



**MASTER OF ARTS IN
COUNSELOR EDUCATION
School Counseling and
Clinical Mental Health Counseling
A Handbook for Students**

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Introduction

The *Master of Arts in Counselor Education (School Counseling and Clinical Mental Health Counseling): A Handbook for Students* is designed to supplement the information presented in the university's *College of Graduate Studies Catalog* and *Graduate Student Handbook*. Students are expected to understand and adhere to the information outlined within these respective documents. The *College of Graduate Studies Catalog* is available for download via the [University Catalog webpage](#). These official documents are revised periodically; students are responsible to review and understand the latest editions of these documents.

Mission Statement

The mission of the master's program in Counselor Education is to provide all students with exceptional training in the latest methods, theories, skills, and techniques of the counseling discipline and to provide opportunities for students to apply their knowledge to practice through their practicum and internship experiences. We aim to train students to be scientist-practitioners in the classroom, field experiences, and within their communities. Students are encouraged exercise curiosity, critical thinking, and to be highly ethical, professional, and multiculturally competent within their specialty area of counseling.

Vision

The Counselor Education Program is within in the College of Health and Human Services. The Counselor Education Program is a pre-eminent counselor training program in Northwest Ohio and Southeast Michigan known for the outstanding preparation of mental health counselors, school counselors, counselor educators, and supervisors in professional leadership, research, and service. The vision of the Counselor Education Program is to continue to expand our national reputation and excellence in counselor education and counseling research.

Values

The Counselor Education Program faculty endeavor to promote the values of the counseling profession through student-centered teaching and mentorship of all master's students in our programs. Our values align with the ethical, professional, and best practices in counseling and counselor education to prepare students to:

- Respect human diversity and individual freedom of expression.
- Embody the principles and practices of social justice advocacy
- Empower individuals to accomplish their mental health, wellness, educational, and career goals within developmental, cultural, social, environmental, and political contexts.
- Plan and conduct research studies and data-informed programming to advance and inform best practices and initiatives of the counseling profession.

- Consult and collaborate with interdisciplinary professionals and organizations to promote wellness for individuals, groups, communities, and society at large.

Counselor Education Program Objectives

1. UToledo Counseling students will describe and demonstrate the multiple roles, responsibilities, and functions of a professional counselor consistent with the ethical, legal, and professional standards endorsed by the profession.
2. UToledo Counseling students will apply developmentally relevant, culturally sustaining, and growth promoting theories, skills, interventions, and practices across individual and group counseling modalities.
3. UToledo Counseling students will analyze and evaluate the evidence base for effective, ethical, and culturally sustaining counseling theories, interventions, practices, and programs using current research in counseling.
4. UToledo school counseling students will apply skills necessary to design and evaluate a comprehensive school counseling program that promotes the academic, personal, social and career success of students in K-12 settings.
UToledo clinical mental health students will learn to assess, conceptualize, diagnose, treat, and advocate for individuals across the lifespan.

Counselor Education Graduate Program Degrees

Master of Arts in Counselor Education: Clinical Mental Health Counseling Specialty

The Master of Arts (M.A.) in Clinical Mental Health Counseling is a 60-semester hour program accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) as a Community Counseling Program. This program specialization prepares professional counselors to practice in community agencies, private practice, and educational settings with diverse client populations. Graduates of this program will meet the academic requirements for licensure as a professional counselor (LPC) or professional clinical counselor (LPCC) in Ohio through the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board.

Master of Arts in Counselor Education: School Counseling Specialty

The Master of Arts (M.A.) in School Counseling is a 60-semester hour program accredited by CACREP. This program specialization prepares professional counselors to practice in a K-12 settings with diverse student populations. Graduates of this program will meet the academic requirements for licensure as a school counselor in Ohio through the Ohio State Board of Education.

Graduate Certificate in School Counseling

The Graduate Certificate in School Counseling is designed for individuals seeking licensure as a School Counselor. To be eligible for this certificate program, individuals must already have a master's degree in counseling from a CACREP-accredited program. Individualized programs of study are developed in consultation with the student's assigned faculty advisor upon admission to the certificate program. Currently admitted students in the Clinical Mental Health Counseling Program may apply for admission to the Graduate Degree in School Counseling. All students seeking the Graduate Certificate in School Counseling are required to complete the following courses:

1. Orientation to School Counseling COUN 5010 (4 credit hours)
2. Comprehensive School Counseling Program COUN 6100 (4 credit hours)
3. Issues in Special Education SPED 5000 (3 credit hours)
4. Child, Adolescent, and Family Counseling COUN 6220 (3 credit hours)
5. Counseling Internship COUN 6940 (8 credit hours)

Graduate Certificate in Clinical Mental Health Counseling

The Graduate Certificate in Clinical Mental Health Counseling is designed for individuals seeking licensure as a mental health counselor. To be eligible for this certificate program, individuals must already have a master's degree in counseling from a CACREP-accredited program. Individualized programs of study are developed in consultation with the student's assigned faculty advisor upon admission to the certificate program. Currently admitted students in the School Counseling Program may apply for admission to the Graduate Degree in Clinical Mental Health Counseling. All students seeking the Graduate Certificate in Clinical Mental Health Counseling are required to complete the following courses:

1. Professional Orientation to Clinical Mental Health Counseling COUN 5020 (4 credit hours)
2. Diagnosis and Mental Health COUN 6240 (4 credit hours)
3. Psychopathology and Personality Assessment COUN 5600 (4 credit hours)
4. Advanced Clinical Skills COUN 6200 (4 credit hours)
5. Counseling Internship COUN 6940 (8 credit hours)

Application to the Graduate Certificate Counseling Programs

Individuals applying to a Graduate Certificate Program in School Counseling or Clinical Mental Health Counseling are required to following the steps of the admissions process outlined by the College of Graduate Studies. Individuals are required to submit a 1–2-page Purpose Statement that clearly describes the following:

- 1) Applicants must clearly describe their reason(s) for seeking the graduate certificate.
- 2) Applicants must explicitly state their professional goals upon completing the graduate certificate.

- 3) Applicants must describe how the graduate certificate program directly supports the stated goals.
- 4) Applicants must provide a summary of their intended plan to complete the graduate certificate program.
- 5) Applicants must include a summary of their individual qualities and characteristics that specifically align with the graduate certificate sought.

Non-Degree Students Seeking LPC or LPCC Licensure

Students can take up to 9 hours before being admitted to the program by applying for non-degree seeking status. Students can find the [application for non-degree seeking students](#) on the College of Graduate Studies web site. Non-degree students can enroll in those courses if space permits with the following exception. Non-degree students are not permitted to register for COUN 5190 Counseling Practicum or COUN 6940 Internship. Only students admitted to the Master of Arts in Counselor Education or one of the Graduate Certificate in counseling programs will be permitted to complete clinical courses.

Admission to the Counselor Education Program

Applicants must first be eligible for admission to the College of Graduate Studies prior to admission to the Counselor Education Program. The following are the College of Graduate Studies admission requirements:

- **Earned Degree:** All graduate applicants must possess a bachelor's degree from a regionally accredited college or university.
- **Cumulative GPA:** A 2.70 cumulative GPA for all previous academic work. All applicants with less than a 2.70 cumulative GPA on all undergraduate work are required to forward results of the GRE.
- **GRE requirement:** It is within the discretion of the various departments to require the GRE (general test-institution code 1845) for all applicants. Please refer to the department website to determine if the GRE is required of all applicants. All international applicants who do not have a degree earned from a U.S (United States). regionally accredited institution will be required to submit GRE scores for all graduate programs. Note: The Counselor Education Program does not require the GRE for admission into the Program.
- **Letters of Recommendation:** Depending on the program, letters of recommendation are required. Refer to the specific program's admission criteria for the required number of letters of recommendation.
- **Transcript requirement:** The College of Graduate Studies requires **official transcripts** from all universities/colleges you are currently attending or have attended. Official transcripts are those sent directly from the institution to the College of Graduate Studies. Transcripts not

received directly from the institution will be considered unofficial. Only official transcripts will be acceptable for final admission to the program.

- **TOEFL requirement:** In addition to the requirements for regular admission, all applicants whose native language is not English must submit scores from a standardized test of English as a foreign language unless the applicant has graduated from a U.S., regionally accredited college or university or completed at least one full time academic year of study from a regionally accredited institution earning a 3.0 or greater GPA. Language instruction courses do not fulfill this requirement. *Test scores for TOEFL cannot be older than 2 years from the first day of the term that the student begins their program.*
- **International Applicants, Financial Responsibility:** All international students must also demonstrate that they have adequate financial resources for their graduate education upon recommendation for admission. The College of Graduate Studies will initiate a request for documentation when appropriate.

The Counselor Education Program requires all applicants to demonstrate the personal, professional, and academic qualities endorsed by the counseling profession. In addition to the College of Graduate Studies requirements, the Counselor Education Program requires the following:

1. Applicants have earned an undergraduate degree in an appropriate foundational field with a 3.0 or equivalent accumulated grade point average on a 4-point scale for all undergraduate study at all institutions attended.
2. Applicants submit a 2-3 Purpose Statement detailing significant personal and professional experiences that relate to the applicant's decision to pursue a career in counseling (e.g., rationale for seeking degree, commitment to counseling as a profession). The personal statement should also address such topics as the applicant's skills or knowledge, preparation through education and/or experience, strengths and weaknesses, rationale for academic deficiencies, etc.
3. Submit a professional résumé.
4. Submit three letters of recommendation speaking to the applicants academic potential, professionalism, and the applicants strengths and challenges relevant to the degree sought. It is preferred that at least one letter addresses the applicant's academic potential (i.e., from a university faculty member).

No applicant's materials will be reviewed for admission as a regular student until the applicant's file is complete and forwarded to the Program by the College of Graduate Studies. **It is the applicant's responsibility to ensure that all letters of recommendation, transcripts, and other supporting materials have been received by the Program prior to consideration for admission. The Program must receive all application materials by September 15 or January 15.** The program cannot guarantee that late applications will be considered during the semester

in which they are received. This means application materials must be submitted to the College of Graduate Studies for processing at least six weeks prior to the above program deadlines.

The Program Applicant Screening Committee will screen applicants who meet academic admission criteria. The Applicant Screening Committee will evaluate and rate each applicant for (a) academic achievement and potential, (b) letters of recommendation, (c) related work or volunteer experience, (d) writing skills, and (e) educational background. In addition, faculty may review prospective students' social media presences and interactions for purposes of admission. (Please see the Counselor Education program's Social Media Guidelines policy for further elaboration at http://www.utoledo.edu/hhs/counselor-education/Policies/PDFs/Social_Media_Policy.pdf .) The Committee will then recommend the best overall qualified applicants for an interview with the Program Admissions Committee.

The Admissions Committee is comprised of program faculty. The purpose of the interview is to provide applicants with additional information about the program, ensure the program will meet applicants' needs, assess applicants' personal suitability to provide interpersonal counseling, assess the relevance of applicants' professional goals and objectives to the program and faculty, and to assess the applicants' ability in the following areas:

1. Academic Criteria

- a. Clarity and appropriateness of personal and professional goals.
- b. Match between applicant's goals and program offerings.
- c. Realistic plans for completing the degree.
- d. Relevant counseling-related experiences.
- e. Relevant academic background.
- f. Experience or training in cultural differences/diversity and inclusion.
- g. Demonstrate accountability, integrity, and honor in all course-related activities.

2. Counseling Skills

- a. Ability to establish rapport.
- b. Appropriate nonverbal/attending behaviors.
- c. Concrete and focused communications.
- d. Appropriate level of responsibility during the interview.

3. Personal Characteristics

- a. Good judgment in sharing personal feelings, thoughts, and experiences.
- b. Adequate personal awareness and growth through life experiences.
- c. Appropriate interpersonal and communication skills.
- d. Emotional maturity and stability.

- e. Considerate of the thoughts and ideas of others.
- f. Treat every individual with kindness, dignity, and respect.

The Program Admissions Committee will make a final determination regarding an applicant's admission usually within a few days following the interview. Applicants will be notified of the committee's decision by email.

It should be noted that admission to the Counselor Education master's degree programs is selective and competitive. Meeting minimum program criteria does not guarantee that an applicant will be invited for an interview and being invited for an interview does not guarantee admission. Program instructional and advising resources are limited and this places restrictions on the number of students we can admit and effectively serve in each term. Consequently, the Program may be unable to offer interviews or admission to otherwise qualified applicants.

Ohio, Michigan, and most other states do not require school counselors to be licensed/certified as teachers. They do require a master's degree in school counseling including a 600-clock hour internship in a school under the supervision of a licensed school counselor. It is the student's responsibility to find a school or schools in which to complete practicum and internship. Most schools require a police background check. It is also the responsibility of the student to arrange for qualified supervision. Applicants expecting to practice outside of Ohio should consult that state's department of education to determine the current certification requirements. **For information on School Counseling licensure in Ohio, contact the Ohio Department of Education, 25 South Front Street, Columbus, OH 43215-4183, telephone (877) 644-6338. In Michigan contact the Michigan Department of Education, 608 W. Allegan Street, P.O. Box 30008, Lansing, MI 48909, telephone (833) 633-5788.**

Students interested in Professional Counselor licensure (LPC or LPCC) should contact their state's licensing board to determine current requirements. **In Ohio contact the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board, 77 South High Street, 24th Floor, Room 2468, Columbus, OH 43215-6171, telephone (614) 466-0912. In Michigan contact the Michigan Board of Counseling, P.O. Box 30670, Lansing, MI, 48909, telephone (517) 335-0918.** All students must complete a 600-clock hour internship in a clinical setting under the supervision of an independently licensed clinician (LPCC-s). It is the student's responsibility to find an agency or practice in which to complete a practicum or internship. Most agencies and credentialing bodies require a police background check. Having been convicted of a felony, and some misdemeanors, may prevent the student from being licensed or from working or doing a practicum or internship in a school or agency.

The Counselor Education Program has an equal opportunity admissions policy and does not discriminate against applicants on the basis of race, color, religion, sex, age, national origin, sexual orientation, gender identity and expression, veteran status, the presence of a disability, familial status, political affiliation, and participation in protected activities. It is a policy of the Counselor Education Program to encourage individuals from diverse ethnic, cultural, or social backgrounds to apply for admission. Prior to admission applicants are required to read the

American Counseling Association *Code of Ethics* (2014) and attest to their intention to follow this *Code* while enrolled in the program. The *Code* can be found here: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>.

The Counselor Education Program welcomes inquiries into its programs. Persons interested in discussing the School Counseling Program or the Clinical Mental Health Counseling Program should contact the Admissions Coordinator, Dr. Leslie Neyland-Brown, Leslie.neyland@utoledo.edu. Interested persons are encouraged to review the application information and guidance provided here: <https://www.utoledo.edu/hhs/counselor>

Advising

Students will be assigned a faculty advisor upon admission into the Counselor Education Program. Faculty advisors serve as a resource to students throughout the duration of their program. Information related to course sequencing, scheduling, and practicum and internship reservations should be directed to the assigned faculty advisor. The name and email of the faculty advisor is provided to students upon admission. Students are expected to contact their faculty advisor to schedule an initial advising meeting within their **first semester** of classes. This meeting will assist students in developing a Plan of Study. The Plan of Study is an advising tool that defines students' paths toward successful degree completion. This is created in collaboration between the student and advisor and must be completed by the end of the first semester of enrollment. Student field experiences (practicum and internship) will be reserved on behalf of the student after the Plan of Study is completed. Faculty advisors should be notified of any potential adjustments to the Plan Study (e.g., course and/or semester change) to discuss the impacts of such changes toward degree completion. Additionally, students are required to meet with faculty advisors annually.

Students will be offered regular, systematic opportunities to evaluate their experience with and access to academic advising with the counselor education program. This evaluation is included within the annual Counselor Education Systematic Program Survey.

Students may request a change of advisor during their program. Whenever possible, students should first meet with their assigned faculty advisor to discuss the request. In all cases, the student must request a change of advisor to the Program Director of the Counselor Education Program. Alternatively, students may submit their request to change their advisor to the Department Chair.

Curriculum

Counselors are responsible to develop competence in the areas of self-awareness, knowledge, skills, and interventions. The areas of competency covered by this curriculum correspond to those required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The School Counseling curriculum leading to eligibility to take the Ohio Assessment for Educators required by the Ohio Department of Education for School Counselors consists of 60 semester hours of training in specific areas as outlined below. The curriculum for the Clinical Mental Health Counseling Program is a 60-semester hour program. Licensure as a professional

counselor (LPC) or professional clinical counselor (LPCC) in the State of Ohio requires 60 semester hours of coursework.

The School Counselor Course of Study

This program meets current academic requirements for eligibility to sit for the school counselor licensure examination for the Ohio State Department of Education Pupil services license.

Required School Counseling Major Courses (60 or 61 Credit Hours)

COUN 5010	Professional Orientation to School Counseling*	4 credits
COUN 5110	Career Counseling & Development	3 credits
COUN 5120	Individual & Group Assessment	3 credits
COUN 5130	Group Counseling*	4 credits
COUN 5140	Counseling Theories & Applications*	4 credits
COUN 5150	Counseling Across the Lifespan	3 credits
COUN 5160	Cultural Diversity in Counseling	3 credits
COUN 5180	Counseling Skills*	4 credits
COUN 5190	Counseling Practicum	4 credits
COUN 6000	Counseling Research & Program Evaluation	3 credits
COUN 6100	Comprehensive School Counseling Programs	4 credits
COUN 6220	Child, Adolescent, & Family Therapy	3 credits
COUN 6230	Crisis Counseling	3 credits
COUN 6940	Counseling Internship	8 credits
COUN 6240 OR SPSY 6260	Diagnosis & Mental Health OR Developmental Child Psychopathology	4 credits
SPED 5000	Issues in Special Education **	3 credits
TOTAL		60 credits

* These courses are prerequisites for enrolling in COUN 5190 Counseling Practicum.

Students planning to enroll in COUN 5190 must have earned a grade of B or better in all prerequisite courses (i.e., COUN 5010, 5130, 5140 and 5140).

** SPED 5000 is not required for students with Special Education Teacher Licensure.

The Clinical Mental Health Counseling Course of Study

This program meets current academic requirements for eligibility to sit for the National Counselor Examination for the LPC issued by the Ohio Counselor, Social Worker, and Marriage and Family Therapy Board.

Required Clinical Mental Health Counseling Major Courses (60-61 credit hours.)

COUN 5020	Orientation to Clinical MH Counseling*	4 credits
COUN 5110	Career Counseling and Development	3 credits
COUN 5120	Individual & Group Assessment	3 credits
COUN 5130	Group Counseling*	4 credits
COUN 5140	Counseling Theories & Applications*	4 credits
COUN 5150	Counseling Across the Lifespan	3 credits
COUN 5160	Cultural Diversity in Counseling	3 credits
COUN 5180	Counseling Skills*	4 credits
COUN 5190	Counseling Practicum	4 credits
COUN 5600	Psychopathology & Personality Assess.	4 credits
COUN 6000	Counseling Research & Program Eval.	3 credits
COUN 6200	Advanced Clinical Skills	3 credits
COUN 6230	Crisis Counseling	3 credits
COUN 6240	Diagnosis & Mental Health*	4 credits
COUN 6940	Counseling Internship	8 credits
COUN 6220 OR COUN 8460	Child, Adol., & Family Therapy OR Substance Abuse Counseling	3 or 4 credits
TOTAL		60-61 credits

* These courses are prerequisites for enrolling in COUN 5190 Counseling Practicum.

Students planning to enroll in COUN 5190 must have earned a grade of B or better in all prerequisite courses (i.e., COUN 5020, 5130, 5140, 5180, and 6240).

Transfer Credit

Transfer Credit—Degree in Progress

Students can transfer up to one-third of the hours required for their University of Toledo graduate degree (i.e., up to 20 hours). In all transfer cases, applicant graduate transcripts will be evaluated by the program director, who will determine the number of transferable credit hours. If the prospective student is transferring from a non-CACREP accredited program **Group Counseling, Counseling Theories and Techniques, Counseling Practicum, Counseling Internship, and Diagnosis and Mental Health Counseling must be taken at The University of Toledo.** If the prospective student is transferring from a CACREP-accredited program **Counseling Practicum and Counseling Internship must be taken at The University of Toledo.** When credit is transferred, it affects how much time students must complete their degree. Students have six years to complete the master's degree, starting from the time they completed their first course. The six-year time limit begins with the earliest course listed on the

Plan of Study. For example, if a student transfers in credits that are four years old, they only have two years to complete the master's or they will have to petition for an extension with the College of Graduate Studies.

Transfer Credit—From Previously Completed Degrees

A student who has obtained a master's degree at The University of Toledo and elects to enroll in a second master's degree at UT may transfer in up to twelve (12) semester hours from the first master's degree if the coursework is appropriate and the student's advisor approves. The time for completion of the degree starts with the earliest course listed on the Plan of Study, including any courses transferred from a previous degree. For students who have completed a master's degree from another institution, none of the coursework from that degree can count toward a degree at The University of Toledo.

Counselor Education Student Evaluation

To ensure successful progress in and completion of the program, in accordance with CACREP (2024) standards, the counselor education program engages in continuous, systematic evaluation of each student. Assessments employed will be based on expected program outcomes, competencies and the professional dispositions expected of a licensed professional counselor.

Professional Dispositions

Beyond the ethical and academic expectations of the program outlined above it is expected that students embody the dispositions of professional counselors. Faculty are responsible for evaluating students' **Professional Dispositions** (outlined below) throughout their time in the program. These dispositions include students' professional ethics and behaviors, attitudes, and values that are observed through personal interactions with faculty, program staff, and peers, to include verbal and non-verbal communications. The Counselor Education program will use the Professional Dispositions Competency Assessment—Revised (PDCA-R) (Garner et al., 2020) as part of the evaluation process. The PDCA-R will assess the following dispositions:

- a. Conscientiousness
- b. Coping and Self-Care
- c. Openness
- d. Cooperativeness
- e. Moral Reasoning
- f. Personal Skills
- g. Cultural Sensitivity
- h. Self-Awareness
- i. Emotional Stability
- j. Ethical Behavior

Professional dispositions will be assessed at three points, beginning in the admissions process. The second evaluation of dispositions will be completed in the semester before the practicum experience. Students will meet with their advisor as part of the practicum application process. Students will be asked to complete the PDCA-R as a self-assessment and submit to the advisor before the pre-practicum meeting. Students should be prepared to discuss ratings in each area with the graduate advisor. Advisors will review the student's plan of study, scores on Key Performance Indicators and provide feedback to student based on data collected during the student review process from all faculty. Approval for practicum is predicated on a satisfactory annual evaluation. Students are expected to receive a *Meets expectation* in each disposition area assessed. Students who do not receive a *Meets expectation* will be referred for remediation.

The third evaluation of professional dispositions will occur in the final semester of internship. The internship instructor will complete the PDCA-R for each student and discuss any concerns. The completed PDCA-R will be submitted to the clinical coordinator with all internship evaluations.

Key Performance Indicators

Counselor Education students will be responsible for maintaining a record of grades on assignments identified as Key Performance Indicators (KPI). These are not extra assignments, but assignments in each course that measure specific program objectives aligned with the CACREP standards. Students are encouraged to save these assignments with any feedback provided by the instructor. Students will record their scores on each KPI using The Continuous Evaluation form. Students will review this form with their advisor during the pre-practicum meeting as part of the practicum application process. Students will submit the Continuous Evaluation form in their final semester, or once all KPIs have been completed. The completed form will be submitted in the Counselor Education Practicum and Internship Hub on Blackboard. The Dropbox can be found under the Tab for Key Performance Indicators.

The following table identifies the KPIs for both the school counseling and clinical mental health counseling program, as well as the courses in which each KPI has been assigned.

Key Performance Indicator	Course	Assignment
KPI #1 Professional Counseling Orientation and Ethical Practice	COUN 5010, COUN 5020,	Knowledge: Interview with Professional Counselor Paper
	COUN 6940*	Skills: Evidenced Based Counseling Approach Article Review
KPI #2: Social and Cultural Identities and Experiences	COUN 5160,	Knowledge: Book Reflection
	COUN 6940*	Skills: Intersectional Analysis

KPI #3 Lifespan Development	COUN 5150, COUN 6940*	Knowledge and Skills: Clinical Application Paper
KPI #4: Career Development	COUN 5110, COUN 6940*	Knowledge and Skills: Career Assessment Paper
KPI #5: Counseling Practice and Relationships	COUN 5140, COUN 5180, COUN 6940*	Knowledge: Theoretical Orientation Concept Map/Paper Skills: Basic Listening Sequence
KPI #6: Group Counseling and Group Work	COUN 5130, COUN 6940*	Knowledge: Group Manual Skills: Group Lead
KPI #7: Assessment and Diagnostic Process	COUN 5120, COUN 6240, COUN 6260, COUN 6940*	Knowledge and Skills: Diagnostic Assessment Treatment/Intervention Planning
KPI #8: Research and Program Evaluation	COUN 6000, COUN 6940*	Skills and Knowledge: Program Evaluation
KPI #9: CMHC	COUN 5600, COUN 6940*	Skills and Knowledge: Psychopathology Report
KPI #9: Comprehensive Programming	COUN 6100, COUN 6940*	Knowledge and Skills: Comprehensive School Counseling Project

KPI Scoring for Continuous Evaluation

Rating	Grade (%)	KPI Score
Exemplary	100 – 96	3
Proficient	95 – 83	2
Emerging	82 - 73	1

Lacking	70 and below	0
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The KPI in COUN 6940 Internship is the Internship Student Evaluation (completed by the site supervisor at the midterm and final) and the Counselor Education Comprehensive Exam.

Counselor Education Comprehensive Exam (CECE)

All students will be required to take the Counselor Education Comprehensive Exam (CECE) during their final semester of internship. The CECE is 120-item standardized, multiple choice exam that covers the 8 CACREP Core content areas:

- 1) Professional counseling orientation and ethical practice,
- 2) Social and cultural identities and experiences,
- 3) Lifespan development,
- 4) Career development,
- 5) Counseling practice and relationships,
- 6) Group counseling and group work,
- 7) Assessment and diagnostic processes
- 8) Research & program evaluation.

Currently 130 Counselor Education programs use the CECE as an assessment tool or exit exam. The Counselor education program at UToledo will use the CECE to evaluate student knowledge. This is not an exit exam. Scores on this exam will be a good indication of how well students will perform on the licensure exam and assist with overall program evaluation as required by CACREP. Students are encouraged to take the CECE before taking the licensure exam.

The CECE will be administered by week 7 of the semester. Students in their final semester will receive an exam date by email from the program director. The CECE will be proctored on campus via the Blackboard platform. Students will need a computer to complete the exam. Students may bring their own or check out a laptop from the College of Health and Human Services in HH2400A if needed.

Students should arrive at the assigned test time 30 minutes before the start of the exam. For example, if the exam is scheduled to begin at 9:00 am, students should arrive no later than 8:30 am. Students will be given 3.5 hours to complete the exam, but may leave once the exam has been submitted.

Students who are eligible for accommodations through the Office of Accessibility and Disability Resources (ADR) should have an accommodations memo sent to the program director following the process established by ADR.

Supervised Experiences

The Counselor Education Program provides for a variety of supervised experiences at the master's level. Included are COUN 5190 Counseling Practicum and COUN 6940 Counseling Internship in which students work under supervision while providing individual and group counseling and consultation services to a limited number of clients in the same settings in which they anticipate employment (e.g., elementary, middle, or secondary schools; mental health centers; substance abuse treatment facilities; crisis centers; hospital inpatient programs; family service agencies; and other settings). COUN 5190 Counseling Practicum and COUN 6940 Counseling Internship must be taken through the Counselor Education Program (i.e., transfer credit cannot be substituted for these courses). All students who can be expected to work with clients and/or students under the age of 18 must secure a background check prior to the beginning of the semester in which the student expects to enroll in practicum. Students may elect to use The University of Toledo's Police Department for this service. Students are encouraged to initiate this background check a minimum of one month prior to the beginning of the practicum semester. The background check results should be sent directly to the site.

All students entering the COUN 5190 Counseling Practicum must have completed COUN 5130 Group Counseling, COUN 5180 Counseling Skills and COUN 5140 Counseling Theories and Techniques with a final grade of B or better and obtain the instructor's permission. Students enrolled in the Clinical Mental Health Counseling Program should have completed COUN 5020 Professional Orientation to Clinical Mental Health Counseling and COUN 6240 Diagnosis & Mental Health Counseling with a final grade of B or better prior to entering COUN 5190. Students enrolled in School Counseling should have completed COUN 5010 Professional Orientation to School Counseling with a final grade of B or better prior to entering COUN 5190. **Students will reserve a place in COUN 5190 Counseling Practicum at the time they submit their plans of study with their advisor. Students should update their advisor if their plans for practicum/internship change.**

As part of the Practicum application process, all students must provide evidence that they are covered by liability insurance. Students who do not submit evidence of coverage will not be permitted to participate in COUN 5190 Counseling Practicum. Liability insurance is available at modest cost through professional associations such as the American Counseling Association (see below) and can be purchased directly through HPSO.

Students are responsible for arranging their own practicum and internship placements. The Counselor Education program encourages students to pursue sites that can provide students with the professional experiences that will best prepare them for the population they would like to work with. The counselor education program has affiliation agreements with several local agencies, private practices and school districts. Students are encouraged to seek placements in our affiliate sites but permitted to seek placements elsewhere. The clinical coordinator hosts a practicum/internship orientation in both the fall and spring semesters. Students are required to attend the orientation the semester before they plan to register for practicum. Students are also responsible for reviewing the handbook(s) for practicum and internship.

COUN 6940 Counseling Internship includes all the activities the student will be expected to perform as an employed counselor. The student receives on-site supervision by a field supervisor as well as faculty supervision. Prerequisites to the internship include successful completion of COUN 5190 Counseling Practicum and permission of the instructor. Students cannot accumulate internship hours while they are still enrolled in Practicum, and they cannot accumulate internship hours until the first day of the semester in which they start their internship. Once a student begins Internship, the student can continue to accumulate Internship hours, including during breaks between semesters, until the final day of the last semester in which the student is enrolled in Internship. **Students must provide evidence that they are covered by professional liability insurance before they will be permitted to participate in the COUN 6940 Counseling Internship.**

Professional Associations

Counselor Education students should seek membership in the professional associations of their choice. Three associations are most appropriate for master's counseling students: the American Counseling Association (ACA), the American Mental Health Counselors Association (AMHCA), and the American School Counselor Association (ASCA). Each of these associations also has state and local affiliates you may wish to join. There are many reasons why membership in one of these organizations is important. First, membership establishes your identity within a professional field of study. Second, membership facilitates professional development through workshops, seminars, conferences, and professional publications. Third, membership helps professionals network and communicate with one another. Fourth, members benefit from money-saving discounts on things like publications and professional liability insurance. Finally, membership is a statement that you subscribe to the highest ethical standards and practices in your profession. Discounted student memberships are available in most associations. Membership information is available from the program secretary or from faculty members.

Financial Assistance

Scholarships from foundations and societies are available to students who have maintained a high undergraduate and graduate scholastic record. Applications can be obtained from the College of Graduate Studies office.

Special appointments as graduate assistants to assist in Student Services are available. Appointments also are available as resident advisors.

Students interested in securing financial assistance should contact the **Rocket Solution Central Office, Rocket Hall Room 1200, 419-530-8700.**

Faculty Endorsement

Counselor Education faculty members welcome the opportunity to assist students in obtaining employment in a field for which the student is trained and qualified. Students will only be endorsed for employment and/or licensure commensurate with their program of study. Most

faculty members support students' efforts to obtain employment through writing letters of recommendation, endorsements, and the like. Students are encouraged to approach faculty members to solicit an endorsement, however, faculty members reserve the right to decline a student's request. Faculty members may also withhold endorsement if they feel a student is not trained or qualified for the position they are seeking.

Educational, Vocational, & Personal Counseling

The University of Toledo provides, by professionals other than program faculty and students, personal counseling services to students. The University Counseling Center (<http://www.utoledo.edu/studentaffairs/counseling/>), the Main Campus Medical Center (<http://www.utoledo.edu/healthservices/student/>), The University of Toledo Psychology Clinic (<http://www.utoledo.edu/al/psychology/clinic/>), and University Career Services (<http://www.utoledo.edu/utlc/career/>) provide educational, vocational, and personal counseling services for students.

Retention and Remediation Policy

To successfully navigate the program, students must complete the appropriate course work, clinical experiences, and display the professional dispositions outlined above. Failure to meet dispositional standards can lead to intervention by program faculty. The counselor education faculty are mandated by the American Counseling Association (ACA) *Code of Ethics* (2014) to act as gatekeepers and to ensure students who graduate from the program are ethical, professional, and prepared counselors. In cases where students do not meet the academic, professional, or dispositional standards set forth by the program above, students may be remediated. In some cases (such as unethical or illegal behaviors as outlined above) students may be recommended for immediate removal from the program as outlined below.

The purpose of remediation is to provide reasonable supports and interventions for students to successfully resolve their academic, professional, and/or dispositional concerns in concert with the ACA Code of Ethics (2014) and best practices in counselor education. Remedial procedures are outlined below.

In the cases where remediation plans are initiated, a variety of interventions may be utilized to support student development, success, and retention. These include but are not limited to repeating courses, slowing down program matriculation, delaying clinical experiences (e.g., practicum/internship), additional trainings or coursework beyond a student's plan of study, etc. A remediation plan can be found in Appendix B.

Academic Requirements

Regulations of the Graduate Faculty require that graduate students maintain (a) a grade point average of 3.0 on a 4-point system for all courses completed and (b) an average of 3.0 on a

4-point system for courses completed in the program of specialization. Students whose grade point average falls below 3.0 on the 4-point scale are subject to dismissal from the College of Graduate Studies. **Any course in which a grade below a “C” (i.e., grades of “C-” or below) was achieved will not be accepted on a “Plan of Study.”** A limited number of courses are graded S or U upon completion. A grade of S will allow for graduate credit to be earned. Academic performance that is below the standards outlined by the College of Graduate Studies can lead to student remediation.

In addition to the above, **students are required to earn a B or better on any courses listed as prerequisites for practicum.**

Non-Academic Requirements

Coursework, practica, and internships are times for students to determine if they are well suited to the profession of counseling. Additionally, faculty will be utilizing this time to evaluate students' suitability and appropriateness for the counseling profession as well as their academic performance. Students who do not appear to possess those qualities or skills associated with effective counseling may be advised to withdraw from the program. In these cases, students shall be assisted in identifying an area of study or specialization that is more suited or appropriate to their talents and skills. These are further operationalized by the **Professional Dispositions** listed above.

Students are expected to behave in a responsible and professional manner while functioning in classes, practica, and internships. This includes students' presences and interactions on social media. Faculty may review former, current, and prospective students' social media presences and interactions. (Please see the Counselor Education program's Social Media Guidelines policy for further elaboration at <http://www.utoledo.edu/hhs/counselor>).

Failure to conform one's behavior to acceptable standards of practice shall be considered cause for discipline up to and including dismissal from the program. After admission to the program, cause for dismissal shall consist of, but not be limited to:

1. Any activity of a professional or counseling nature that is prohibited under the ethical standards and practices of the American Counseling Association (ACA) or the American School Counseling Association. Students should obtain a copy of these Standards from the American Counseling Association's website (www.counseling.org).
2. Malicious disrespect, inappropriate sexual comments or gestures toward instructors, supervisors, or fellow students; failure to follow reasonable instructions; use of profanity or verbal or physical intimidation toward instructors, supervisors, or fellow students.
3. The use of fraud or deceit to obtain admission to the program, a course, a practicum, or an internship.
4. Exploiting practicum or internship clients for personal gain or profit.

5. Students' presences and interactions on social media that are deemed inaccurate, inappropriate, offensive, vicious (e.g., cyberbullying), unethical, and/or illegal. (Please see the Counselor Education program's Social Media Guidelines policy for further elaboration at http://www.utoledo.edu/hhs/counselor-education/Policies/PDFs/Social_Media_Policy.pdf.)
6. The illicit use of alcohol or prescription drugs or the use of illicit drugs to the extent that it impairs the student's ability to perform properly or adequately, or which may pose a potential or actual threat to the welfare or safety of clients.
7. Conviction of an offense involving the sale, possession, or consumption of a controlled substance.
8. Conviction of an offense that is a felony.
9. Conviction of an offense involving moral turpitude.
10. Conviction for a misdemeanor offense committed during the practice of any counseling or psychological procedure or activity.
11. Any behavior, activity, procedure, or practice that is prohibited under the Counselor Licensure laws of the State of Ohio.
12. A finding of "responsible" under the Student Code of Conduct, or for certain identified issues, constitutes a basis for remediation or dismissal from the program.

Remediation Procedures

The following procedures will be employed by faculty members in cases when a student's behavior fails to conform with acceptable standards of the program outlined above.

1. The issue is brought before the program faculty members for discussion as a retention matter during program faculty meetings or in some urgent cases, electronically. The issue, even if previously addressed through the University's Student Code of Conduct process, may still be examined under these program rules. While the University finding and imposition of penalties cannot be modified or reduced by the program, the program may impose additional sanctions through its process if it determines that compliance with program rules or requirements for remaining in the program have been called into question.
2. The student's program advisor and one other faculty member are assigned by the program director to meet with the student for a concern conference. This meeting will be scheduled to discuss the concerns and the program standards or rules at issue.

3. The student, the advisor, the additional faculty member, and any student advocate that is invited by the student meet to discuss the matter and review any available evidence.
4. The advisor and additional faculty member report back to the entire faculty the results of the student meeting(s) and the student(s)' subsequent response(s). The faculty members present at the meeting will develop one of the following recommendations.
 - a. A written remediation plan (see Appendix B) is developed to address the specific identified issues. The student is given the option to accept and implement the remediation plan or withdraw from the program.
 1. If the student accepts the remediation plan, the student's advisor will monitor the student's progress toward completing the remediation plan and share the remediation plan with the program faculty members when the plan is completed. Assuming that the remediation plan's completion is acceptable, the student is free to return to the program and resume progress toward degree completion.
 2. If the student does not successfully complete the remediation plan or it is rejected by the faculty, the faculty members can recommend that the student be dismissed from the academic program, or an additional remediation plan can be developed.
 - b. The faculty members may recommend that the student be dismissed from the academic program rather than be allowed to complete a remediation plan and may request advising about the viability of options in other UT graduate degree granting programs.

In matters involving a Student Code of Conduct finding of responsibility for sexual misconduct, as defined in the Student Code of Conduct, the complainant will receive concurrent written notice of the outcome at the same time the student does (i.e., that the student is completing a remediation plan, that the student has withdrawn, or that the student is dismissed from the program).

In matters involving a Student Code of Conduct finding responsibility for sexual misconduct, as defined in the Student Code of Conduct, the complainant has equal appeal rights.

Academic Grievance Procedure

If a graduate student has an academic grievance or wishes to appeal a retention decision, they should follow the College of Health and Human Services Grievance Policy, located here: <https://www.utoledo.edu/hhs/student-services/docs/CHHS%20-%20Graduate%20Student%20Academic%20Grievance%20Process%20and%20Policy.pdf>

Appendix A Continuous Evaluation

**School Counseling Program Continuous Evaluation Form**

Student Name:		
Rocket Number:		6 Years Ends:
Advisor:		
Assessment Period:		

Progress toward completing plan of study

Course ID & Title	Term	Grade	Hrs
COUN Core Courses	--	--	--
COUN 5110 Career Counseling and Development			3
COUN 5120 Individual and Group Assessment			3
COUN 5130 Group Counseling			4
COUN 5140 Counseling Theories and Applications			4
COUN 5150 Counseling Across the Lifespan			3
COUN 5160 Cultural Diversity in Counseling and School Psychology			3
COUN 5180 Counseling Skills			4
COUN 6000 Counseling Research and Program Evaluation			3
COUN 6230 Crisis Counseling			3
COUN 6240 Diagnosis and Mental Health (or SPSY 6260 for SCH)			4
COUN 5190 Counseling Practicum			4
COUN 6240 Counseling Internship			8
SCH Concentration Courses	--	--	
COUN 5010 Professional Orientation to School Counseling			4
COUN 6100 Comprehensive School Counseling Programs			4
SPED 5000 Issues in Special Education (3)			3

COUN 6220 Counseling Child, Adolescent, and Family Therapy			3
Total Credit Hours Completed at Time of Assessment (Minimum of 60 to graduate)			
Current GPA			

School Counseling Program Objectives	Key Performance Indicator	Score
Students will describe and demonstrate the multiple roles, responsibilities, and functions of a professional counselor consistent with the ethical, legal, and professional standards endorsed by the profession.	<u>Core KPI #1:</u> Professional Counseling Orientation And Ethical Practice: <u>Knowledge</u>	KPI #1: _____
Students will apply developmentally relevant, culturally sustaining, and growth promoting theories, skills, interventions, and practices across individual and group counseling modalities.	<u>Core KPI #2:</u> Social and Cultural Identities and Experiences: <u>Knowledge</u> and <u>Skills</u> <u>Core KPI #3:</u> Lifespan Development <u>Knowledge</u> and <u>Skills</u> <u>Core KPI #5:</u> Counseling Practice and Relationships: <u>Skills</u> <u>Core KPI #5:</u> Counseling Practice and Relationships: <u>Knowledge</u> <u>Core KPI #6:</u> Group Counseling and Group Work: <u>Knowledge</u>	KPI #2: _____ KPI #3: _____ KPI #5: _____ KPI #5: _____ KPI #6: _____
Students will master skills necessary to design and evaluate a comprehensive school counseling program that promotes the academic, personal, social and career success of students in K-12 settings.	<u>Core KPI #4:</u> Career Development: <u>Knowledge</u> and <u>Skills</u> <u>Core KPI #7:</u> Assessment and Diagnostic Processes: <u>Skills</u> SC KPI #9: Comprehensive School Counseling Programs	KPI #4: _____ KPI #7: _____ KPI #9: _____
Students will analyze and evaluate the evidence base for effective, ethical, and culturally sustaining counseling theories, interventions, practices, and programs using current research in counseling.	<u>Core KPI #1:</u> Professional Counseling Orientation and Ethical Practice: <u>Knowledge</u> <u>Core KPI #8:</u> Research and Program Evaluation: <u>Skills</u>	KPI #1: _____ KPI #8: _____

KPI Scoring for Continuous Evaluation

Rating	Assignment/Assessment Grade (%)	KPI Score
Exemplary	100 – 96	3
Proficient	95 – 83	2
Emerging	82 - 73	1
Lacking	70 and below	0

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____



Clinical Mental Health Program Continuous Evaluation Form

Student Name:			
Rocket Number:		6 Years Ends:	
Advisor:			
Assessment Period:			

Progress toward completing plan of study

Course ID & Title	Term	Grade	Hrs
COUN Core Courses	--	--	--
COUN 5110 Career Counseling and Development			3
COUN 5120 Individual and Group Assessment			3
COUN 5130 Group Counseling			4
COUN 5140 Counseling Theories and Applications			4
COUN 5150 Counseling Across the Lifespan			3
COUN 5160 Cultural Diversity in Counseling and School Psychology			3
COUN 5180 Counseling Skills			4
COUN 6000 Counseling Research and Program Evaluation			3
COUN 6230 Crisis Counseling			3

COUN 6240 Diagnosis and Mental Health (or SPSY 6260 for SCH)			4
COUN 5190 Counseling Practicum			4
COUN 6240 Counseling Internship			8
CMHC Concentration Courses	--	--	--
COUN 5020 Professional Orientation to Clinical MH Counseling			4
COUN 5600 Psychopathology & Personality Assessment			4
COUN 6200 Advanced Clinical Skills			3
COUN 6220 (Child, Adolescent, Fam Therapy) OR COUN 8460 Substance Abuse Counseling			3 or 4
Total Credit Hours Completed at Time of Assessment (Minimum of 60 to graduate)			
Current GPA			

CMHC Program Objectives	Key Performance Indicator	Score
Students will describe and demonstrate the multiple roles, responsibilities, and functions of a professional counselor consistent with the ethical, legal, and professional standards endorsed by the profession.	<u>Core KPI #1:</u> Professional Counseling Orientation And Ethical Practice: <u>Knowledge</u>	KPI #1: _____
Students will apply developmentally relevant, culturally sustaining, and growth promoting theories, skills, interventions, and practices across individual and group counseling modalities.	<u>Core KPI #2:</u> Social and Cultural Identities and Experiences: <u>Knowledge</u> and <u>Skills</u> <u>Core KPI #3:</u> Lifespan Development <u>Knowledge</u> and <u>Skills</u> <u>Core KPI #5:</u> Counseling Practice and Relationships: <u>Skills</u> <u>Core KPI #5:</u> Counseling Practice and Relationships: <u>Knowledge</u> <u>Core KPI #6:</u> Group Counseling and Group Work: <u>Knowledge</u>	KPI #2: _____ KPI #3: _____ KPI #5: _____ KPI #5: _____ KPI #6: _____
Students will identify and apply a broad range of developmentally appropriate and culturally sustaining assessment instruments specialty areas to inform counseling practice.	<u>Core KPI #4:</u> Career Development: <u>Knowledge</u> and <u>Skills</u> <u>Core KPI #7:</u> Assessment and Diagnostic Processes: <u>Skills</u> <u>CMH KPI #9:</u> Advanced Assessment	KPI #4: _____ KPI #7: _____ KPI #9: _____

Students will analyze and evaluate the evidence base for effective, ethical, and culturally sustaining counseling theories, interventions, practices, and programs using current research in counseling.	<u>Core KPI #1:</u> Professional Counseling Orientation and Ethical Practice: Knowledge <u>Core KPI #8:</u> Research and Program Evaluation: Skills	KPI #1: _____ KPI #8: _____

KPI Scoring for Continuous Evaluation

Rating	Assignment/Assessment Grade (%)	KPI Score
Exemplary	100 – 96	3
Proficient	95 – 83	2
Emerging	82 - 73	1
Lacking	70 and below	0

Student Signature: _____ Date: _____

Advisor Signature: _____ Date: _____

Appendix B Remediation Plan



University of Toledo Counselor Education Program Individual Remediation Plan

Student:

Date:

Instructor/Advisor:

Course:

This student has been placed on a remediation for the following reasons:
Check all that apply.

- ☐ Professionalism/Interpersonal Demeanor (ie: Receptive to feedback; boundary issues)
- ☐ Counseling Skills (Theoretical knowledge; basic skills, ability to conceptualize/consult)
- ☐ Non-clinical Issues (ie: Academic concerns/competence; Documentation)
- ☐ Other:

The following issues have arisen during the course/semester:

Check Items within each Element of Individual Remediation Plan:**1. Professionalism**

- a. Open to supervision _____
- b. Receptive to feedback _____
- c. Open to self-examination _____
- d. Boundary issues _____
- e. Knowledge of procedures/policies _____
- f. Identifies roles of counselor _____
- g. Ethical Behavior _____

2. Counseling Skills

- a. Basic Skills _____
- b. Consults with supervisor/instructor on skills _____
- c. Intermediate/Advanced skills _____
- d. Theoretical Orientation _____
- e. Case Conceptualization _____
- f. Session Management _____

3. Non-Clinical

- a. Documentation _____
- b. Indirect client contact _____
- c. Administrative duties _____

Individual Plan for Improvement

1. _____

2. _____

3. _____

Additional Notes:

Plan of Action:

Remediation w/o Clinical Suspension ____

Remediation w/Clinical Suspension ____

Removal from Clin. Site/Retake Practicum ____

Removal from Program ____

Student's Signature: _____

Advisor/Instructor's Signature: _____