic Honesty

William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The university places high value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty is considered unethical and in violation of William Carey University's academic standards and Christian commitment. The complete policy statement on academic integrity is in the student handbook, found in the back of *The Red Book*.

Attendance Regulations

Graduate students are expected to attend all class meetings. However, an absence may be granted in case of an emergency. The student is responsible for contacting the instructor regarding the absence, and the student is responsible for all work missed. Excessive absences may seriously affect the work of the whole class as well as that of the individual students who are absent. Individual faculty members set their own attendance regulations for their classes and inform their students of them; however, students must attend 80% of the class meetings in order to receive credit for the course. The total number of absences for each student shall be reported for each class by each faculty member at the time of filing trimester grade rosters.

Comprehensive Examination Procedures and Requirements

All students enrolled in the Counselor Education program are required to pass the Counselor Preparation Comprehensive Examination (CPCE), which is administered in February. Students who do not pass the exam on the first attempt, will have a second opportunity to pass the CPCE. The retake will involve the entire exam. If unable to pass the CPCE upon the second attempt, the student will be required to retake the corresponding class listed in the deficit area and earn an A for the final grade.

Criterion for Passing

The scoring for the CPCE uses the Total Score (not a score for each section). The criteria for passing the exam will be one standard deviation lower than the mean score of all students taking

the exam (e.g., if the mean score is 100 and the standard deviation is 10, a passing score would be 90).

Endorsement Policy

Consistent with the ACA Code of Ethics Standard F.5.d. on Endorsement, William Carey University Department of Counselor Education faculty in their roles as instructors and supervisors will endorse students in the program for certification, licensure, employment, or completion of their degrees only when they believe these students are qualified for the endorsement. Regardless of qualifications, the Counselor Education faculty will not endorse students whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement. Prior to graduation, students seeking endorsement must complete the Request for Recommendation Form and include a self-addressed stamped envelope.

Student Review Policy and Procedures

All full time faculty will evaluate all Counselor Education students at the end of each trimester, excluding the summer. The Professional Performance Evaluation (see appendix) will be used to evaluate each student's progress. This review process is in addition to William Carey University's Academic Standing policy located in the Graduate Catalog.

In cases when faculty reach consensus regarding an area or areas of concern regarding the performance of a master's student, the following steps are employed. These steps provide the framework for working with a student who has raised concerns regarding fitness for practice as a professional counselor. The counselor education faculty follows a process in which students are provided due process. In most instances, students who demonstrate deficiencies are provided an opportunity to remediate the problems identified by the faculty. In some extraordinary cases, the faculty might move directly to the dismissal procedure.

Step 1: Student-Faculty Meeting

Upon identifying concerns about a student, a student-faculty meeting will be requested. This meeting will be between the student and the faculty member who identified the concerns and the meeting will be recorded. During this meeting, the faculty member will provide the identified student with feedback regarding areas of concern. This feedback will be formally documented on the Personal Performance Review (PPR; located in Appendix C) prior to meeting with the student. The PPR results will be discussed with the student during the student-faculty meeting and an informal, collaborative remediation plan will be developed as deemed necessary.

Step 2: Second Student-Faculty Meeting

As deemed appropriate by the faculty member who identified concerns as outlined in "Steps 1", a second student-faculty will be requested. The goal of this meeting will be to determine if the identified students' behavior has improved (as outlined by benchmarks documented on the PPR and the student's remediation plan) or if further methods of retention need to be taken. Furthermore, the faculty member will complete a second assessment of the students' behavior (viz. Personal Performance Review) prior to meeting with the student. During this second meeting, the faculty member will review

student's efforts towards behavioral improvement outlined by the informal remediation plan as well as the results of the second PPR assessment.

Step 3: Documentation

If the problem has been satisfactorily resolved, then the first and second PPR assessments will be placed in the student's permanent file.

Step 4: Meeting with All Faculty

If the concern has not been satisfactorily resolved, then a meeting with all faculty members will be held and the student concerns presented by the faculty member expressing concerns. At this meeting, the faculty will discuss the situation and provide input and recommendations for resolving the concerns.

Step 5: Formal Remediation Meeting

The student and faculty will collaboratively discuss the concerns and discuss recommendations for the development of a remediation plan. By working collaboratively, the student will have clear input about concerns, as well as faculty expectations for changes. The remediation plan should reflect the discussion and recommendations made at this meeting.

Step 6: Formal Letter

The Chairperson for the Department of Counselor Education will contact the student and request that the student pick up a formal letter confirming what was discussed in the previous meeting and asking for submission of a formal remediation plan. The remediation plan will be due in writing to the Chairperson no later than four (4) weeks from the date of the letter. The student may request a two-week extension, but must submit this request to the Chairperson within one (1) week of receiving the letter. Failure to respond by the four-week deadline or approved extension deadline will result in the student being withdrawn from the program. In this case, Step 10 procedures would be enacted.

Step 7: Student Presentation of Remediation Plan

Upon receipt of a remediation plan, a meeting will be scheduled by the Chairperson at which the student will present the remediation plan to the faculty. The faculty will review the remediation plan and timeline and one of the following actions will be taken:

- The remediation plan and timelines are accepted and will be acted upon by the student.
- The remediation plan and timelines are acceptable subject to revision as outlined by the faculty.
- The remediation plan and timelines are not accepted by the faculty and a recommendation for dismissal from the program will be made and Step 10 procedures would be enacted.

Step 8: Acceptance and Continued Review of the Remediation Plan

Upon acceptance of the remediation plan, the faculty member with the initial concerns or a faculty member who is currently teaching the student will meet with the student on a monthly basis and will advise the faculty of progress. At each meeting, the faculty

member will complete a PPR as evidence of progress. Each PPR will be placed in the student's permanent file. Should the student fail to show progress with the remediation plan, the process will start again at Step 5 or move to Step 10.

Step 9: Completion of the Remediation Plan

Upon successful completion of the remediation plan, the faculty member involved will notify the faculty and the student of the completion. A final PPR and summary will be placed, as documentation, in the student's permanent file.

Step 10: Dismissal

Should the student fail to complete the remediation plan or if the problem has not been satisfactorily resolved, after a faculty discussion, the student will be notified in writing of a recommendation for dismissal. At this point, the student will be advised about the appeals process. In the case of dismissal, the program will provide reasonable assistance to facilitate transition from the program to another academic program or career choice. If the decision is for continuance, the student must agree to the conditions set by the faculty. Failure to adhere to the conditions may result in dismissal.

Student Retention and Dismissal Policy

Grounds for suspension, probation, and dismissal include but are not limited to the criteria described below. The various grounds for academic discipline specified in The Student Handbook (*The Red Book*) and in the Graduate Catalog for William Carey University. The master's program in Counselor Education employs both academic and non-academic grounds for student dismissal.

- Violation the most recent Code of Ethics set forth by the American Counseling Association (ACA).
- Failure, after two attempts, to demonstrate competency in one or more of the areas that comprise the required courses in the master's program (grade of "C" or lower).
- Failure to attain a cumulative grade-point average of 3.00 for two consecutive semesters.
- Engagement in behavior deemed inappropriate for effective professional counselors. The following non-academic conditions may result in dismissal if they are observed to impair the student's ability to work with others in class, practicum, or internship settings: (1) personal concerns or psychopathology, (2) interpersonal relationship issues, and (3) personal attitudes or value systems that conflict with effective counseling relationships.
- Repeated failure to respond appropriately to supervision.
- Abusive or manipulative interpersonal behavior in interactions with peers, students, clients, supervisors, department staff, university personnel, program staff, administrators, and/or faculty.
- Demonstration of a psychological condition judged by the counselor education faculty to have potential to harm clients, supervisees, and students.
- Deficient written and verbal communication skills.
- Violating policies and procedures established by William Carey University, the Counselor Education Program, or those established by an assistantship, employment, practicum, or internship site.

Appeal Policy

If a recommendation for dismissal, probation, or suspension is made or if a student wishes to appeal a grade, the student must follow William Carey University's policy for appeal, detailed in *The Red Book*.

Validation of Outdated Courses

Because of new developments within academic disciplines, some coursework may become outdated and not suitable for use toward a degree. The determination of whether or not a course has become outdated is made by the school or department where that course is taught. Students with outdated William Carey coursework not older than ten years at the point of student's initial program of graduate study may validate it by successfully passing a test or completing required work if prior approval is granted by the advisor, dean, and current instructor of that course. Outdated coursework at other institutions will not be accepted.

Harassment

William Carey University is committed to providing an environment in which all persons are safe from the behavior of another that threatens or torments, especially persistently. Harassment can include verbal or physical conduct that denigrates or shows hostility or aversion toward an individual, and that: (1) has the purpose or effect of creating an intimidating, hostile, or offensive environment; (2) has the purpose or effect of unreasonably interfering with an individual's academic or job performance; or (3) otherwise adversely affects an individual's education or employment opportunities. Such harassment is contrary to the Christian standards of conduct expected of all members of the university community, student, staff, and faculty.

Any person who engages in harassment will be subject to disciplinary action ranging from a warning to discharge. Students who have a complaint regarding harassment should contact the vice president for student services on the Hattiesburg campus or the dean on the Tradition campus. The designated person on each campus will conduct an investigation in accordance with the complaint and grievance policy.

Discriminatory Harassment

William Carey University is committed to providing an environment in which all persons are safe from harassment that is based on his or her race, color, gender, national origin, age or disability. Discriminatory harassment can include verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, gender, national origin, age or disability, or that of his/her relatives, friends or associates.

Harassing conduct includes but is not limited to the following: (1) epithets, slurs, negative stereotyping, or threatening, intimidating, or hostile acts, that relate to race, color, gender, national origin, age or disability; and (2) written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of race, color, gender, national origin, age or disability.

Sexual Harassment

William Carey University is committed to providing an environment that fosters learning, living, and working and promotes an environment free of all forms of harassment. The university

utilizes education, equal educational and employment opportunity, training, and establishment of procedures to ensure the protection of student rights.

William Carey University reaffirms its commitment to adhere to all provisions of Title IX of the Civil Rights Act that all students have a right to be free from sexual discrimination in the form of sexual harassment/sexual violence. Harassment can include any unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- 1) submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment, activities, or education; or
- 2) submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting said individual; or
- 3) such conduct has the purpose or effect of unreasonably interfering with an individual's academic, activity, or work performance or creating an intimidating, hostile, or otherwise offensive working or educational environment.

A student may report an alleged violation of this policy to the administrative dean of the Tradition campus or the vice president for student services on the Hattiesburg campus. An investigation will be conducted in accordance with the complaint and grievance policy for students, faculty, or staff as it relates to the complaint. The university will consider the welfare of the alleged victim and the university community as well as the rights of the accused. Retaliation against a student who brings a complaint is prohibited and will not be tolerated.

Faculty

Carol Buchanan-Jones, Associate Professor; Tradition Campus; B.A.E., M.Ed., Ph.D., University of Mississippi. (1994)

Lisa Cummings, Associate Professor; B.S., M.S., University of Southern Mississippi; Ph.D., Saint Louis University. (1999)

Richard Strebeck, Assistant Professor; B.A., Mississippi College; M.A.(RE), MAMFC, Southwestern Baptist Theological Seminary; Ph.D., New Orleans Baptist Theological Seminary. (2012)

Appendix A

Counselor Education Informed Consent Checklist

The current copy of the *ACA Code of Ethics* may be found at:

<http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

The current copy of the *Ethical Standards for School Counselors* may be found at:

<http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>

Both ethical codes for Counselors are similar in terms of the counseling relationship and Counselor responsibility. The Mississippi State Board of Examiners for Licensed Professional Counselors (LPC Board) has adopted the most recent *ACA Code of Ethics*, and those individuals licensed by the Board “shall adhere to all parts of the current American Counseling Association *Code of Ethics*.” For your convenience links to these two codes are included for your review.

- | | | |
|--------------------------|--------------------------|---|
| Yes | No | 1. I understand that as of July 1, 2008, the LPC Board requires a |
| <input type="checkbox"/> | <input type="checkbox"/> | background check in order to apply for licensure as an LPC. |
| Yes | No | 2. I understand that school districts may require a background check |
| <input type="checkbox"/> | <input type="checkbox"/> | in order to be employed as a School Counselor. |
| Yes | No | 3. I understand that practicum and internship sites may require a |
| <input type="checkbox"/> | <input type="checkbox"/> | background check in order to participate in a practicum or internship. |
| Yes | No | 4. I understand that the LPC Board requires that Counselors have a |
| <input type="checkbox"/> | <input type="checkbox"/> | responsibility to read, understand, and follow the most recent <i>ACA Code of Ethics</i> and adhere to applicable laws and regulations that call attention to avoiding harm to clients and respect of client diversity. |
| Yes | No | 5. I understand that Counselors are aware of their values, attitudes, |
| <input type="checkbox"/> | <input type="checkbox"/> | beliefs, and behaviors and avoid imposing values that are inconsistent with counseling goals. |

Signature _____ Date _____

Appendix B

Helpful Links

American Counseling Association (ACA)	www.counseling.org
Association for Play Therapy (APT)	www.a4pt.org
Council for the Accreditation of Counseling and Related Educational Programs (CACREP)	www.cacrep.org
Mississippi Board of Licensed Professional Counselors	www.lpc.state.ms.us
Mississippi Counseling Association (MCA)	www.mca.web.org
Mississippi State Department of Education	www.mde.k12.ms.us
National Board for Certified Counselors (NBCC)	www.nbcc.org

Appendix C

Professional Performance Evaluation

William Carey University
Department of Counselor Education

Student Name: _____ Date: _____

In addition to meeting the academic standards set forth in the Department of Counselor Education, students are expected to conduct themselves in an ethical, responsible and professional manner. Based on your experiences with this supervisee, please review the student's fulfillment of ten Professional Performance Standards utilizing the attached rubric for explanation of each rating. Please circle your evaluation from 0 (No Competence) to 3 (High Competence).

1. Openness to new ideas 0 1 2 3
2. Flexibility 0 1 2 3
3. Cooperativeness with others 0 1 2 3
4. Willingness to accept and use feedback 0 1 2 3
5. Awareness of their own values, attitudes, beliefs, and behaviors and avoid imposing these onto clients 0 1 2 3
6. Ability to deal with conflict 0 1 2 3
7. Ability to accept personal responsibility 0 1 2 3
8. Ability to express feelings effectively and appropriately 0 1 2 3
9. Attention to ethical and legal considerations 0 1 2 3
10. Initiative and motivation 0 1 2 3
11. Current Trimester GPA: _____
12. Cumulative GPA: _____

Comments: _____

Appendix D

Endorsement Request Form
William Carey University, Tradition Campus
Department of Counselor Education

Name: _____ Address: _____

City/State/Zip _____

Phone number: _____ Email address: _____

Name while attending William Carey University (if different): _____

Attended William Carey University from _____ to _____

Degree Program and Concentration: _____

William Carey University Graduation Date: _____

William Carey University Advisor: _____

Professor from whom you are requesting the recommendation: _____

Classes taken under this professor/professional presentations: _____

Significant research or contributions to the department: _____

Reason for request: _____

Please attach a current resume with your request and include a stamped, addressed envelope to the organization/person requesting the recommendation.