

# **MS Counseling Degree Programs *Handbook***

**Programs: Clinical Mental Health Counseling and  
School Counseling**



**Department of Advanced Education  
Programs  
Fort Hays State University  
2025-2026**

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This handbook is a supplement to the Fort Hays State University (FHSU) Student Handbook ([FHSU Student Handbook](#)). It provides information specific to the Masters Programs in Counseling, and is to be read and understood by all students. Students are responsible for following all requirements and policies of the Graduate School stated in the FHSU Graduate School Policy and Procedures ([Information for Current Students](#)). In addition, students are required to follow all policies and procedures outlined in this handbook for the Counseling Program. Students are expected to read and familiarize themselves with the information provided in this handbook. Specifically, the Student Handbook provides information on:

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## **1. MISSION**

### **COUNSELING PROGRAM**

The Fort Hays State University Masters in Counseling Programs aspire to prepare future counselors to serve as helpers, leaders, and engaged global-citizens. The Counseling Program promotes the missions of the Advanced Education Programs Department, the College of Education, and Fort Hays State University.

### **FORT HAYS STATE UNIVERSITY**

Fort Hays State University provides accessible quality education to Kansas, the nation, and the world through an innovative community of teacher-scholars and professionals to develop engaged global citizen-leaders.

### **COLLEGE OF EDUCATION**

The mission of the College of Education is "Education professionals prepared at Fort Hays State University will have the technological, pedagogical and content knowledge, skills and dispositions to lead, model, teach and collaborate in diverse settings."

### **DEPARTMENT OF ADVANCED EDUCATIONAL PROGRAMS**

The mission of the Advanced Education Department is to prepare 21st century global leaders who serve in educational and community settings. Degree programs focus on the interactions among innovative technologies, relevant content, diversity, and best practices.

## **2. PROGRAM OBJECTIVES**

The goals of the Counseling Program at Fort Hays State University are as follows:

1. To prepare counselors to identify the philosophy, trends, ethics, and professional standards of the counseling profession, and understand the contextual dimensions of the school counseling and clinical mental health counseling professions.
2. To prepare counselors to differentiate social and cultural characteristics across diverse groups, identify theories and models of multicultural counseling, and will understand the impact of diverse clients and the counseling process.
3. To prepare counselors to relate theories of human development to the counseling practice, and design developmentally appropriate counseling interventions.
4. To train counselors to identify the major theories of career development, and apply the concepts of career counseling.
5. To train counselors to make and use observations of the helping relationship, and apply the concepts of counseling skills to work effectively with individuals possessing diverse characteristics and strengths. To prepare counselors to identify and apply the major counseling theories.

6. To prepare counselors to identify the major techniques and theories of the group counseling process, and apply the concepts of group counseling.
7. To train counselors to identify the major assessment instruments innate to clinical mental health counseling, legal and ethical use of assessments, and show their ability to apply the use of assessment techniques.
8. To prepare counselors to apply best practices of research and program evaluation. To train counselors to critique and contribute to research in counseling.
9. To prepare counselors to assume the roles of their specialization area by training counselors to understand, identify, and practice counseling in the areas of school or clinical settings.
10. To develop the ability, through practicum and internship experiences, to integrate knowledge and skills for competent counseling practice.
11. To develop, through self-reflection and critical thinking, a further self-awareness and understand roles in the counseling process. Develop a personal counseling orientation and ability to assume roles as advocates in the field while maintaining professionalism throughout the program and as future professional counselors.

### **3. PROGRAMS OF STUDY**

The program of study is a structured plan developed by the student's departmental graduate committee. The program is approved by the department chair and graduate dean. The degree program shall include only the courses required for the completion of the degree. Upon your admission to the program, your advisor will create a program of study for you in collaboration with the counseling faculty. Once the program of study has been approved, the student is able to view it electronically in their WorkDay account.

#### **SCHOOL COUNSELING – 60 Hours**

#### **SCHOOL COUNSELING**

<b>Courses Required Before Practicum</b>	
	<b>Hours</b>
<b>COUN 803 Research and Eval in Counseling</b>	<b>3</b>
<b>COUN 827 Counseling Skills Development-Residency Required must pass with a "B" or higher</b>	<b>3</b>
<b>COUN 829 Lifespan Human Development</b>	<b>3</b>

<b>COUN 831 Foundations of Counseling</b>	<b>3</b>
<b>COUN 835 Theories of Counseling</b>	<b>3</b>
<b>COUN 836 Management of Counseling Programs</b>	<b>3</b>
<b>COUN 838 Group Counseling: Theories and Procedures-Residency Required (COUN 827 is a prerequisite) must pass with “B” or higher</b>	<b>3</b>
<b>COUN 840 Social and Cultural Foundations of Counseling</b>	<b>3</b>
<b>COUN 847 Professional and Ethical Issues in Counseling- Synchronous components must pass with “B” or higher</b>	<b>3</b>
<b>Courses not required before Practicum</b>	
<b>COUN 832 Lifestyle and Career Development</b>	<b>3</b>
<b>COUN 834 Appraisal in Counseling</b>	<b>3</b>
<b>COUN 844 The School Counseling Profession</b>	<b>3</b>
<b>COUN 848 Psychopathology and Diagnosis</b>	<b>3</b>
<b>COUN 852 Addictions Counseling-Synchronous components (Prerequisites: COUN 827 &amp; 831)</b>	<b>3</b>
<b>COUN 853 Childhood and Adolescent Counseling- Synchronous components (Prerequisites: COUN 827 &amp; 831)</b>	<b>3</b>
<b>COUN 854 Advanced Counseling Skills Development-Residency Required (Prerequisites: COUN 827 &amp; 831) OR COUN 859 Advanced Counseling Skills Development-Synchronous components (Prerequisites: COUN 827, 831, &amp; 838)</b>	<b>3</b>

<b>COUN 856 Trauma and Crisis Intervention &amp; Recovery</b>	<b>3</b>
<b>Allow three semesters to complete your 3 hours of practicum and 6 hours of internship. Comprehensive Exams must be taken before COUN 895 &amp; COUN 896: <a href="https://www.fhsu.edu/academic/gradschl/comps/">https://www.fhsu.edu/academic/gradschl/comps/</a></b>	
<b>COUN 878 Practicum in Elementary OR COUN 879 Practicum in Secondary School- Synchronous components Counseling – You will choose a different student population for Internship (must pass with “B” or higher)</b>	<b>3</b>  <b>100 Hours of On-Site Experience</b>  <b>(50 Direct &amp; 50 Indirect)</b>
<b>COUN 895 &amp; COUN 896 Counseling Internship – School Counseling- Synchronous components (must pass with “B” or higher)</b>	<b>6</b>  <b>600 Hours of On-Site Experience</b>  <b>(300 Direct &amp; 300 Indirect)</b>
<b>TOTAL HOURS</b>	<b>60</b>

**Parallel Pathways (students who do not hold a teaching license or a Bachelor's in Education & plan to practice in Kansas).** You will need these additional classes.

**ALTC 804-3 credit hours**

**ALTC 805-3 credit hours**

**OR**

**70 Hour Teaching Experience (AEP 873- 2 Credit Hours)**

**The following classes have an on-campus component: COUN 827, COUN 838, and COUN 854. The following classes have a video conferencing requirement: COUN 852, COUN 853, COUN 878/879, COUN 895, and COUN 896.**

<b>1st Fall</b>	<b>1st Spring</b>	<b>1st Summer</b>
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<b>COUN 803 Research and Evaluation in Counseling</b>  <b>COUN 829 Lifespan Human Development</b>  <b>COUN 831 Foundations of Counseling</b>	<b>COUN 827 Counseling Skills Development</b>  <b>COUN 835 Theories of Counseling</b>  <b>COUN 840 Social and Cultural Foundations</b>	<b>COUN 832 Lifestyle and Career Development</b>  <b>COUN 838 Group Counseling</b>
<b>2nd Fall</b>	<b>2nd Spring</b>	<b>2nd Summer</b>
<b>COUN 834 Appraisal in Counseling</b>  <b>COUN 848 Psychopathology and Diagnosis</b>  <b>COUN 847 Professional and Ethical Issues in Counseling</b>	<b>COUN 852 Addictions Counseling</b>  <b>COUN 853 Childhood and Adolescent Counseling</b>  <b>COUN 854 or COUN 859 Advanced Counseling Skills Development</b>	<b>COUN 844 The School Counseling Profession</b>  <b>COUN 836 Management of Counseling Programs</b>
<b>3rd Fall</b>	<b>3rd Spring</b>	
<b>COUN 878 (Elementary) OR COUN 879 (Secondary) Practicum</b>  <b>COUN 856 Trauma and Crisis Intervention and Recovery</b>	<b>COUN 895/COUN 896 Internship in School Counseling- Can take both in the same semester or split between two semesters.</b>	

\*This plan **DOES NOT** include the classes for parallel pathways students, you will need to figure those in on your own.\*

## PROGRAM PLAN OF STUDY/REQUIRED COURSES

### Clinical Mental Health Counseling

Courses Required Before Practicum	
Course	Hours
COUN 803 Research and Eval in Counseling	3
COUN 827 Counseling Skills Development (must pass with a B or higher)	3
COUN 829 Lifespan Human Development	3
COUN 831 Foundations of Counseling	3
COUN 835 Theories of Counseling	3
COUN 838 Group Counseling: Theories and Procedures (must pass with a B or higher; Prerequisite: COUN 827)	
COUN 840 Social and Cultural Foundations of Counseling	3
COUN 847 Professional and Ethical Issues in Counseling (must pass with a B or higher)	3
Courses not required before Practicum	
COUN 832 Lifestyle and Career Development	3
COUN 834 Appraisal in Counseling	3
COUN 848 Psychopathology and Diagnosis	3
COUN 849 The Clinical Mental Health Profession	3
COUN 851 Marriage and Family Counseling (Prerequisites: COUN 827 & 831)	3
COUN 852 Addictions Counseling (Prerequisites: COUN 827 & 831)	3
COUN 853 Childhood and Adolescent Counseling (Prerequisites: COUN 827 & 831)	3
COUN 854 Advanced Counseling Skills Development (Prerequisites: COUN 827 & 831) <b>OR</b> COUN 855 Advanced Group Counseling (Prerequisites: COUN 827, 831, & 838)	3



COUN 856 Trauma and Crisis Intervention & Recovery	3
<b>Allow three semesters to complete your 3 hours of practicum and 6 hours of internship. Comprehensive Exams must be taken before COUN 893:</b> <a href="https://www.fhsu.edu/academic/gradschl/comps/">https://www.fhsu.edu/academic/gradschl/comps/</a>	
COUN 877 Practicum: Clinical Mental Health Counseling	3  100 Hours of On-Site Experience  (At least 40 direct hours)
COUN 893 Internship: Clinical Mental Health Counseling (Prerequisite: COUN 838 and COUN 877)	3  300 Hours of On-Site Experience  (At least 120 direct hours)
COUN 894 Internship II: Clinical Mental Health Counseling (Prerequisite: COUN 877)	3  300 Hours of On-Site Experience  (At least 120 direct hours)
<b>TOTAL HOURS</b>	<b>60</b>

**The following classes have an on-campus component: COUN 827, COUN 838, COUN 851, COUN 854, COUN 855. The following classes have a video conferencing requirement: COUN 847, COUN 852, COUN 853, COUN 877, COUN 893, COUN 894.**

**\*COURSES HAVE AN ON-CAMPUS COMPONENT**

### Example Course Map for Clinical Mental Health Counseling

This plan is not required; it is only an example of how someone would navigate the course requirements from semester to semester. You can take fewer hours in a semester or more. You will also have the option of taking intersession courses. If you are receiving financial aid, you will want to visit with that office to make sure you are compliant each semester. Students are responsible for reading and understanding the requirements. Make sure to plan accordingly to complete all your necessary pre-requisites before the field experience courses (COUN 877, 893, 894). Internships can be taken in the same semester or split between two semesters.

#### **First Fall Semester**

COUN 831 Foundations of Counseling

COUN 803 Research and Evaluation in Counseling

COUN 829 Lifespan Human Development

### **First Spring Semester**

COUN 835 Theories of Counseling

COUN 840 Social and Cultural Foundations

COUN 847 Professional and Ethical Issues in Counseling (video conference component)

### **First Summer Semester**

COUN 832 Lifestyle and Career Development

COUN 834 Appraisal in Counseling

### **Second Fall Semester**

COUN 827 Counseling Skills Development (on campus requirement)

COUN 848 Psychopathology and Diagnosis

COUN 852 Addictions Counseling (video conference requirement)

### **Second Spring Semester**

COUN 838 Group Counseling (on campus requirement)

COUN 856 Trauma and Crisis Intervention & Recovery

COUN 877 Practicum: Clinical Mental Health Counseling (video conference component)

### **Second Summer Semester**

COUN 849 The Clinical Mental Health Counseling Profession

COUN 854 Advanced Counseling Skills (on campus requirement) **OR** COUN 855 Advanced Group Counseling (on campus requirement)

### **Third Fall Semester**

COUN 893 Internship: Clinical Mental Health Counseling (video conference component)

COUN 851 Marriage and Family Counseling (on campus requirement)

### **Third Spring Semester**

COUN 894 Internship II: Clinical Mental Health Counseling (video conference component)

COUN 853 Childhood and Adolescent Counseling (on campus requirement)

## **4. COMPREHENSIVE EXAMS**

The FHSU Graduate School requires that all students complete a culminating experience. The Counseling programs require sitting for and passing a comprehensive exam. Information and deadlines related to the comprehensive exam can be found at the link: <https://www.fhsu.edu/academic/gradschl/comps/>

### **Comprehensive Exam**

Students are encouraged to work with their advisor to determine a semester that best works to sit for their comprehensive exam. **Students must complete the exam before they are eligible to enroll for COUN 893 (Clinical) OR COUN 895 (School) Counseling Internship.** Students are responsible for their preparation prior to the exam. The exam consists of the Counselor Preparation Comprehensive Examination (CPCE).

### **CPCE**

The CPCE is a standardized examination that tests comprehension of counseling competency areas over the 8 core curriculum areas. The CPCE is administered by the Center for Credentialing and Education (CCE) in accordance with Pearson and the National Board for Certified Counselors (NBCC). If you would like to know more about the examination, you can visit CCE's page for Assessments and Examinations (<https://www.cce-global.org/AssessmentsAndExaminations/CPCE>). Students wishing to sit for the exam must sign up through the graduate school before the semester deadline through: <https://www.fhsu.edu/academic/gradschl/comps/index.html> A passing score is 70. Should a student score between 65-69 they will be required to write a paper in the area where the student had the lowest score in order to earn a passing grade. If a student scores 64 or below they will be required to retake the exam. Historically, our students are at or above the national average.

Direct questions to Dr. Melissa Franzen ([mjfranzen@fhsu.edu](mailto:mjfranzen@fhsu.edu)).

### **Counseling Specialty Presentation**

Students will create a presentation with an overarching topic for their specialty area (School or Clinical Mental Health) and a counseling theory they plan to apply for work within their specialty area. Students will be evaluated according to the proficiencies for Specialty areas found in the Appendices. The presentation content must include the following core areas and 1 artifact for each area presented:

1. Current Issues and Ethics in Counseling
  - a. What challenges you might face in your specialty and ethical delivery of your counseling theory
2. Social and Cultural Diversity
  - a. The diverse populations you will counsel in your specialty and how you will deliver your theory while taking into account help seeking behaviors of diverse populations.
3. Human Growth and Development
  - a. Developmental considerations within your specialty for delivering your counseling theory.
4. Career Development
  - a. Considerations of career and lifestyle, and how to use counseling theory to facilitate development within your specialty area.
5. Counseling and Helping Relationships
  - a. Explanation of specific interventions you plan to use in your specialty area that relate to your overarching theory.
6. Group Counseling and Group Work
  - a. Applications of group counseling in your specialty setting and integration of your counseling theory.
7. Assessment and Testing
  - a. Use of assessments and testing in your specialty area and how they relate to the delivery of your counseling theory.
8. Research and Program Evaluation
  - a. Strategies to evaluate the counseling program, and how you use research to support your chosen counseling theory in the specialty area.

Students **will** submit their presentation **in Blackboard during their COUN 894 OR COUN 896 class (Internship)**. The presentation constitutes as a Level I Assessment to indicate entry level performance at the student's specialty level and will be evaluated according to the proficiencies for core curriculum and specialty practice found in the appendices. Student proficiency must indicate a '3' in each of the eight areas to avoid remediation in their specialty area. For instance, a perfect score would indicate a '4' in each of the eight areas, in addition to a '4' in the specialty area for a total of 36pts. Direct questions to Amanda Brown ([albrown13@fhsu.edu](mailto:albrown13@fhsu.edu)).

## 5. ACADEMIC ADVISING

Upon acceptance to the program, students will be assigned an academic advisor. The academic advisor will assist in planning and developing individual Programs of Study, as well as, delivering comprehensive exams. Students are responsible for contacting their advisor as soon as they are accepted, to initiate the development of the Program of Study form. One informal meeting is suggested each semester. The advisor will be the chair of the student's department committee, overseeing candidacy evaluations,

professional performance reviews, and comprehensive exams. Student will remain with the same academic advisor throughout their program, unless a change is initiated.

## **6. PROFESSIONAL PERFORMANCE REVIEW PROCESS**

Students in the counseling program are expected to possess a demeanor of ethics and professionalism. Students must be knowledgeable and follow the professional ethical practice set forth by the American Counseling Association (ACA). In addition, students must be knowledgeable and adhere to the professional ethics set for their specific specialty focus. The ACA professional ethics can be found at their website: <https://www.counseling.org/> Upon entering the program, students are encouraged to explore the professional ethics and seek clarification from their advisors.

Student dispositions will be evaluated in each course by the instructor. The instructor will use the Professional Performance Review (Appendix A) to evaluate student dispositions. Scores will be reviewed each semester by the faculty, and recommendations for remediation will be made if a student performs below (3) for any indicator. The remediation and dismissal process outlines the policy and procedures for professional and academic remediation.

In addition to conducting themselves according to ACA ethics, the faculty expects student to possess the dispositions to initiate interpersonal relationships, receive and apply feedback willingly, provide feedback constructively, and communicate in a professional manner. Additionally, students must be stable and psychologically well adjusted in order to adequately attend to the counseling needs of others. Finally, students are expected to act in a way that demonstrates behavior fitting to assume a role in the counseling profession. Self-reflection, responsiveness to feedback, and a commitment to personal growth are encouraged throughout the program. Students are also expected to adhere to the Advanced Education Programs Dispositions statement:

Using the program's ethical expectations, the AEP Department Dispositions statement, and the CACREP Standards. The Counseling faculty will regularly monitor personal characteristics throughout the program that may impact professional performance in the field. Students will be evaluated on their progress during specific program points. The process is to ensure that students and graduates of the FHSU Counseling Program hold dispositions aid, rather than hinder, their professionalism and capacity to help others.

### **AEP Dispositions Statement:**

Professional attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors as candidates interact with students, families, colleagues and communities. These behaviors support student learning and development. Candidates are expected to demonstrate observable behaviors that are consistent with the ideas of fairness and the belief that all students can learn (NCATE, 2001).

### **CACREP Professional Dispositions**

The commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues (CACREP, 2015).

Student Knowledge, Skills, and Dispositions will be routinely evaluated by counseling faculty during the program via multiple levels of assessments. Student evaluation to progress in the program will be reported at the end of each academic year.

Students receiving a rating below proficient in an area will meet with their advisor and the reporting faculty\* to discuss the professional performance concerns using the remediation and dismissal process.

## **7. REMEDIATION AND DISMISSAL POLICIES AND PROCESS**

According to the American Counseling Association Code of Ethics (2014) Section F, counselor educators provide remediation when necessary, consult with other faculty, document decisions to dismiss or refer students for assistance, and ensure that students have appropriate time to respond to remediation or dismissal.

The current ACA Code of Ethics (2014) is the ethical code that guides the counseling program faculty at FHSU. Code F.9.a states:

Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.

Code F.9.b. states:

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies. Counselor Educators do the following:

1. assist students in securing remedial assistance when needed,
2. seek professional consultation and document their decision to dismiss or refer students for assistance, and
3. ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

All students admitted to the counseling program must meet departmental and program criteria. Students refer to the Student Handbook for specific program criteria. Students must earn a grade of “B” or better in COUN 827 Counseling Skills Development and COUN 838 Group Counseling or they will be required to retake the course. Students who earn more than six hours of “C” in the program are dismissed.

The counseling program evaluates student progress in the program using Academic and Non-Academic indicators of success. Below are the two areas that students will be evaluated. Dispositions are evaluated within each course, using the Professional Performance Review criteria. Academic indicators are evaluated using Key Performance

Assessments in core, specialty, and professional practice curriculum.

### **Dispositions**

1. Upon the first notification of a dispositional concern, the student will receive a signed copy of the reported rubric evaluation ([Appendix A](#)). A plan will then be developed to address the performance concern. The student and faculty will sign the performance plan, and meet the following semester to discuss improvement. Upon a score below proficient in an assessment of knowledge or skills. The student will receive a signed copy of the assessment evaluation. The student and faculty will sign the plan and meet the following semester to discuss improvement in the designated content area.
2. If a student receives more than one notification of a dispositional concern during their program of study, or fails to show reasonable progress toward the first action of remediation previously cited, the student will be required to meet with the faculty and advisor. Depending upon the nature of the concern, and/or reasons for non compliance the Counseling faculty will discuss further fitness for continuation in the program. The faculty and student will receive a signed copy of additional revisions and stipulations made in the notification of dispositional concerns.
3. Faculty may initiate a review of non-academic indicators of success at any time for students who knowingly engage in illegal or unethical activities, or students whose present behavior is deemed to be a threat to others. In these cases, faculty may make a decision for program fitness without student remediation.
4. Recommendations for continuance in the program, based upon performance reviews will be forwarded to the Department Chair of Advanced Education Programs and Dean for the College of Education.

### **Academic**

1. Upon the notification of a score of [\(2\) or below on a key performance assessment](#), a plan will be developed between the instructor and advisor to address the performance concern. The student will receive a signed copy of the assessment evaluation. The student, advisor, and faculty will meet the following semester to discuss improvement in the designated content area.
2. If a student receives more than one notification of academic concern during their program of study, or fails to show reasonable progress toward the first action of remediation, the student will be required to meet with the faculty and advisor to discuss the repeated concern. Depending upon the nature of the concern, faculty will discuss further fitness for continuation in the program. The faculty and student will sign the additional revisions and stipulations made during the notification of academic concern.
3. Faculty may initiate a review of academic behaviors at any time for students who violate academic honesty policies held by FHSU such as plagiarism. Faculty will then use the professional performance review to initiate (3) in the remediation and dismissal policies process for dispositions.

4. Recommendations for continuance in the program, based upon performance reviews will be forwarded to the Department Chair of Advanced Education Programs and Dean for the College of Education.

## **8. RECOMMENDATIONS TO THE PROFESSION**

The Counseling Faculty strive to connect every student with the outcome that best meets their professional and career goals. Therefore, faculty are available to support requests for recommendation for credentialing and employment, provided the student meets all the standards to become an asset to the profession as deemed by the counseling faculty member. Students requesting a recommendation should be transparent in their intentions and forthcoming with all information to help the faculty member provide a complete recommendation. The Counseling Program reserves the right to refuse any Student requests of recommendation for credentialing and/or employment at any time.

## **9. PROFESSIONAL COUNSELOR LICENSURE**

In the state of Kansas, licensure as a Professional Counselor (LPC) requires 60 hours of graduate course work in 8 specific content areas. In addition, a student is required to obtain 280 Direct Service hours over the course of Practicum/Internship to qualify for the license. The LPC is distributed by the Kansas Behavioral Science Regulatory Board (KBSRB). Students who desire to pursue a professional counselor license outside the state of Kansas will need to visit that state's licensing board to ensure our program fits the board's requirements. For more information on the application process and standards for the state of Kansas licensure, please visit the KBSRB website at: <https://ksbsrb.ks.gov/>

The National Counselor Examination (NCE) is required to obtain a license in the state of Kansas (not a program requirement). Sign-up information will be provided to students during their practicum and internship. If a student seeks to take the NCE post-graduation, directions can be found at <https://www.nbcc.org/certification/ncc>.

## **10. SCHOOL COUNSELOR LICENSE**

The state of Kansas has multiple avenues to obtain school counseling licensure. The three pathways are described below:

It is the responsibility for students wishing to obtain School Counseling licensure out of state to research that state's requirements for licensure. A good place to start can be found through the American School Counselor Association's (ASCA) state certification requirements list found here: <https://www.schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements>.



## Traditional Program for School Counseling

This pathway requires the candidate to hold a teaching license. Candidates must complete a MS in School Counseling first before being hired as a school counselor under an Initial School Specialist License. If the candidate completes 50% of the program, they can be hired as a school counselor under a provisional license while completing the remainder of the coursework.

### Obtaining a **Provisional School Counselor License**

1. Complete 50% of the approved School Counseling Licensure program.
2. Secure a position as a School Counselor.
3. Apply for a "Provisional School Specialist License". This is [KSDE Form 4](https://appspublic.ksde.org/AuthenticationPublic/login.aspx) available at <https://appspublic.ksde.org/AuthenticationPublic/login.aspx>
4. Upon submission of the online application, it will go to the employing district for completion. They will then forward to the FHSU Licensure Officer for final completion and submission to KSDE.
5. Once processed, it can be printed from the KSDE License Lookup. <https://svapp15586.ksde.org/TLL/SearchLicense.aspx>. The license is valid for a period of two years and may be renewed for an additional two years if the entire program is not completed.

### Obtaining an **Initial School Counselor License**

Each applicant for an Initial School Specialist License for School Counselor must meet the following requirements:

1. An official transcript verifying the granting of a graduate degree
2. Completion of a graduate level school counseling program
3. Verification of at least one year of recent accredited experience or at least eight semester hours of recent credit
4. Verification of a minimum 3.25 GPA in graduate coursework
5. Verification of a current valid professional teaching license
6. Verification of successful completion of a school counseling assessment (Praxis test)
7. Completion of **KSDE Form 1 “Application for Initial School Specialist License”**. Available at <https://appspublic.ksde.org/AuthenticationPublic/login.aspx>
8. The license fee

The license is valid for a period of two years. Once the license is processed, it can be printed from the KSDE License Lookup.

<https://appspublic.ksde.org/TLL/SearchLicense.aspx>

### Obtaining a **Professional School Counselor License**

Each applicant for a professional school counselor license must meet the following requirements:

1. Verification of a one year-long mentoring program while employed under an Initial School Specialist license for School Counseling.
2. Verification of at least one year of recent accredited experience or at least eight semester hours of recent credit
3. An application for professional school counselor license. Completion of KSDE Form 21 “Upgrade an Initial School Specialist License to a Professional License Based on Mentoring”. Available at <https://appspublic.ksde.org/AuthenticationPublic/login.aspx>
4. The application fee

Once the license is processed, it can be printed from the KSDE License Lookup.  
<https://appspublic.ksde.org/TLL/SearchLicense.aspx>

## **Restricted License School Counseling Program**

This program is for someone that has not completed a teacher education program and meets these requirements:

1. the candidate holds a MS degree in Counseling
2. three years of professional counseling experience
3. will be hired as a School Counselor in order to enter the program

The candidate completes additional counseling classes relevant to a school setting as well as education classes while holding a Restricted Teaching License. The previous coursework in the candidate’s master’s degree will be analyzed to determine what additional counseling courses will be required. Program must be completed within a two-year timeframe.

To get started, contact Kerry Schuckman, FHSU Licensure Officer, at [kschuckm@fhsu.edu](mailto:kschuckm@fhsu.edu) or 785-628-4542.

## **Parallel Pathways School Counseling Program**

This program does not require that you have a teaching license. You must complete the traditional MS in School Counseling program in addition to these courses:

ALTC 804 Understanding the Learner (3 credit hrs)

ALTC 805 Working with Diverse and Exceptional Learners (3 credit hrs)

**OR**

AEP 873 Problems in Education II (2 credit hrs) – includes 70 hour field experience

**Provisional License** – 50% of the program completed

**Initial License** – entire program completed



**Professional License** – one year of mentoring completed under an Initial License

## Obtaining a **Provisional School Counselor License** – prior to completion of the Parallel Pathways program

If you are hired as a School Counselor before completion of the entire program, you can apply for a Provisional School Counselor license. To be eligible, you must:

- Be hired as a school counselor in Kansas
- Have completed 50% of the school counselor program
- Have completed 50% of the additional field experiences required [either ALTC 804 or ALTC 805] or completion of AEP 873.
- Be supervised by a professional level school counselor.

To apply for the license, complete Form 4 on the KSDE website. The provisional license is valid for two years and may be renewed for an additional two years if the entire program is not completed. <https://appspublic.ksde.org/AuthenticationPublic/login.aspx>

## Obtaining an **Initial School Counselor License** – Parallel Pathways Program

Each applicant for an initial school counselor license must meet the following requirements:

1. Completion of the School Counseling approved program and master's degree. 2. Verification of the required School Counseling Praxis test.
3. Verification of at least one year of recent accredited experience or at least eight semester hours of recent credit.
4. Verification of a minimum 3.25 cumulative GPA in the graduate program coursework.
5. An application for initial school counselor license. Completion of **KSDE Form 1 "Application for Initial School Specialist License"**.

Available at <https://appspublic.ksde.org/AuthenticationPublic/login.aspx>

6. The application fee.

Once the license is processed, it can be printed from the KSDE License Lookup.  
<https://svapp15586.ksde.org/TLL/SearchLicense.aspx>.

## **Obtaining a Professional School Counselor License – Parallel Pathways Program**

Each applicant for a professional school counselor license must meet the following requirements:

1. Verification of at least one year of recent accredited experience or at least eight semester hours of recent credit.
2. Verification of a one year-long mentoring program while employed under an Initial School Specialist license for School Counseling.
3. An application for professional school counselor license. Completion of **KSDE Form 21 “Upgrade an Initial School Specialist License to a Professional License Based on Mentoring”**. Available at <https://appspublic.ksde.org/AuthenticationPublic/login.aspx>
4. The application fee.

Once the license is processed, it can be printed from the KSDE License Lookup.  
<https://svapp15586.ksde.org/TLL/SearchLicense.aspx>.

### **11. PRACTICUM, INTERNSHIP, AND SUPERVISION**

Before enrolling in Practicum and Internship it is the student’s responsibility to ensure they have met all pre-requisite course work, secured a site, and reviewed the Practicum/Internship Handbook. The Practicum/Internship Handbook can be found on the Google Community page or the FHSU Website at:

<https://www.fhsu.edu/aep/school-counseling/Student-Forms-and-Information/index.html>

Supervision is an integral part of counselor training and development, therefore, students have the responsibility to secure adequate supervision on site from a licensed counselor. If there is no licensed counselor present, the student’s university supervisor will provide supervision in coordination with on-site personnel. Students are required to obtain 1-hour per week of direct supervision from their site supervisor. In addition, students are required to attend 1.5 hours per week or 3 hours biweekly group supervision conducted either face to face or through video conferencing.

### **12. PROFESSIONAL LIABILITY INSURANCE**

All students involved in Practicum or Internship experiences during their degree program at Fort Hays State University are required to obtain professional liability insurance coverage. Proof of coverage is to be presented to the student's university supervisor upon beginning the Practicum or Internship experience. Clinical Mental Health Counseling students can receive coverage through an ACA membership: <https://www.counseling.org/membership/aca-and-you/students> School Counseling students can obtain insurance through an ASCA membership or independently: <https://www.schoolcounselor.org/school-counselors-members/member-benefits-info/liability-insurance>

### **13. PROFESSIONAL ORGANIZATIONS**

Students are strongly encouraged to participate in professional organizations. Opportunities for professional involvement include the Counseling Program's student organization, as well as regional, state, and national counseling associations. Professional organizations have many advantages for student members, such as:

(1) reduced membership dues and registration fees for meetings and workshops, (2) receiving association publications, (3) affiliation with other professionals with interests and concerns similar to the student, (4) keeping up to date on developments in the profession, (5) direct involvement in activities and issues relevant to the profession and, (6) liability insurance.

**Program Organizations:**

The Graduate Student Counseling Association (GSCA) serves as an initial contact and inclusive support for students wishing to enter involvement in the counseling profession. The GSCA is ran by the students through distance technology and provides professional development and support for students wanting to attend state, regional, and national professional development. For more information, contact Dr. Elliot Isom at [eeisom@fhsu.edu](mailto:eeisom@fhsu.edu).

The GSCA, in collaboration with the Counseling Faculty honors student each academic year with the following specialty awards:

The Carla Hattan School Counseling Award for Distinguished Service to the Profession

The James Stansbury Clinical Mental Health Counseling Award for Distinguished Service to the Profession

**State Organizations:**

Kansas Counseling Association (KCA): KCA is the state branch of the American Counseling Association. It is comprised of six regions and eight areas of specialization. Regions include Northeast, Southeast, North central, South central, Northwest, and Southwest. The association holds an annual spring conference and publishes a newsletter. For additional information <https://kca.wildapricot.org/> or contact any member of the counseling program faculty. The seven specialization divisions associated with KCA are:

Kansas Association for Adult Development & Aging (KAADA)

Kansas Association for Counselor Education & Supervision (KACES)

Kansas Association for Specialists in Group Work (KASGW)

Kansas Association of Marriage & Family Counselors (KAMFC)  
Kansas Career Development Association (KCDA)  
Kansas College Counseling Association (KCCA)  
Kansas Mental Health Counselors Association (KMHCA)  
Kansas Multi-Cultural Division (KMCD)

Kansas School Counselor Association (KSCA): KSCA is the state chapter of the American School Counselor Association (ASCA) and a division of the Kansas Counseling Association (KCA). For additional information:

<https://sites.google.com/view/ksschoolcounselor/kansas-school-counselor-association-ksca>

#### **National Organizations:**

American Counseling Association (ACA): At the national level, the primary association for counselors is the American Counseling Association. Comprised of seventeen (17) divisions that represent various counseling specialties and work settings, members can choose to affiliate with any or all divisions of interest. The association represents professional counselors and provides benefits, products and services to expand professional knowledge and expertise. The association also promotes the recognition of counselors to the public and the media in addition to representing members' interests before federal, state and local government. Additional information can be obtained by contacting the ACA national headquarters at: <https://www.counseling.org/>. Specific information to assist graduate students is also available at the ACA web page, including a listserv for graduate students. Several ACA divisions also have web pages and can be accessed through the ACA webpage.

American School Counseling Association (ASCA)

ASCA is an exceptional resource for current students: "ASCA supports school counselors' efforts to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society." For more information, please visit: <https://www.schoolcounselor.org/>

## **14. FHSU HONORS SOCIETY**

Phi Kappa Phi

Founded in 1897, Phi Kappa Phi was created to honor excellence in all academic disciplines. Membership to the FHSU chapter is extended to juniors, seniors, and graduate students who meet specific eligibility criteria. Further details can be found here: <https://www.phikappaphi.org/join/chapters-list/fort-hays-state-university#.WrFdi2obOUk>

## **15. ACADEMIC CALENDAR AND IMPORTANT DATES**

Important information for each academic semester and year can be found on the FHSU Academic Calendar, such as registration dates, add/drop dates, graduation deadlines, and first/last class dates. Students are responsible for regularly checking the Academic Calendar to familiarize themselves with the semester dates at:

<https://www.fhsu.edu/registrar/academic-calendar/index.html>

The FHSU Graduate School routinely posts important dates and deadlines for students. Students are responsible for checking deadlines for intent to graduate forms and comprehensive exam sign up periods. The dates can be found through this link: <https://www.fhsu.edu/academic/gradschl/deadlines/index.html>

## **16. SUPPORT SERVICES**

Self-care is a necessary part of the counselor developmental process; therefore, the faculty support a student's wishes to seek counseling if a need arises. In situations of dispositional remediation, students may be required to have personal counseling as a condition for continuation in the program. The student has a right to choose their counseling services. Counseling services are freely available to all students through the FHSU Health and Wellness. For more information, you can visit: <https://www.fhsu.edu/health-and-wellness/counseling/>

## **17. GRADUATE ASSISTANTSHIPS AND SCHOLARSHIPS**

### **Assistantships**

The University awards graduate teaching assistantships, on a competitive basis, to qualified degree seeking students in graduate programs. Assistantships are awarded on a 1-semester basis and may be renewed for the full year. To be considered, students are required to be enrolled in at least 6 hours, be degree seeking, submit an application, and pass a background check. For more information, please visit: <https://www.fhsu.edu/academic/gradschl/Graduate-Assistantships/>

### **Scholarships**

The Department of Advanced Education Programs offers the AEP Faculty and Friends Scholarship to qualified applicants. Students who wish to apply must hold a 3.3 GPA or higher and must have completed 6 hours of course work in the AEP Department. The scholarship is awarded once per year. For more information on the application and how to apply, visit: <https://fhsu.academicworks.com/opportunities/13269>

## **18. FORT HAYS STATE UNIVERSITY EMAIL**

Email is the primary form of communication for Fort Hays State University; therefore, it is essential that students familiarize themselves to frequently use their FHSU issued email account. Students are responsible for all correspondence through their FHSU Email. For more information on accessing your email, refer to the Tiger Tech Department at: <https://www.fhsu.edu/tigertech/>

## **19. CHANGE OF EMPHASIS (MASTERS LEVEL)**

### **Emphasis Change**

Students wishing to change their program track from Clinical Mental Health Counseling to School Counseling (or vice versa) must consult with their advisor to initiate a Program of Study change. Students are responsible for familiarizing themselves with changes to program requirements upon making this change. Additionally, students should familiarize themselves with any additional licensure



requirements that occur with this change.

### **Program Change**

Students wishing to remove themselves from the Counseling program should contact the Graduate School to initiate this process.

## **20. GRADE APPEAL PROCESS**

From the FHSU Graduate School Policy:

A graduate student who believes that a course grade, a professional disposition decision, or the result of a learning experience (e.g. academic dishonesty allegation or penalty, comprehensive examination, fieldwork, etc.) has been assigned in an arbitrary and capricious manner by the instructor, program, may pursue a resolution of the dispute by submitting an appeal. The time limit for filing this appeal shall be within six months of the end of the academic semester in which the evaluation or decision has occurred. The student should carefully consider his/her own performance prior to submitting an appeal. The process is designed to resolve a dispute at the lowest possible level. Attempting to resolve the dispute with the instructor or program is the first necessary step before further action can be initiated.

The process for an appeal is described in the following three steps:

1. Appeal to the department chair. The student will submit the approved [Graduate School Appeals Form](#) to the department chair with attachments to support his/her case. The department chair will investigate the issue by interviewing all parties involved. Although legal counsel is not considered appropriate or necessary to such a proceeding, the appellant may request the presence of an advisor or advocate. The advisor or advocate must be a graduate student at FHSU at the time of the appeal. The purpose of the inquiry is fact finding. The department chair will then communicate his/her recommendation to the student in writing within ten (10) working days of receipt of the appeals form. This documentation will be attached to the [Graduate School Appeals Form](#) and become part of the record of the appeal. This written communication shall be sent by electronic mail as well as by standard mail to the mailing address given by the student on the appeal form.

If the student wishes to continue to resolve the appeal process, he/she may pursue step 2, below.

2. Appeal to the graduate dean. The department chair will forward the record of the appeal to the graduate dean. The graduate dean shall investigate the appeal by establishing a three member hearing committee consisting of university graduate faculty. The graduate dean shall convene the committee, issue a charge, and then withdraw from the proceedings. Although legal counsel is not



considered appropriate or necessary to such a proceeding, the appellant may request the presence of an advisor or advocate as defined in step 1, above. The purpose of the inquiry is fact-finding. The appeal committee will make a recommendation to the graduate dean. In response, the graduate dean shall issue his/her recommendation to the provost with copies to all involved parties and the appropriate college dean within ten (10) working days. This documentation will be attached to the [Graduate School Appeals Form](#) and become part of the record of the appeal. This written communication shall be sent by electronic mail as well as by standard mail to the mailing address given by the student on the appeal form.

If the student wishes to continue to resolve the appeal process, he/she may pursue step 2, below.

3. The provost shall consider the record of the appeal, and the recommendations of the department chair, the hearing appeal committee and graduate dean to render a written decision. Copies of this document will be sent to all parties involved in the appeal including the student, instructors, department chair, and graduate dean. The decision shall embody one of the following:

- a. agreement with the instructor, program or committee's original assignment of grade, sanction or result,
- b. A change of the original assigned grade, sanction, or result.  
A change of grade will be noted on the grading record as an administrative grade change by the provost,
- c. if possible, a retake of the course with another instructor, d. Other remedy determined by the Provost to be reasonable in light of the circumstances of the appeal.

In all instances, face-to-face meetings will be the preferred method of communication and parties involved should endeavor to make that possible. However, in situations where meeting face-to-face is not possible, communication may occur over telephone and/or electronic mail. The method of communication used by parties in this process shall have no effect upon the appeal.

Students are encouraged to familiarize themselves with the FHSU Graduate School Appeals Policy and Procedure, which can be found at: <https://www.fhsu.edu/academic/gradschl/current-students/Graduate-School-grade-appeals-FINAL-2.7.181.pdf>

## **APPENDICES**

### **Counseling Specialty Presentation**

#### **Performance Indicators**

Students must score a '3' or above from each committee member's review

Advanced (4) – The student shows an advanced understanding of the core area being assessed and is able to distinguish between the fundamental properties of the curriculum area applied to their specialty. The student adequately addresses content knowledge and application of professional skills in the context of the content area. Presentation of the material meets programmatic standards for APA and professionalism.

Proficient (3) – The student displays an adequate understanding of the material toward addressing content knowledge and application of professional skills in the context of the core curriculum area applied to their specialty. Student performance is consistent across demonstration of the content area. Presentation of the material meets programmatic standards for APA and professionalism.

Developing (2) – The student displays some understanding of the material toward addressing content knowledge and application of professional skills in the context of the core curriculum area applied to their specialty. Student performance is inconsistent across demonstration of the content area. Presentation of the material has some deficiencies in programmatic standards for APA and professionalism. Some points of remediation need to be addressed.

Unsatisfactory (1) – The student shows little to no understanding of the material toward addressing content knowledge and application of professional skills in the context of the core curriculum area applied to their specialty. Student performance is severely inconsistent across demonstration of the content area. Presentation of the material has several deficiencies in programmatic standards for APA and professionalism. Multiple points of remediation need to be addressed.

	Advanced (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)	Total
Current Issues and Ethics in Counseling					
Social and Cultural Diversity					
Human Growth and Developm ent					

Career Development					
Counseling and Helping Relationships					
Group Counseling and Group Work					
Assessment and Testing					
Research and Program Evaluation					
Specialty Application					
Total					

Feedback for Student

## Professional Performance Review

The Counseling Program's Professional Performance Review is a measure of dispositions completed at two points during the student's educational process. Assessment is documented primarily from observed interactions with faculty, peers, supervisors, and clients. Parties that contribute to the observations include, but are not limited to instructors, faculty, supervisors, and peers. The instructor will report the assessment upon a student's completion of the corresponding course. **Students obtaining at the minimum of 2 in any area will need to meet with their adviser to discuss a plan of remediation.**

Scale Evaluation Indicators:

**Advanced (4)** = The counselor or trainee demonstrates advanced awareness and behaviors in the areas of ethical judgement, professionalism, and cooperation.

**Proficient (3)** = The counselor or trainee demonstrates behaviors that contribute to competent interactions in the areas of ethical judgement, professionalism, and cooperation.

**Developing (2)** = The counselor or trainee demonstrates an understanding of behaviors that align

with ethics, professionalism, and cooperation. However, the trainee is still practicing inconsistent awareness and demonstration of measured behaviors in their interactions.

**Unsatisfactory (1)** = The counselor or trainee demonstrates behaviors that may be harmful to themselves or others. Behaviors that are counterproductive to their education or peers. Lacks an awareness and understanding of appropriate interactions with parties involved in the educational process.

## Professional Performance Review

Disposition & Behavior Indicator	Advanced (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)
Adheres to the ethical practices and standards of the ACA, ASCA, KSDE, and KBSRB; including FHSU University policy	Demonstrates advanced awareness and decision making toward ethical behaviors and judgements.	Demonstrates behavior that is consistent with ethical behaviors and judgements.	Demonstrates ability to identify ethical standards, but has limited understanding and awareness of behaviors.	Demonstrates poor judgement in ethical decision making, evidenced by violating ethical standards, and /or FHSU Policy
Maintains appropriate boundaries with faculty, supervisors, peers, & clients	Demonstrates awareness and maintenance of appropriate boundaries	Demonstrates maintenance of appropriate boundaries.	Demonstrates understanding of the subject of boundaries, but is inconsistent in maintenance.	Demonstrates poor judgement in boundaries, often engaging in dual relationships.
Responds respectfully and timely to supervisor &/or instructor feedback	Demonstrates a willingness and engagement to respond to feedback in a respectful and timely manner.	Demonstrates timely response to feedback, and maintains respect in the interaction with instructor/supervisor	Demonstrates respectfulness when receiving feedback, but is does not implement in a timely manner.	Demonstrates a lack of respect for feedback in interactions with instructor/supervisor. Does not implement.
Maintains professionalism towards supervisors, peers, instructors & Clients;	Demonstrates consistent, professional interactions with all parties. Respectful in each interaction.	Demonstrates consistent, professional interactions with all parties.	Demonstrates inconsistent professional interactions. Displays limited respect in interactions.	Demonstrates poor levels of professionalism. Demonstrates disrespect in interactions.
Is respectful and appreciative to the	Demonstrates respect and productive interactions	Demonstrates respect for all parties involved in	Demonstrates inconsistent respect for parties involved in the	Demonstrates disrespectful interactions with parties involved in the educational process.

Characteristics of others and is able to productively collaborate with others	with all parties involved in the educational process.	the educational process.	educational process	
Readily demonstrates and pursues genuine interactions as a learner in the counseling program.	Demonstrates a willingness to contribute consistently to the development of peers and pursues a greater understanding of themselves and others.	Demonstrates openness to pursue further understanding of themselves and others.	Demonstrates some closed interactions. Lack of engagement to pursue further understanding of themselves and others.	Demonstrates no desire to contribute and is closed in their interactions as a learner. No desire to engage in a greater understanding of themselves or others.

Demonstrates self awareness and emotional stability in relationships with supervisors, clients, and faculty	Demonstrates an advanced awareness and attendance to emotional control in interactions with parties involved in the educational process.	Demonstrates an awareness and emotional stability when interacting with parties involved in the educational process.	Demonstrates an awareness, but inconsistent emotional stability when interacting with parties involved in the educational process.	Demonstrates little to no awareness or emotional stability in numerous interactions with parties involved in the educational process.
Demonstrates awareness, knowledge, and skills to differentiate cultural differences and demonstrates responsiveness to the interaction of cultural differences in the counseling relationship.	Demonstrates an advanced awareness that furthers knowledge and skills to differentiate cultural interactions. Immediately responsive to the need to attend to cultural differences in the counseling relationship	Demonstrates awareness, knowledge, and skills to differentiate cultural differences. Responds to the interaction of cultural differences in the counseling relationship.	Demonstrates awareness to cultural differences, but holds limited skills and/or knowledge to address the intersection of cultural differences in the counseling relationship.	Demonstrates limited awareness, knowledge, and skills to differentiate and address the intersection of cultural differences in the counseling relationship. Is unresponsive to the unique needs of clients/students
Demonstrates flexibility to adapt to unexpected situations in field and	Demonstrates consistent flexibility to adapt to change, as well as engagement to	Demonstrates flexibility to adapt to changing circumstances.	Demonstrates awareness of changing circumstances, but limited ability to alter behaviors	Demonstrates unwillingness and disengagement to address changing circumstances.

educational experiences.	changing circumstances.		accordingly	
Adheres to ethical use of technology and adopts behaviors consistent with the Department's Social Media Policy	Is Ethical in use of technology. Demonstrates thoughtful use of technology to complete learning outcomes. Follows the Department's social media policy.	Is Ethical in use of technology. Follows the Department's social media policy.	Ethical use of technology is inconsistent. Has engaged in inappropriate use of social medias.	Severely unethical in the use of technology to the point of endangering others. Social media use is unprofessional and violates Department's social media policy.

Comments on student strengths:

Comments on student areas for improvement:  
Proficiency Areas for Core KPI Assessments

Students scoring at 2 or below will need to meet with their instructor and advisor to develop a remediation plan according to page 8 of the Student Handbook

Advanced (4)	Proficient (3)	Developing (2)	Unsatisfactory
<p>The student shows an advanced understanding of the core area being assessed and is able to distinguish between the fundamental properties of the curriculum area. The student adequately addresses content knowledge and application of professional skills in the context of the core curriculum area. Presentation of the material meets programmatic standards for APA and professionalism.</p>	<p>The student displays an adequate understanding of the material toward addressing content knowledge and application of professional skills in the context of the core curriculum area. Student performance is consistent across demonstration of the standard. Presentation of the material meets programmatic standards for APA and professionalism.</p>	<p>The student displays some understanding of the material toward addressing content knowledge and application of professional skills in the context of the core curriculum area. Student performance is inconsistent across demonstration of the standard. Presentation of the material has some deficiencies in programmatic standards for APA and professionalism. Some points of remediation need to be addressed.</p>	<p>The student shows little to no understanding of the material toward addressing content knowledge and application of professional skills in the context of the core curriculum area. Student performance is severely inconsistent across demonstration of the standard. Presentation of the material has several deficiencies in programmatic standards for APA and professionalism. Multiple points of remediation need to be addressed.</p>

#### Proficiency Areas for Specialty KPI Assessments

Students scoring at 2 or below will need to meet with their instructor and advisor to develop a remediation plan according to page 8 of the Student Handbook

Advanced (4)	Proficient (3)	Developing (2)	Unsatisfactory (1)
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<p>The student shows an advanced understanding of the specialty area being assessed and is able to distinguish between the fundamental properties of content and application. The student adequately addresses content knowledge and application of professional skills in the context of the specialty area. Presentation of the material meets programmatic standards for APA and professionalism.</p>	<p>Proficient – The student displays an adequate understanding of the material toward addressing content knowledge and application of professional skills in the context of their specialty curriculum area. Student performance is consistent across demonstration of the specialty curriculum standard. Presentation of the material meets programmatic standards for APA and professionalism.</p>	<p>Developing – The student displays some understanding of the material toward addressing content knowledge and application of professional skills in the context of the specialty curriculum area. Student performance is inconsistent across demonstration of the specialty curriculum standard. Presentation of the material has some deficiencies in programmatic standards for APA and professionalism. Some points of remediation need to be addressed.</p>	<p>The student shows little to no understanding of the material toward addressing content knowledge and application of professional skills in the context of the specialty curriculum area. Student performance is severely inconsistent across demonstration of the specialty curriculum standard. Presentation of the material has several deficiencies in programmatic standards for APA and professionalism. Multiple points of remediation need to be addressed.</p>
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#### Proficiency Areas for Professional Practice KPI Assessments

Students scoring at 2 or below will need to meet with their instructor and advisor to develop a remediation plan according to page 8 of the Student Handbook

<p><b>Advanced</b> (4)</p>	<p><b>Proficient</b> (3)</p>	<p><b>Developing</b> (2)</p>	<p><b>Unsatisfactory</b> (1)</p>
--------------------------------	----------------------------------	----------------------------------	--------------------------------------



<p>Advanced – The student shows an advanced understanding and demonstration of practice in their specialty area. There is a consistent and advanced link between content and practice. The student shows use of ethical and culturally relevant strategies to effectively deliver counseling practice. Presentation of the material meets programmatic standards for APA and professionalism.</p>	<p>Proficient –The student shows an understanding and demonstration of practice in their specialty area. There is a consistent link between content and practice. The student shows use of ethical and culturally relevant strategies to effectively deliver counseling practice. Presentation of the material meets programmatic standards for APA and professionalism.</p>	<p>Developing – The student displays some understanding and demonstrates some reasonable applications of practice in their specialty area. There is an inconsistent link between content and practice. The student uses little to no ethical and culturally relevant strategies to deliver counseling practice. Presentation of the material has some deficiencies in programmatic standards for APA and professionalism. Some points of remediation need to be addressed.</p>	<p>The student shows little to no understanding and demonstration of practice in their specialty area. Very little connection between core knowledge and practice. No demonstration of the use of ethical and culturally relevant strategies. Presentation of the material has several deficiencies in programmatic standards for APA and professionalism. Multiple points of remediation need to be addressed.</p>
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