UNION INSTITUTE & UNIVERSITY

Master of Arts with a
Major in Clinical Mental Health Counseling
(MA-CMHC)
Student Handbook
July 1, 2016 to June 30, 2017

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The policies and procedures described in this Handbook apply to students matriculated in the Masters of Arts with a Major in Clinical Mental Health Counseling from July 1, 2016 to June 30, 2017. Union Institute & University reserves the right to amend, to modify, or to revise the policies and procedures stated herein as deemed necessary and appropriate and as approved by the Board of Trustees.

Union Institute & University is accredited by The Higher Learning Commission. Union Institute & University is authorized as a degree-granting institution by the Ohio Board of Regents, the Florida Commission for Independent Education, and the Vermont Board of Education. In California, the Bureau for Private Postsecondary Education has determined that, as an accredited institution, Union Institute & University is exempt from the need for bureau approval. In addition to the authorizations in these four states where UI&U operates academic centers, Union Institute & University has been granted limited authorization in Kentucky and New Hampshire; is registered with the state of Maryland; and has received official exemptions from authorization from several other states. Most states require no formal authorization or exemptions for their residents to enroll in UI&U programs. See catalog section "Institutional Accreditation, Authorizations, and Memberships" or visit https://myunion.edu/about-union/accreditation/for information about the meaning of accreditation as well as contact information for the various agencies that authorize UI&U.

Union Institute & University does not discriminate in admission, employment, or policy on the basis of age, race, ethnicity, color, sex, sexual orientation, gender identity, religion, national origin, or physical impairment. Union Institute & University policies and practices conform with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975. Union Institute & University conforms to the provisions of student rights under the Family Educational Rights and Privacy Act of 1974 as amended. Files are maintained and released under the provisions of the act.

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PART I: INTRODUCTION

Welcome to the Master of Arts with a Major in Clinical Mental Health Counseling (MA-MHC) program at Union Institute & University. We want to congratulate you on your decision to pursue an advanced degree in clinical mental health counseling and thank you for choosing Union Institute & University as your partner in the pursuit of your professional goals.

This is the *Student Handbook* for the MA-CMHC Program. It has been prepared to assist you in your program planning. You are responsible for comprehending and abiding by the policies contained in this handbook. We urge you to discuss questions you may have with your advisor or with other members of the counseling faculty. The information in this handbook is specific to the MA-CMHC program. It includes course and clinical requirements, course sequencing, curriculum planning, procedures, evaluation, forms and policies. For additional program and university information, please see the current version of the university catalog at: https://myunion.edu/academics/catalog/.

Union Institute & University Mission Statement and Values

Union Institute & University educates highly motivated adults who seek academic programs to engage, enlighten, and empower them to pursue professional goals and a lifetime of learning, service, and social responsibility.

Academic Excellence – Union Institute & University is committed to academic excellence and ensures institutional quality through continuous assessment and review of programs, processes, policies, and outcomes.

Creative & Critical Thinking – Union Institute & University supports different modes of disciplinary and interdisciplinary inquiry that examine underlying assumptions, explore issues from multiple perspectives, and develop new ways of thinking.

Theory & Practice – Union Institute & University provides an educational experience whereby scholarship and theory are connected and applied to real-world action and practice.

Social Justice – Union Institute & University recognizes that with knowledge comes the responsibility to serve in advancing a culturally pluralistic, equitable, and interdependent world.

Diversity – Union Institute & University is committed to promoting diversity among its academic community and in the world at large.

Union Institute & University Learning Outcomes & Degree Level Competencies

I. Communication: *Express and interpret ideas clearly, using a variety of written, oral and/or visual forms.*

- Construct coherent and organized written documentation using Standard English.
- Analyze, critique, and synthesize scholarly literature in the field.

- Critically reflect on experience related to acquired knowledge.
- Consistently document sources using approved academic citation style.

II. Critical and Creative Thinking: *Use different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.*

- Analyze a variety of scholarly perspectives, ideas, and/or theories.
- Connect an understanding of theory with practice.
- Initiate new practice or draw new conclusions based in a field-related theoretical understanding.

III. Ethical and Social Responsibility: *Express ethical & social implications in one's social, professional, artistic and/or scholarly practice.*

- Examine the ethical values and social and cultural practices related to the student's focus of study.
- Relate ethical or social and cultural implications to a broader context.
- Act on or envision a plan for acting on a theoretical understanding of ethics in the field of interest and recognizes one's own social responsibility to individuals, groups and communities

IV. Social and Global Perspectives: *Articulate a perspective on power in the world and one's own place in the global community.*

- Demonstrate knowledge about the ways oppression and social inequalities can be presented at individual, cultural and societal levels.
- Exhibits ongoing critical reflection on issues of race, ethnicity, oppression, power and privilege in one's own life.
- Maintain ongoing awareness of how one's own position of power or privilege may unintentionally repeat experience of injustice and oppression in interacting with others.

Master of Arts-Clinical Mental Health Counseling Program (MA-CMHC)

General Information

The MA-CMHC program is one of three master's degree programs offered at Union Institute & University. Though accepting students from all over the country, the program hosts on-site counselor education curricular activities at its academic centers in Cincinnati, OH and Brattleboro, VT. It is intended to be a full-time program of study with students completing degree requirements in a minimum of two (2) years. The maximum time allowed for degree completion is five years.

Students who successfully complete the Master of Arts degree with a major in clinical mental health counseling are eligible to enter a variety of occupations within the counseling and mental health field. Graduates are prepared to function as counselors in mental health centers, community agencies, governmental agencies, employee assistance programs, prisons, psychiatric hospitals, drug and alcohol

abuse treatment programs, college and university counseling centers, religious settings, and private practice. The curriculum addresses theories of counseling and psychotherapy; individual and group counseling; treatment modalities; career and lifestyle development; human growth and development; professional orientation and ethics; psychopathology; assessment and diagnosis; research methods; and multicultural competence. In addition, students have the option of completing a certificate in alcohol and drug abuse counseling (ADC) along the way.

Utilizing a hybrid delivery model, integrating online and face-to-face educational components, along with required practicum and internship experiences, the program provides students with both academic and applied professional training. The mandatory weekend residencies each academic term permit wide outreach to adult students. In each residency, there are opportunities for course-based and advanced topic presentations, counselor instruction and skill-building, professional socialization in the counseling field, and robust interactions within the faculty-student learning community. The high quality of the program is maintained by the faculty, who themselves are engaged in both scholarly and professional pursuits within the University and in the counseling field.

The MA-CMHC program is designed to meet the academic requirements for licensure as a professional counselor in many states, including Ohio and Vermont, and counselor certification by the National Board of Certified Counselors (NBCC). Graduates may apply for licensure or certification after successfully passing the appropriate licensing examinations and completing required post-degree supervised counseling experience.

Accreditation and Professional Affiliations

Union Institute & University is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. The MA-CMHC program meets the qualifying criteria and has been recognized as an active member of the National Board for Certified Counselors (NBCC). The program is currently in the application process for accreditation with the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Program graduates meet course work requirements for national certification by the National Board for Certified Counselors, with students eligible to sit for the national exam while in their final term.

Please note: Completion of the M.A. degree does not automatically qualify students for certification or licensure. Students must consult the appropriate state or national regulatory agency regarding their requirements and processes for application.

MA-CMHC Program Mission Statement

The UI&U Master of Arts with a major in Clinical Mental Health Counseling (MA-CMHC) degree program provides educational opportunities and services to diverse adult populations with distinct and varied needs. Using multiple modalities of education delivery, Union Institute & University actively seeks to identify and reach those underserved by traditional graduate education.

The mission of the MA-CMHC program is to educate and train students in preparation to become professional counselors, functioning as competent and ethical practitioners and educators in a variety of clinical, educational, and workplace settings using evidence-based and best practices, who are informed

consumers of research. The program specifically emphasizes the importance of multicultural competence and social responsibility in the practice of professional counseling.

Program Philosophy

The program's conceptual framework aligns with the mission of the larger institution in the promotion of high quality, accessible, innovative, brief-residency programs for adult students across the country and even throughout the world. The program subscribes to a practitioner-scholar training model that includes seminal thinking on evidence-based practices and reflects a culture of competence view in which learning and skill acquisition are the products of a sequential, organized, and supervised educational experience that prepares the student for practice as a counseling professional.

The program employs a developmental training approach where expectations of minimum competency increase as students progress through the sequence of course work, supervised clinical practice, and completion of other requirements including the capstone project. Congruently, students are evaluated and assessed at different stages of their development. Graduates of the program are thus expected to be able to function as competent and ethical professional counselors, capable of providing mental health services to individuals, groups and organizations, consistent with the goals as specified below.

Program Goals, Objectives and Competencies

The MA-CMHC program includes a set of goals, objectives and competencies specific to its training model. The two primary goals of the program are:

- Educate and train students in preparation to become licensed professional counselors, functioning as competent and ethical practitioners and educators in a variety of clinical, educational, and workplace settings using evidence-based and best practices, who are informed consumers of research.
- Foster awareness of one's own position in a global community, understanding issues of social justice and social responsibility to individuals, groups, and communities in order to competently and respectfully provide services to diverse client populations, as well as to be agents of social change.

The program has designated the following objectives to meet its goals:

1. **Relationship and Reflective Practice**
   Students will acquire the knowledge, skills, and attitudes to develop effective, respectful, and caring interpersonal relationships with clients, students, and professionals in a range of settings. They will become self-reflective practitioners, aware of their own biases, limitations and power differentials.

   Competencies of Relationship include:
   a. Describe and interpret ethical and legal standards in all aspects of professional activities.
   b. Develop and effectively maintain therapeutic relationships, with a respect for and appreciation of individual and cultural differences.

c. Establish and maintain effective professional relationships with colleagues, supervisors, members of other disciplines, consumers, and community organizations with a clear understanding of professional boundaries.
d. Demonstrate a commitment to personal and professional growth engaging in regular self-reflection regarding multiple professional roles and the effective use of supervision.

2. Research & Evaluation

Students will develop the knowledge, skills, and attitudes for critical thinking as consumers of research, with the ability to apply research, evaluation, and scholarship to the practice of clinical mental health counseling.

Competencies of Research & Evaluation include:

a. Critically evaluate research literature and apply it to a broad range of clinical settings.
b. Demonstrate appropriate levels of knowledge in the broad scientific areas of human behavior, including learning, psychopathology, social bases of behavior, human development, and counseling theories.
c. Utilize scientific inquiry skills (research methodologies, basic descriptive and inferential statistics, and appraisal approaches) to design and implement a research study and/or evaluate the effectiveness of a program.
d. Demonstrate competency in scientific inquiry in the process of lifelong learning and service to the profession and community.

3. Assessment & Diagnosis

Students will develop the knowledge, skills, and attitudes necessary to perform competently and ethically when using various methods of psychological and educational assessment such as standardized tests and clinical interviewing. They will be able to accurately interpret the results of those assessments and to plan interventions considering the latest evidence-based treatments available. Students will effectively communicate their results and recommendations to both consumers and professionals.

Competencies in Assessment include:

a. Understand assessment theories and practice and the nature and use of appraisal and diagnostic techniques and other methods of assessment.
b. Competently and ethically be able to interview clients and select, administer, and score various psychological and educational assessment instruments.
c. Accurately interpret and integrate assessment findings, taking into consideration the cultural and personal characteristics of the clients.
d. Effectively communicate the results of assessment findings in written and oral form.

4. Intervention

Students will develop the knowledge, skills, and attitudes to conceptualize, plan, explain, implement, and evaluate intervention approaches that are appropriate to the clients' needs, taking into account the personal, interpersonal, and cultural contexts, and the current research.

Competencies in Intervention include:

a. Utilize evidence-based practices in the conceptualization and planning of treatment approaches.
b. Consider the social and biopsychosocial factors, as well as diverse cultural and personal characteristics, contexts, and settings in treatment planning and intervention.
c. Demonstrate adequate clinical skills and judgment needed to effectively implement and modify counseling strategies and interventions.

d. Demonstrate the ability to assess treatment effectiveness, utilizing appropriate client feedback, supervisory input, and outcome measures.
e. Critically evaluate self in the counselor role.

5. **Education & Consultation**
Students will develop the knowledge, skills, and attitudes to understand and effectively design and implement educational programs and consultations with clients and colleagues.

Competencies in Education & Consultation include:
a. Demonstrate knowledge of the basic and evolving principles and procedures in consultation with a broad range of individuals, groups, programs and organizations.
b. Demonstrate the necessary skills and attitudes to competently provide consultation as a mental health professional.
c. Demonstrate knowledge of the roles of an educator and consultant as distinguished from other professional roles.

6. **Individual and Cultural Diversity**
Students will develop the knowledge, skills, and attitudes to provide professional services to individuals, groups, and communities from diverse backgrounds and to engage in ongoing critical reflection on issues of race, ethnicity, oppression, power, and privilege in the practice of clinical mental health counseling.

Competencies of Social Justice & Individual and Cultural Diversity include:
a. Be aware of and monitor the influence of own cultural and personal background in all areas of professional practice.
b. Be aware, knowledgeable, respectful, and appreciative of the experiences of diverse racial, cultural, and ethnic minority groups.
c. Develop and provide culturally competent services to individuals, groups, and organizations, seeking appropriate consultation when relevant.
d. Routinely identify issues of social injustice in own professional practice.
e. Actively engage in addressing issues of social injustice in professional activities.
f. Recognize the importance of multicultural competence as a lifelong learning process for self as a professional counselor.

PART II: ADMISSION TO THE PROGRAM

Union Institute & University began as education for working adults in 1964. A consortium of traditional colleges and university presidents was interested in creating programs to help working adults complete their college degrees. The consortium evolved into a free-standing, independent university offering its own unique undergraduate and graduate degree programs to working adults.

For admission to the MA-CMHC program, applicants must hold at least a bachelor's degree from an accredited college or university or a recognized international institution of higher education and must meet other admissions requirements as described below. The program operates on a trimester calendar with three entrance points annually: September, January and May.

Recruitment Policy

Students are recruited and selected for admission on the basis of scholastic performance, aptitude for study of counseling, and other personal qualifications. Because success in the MA-CMHC program

depends on a number of related factors in a student's development, of which scholastic accomplishments are only a part, the program also gives consideration to professional experience, personal background and motivation. Our program recognizes the value of diversity and is committed to recruiting and admitting students who represent the cultural make-up of the region and state.

Admissions/Enrollment Office

The Admissions office undertakes the usual range of activities associated with recruiting prospective students and facilitating their progress from initial inquiry through acceptance. Applicants receive updates from enrollment counselors to help clarify the application process and answer questions about program procedures. An admissions committee reviews all completed applications and makes recommendations regarding acceptance into the program.

Admission Requirements

Admission and continued ability to register for courses in the MA-CMHC program is based on the candidate's potential for graduate study, previous preparation and experience, and the possession of personal qualities that contribute to success as a counselor. Although no specific undergraduate major is required for admission to the program, students with backgrounds in related fields such as psychology, education, social work, sociology, criminal justice, biology and nursing are best prepared to enter this discipline.

The following are required elements for consideration of admissions to the MA-CMHC program:

- *Completed application*

- *Essay*—criteria information included on application.

- *Letters of Recommendation*—must have three letters of recommendation, including one from a person qualified to assess the applicant's clinical potential.

- *English proficiency*—required of all applicants whose native language is not English. Most students fulfill the English requirement by taking the Test of English as a Foreign Language (TOEFL). At both graduate and undergraduate levels, the UI&U TOEFL requirement is a score of 79 on the Internet-based test. See http://www.ets.org/toefl and https://www.myunion.edu/academics/academic-services/international-student-services/english-proficiency-requirement/.

- *Transcripts*—an undergraduate degree from an accredited institution with a cumulative grade point average (GPA) of at least 3.0 in the major field of study and in all subsequent graduate work. (Candidates who do not have a 3.0 GPA may be considered for admittance to the program. Such exceptions are considered on a case-by-case basis and may require additional coursework.) Students with international transcripts are responsible for obtaining an evaluation of their transcripts through an international evaluation service.

- *Individual Interview*—a 40-minute phone interview that addresses the core components of the applicant's essay and provides an opportunity to ask questions regarding the program.

Transfer of Credits

Union Institute & University accepts academic credit earned at regionally accredited post-secondary institutions as appropriate to the student's program requirements. The MA-CMHC program accepts a maximum of 12 credits earned in the past five years with a grade of B or better to be applied toward degree credit. An official transcript and an original course syllabus for each course under consideration for transfer credit from the transferring institution are required at the time of application.

Courses accepted in transfer are not calculated into the student's UI&U grade-point average. UI&U operates on a semester credit hour system. Courses taken at colleges or universities operating on the quarter system are converted to semester credit hours. Developmental, remedial courses/credits or continuing education units (CEU) credit is not accepted in transfer to UI&U.

Admissions Calendar

The MA-CMHC program operates on a 16-week trimester schedule. Students are admitted for terms which begin in early January, early May, or late August/early September. Registration is required prior to the start of each enrollment term. A student should inform the Admissions Office of a decision to postpone admission. Students are referred to the Attendance and Engagement Policy in the University Catalog to determine the requirements for engagement with and responsibility for course enrollment.

New Student Orientation

The first task as a new student in this program is to go to the New Student Orientation page: https://campusweb.myunion.edu/ICS/Student_Orientation.jnz

Through this tutorial you will learn about the basics of what is needed to get started as a UI&U student, such as:

1) Using the Common Login to Access CampusWeb, Student Email and UI&U Library

2) General Navigation of CampusWeb

3) How to Access Your Student Email

4) General Course Navigation

5) Course Email

6) Collaboration-Forums

7) Coursework Assignments

The next task is to complete an online self-assessment called SmarterMeasure Readiness Indicator. SmarterMeasure indicates the degree to which an individual student possesses the attributes, skills and knowledge that contribute to success including non-cognitive factors such as self-motivation, time

management skills, self-discipline, on-screen reading rate and recall, persistence, availability of time, ability to use a laptop, printer, software, and the Internet, and typing speed and accuracy.

The SmarterMeasure tool and access information can be found here: SmarterMeasure Tool. The assessment takes approximately 20 minutes and will generate a report that can be saved or printed. Once completed, the report should be saved and emailed to Robert.Wubbenhorst@myunion.edu. The student should bring a copy with him/her to the first face-to-face residency.

PART III: DEGREE REQUIREMENTS

Graduation Requirements

When all program requirements have been completed, the student must formally apply for award of the degree by submitting an application form, including all requisite forms. The program will review the academic file, notifying the student of any deficiencies that must be remedied. If all records are in order, the program will recommend to the registrar awarding of the degree (see graduation policy below). The MA-CMHC degree will be awarded only after all academic, financial, research, and clinical program requirements have been successfully completed, including:

- ✓ A minimum cumulative grade point average of 3.00, or by program approval.
- ✓ Successful completion of the practicum, internship, and capstone project/presentation requirements.
- ✓ Met at least minimum standards of competencies related to each program objective, as measured by course grades, comprehensive reviews, progress reports and supervisor evaluations, capstone feedback, CPCE scores, and the graduation self-assessment.
- ✓ All financial obligations to the institution have been met and all library resources borrowed have been returned.
- ✓ Required graduation forms have been completed and submitted to the assistant director (see description below).

Graduation Policy

Following the Assistant Director's review, all academic and financial records are audited. The academic record is reviewed in the Registrar's Office; Financial Aid checks the status of financial aid, if applicable; and the Business Office audits the financial records (student account). Graduation is approved and the degree awarded when all academic and financial obligations to the university have been met. The conferral date is the last day of the month in which the program approves the student for graduation. The final transcript and diploma will be released when all academic and financial clearances have been completed.

Residency Attendance

Scheduled residencies provide essential and critical learning opportunities that are vital to our unique hybrid (online/residency) model of education. The direct instruction provided during residencies cannot be replaced through additional independent study alone; therefore, students who are unable to attend a scheduled residency—for any reason—will be required to notify the program thirty days in advance of the residency, and detail their plans for remedial work to compensate for the missed residency learning experience.

The campus-based residency includes the following activities:

- Professional Seminars and Training Workshops: Professional development seminars by faculty and community guest speakers further students' knowledge and skills as professional practitioners. Using such methods as presentations, simulations, case studies, role-plays, and small and large group activities, seminar presenters will encourage students to reflect upon their practice and acquire the skills and attitudes necessary for their future success as practitioners. Professional seminars are open to all students and provide exposure to the common core topics and related applied skills relevant to their academic coursework in clinical mental health counseling.

- Faculty Advisor Groups: The faculty advisor group serves as a learning team in which students share resources, provide critique, and participate in collegial support of projects, ideas, and training experiences. The advisor group consists of all students assigned as advisees to a particular faculty member. Students attend their advisor group at a time specified on the residency schedule.

- Faculty Presentations: Content presentations, as well as didactic and experiential learning presentations address the knowledge and training needs of students, and faculty tailor these presentations to follow a particular theme for each residency. The Spring/Summer residency theme is clinical assessment, the Fall residency theme is therapeutic intervention, and the Winter residency theme is community counseling, advocacy and social justice.

- Student Presentations: At each residency, students will have the opportunity to make presentations of their work in progress before their faculty and student colleagues. Every student will make two presentations—an initial, brief presentation and a longer, more in-depth final capstone presentation. It will be the responsibility of all students in residence to collaborate in providing useful feedback to the presenters in order to assist them in becoming more skilled disseminators of knowledge and practice. Each student is provided with formal written feedback following their presentation.

- Advisor-Advisee Contact: Your advisor is a member of the program faculty. The duties of the advisor are spelled out later in this Student Handbook. Most contact with advisors occurs via email; however telephone contact and individual face to face meetings at residencies both occur. Students also meet with their advisors during faculty advisor groups at residencies, as noted above.

- Support Services Training: Personnel from UI&U's support services, such as library, writing center, and disability services, provide information to students that orient, introduce and advance their knowledge, skills and abilities in the areas that will help them be successful students and professionals.

Brattleboro/Cincinnati Residencies

Weekend residencies are a critical component of the MA-CMHC program. They fulfill the total academic picture by offering course-based and advanced topic presentations, seminars, guest lecturers, cohort engagement, time with faculty and advisors, and an overall environment designed to support the

student in engaging with theory and practice in their chosen fields. Three weekend residencies per year are held (March, June, September), and students can choose to attend residencies at either the Brattleboro or Cincinnati campus. Residency programming is held Friday night, all day Saturday, and all day Sunday. All students enrolled in the program are required to attend all three residencies held during each academic year. Residency dates are planned well in advance and are posted on the CampusWeb group page. Residency schedules are e-mailed to students approximately two weeks prior to each residency to allow students to plan their on-campus attendance and activities.

Online Courses

Students access their courses via CampusWeb. Each course is 16 weeks in length and is assigned three graduate credits (unless otherwise specified). A typical scenario is for a course to be divided into eight 2-week units. The first week of each unit is often a "reading week", in which textbook and scholarly journal readings are assigned, along with other educational materials such as PowerPoints, video clips, or pre-recorded or live lectures. The second week of each unit typically involves the completion of assignments, such as participation in a discussion forum, writing essays and papers, taking tests or quizzes, or other types of assignments. Faculty assign grades based on criteria established for each assignment as outlined in the syllabus. Timely submission of work is a program expectation. Synchronous, online class meetings using advanced audio-visual conferencing technology are an important part of each course, and attendance at these is expected. Students should become familiar with each of their courses on CampusWeb and know how to navigate them well, accessing needed pages and sections. Each course will include a comprehensive syllabus, which will include the learning outcomes and how these will be evaluated through the coursework and serves as the contract for the course.

Online Class Meetings

There are regularly scheduled synchronous, online class meetings held in each course using advanced audio-visual conferencing technology (e.g., Adobe Connect Pro or Go-to-Meeting) that requires telephone, computer and webcam connections. These meetings provide the opportunity for important student-faculty and student-student interactions, for the purpose of presenting new material, discussing course assignments and readings, and highlighting or clarifying learning concepts. Attendance at these is expected (and in some cases, mandatory), and students are required to notify their professor in advance if they are unable to attend for some reason. Typically, online class meetings last from 60-90 minutes but can vary depending on the course. Instructions for access to the online class meetings is provided in each course syllabus and reiterated on the course page. Other technical requirements for your computer are listed below.

Research and Writing Assignments

Students are expected to be knowledgeable and competent regarding scholarly research and writing. The program requires that all scholarly writing assignments conform to APA style. *The Publication Manual of the American Psychological Association, 6th Edition* (APA, 2009) is a required reference for students in the program. A writing rubric highlighting the essential components of writing expectations in the program is included in the Appendix.

Capstone Project

The capstone project is begun at about mid-point in the program (e.g., third term) and must be completed by the student's final term. This final writing requirement entails completing a culminating paper. This scholarly paper allows each student to research, develop, and present scholarly writing on a specific topic of interest *that is relevant to their objectives in the field of clinical mental health counseling*. In some instances, students may wish to research and develop a paper on a specific subject for which they already have experience and knowledge. The important point is to conduct a comprehensive literature review and *integrate new information and research.*

The capstone project also allows students an opportunity to present critiques about theories and theorists. If one chooses to critique one or more theories, it is expected that strong and persuasively written positions, with supporting empirical evidence, will be featured in the paper. Consistent with the requirement for all program written assignments, in this type of paper, *students are expected to follow all current APA writing guidelines.* Proper references and citations when appropriate are even more critical, as students are expected to be integrating information beyond coursework and required readings (e.g., relevant journal articles, alternate readings, etc.). The capstone project will be evaluated along several dimensions important for graduate level writing. In order to earn satisfactory credit, students must demonstrate a level of proficiency of at least a level three on the four-level rubric (see Appendix G). **Students are required to complete at least 30-35 pages of writing (not counting the reference list and appendices) to receive credit for the Capstone.**

All capstone topics must be pre-approved by the instructor teaching the Capstone course. For those students who elect to undertake traditional research with human subjects (use of an experimental model) to be incorporated into their capstone, approval of the Institutional Review Board must be obtained. See the Student Support section below for more information.

Capstone Approval Process—Written Proposal

Students will write a brief (no more than 5 page) description of the proposed capstone project, including the following:

I-Proposed Capstone Project Title

II-Type of Project: Critique, Topical Inquiry, Proposed Action Project

III- Statement of the Problem: What is the rationale for your specific topic? Why is it important academically, professionally, and socially? Describe the gap in or need for expanding/improving the knowledge base in your area of interest. Questions to ask are:

Is it a real issue with genuine controversy and uncertainty?
Can you distinctly identify two positions?
Are you personally interested in advocating one of these positions?
Is the issue narrow enough to be manageable?

IV-Driving Question(s): What are the key questions that most aptly capture your interest in the subject area and provide organization and direction for your project? What question(s) are you writing this paper to answer? Phrase these in the form of questions.

V-Literature Review: Although you obviously will not have a complete reference list at this time, what seminal references (scholarly literature, research, dissertations, journal articles) do you think you will use in this chapter. What will be the subsections of the literature review?

Final Capstone Document

The actual capstone document will contain the following sections:

Chapter One: Introduction

Statement of the Problem: What is the rationale for your specific topic? Why is it important academically, professionally, and socially? Describe the gap in or need for expanding/improving the knowledge base in your area of interest.

Driving Question(s): What are the key questions that most aptly capture your interest in the subject area and provide organization and direction for your project? What question(s) are you writing this paper to answer? Phrase these in the form of questions.

Chapter Two: Review of Scholarly Literature and Research

What does the relevant professional and scholarly literature say in response to your driving question(s)? Be certain to create a link between the literature and your topic.

Chapter Three: Application and Evaluation

How can your findings from the review of scholarly literature and research be translated into practice in the field? What professional applications of this knowledge might you make to address the problem you identified in Chapter One? What form(s) of evaluation might you employ to determine if your applications actually were successful in addressing the problem?

Chapter Four: Summary

In this chapter you should simply summarize in a brief three to five pages the contents of chapters 1-3. There should not be any new information included in this chapter. The purpose of the summary is to tie up loose ends and to reinforce in truncated form the key points or most essential aspects of your capstone paper.

References (cite all references used in the writing of the paper)

Appendices (if needed)

Capstone Oral Presentation

The following competency areas are outlined below to assist in clarifying expectations and continuing to facilitate high quality capstone presentations. In addition, a rubric for evaluation of student presentations is found in the Appendix.

Demonstrates knowledge of content area. Each student presentation must demonstrate knowledge and familiarity about the specific content area. The major ideas as well as supporting evidence associated with the topic must be clearly presented. The student's mastery of the topic should be communicated through prepared materials (see below) as well as verbal interactions with the audience.

Prepared materials and presentation style. Each student presenter should arrange to have relevant materials prepared. This should include, but is not limited to, overhead transparencies / slide presentations, handouts, and audio-visual materials. It is the student's responsibility to notify the media support staff at the Brattleboro Center if any audio-visual equipment is required for the presentation. This notification should be provided at least two weeks prior to the presentation date. Each student presenter should put forth effort to interact in a professional manner with the audience. This competency area reflects the student's skills at facilitating / stimulating discussion and answering questions posed by the audience. The presentation style should reflect standard professional practice. A projected voice, notes which are not read verbatim, maintaining eye contact, and utilizing visual aids are all essential to effective presentations. In general, a professional demeanor and appearance is expected.

Other. Students will be required to provide their faculty advisor with the presentation title and topic, and presentation length four weeks prior to the presentation date (one of the three yearly residencies). Except in rare cases, the student's advisor will attend the presentation. Faculty members will provide students with verbal and/or written feedback regarding their presentation (see Appendix for Student Presentation feedback rubric). When preparing an oral presentation, it may be helpful to structure it around the following questions:

- What is the focus of inquiry? What question is being investigated?
- Why is this question being investigated? What is its significance to society?
- How is the topic defined? What is the scope of its impact?
- What have other researchers, scholars, and others said about this question? How has the thinking evolved over time? What are the major controversies surrounding this question? What are the current schools of thought on this question?

As with the written work, oral presentations should give each student the opportunity to demonstrate progress toward meeting the "Criteria for Graduation," particularly with respect to the review of the literature related to the thesis topic, the ability to evaluate findings critically, and the ability to integrate theory with professional experience. When making presentations to colleagues, students should plan to include an outline of the presentation, relevant handouts, and a reference list of the seminal works to which they refer in their talk.

Practicum/Internship

All graduate students must complete the required 700 clinical training hours. The Practicum is typically the first 100 hours of internship, and is often completed at the same clinical site as the eventual internship. It typically involves observation and learning the processes and procedures employed at the internship site. A practicum must be completed before beginning the internship. Because of the importance of the practicum and internship experiences, the program has prepared a separate *Practicum/Internship Handbook*, which outlines all program requirements with regard to the practicum and internship, and includes all necessary forms. The handbook delineates the parameters of the internship search and application process (including forms and procedures), supervision contract, evaluation of a student, and final documentation of the experience.

Students register for an internship course in each term of their internship (typically two consecutive academic terms) to accompany their field experience. The internship course is taught by the program Internship Coordinator and provides opportunities for written and verbal reflection and collaborative learning with regard to the training experience. In addition, Internship course workshops are conducted during residencies to offer students the opportunity to further communicate regarding their internship experiences. The Internship Coordinator is the assigned faculty member who is available to help students regarding internship arrangements and needs.

Counselor Preparation Comprehensive Examination (CPCE)

The CPCE is a required component of the counseling program. It will be taken during the residency of the student's Internship II term. The purpose of the exam is to assess the student's knowledge of counseling to ensure minimum competence in the field. The CPCE will also provide collective feedback that can be used by the program in developing/adapting curriculum.

<u>Benefits of using the CPCE:</u>

1) Allows Master's program comprehensive exam to better meet psychometric standards.
2) Gives the program an objective view of the knowledge level of students.
3) Allows the program to examine student functioning in various curriculum areas.
4) Promotes longitudinal self-study.
5) Compares program results to national data.
6) Stimulates student integration of knowledge learned in separate courses.
7) Gives students comparative strength/weakness feedback.

The CPCE is researched, developed, and distributed by the Center for Credentialing and Education (CCE), an affiliate corporation of the National Board for Certified Counselors (NBCC). The exam consists of 160 items with 20 items per core area. Of the 20 items per section, 17 will be scored; the remaining three will be pretest items that are not identified to the student. The purpose of imbedded pre-testing is to generate actual score performance data on items. This allows CCE to select items for future test construction that have the most desirable psychometric attributes. Scores for each section and a total score will be reported for each student. The CCE will provide statistics on the program's students as well as national data. Students are allowed four hours to complete the examination.

The CPCE will cover the eight NBCC common-core areas:

1. Human growth and development
2. Social and cultural foundations
3. Helping relationships
4. Group work
5. Career and lifestyle development
6. Appraisal
7. Research and program evaluation
8. Professional orientation and ethics

These eight core areas serve as the primary theoretical basis for the examination. It is through these areas that the CPCE is associated with accepted professional standards. There are no published study materials available for the CPCE; however, the exam content is similar to the NBCC National Counselor Examination (NCE).

PART IV: STUDENT SUPPORT

In addition to a student's academic advisor, many others at UI&U provide support and services to students.

Program Office Staff

The Director and Assistant Director are responsible for seeing that administrative procedures are followed and that students have their concerns addressed. The directors follow prospective students from admission to graduation and are responsible for and collecting forms and materials necessary to complete all program processes.

CampusWeb/Help Desk

The system containing University-wide information and program or course-specific access is called CampusWeb. Students need an identification number and password in order to access CampusWeb.

Students can receive online or telephone help and support with CampusWeb by using the HelpDesk, which can be accessed through any page on CampusWeb.

Student and Faculty Support: 24 hours a day/7 days a week via phone.
Phone Numbers:
888-85-UNION
888-858-6466
513-487-1137
Extension 1137 from any university center
Email: help@myunion.edu

NOTE: New students should review the IT Orientation document. It gives a brief overview of all the software and systems used at Union.

To receive remote technical support Help, you can allow a Union Help Desk Technician to remotely view your computer. This is sometimes helpful if you are having trouble describing the problem that appears on your screen and would like a technician to take a look.

Click one of the following links to allow temporary access to your computer. Choosing this option creates a temporary session with a code you will need to provide to the Help Desk technician. After the session ends, the technician has no access to your computer again (unless you create a new session with a new code).

Windows
http://www.teamviewer.com/download/TeamViewerQS_en.exe

Apple
http://www.teamviewer.com/download/TeamViewerQS.dmg

Minimal Technical Requirements (Effective January 2014)

Students planning to attend UI&U must meet the following computer requirements for their home computers. These requirements are reviewed annually or at the time of any major software releases. Please be certain your computer meets these minimum requirements when calling the Help Desk.

Students who plan to take any online classes must have a high speed Internet connection (such as DSL or Cable). If your computer or Internet does not meet these requirements, you will need to complete your work at one of the university computer labs or a location with adequate software and Internet speed.

Windows Computers

- **Operating System(s):** Vista, Windows 7, or Windows 8 (or 8.1)
- **Internet Browser(s):** Internet Explorer 9, 10 or 11, Firefox, or Chrome. (Prior versions of these browsers are not supported).
- **Office Software:** Microsoft Office 2007, 2010, 2013 or OpenOffice.org (if saving in Microsoft Office compatible formats).

Apple Computers

- **Operating System(s):** Mac OS 10.6 or later
- **Internet Browser(s):** Firefox, Safari 5 or higher, or Chrome. (Prior versions of these browsers are not supported).
- **Office Software:** Microsoft Office 2008 or 2012, or OpenOffice.org (if saving in Microsoft Office compatible formats).

IMPORTANT: The following computers and software are specifically NOT supported:

- Any computers (Apple or Windows) built prior to January 2007 (this pre-dates Windows Vista and Mac OS 10.6)
- Any Windows OS prior to Vista (including Windows XP)
- Any Mac OS prior to version 10.6

- Chromebook

Tablet Computers

- Tablet computers are supported on a "best effort" basis. At this time Union does not officially support tablets as most have some limitations when being used for online courses. However most tablets such as iPads, Android, Kindle Fire, and Windows 8 tablets are mostly (but not 100% functional for online classes).
- Due to the large number of various tablets, the Help Desk cannot provide technical support for them but will do their best to assist. If you are experiencing issues with your tablet, please attempt to use a traditional computer prior to contacting the Help Desk.

MA-CMHC Group Page

Program-specific information can be found on the MA-CMHC group page in CampusWeb. When logging in to CampusWeb, click on “My Groups” found in the left hand column and you will see the MA-CMHC Group page. On the page, you will find a program-specific calendar with important dates and reminders, announcements about upcoming events, and forms and handouts needed by MA-CMHC program students.

Faculty Advisors

Upon enrollment in the MA-CMHC program, each student is assigned a faculty advisor. The faculty advisor will be readily available for advice and supervision in relation to the student’s satisfactory progress in the program. During the entire period of graduate study, students will be working closely with their faculty advisor and course instructors, who will guide them in the approaches and methods of graduate level scholarship and practice of Clinical Mental Health Counseling. All faculty are highly trained and highly experienced in the counseling profession. They will provide ongoing support and review student work and progress.

Periodic face-to-face individual meetings with the faculty advisor at residencies provide the opportunity to keep track of progress and address any student questions, concerns, or problems that may arise. Students also participate in faculty advisor groups during all residencies. These sessions give students the opportunity to discuss their experiences and concerns with their advisor and with their peers.

In between these individual and group scheduled meetings, communications with the faculty advisor take place by phone and by email. The faculty advisor is available to review the Student Handbook and other literature with the student. Additionally, the faculty advisor will maintain monthly contact with new students for their first term in the program. The faculty advisor reviews the student’s Degree Completion Checklist, advises and gives approval for the student’s course selections, and gives approval for registration each term. The faculty advisor is available to answer program-related or profession related questions, and to guide the student through the program. When students are placed on academic probation, the advisor is responsible for monitoring student progress back toward good academic standing.

When the program of study is completed, each student submits a formal evaluation of the quality of support provided by his or her faculty advisor (see Appendix for Graduation Documents), directly to

the assistant program director. Evaluations are reviewed and considered by the Master's program in relation to each faculty member's performance.

Office of Student Success

The Writing Center.

UI&U's Writing Center offers self-help resources and free one-on-one tutoring sessions over the phone for all students. Tutoring sessions are available mornings, afternoons, evenings and weekends. Self-help resources are located at http://www.myunion.edu/writing-center. Appointments for tutoring by telephone can be scheduled through the writing center's CampusWeb group or by contacting the center (phone: 513-487-1156 or toll free: 1-800-861-6400 ext. 1156 or email: writing-center@myunion.edu).

Counseling Referrals.

UI&U is sensitive to the emotional needs of adult students. Returning to pursue a rigorous academic degree can be overwhelming and stressful. UI&U counseling services assist students in defining and accomplishing personal, academic, and career goals. The UI&U Office of Student Success can provide appropriate counseling referrals to regional agencies, when necessary. Students may contact the Office of Student Success to inquire. For further information, please contact: Dr. Jay Keehn, Associate Dean of Student Success, jay.keehn@myunion.edu or toll-free 800.294.8884 x2140.

Disability Services. UI&U is committed to providing equal educational opportunities to qualified persons with disabilities. The Americans with Disabilities Act of 1990 (ADA) requires the university to make reasonable accommodations to students with a disability only if the individual requests such accommodations. It is the mission of the Accessibility Office of Union Institute & University to offer students with disabilities the opportunity for success in their college experience, with access to all programs, services, and activities. The Accessibility Office ensures that reasonable accommodations are determined and implemented appropriately for students with disabilities. For further information, please contact: Mr. Robert Cotter, Accessibility Coordinator, bob.cotter@myunion.edu or toll-free 800.861.6400 x1144.

Career Services. Career Services helps identify a full range of job options aligned with the student's career field and provides resources to assist graduate students in all phases of the career planning process to include but not limited to:

- Informational webinars
- Interview techniques
- Resume writing
- Strength/weakness inventories
- Occupation information
- Corporate partnerships
- Postings on Job Board
- Job connections
- Job search skills
- Self-promotion techniques
- Professional image building

- Diversity resources
- Networking

UI&U does not guarantee job placement, nor does the university promise the availability of specific jobs or jobs in specific markets. UI&U will provide information relating to market and job availability only if verified through statistical research. For further information, please contact a Career Counselor at career.services@myunion.edu, toll-free 800.294.8884.

Veterans in Union

UI&U is approved for the education and training of Active Duty, Guard, Reserves, Veterans, and their spouses and dependents under all existing public laws. Requests for information should be sent to Geri Maples, Veteran Services Coordinator, geri.maples@myunion.edu.

For information about educational benefits we recommend that you call the toll-free number for the Department of Veterans Affairs at 888.442.4551, or visit their website at http://www.gibill.va.gov/. Consult the Department of Veterans Affairs website at http://www.vba.va.gov/VBA/ for general VA benefits information.

Union Library

The Union Institute & University Library is fully online and provides access to a growing collection of more than 60,000 electronic full-text periodicals via 150+ online licensed research databases. In addition to our electronic journals, we also offer access to 250,000+ e-books and 1 million+ doctoral dissertations from colleges and universities worldwide, including over 5,000 dissertations produced by UI&U students. On this website, you will find multiple ways to seek reference help; discover how to search for resources efficiently; learn how to request research documents from other libraries via our interlibrary loan services; gain invaluable information regarding copyright, plagiarism, bibliographic citation tools, and much more. We invite you to explore our collections and encourage you to contact us whenever we can be of assistance. Our staff is dedicated to providing you with the research help you need to succeed.

Library access can be obtained in the following ways:

- **E-mail:** library@myunion.edu
- **Phone:** 800-871-8165 x8747
- **Text**: 802-294-2848
- **Chat:** Ask a Librarian
- **Research Appointments:** Librarians are available to meet one-on-one with you at your convenience, including evenings and weekends.
- **Mailing Address:** 28 Vernon Street, Suite 210, Brattleboro, Vermont 05301

Institutional Review Board

For those masters students who elect to undertake traditional research with human subjects (use of an experimental model) to be incorporated into their capstone, approval of the Institutional Review Board must be obtained. The Union Institute & University Institutional Review Board (IRB) must review

and approve all research designs that involve human participants. Information on the IRB process is available at: http://www.myunion.edu/Offices/InstitutionalReviewBoard.aspx

PART V: SATISFACTORY ACADEMIC PROGRESS STANDARDS

Satisfactory Academic Progress Review

UI&U governs that all students maintain satisfactory academic progress (SAP) toward achieving their certificate or degree. SAP standards apply to all terms of attendance. Satisfactory academic progress requirements for receipt of financial aid are separate and distinct from the university's academic progress requirements for academic continuance. The MA-CMHC program employs a developmental training approach where expectations of minimum competency increase as students progress through the sequence of course work, supervised clinical practice, and completion of other requirements including the capstone project. Students are provided with comprehensive evaluation and assessment of their professional and interpersonal competence and personal abilities at regular intervals throughout the program.

SAP Qualitative Component

The SAP qualitative components include the following:

- A student must maintain a minimum cumulative grade point average of 3.00 (on a 4.00 scale);
- A student must achieve no less than 3.00 (on a 4.00 scale) in any given term;
- A student must repeat only once a course in which a grade of less than B was received;
- A student must not earn a second grade of less than B in any course, regardless of when that grade was earned.

If a student fails to meet any of the above conditions, the student will be placed on academic probation for one term. (See "Academic Probation" below.) If a student's progress remains unsatisfactory at the end of the probationary period, the student may be recommended for dismissal from the program.

SAP Quantitative Component

The SAP quantitative component includes a maximum time frame (5 years from the original date of enrollment) and minimum earned credit hour completion requirements (60 semester hours) in order to complete the MA-CMHC program within the expected time frame. If a student fails to meet either of these criteria, the student may be recommended for dismissal from the program.

Comprehensive Reviews

Prior to the practicum experience, and after the internship experience, academic advisors review their advisees' overall programs and progress toward degree and competency requirements. The purposes of the comprehensive reviews are as follows:

- Identify areas of strength and weakness and assist students in resolving potential problems in academic or clinical performance, and interpersonal, professional, and/or ethical behavior.

- Provide feedback to the student regarding progress toward the MA-CMHC degree in relation to the stated goals, objectives and competencies.

- Assess readiness for practicum and/or internship, when applicable

A special review may be called by a student or the faculty advisor to address any issues that are noted in the context of the competency review or the competency review form, including academic performance or ability; professional or interpersonal behavior or relationships; issues related to codes of conduct and/or ethical improprieties; or unusual circumstances, such as an illness, personal loss, or accident (see Special Review Policy).

Academic Probation

Faculty advisors in consultation with the Director and/or Assistant Director, review the academic progress of enrolled students at the end of each term. Students who do not meet satisfactory academic progress as defined above will be notified in writing of their change in status and placed on academic probation for one, 16-week term.

During the probationary period, the student is required to meet with his/her academic advisor to develop a plan for returning to good academic standing and regularly thereafter (a minimum of twice per month). The student is also referred to the Office of Student Success to take advantage of services that may assist with a return to good academic standing. Should the student's progress continue to be below standards at the end of the monitoring period, he/she will be recommended to the Vice President of Academic Affairs for dismissal from the MA-CMHC program. Under special circumstances, and only upon review and approval from the Director, the monitoring period may be extended an additional term should there be evidence of academic improvement. Such an extension must be initiated by the student, with the support of the student's faculty advisor, in a formal written request sent to the Director.

In addition, the Financial Aid Office will be notified of the student's probationary status. Financial aid recipients must make satisfactory academic progress toward a degree in order to receive institutional, federal, and/or state aid. Questions about financial aid status should be directed to the Office of Financial Aid.

A student who is making satisfactory academic progress by the end of the probationary term will be removed from academic probation and financial aid warning.

Repeating of Courses

Students receiving an Unsatisfactory (U) grade in any required course must repeat the course at their own expense. If the U course is an elective, the student is permitted to register (and pay) for another elective course in order to fulfill the requisite 60 semester hours degree completion requirement.

If a student has two grades of C on their transcript, and permitted to remain in the program, the third C will require that one of the three courses be repeated with an earned grade of B or better. A student is allowed no more than two standing C grades in any courses applied toward the MA-CMHC degree completion requirement.

It is important to note that some state licensing boards (e.g., Ohio) and credentialing bureaus will not accept for licensure/certification courses in which a grade of less than B was earned. Students should consult the appropriate state or national regulatory agency regarding licensure or certification

requirements and processes for application. The ultimate responsibility regarding licensure or certification remains with the individual student and not with the institution.

Special Reviews

A special review may be initiated at any time by any faculty member or the student through a written request to the Director. There are a number of reasons for initiating a special review, including: perceived or experienced deficits; concern about a student's academic, professional/clinical, or personal/interpersonal functioning; an alleged ethical violation; and/or substandard performance. Continuation in the MA-CMHC program is contingent not only upon successful completion of academic course work but also on the student's personal/emotional stability, interpersonal skills, and abilities to engage in practice. A special review may be called to address any of these issues and develop a remediation plan or recommend or require dismissal from the program. A special review is automatically called when a student experiences any one of the following:

- Incomplete grades in consecutive terms or in two or more courses in a given term.
- Two or more ratings of Below Average by any practicum or internship supervisor in
- any of the competency domains, or causes for concern noted in progress reports.
- Making insufficient progress on capstone project or receives "U" for COUN 521
- Capstone I or COUN 522 Capstone II.
- Failure to complete required hours in practicum or internship.
- Excessive absences from Residency weekend activities.
- Violation of program and/or institutional policies, such as breach of the Academic
- Integrity Policy, Student Code of Conduct, not attending residency, etc.

In the process of the special review, and in any other instances where the faculty determine that a student is unable to engage in professional training or perform professionally related activities competently or poses a threat to self or others, the faculty has the right and professional responsibility to obtain and evaluate personal information. A special review is a collaborative process between faculty and the student with the goal of developing a remediation plan that fosters the student's success in the program. Refusal to participate in the special review or failure to meet any of the objectives of the remediation plan constitutes grounds for immediate suspension or recommendation for dismissal from the program, regardless of which stage the student has reached in the program.

Dismissal/Administrative Withdrawal

Grounds for dismissal/administrative withdrawal may include, but are not limited to, the following:

- Discovery of false application information subsequent to admission. Administrative withdrawal will result in forfeiture of all charges paid and academic credits earned.
- Recommendation of the special review committee.
- Two grades of U (Unsatisfactory) in any courses.
- Failure to meet the terms of academic probation and/or a special review
- Remediation Plan.
- Failure to complete program requirements within the established time limits.
- Failure to meet minimal criteria for the practicum/internship level of training.

- Failure to comply with the ACA Code of Ethics or the NBCC Code of Ethics.
- Confirmed and/or repeated violation of program and/or institutional policies.

Recommendations for Dismissal/Administrative withdrawal require review and approval by the Vice President for Academic Affairs.

Student Complaints and Appeals

It is the policy of Union Institute & University to ensure that students have recourse to due process with regard to situations and decisions with which they disagree or where they believe they have been unfairly treated. Union Institute & University is committed to consistent and fair consideration of student complaints and appeals through processes that ensure that all parties involved in a dispute are given due consideration.

This policy and procedure applies to the following persons:

- Students enrolled in a Union Institute & University program.
- Formerly registered students in those programs who have withdrawn or who were administratively withdrawn or dismissed. A former student's complaint must be initiated within 30 days of the last day of her or his official registration.

This policy and procedure **do not apply** to the following persons:

- Applicants for admission to a Union Institute & University academic program.
- Formerly registered students who did not initiate the policy and procedure within 30 days of their last day of official registration.
- Students or former students who have initiated any legal action related to the appeal or complaint. If legal action is initiated after a complaint has been filed, UI&U will immediately terminate the complaint investigation process.
- University employees who are not students.

Areas where a student may initiate a complaint and, if necessary, a formal appeal, are cited below. Most of these issues should be resolved at the program level, but a formal appeal to the VPAA will be considered if they are not resolved at that level. Typical reasons for a student complaint or appeal include but are not limited to:

- Course grades (Students may appeal a grade for a single assignment within a course with the instructor, but may not invoke the appeal process with the vice president for academic affairs.)
- Non-responsive instructors or staff.
- Instructors who do not provide substantive feedback or whose feedback or criticisms are not constructive.
- Situations where the student perceives that an instructor or administrator has treated the student differently than other students.

This policy and procedure **do not apply** to some circumstances, including but not limited to the following:

- Student requests for waiver of published program policies. (A student should request a waiver from the program dean; the student may initiate the appeal process only if her/his request for a waiver is denied.)
- Grades for single course assignments (e.g., quizzes, tests, papers). However, if the assignment in question is a major one that impacts the overall course grade (e.g., capstone, thesis, dissertation), then the student may appeal the course grade (see above).
- Decisions regarding violation of university policies on academic integrity. (See Academic Integrity Policy and Procedure.)
- Student complaints or grievances related to sexual or other discriminatory harassment. (See Discriminatory and Sexual Harassment Policy.)
- Student complaints or grievances related to American with Disabilities Act issues. (See ADA Grievance Policy and Procedure.)
- Financial aid director's decision to institute financial aid probation or termination. (See Student Financial Aid policy.)
- Decisions made by the UI&U Institutional Review Board. (By federal regulation, decisions made by a registered institutional review board may not be overridden by any other party.)

Interruptions in Academic Progress

Leave of Absence

Students who wish to temporarily separate from the program following the completion of an academic term should request a Leave of Absence. When granted a leave of absence, the student is considered on a "non-active" status for registration purposes. Students should contact the Financial Aid office for regulations and implications of a Leave of Absence. The LOA form is found in the appendix of this handbook and on the MA-CMHC group page.

Petition for an Incomplete Grade

Students are expected to complete all course work requirements by the end of each registered term in order to receive a grade and academic credit for the term. If unable to do so, the student may petition for an Incomplete (I) grade from the faculty instructor. Incompletes (I) can be awarded only when all of the following conditions are met:

- Illness, accident, or other unusual extenuating circumstances beyond the student's control make it impossible for a student to complete required course work during the term in which they are enrolled in the course;
- The student has completed at least two-thirds (67%) of the required course work in the registered course; and
- The student has a passing grade in the registered course at the time of the petition.

The granting of an Incomplete is at the discretion of the course instructor. A grade of Incomplete (I) must be requested by the student before the end of the term. No petitions for Incomplete will be considered if submitted after the term has ended. An Incomplete may not be requested as a means of obtaining a higher grade in the course if a student is not meeting course requirements and standards. When an Incomplete is recorded, the student must satisfactorily complete all required course work prior

to the end of the next enrolled term. (However, in cases when the successful completion of one course is a prerequisite to another course or to another step in the program, such as practicum, internship, or capstone, the instructor may insist on a shorter time frame.) If the course work is not satisfactorily completed by the end of the next term, the grade will automatically be converted to an Unsatisfactory (U) grade and posted by the registrar.

It is the student's responsibility to initiate a petition for an Incomplete (I) grade with the course instructor by completing, signing and dating a Petition for an Incomplete Grade form. The petition includes a supporting rationale for the request, a list of outstanding course work, and a plan/timeline for completing those assignments. It is expected that the student discuss his/her request for an Incomplete (I) with the course instructor at least two weeks before filing the petition. Medical documentation may be requested for students petitioning for an Incomplete due to medical concerns. The filed petition may be approved or denied by the course instructor.

If approved, the instructor submits the signed petition to the Assistant Director and submits a grade of I to the Registrar. Upon satisfactory course completion, the instructor completes a grade change request form from the Registrar.

The Incomplete Grade petition form is found in the Appendix and on the MA-CHMC group page.

Minimum/Maximum Timeframe

Students may complete the 60-credit hour degree program in two years of full-time study, while students who desire more time may opt for a three (3) year or longer program. The maximum time allowed for degree completion is five (5) years. All transfer credits that are accepted toward the M.A. program are used to determine the remaining maximum timeframe.

Student Evaluation of Faculty

Students provide input to faculty members regarding their effectiveness in a number of ways. At residencies, students complete evaluations of faculty presentations and an overall residency quality evaluation. The written evaluations are collected and reviewed by the Program Director and Assistant Program Director and shared with faculty members.

At the completion of each academic course, students are invited to participate in a formal evaluation process, providing feedback about the course and the instructor. These evaluations are anonymous and are completed online. Feedback involves quality ratings on many dimensions of the course and the instruction and allows students to provide written narrative comments on the helpful and less helpful aspects of each course. These course evaluations are read by the Program Director and Assistant Program Director, with a goal of evaluating instruction and making improvements to coursework and teaching.

As noted above, as part of paperwork submitted for graduation, students submit a written evaluation of the support that they received from their faculty advisor, highlighting strengths and needs for improvement.

PART VI: GRADUATION STANDARDS AND REQUIREMENTS

When all academic requirements for the degree have been met and final evaluations and forms for graduation have been provided to the Assistant Program Director, the student's graduation paperwork, and approved the student for graduation, the recommendation is reviewed by the Committee on Academic Standing and Degrees and then sent to the University Registrar with recommendations for graduation.

The following is a list of specific requirements for graduation.

1. A grade of "B" has been earned in all academic courses.

2. Successful completion of the Internship and Final Professional Presentation requirements as determined by the Graduation Review Committee.

3. Documented clinical competency as determined by the Graduation Review Committee.

4. All financial obligations to the institution have been met and all library resources borrowed have been returned.

5. Required graduation forms have been completed and submitted to the Assistant Director (See Appendix and description below).

Graduation documents

In the final term of enrollment, students must complete the graduation forms found in the Appendix. These forms must be completed and submitted, along with the following items, before billing can be terminated.

- *Final transcript review.* Students will download their unofficial transcript form CampusWeb and verify it for accuracy.

- *Final Evaluation of the Program*. This is the student's opportunity to comment on the strengths and weaknesses of the program as the student has experienced it, and to present suggestions for ways in which the program can be improved. The program evaluations are reviewed regularly by program directors and faculty with an eye toward addressing program weaknesses. Students' program ratings and constructive comments help to adapt and strengthen the program in significant ways.

- *Self-evaluation of growth as a graduate student*. In this evaluation, students will be asked to comment on their progress, and the theoretical knowledge and skills they have acquired in their graduate studies. The evaluation is not limited to professional activities, as personal insights and statements regarding personal growth are also welcome.

- *Student evaluation of faculty advisor*. This critique is sent directly to the assistant director of the program and will be shared with first core faculty advisors after the student has graduated. The student evaluations of their first core faculty advisors play an important role in the program peer review process. They also assist the first core faculty advisors in knowing how to serve students more effectively.

- *Internship information form*.
- *Graduate survey*.

Graduation Review Process

Graduation documents are reviewed and approved by the program then submitted to the Registrar for processing.

PART VII: PROFESSIONAL INFORMATION

Licensure and Certification

While no program can guarantee licensure or certification to any person, numerous external requirements were used in the design of MA-CMHC program of studies. These include academic course requirements shared by states, and stipulations made by national credentialing bodies for types of national certification. Every prospective counseling student should review their state's licensing requirements before matriculating into licensure-bound studies at UI&U. All students are strongly encouraged to consult their respective licensing board requirements prior to their first term to ensure that state standards will be satisfied during their program enrollment.

Note: It is the responsibility of students to determine whether the program of study aligns with their state's counseling licensing board requirements and to make sure that the program of study will be accepted by that body. The ultimate responsibility regarding eligibility for licensure or certification lies with the individual student and not with the institution.

Professional Organizations

Students are encouraged to become active participants in professional counseling organizations at the national, state and local levels. The American Counseling Association oversees the counseling profession and provides students and professionals alike with the opportunity to advance their knowledge, training, and competence. The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity (ACA, 2016). For more information on this organization and how to become a member, visit: www.counseling.org .

Chi Sigma Iota

Chi Sigma Iota (CSI) is an international honor society that values academic and professional excellence in counseling. It promotes a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity.

The program's chapter of CSI is Upsilon Iota Upsilon, and students are invited to apply for membership. To qualify, a student must have completed at least one term in the program with a GPA of 3.5 or greater. Membership forms are available online at www.csi-net.org . The program conducts an annual induction ceremony for new members at the Fall residency at both academic centers. For more

information, students are encouraged to contact the program's CSI faculty co-advisors, Dr. Rosalyn Brown Beatty (Rosalyn.BrownBeatty@myunion.edu) and Dr. Kerry Chevalier (Kerry.Chevalier@myunion.edu) for details about joining and the benefits of membership.

Endorsements

Faculty members of the MA-CMHC will provide endorsements only for the program for which the student or graduate has been prepared. Students must have successfully completed all requirements in order to be endorsed. These requests will be addressed on an individual basis relevant to the specific endorsement being sought and the qualifications of the student requesting the endorsement. Under no circumstances will students be endorsed for employment or credentialing outside their area(s) of demonstrated competence.

PART VIII: CERTIFICATE IN ALCOHOL AND DRUG ABUSE COUNSELING

The Certificate in Alcohol and Drug Abuse Counseling (ADC) is intended to help students enrolled in the MA-CMHC program acquire specialized knowledge and skills in substance abuse counseling. To accommodate a variety of students' needs, the program offers an embedded certificate for degree-seeking students which meets eligibility requirements for application for credentialing as alcohol and drug abuse counselors. Students may elect to pursue this certificate concurrently while completing their degree program in clinical mental health counseling.

The ADC certificate program comprises six graduate-level courses integrated within the MA-CMHC curriculum and includes two required courses and four elective courses, covering the education and training in chemical dependency specific content areas, and permits students to apply for credentialing as Alcohol and Drug Abuse Counselors in the following states: Vermont, Ohio, Kentucky, Indiana, Pennsylvania, and New Hampshire. (Note: Other states may also permit this credentialing. Students should consult the appropriate state or national regulatory agency regarding licensure or certification requirements and processes for application. The ultimate responsibility regarding licensure or certification remains with the individual student and not with the institution.)

The total number of credits/hours required for Certificate in Alcohol and Drug Abuse Counseling completion is 18 credits/270 education hours earned through completion of the following courses:

- COUN/ADC 501 Counseling Theory and Practice (3 credits/45 hours)
- COUN/ADC 507 Group Work and Therapy (3 credits/45 hours)
- COUN/ADC 512 Psychopharmacology for Mental Health and Addictive Disorders (3 credits/45 hours)
- COUN/ADC 518 Substance Abuse/Addictive Disorders (3 credits/45 hours)
- COUN/ADC 520 Substance Abuse Counseling with Addicted Populations (3 credits/45 hours)
- COUN/ADC 530 Assessment, Diagnosis, and Treatment Planning of Addictive Disorders (3 credits/45 hours)

Note: The ADC is also offered as a stand-alone certificate for non-degree seeking students. Students who complete the non-degree certificate and choose to apply to the MA-CMHC program will be allowed to transfer the credits earned toward the degree but must pay the difference in tuition between

rates charged for education hours and for graduate credits at the time the transfer is approved. This rate difference is not eligible for federal financial aid.

APPENDICES

Appendix A: MA-CMHC Degree Completion Checklist

UNION INSTITUTE & UNIVERSITY

MASTER OF ARTS
WITH A MAJOR IN CLINICAL MENTAL HEALTH COUNSELING
Degree Completion Checklist

Student Name: _____ Date: _____

ID #_____ Advisor: _____

The following is a list of required and elective courses for the MA-CMHC degree. A student may also elect to simultaneously complete the courses required for the Certificate in Alcohol and Drug Counseling.

Required Courses: (48 credits)

	Code	Number		Credits	Completed:
☐	COUN	501	Counseling Theory and Practice	3	____/_____/_____
☐	COUN	502	Psychopathology: Diag, Assess/Treatmt	3	____/_____/_____
☐	COUN	504	Helping Relationships	3	____/_____/_____
☐	COUN	505	Professional Orientation and Ethics	3	____/_____/_____
☐	COUN	506	Human Growth and Development	3	____/_____/_____
☐	COUN	507	Group Work and Therapy	3	____/_____/_____
☐	COUN	508	Appraisal and Diagnostic Techniques	3	____/_____/_____
☐	COUN	509	Treatment Modalities	3	____/_____/_____
☐	COUN	510	Social Bases of Behavior/Cultural Diver	3	____/_____/_____
☐	COUN	511	Career and Lifestyle Development	3	____/_____/_____
☐	COUN	513	Research Methods/Program Evaluation	3	____/_____/_____
☐	COUN	516	Clinical Consultation	3	____/_____/_____
☐	COUN	519	Tests and Measurements	3	____/_____/_____
☐	COUN	521	Capstone Project	0*	____/_____/_____

☐	COUN	531	Practicum	3	____/_____/_____
☐	COUN	542	Internship I	3	____/_____/_____
☐	COUN	543	Internship II	3	____/_____/_____

Elective Courses: (12 credits) – Offerings subject to change.

	Code	Number		Credits	Completed:
☐	COUN	512	Psychopharmacology of MH and SA Disorders	3	____/_____/_____
☐	COUN	514	Family Therapy	3	____/_____/_____
☐	COUN	515	Crisis Intervention	3	____/_____/_____
☐	COUN	518	Substance Abuse/Addictive Disorders	3	____/_____/_____
☐	COUN	520	Subst Abuse Counseling with Addicted Pops.	3	____/_____/_____
☐	COUN	522	Capstone Writing Extension (if required)	0*	____/_____/_____
☐	COUN	529	Biological Bases of Behavior	3	____/_____/_____
☐	COUN	530	Assess., Diag./Tx Planning of Addictive D/O	3	____/_____/_____
☐	COUN	544	Internship III (if required)	3	____/_____/_____

Alcohol & Drug Abuse Counseling (ADC) Certificate: (18 credits)

Course	Title	Credits	Completed:
COUN 501	Counseling Theory and Practice	3	☐
COUN 507	Group Work and Therapy	3	☐
COUN 512	Psychopharmacology for MH and SA Disorders	3	☐
COUN 518	Substance Abuse/Addictive Disorders	3	☐
COUN 520	Substance Abuse Counseling with Addicted Pops.	3	☐
COUN 530	Assess., Dx, and Tx Planning of Addictive Disorders	3	☐

* Fee-based program component. *Note: COUN 522 Capstone Writing Extension cannot be used to fulfill the 12-credit elective requirement.*

Appendix B: Request for Leave of Absence

UNION INSTITUTE & UNIVERSITY

MASTER OF ARTS
WITH A MAJOR IN CLINICAL MENTAL HEALTH COUNSELING

LEAVE OF ABSENCE REQUEST FORM

NAME_____
Last **First** **Middle**

UI&U ID#_____ **DATE**_____

ADDRESS_____

E-MAIL _____**DEGREE PROGRAM**_____

I wish to leave Union Institute & University on _____ **and**
date

return on _____.
date

Reason for leaving:_____

_____

Student Responsibility:

- I am aware that this is an academic leave of absence only. I must contact the financial aid department for further consideration on how this request will affect any funding I have received. _____ (initials)

- During my leave of absence, I will have access to my UI&U e-mail but no access to Campus Web or the UI&U Library. _____
(initials)
- I am required to notify the program director of my intent to return within 30 days of the return date indicated on this form. I can be recommended for dismissal from the program if I do not return by the indicated return date. _____
(initials)
- I have read, understand, and will comply with the university's Leave of Absence Policy as stated in the catalog. _____
(initials)

_____ _____
Student's Signature **Date**

_____ _____
Dean's Signature **Date**

_____ _____
Registrar's Signature **Date**

Appendix C: Petition for an Incomplete Course Grade

UNION INSTITUTE & UNIVERSITY

MASTER OF ARTS WITH A
MAJOR IN CLINICAL MENTAL HEALTH COUNSELING

Petition for Incomplete Grade Request

Full Legal Name				Student	
Address					
City		State/Provinc		Postal/Zip	
Phone: (Home)		(Cell)			
Email					

Course Information

Term/Year _____ Course No. _____ Credits _____

Course Title _____

Reasons for Request _____

_____

_____

_____

_____

_____

_____

_____

Student Signature: _____ Date: _____

Faculty Review

The student has successfully completed ____% of the graded coursework with an estimated grade of _____.

If the remaining coursework is not completed, the student will receive a grade of **"U."** The requirement(s) outlined in the Incomplete Contract that follows must be satisfactorily completed no later than the end of the next academic term.

Faculty Approval: ☐ Yes ☐ No Faculty Signature/Date: _____

MA-CMHC Incomplete Contract

A grade of "incomplete" is offered entirely at the instructor's discretion as a temporary measure for extenuating circumstances.

_____

Student's Last Name First Name M.I.

_____

Union ID Number Term

_____

Course Prefix & Number Course Title # Credits

Terms of the Incomplete Contract

1. The following work must be completed to remove the grade of "I."

_____

_____

_____

2. The work specified above shall be completed by the end of the following term (or by the date specified below, whichever is sooner).

_____

_____

3. Both the instructor and the student, as indicated by their signatures below, agree to the above terms of the Incomplete Contract.

_____

Instructor's Signature Date

_____

Student's Signature Date

For Office Use:

Copies sent/given to _____ Student _____ Advisor _____ Assistant Director/Director

Appendix D: Comprehensive Review Form, Part I: Pre-Practicum

UNION INSTITUTE & UNIVERSITY

MASTER OF ARTS WITH A
MAJOR IN CLINICAL MENTAL HEALTH COUNSELING

COMPREHENSIVE REVIEW PART I: Pre-Practicum

Program Objectives and Competencies & Student Professional Dispositions

(To be completed prior to Practicum—any student who has completed 18-30 credits and has not registered for or completed Practicum)

Student Name: _____ Date: _____

Evaluation Completed by: _____ Role: _____

Credits Earned: _____ Anticipated Start for Practicum: _____

The MA-CMHC program includes a set of goals, objectives and competencies specific to its training model. This comprehensive review is designed to assess the student's progress toward meeting these standards and his/her professional dispositions for success in the field of counseling.

Please rate the student in the following areas using the rating scale below.

1 = Unacceptable—the student demonstrates significant and serious errors in judgment, skills, ethical/legal or conceptual knowledge and skills. The student does not demonstrate even an emerging level of competence expected at this stage of training.

2 = Emerging—the student demonstrates limited, but emerging judgment, skills, ethical/legal or conceptual knowledge and skills. The student does not demonstrate the level of competence expected at this stage of training.

3 = Expected—the student demonstrates solid judgment, skills, ethical/legal or conceptual knowledge and skills. The student demonstrates the level of competence expected at this stage of training.

4 = Exceeds Expected—the student demonstrates excellent judgment, skills, ethical/legal or conceptual knowledge and skills. The student demonstrates the level of competence above the expected at this stage of training.

N/A = Not applicable—if this option is marked, please provide a brief explanation.

PROGRAM OBJECTIVES AND COMPETENCIES

Relationship and Reflective Practice. Students will acquire the knowledge, skills and attitudes to develop effective, respectful and caring interpersonal relationships with clients, students, and professionals in a

range of settings. They will become self-reflective practitioners, aware of their own biases, limitations and power differentials.

Competency Ratings	Notes
a. Describes and demonstrates understanding of ethical and legal standards for clinical practice. **1 2 3 4 N/A**	
b. Through written and verbal communications, shows a respect for and appreciation of individual and cultural differences. **1 2 3 4 N/A**	
c. Demonstrates effective professional communication with colleagues, supervisors, professors, and fellow students. **1 2 3 4 N/A**	
d. Demonstrates commitment to personal and professional growth engaging in regular self-reflection regarding professional education and learning. **1 2 3 4 N/A**	

<u>Research & Evaluation</u>. Students will develop the knowledge, skills and attitudes for critical thinking as consumers of research, with the ability to apply research, evaluation and scholarship to the practice of clinical mental health counseling.

Competency Ratings	Notes
a. Critically evaluates research literature and demonstrates an understanding of how to apply this knowledge to clinical practice. **1 2 3 4 N/A**	
b. Demonstrates appropriate levels of knowledge in the broad scientific areas of human behavior, including foundations of behavior, psychopathology, human development, appraisal, and counseling	

theories. **1 2 3 4 N/A**	
c. Demonstrates basic scientific inquiry skills (research methodologies, basic descriptive and inferential statistics, and appraisal approaches) in conducting research and/or evaluating the effectiveness of a program. **1 2 3 4 N/A**	
d. Demonstrates competency in scientific inquiry in the process of lifelong learning and service to the profession and community. **1 2 3 4 N/A**	

<u>Assessment & Diagnosis.</u> Students will develop the knowledge, skills and attitudes necessary to perform competently and ethically when using various methods of psychological and educational assessment such as standardized tests and clinical interviewing. They will be able to accurately interpret the results of those assessments and to plan interventions considering the latest evidence-based treatments available. Students will effectively communicate their results and recommendations to both consumers and professionals.

Competency Ratings	**Notes**
a. Understands assessment theory and practice, and the nature and use of appraisal and diagnostic techniques, and other methods of assessment. **1 2 3 4 N/A**	
b. Demonstrates understanding of the administration and scoring of various psychological and educational assessment instruments. **1 2 3 4 N/A**	
c. Understands the interpretation and proper use of test results, and the importance of taking into consideration the cultural and personal characteristics of the clients.	

1 2 3 4 N/A	
d. Understands how to properly describe test results and communicate the assessment findings in written and verbal form. **1 2 3 4 N/A**	

<u>Intervention</u>. Students will develop the knowledge, skills and attitudes to conceptualize, plan, explain, implement and evaluate intervention approaches that are appropriate to the clients' needs, taking into account the personal, interpersonal and cultural contexts, and the current research.

Competency Ratings	**Notes**
a. Demonstrates knowledge of evidence-based practices in the conceptualization and planning of treatment approaches. **1 2 3 4 N/A**	
b. Considers the social and biopsychosocial factors, as well as diverse cultural and personal characteristics, contexts, and settings in treatment planning and interventions. **1 2 3 4 N/A**	
c. Demonstrates understanding of the clinical skills and judgment needed to effectively implement and modify counseling strategies and interventions. **1 2 3 4 N/A**	

d. Demonstrates the knowledge of how to assess treatment effectiveness, involving appropriate client feedback, supervisory input, and outcome measures. **1 2 3 4 N/A**	
e. Shows awareness of personal strengths and challenges for counseling practice. **1 2 3 4 N/A**	

<u>Individual & Cultural Diversity</u>. Students will develop the knowledge, skills and attitudes to provide professional services to individuals, groups and communities from diverse backgrounds and to engage in ongoing critical reflection on issues of race, ethnicity, oppression, power and privilege in the practice of clinical mental health counseling.

Competency Ratings	**Notes**
a. Is aware of the potential influence of own cultural and personal background in all areas of professional practice. **1 2 3 4 N/A**	
b. Is aware, knowledgeable, respectful and appreciative of the experiences of diverse racial, cultural and ethnic minority groups. **1 2 3 4 N/A**	
c. Demonstrates awareness of how to provide culturally competent services to individuals, groups and organizations, and when to seek appropriate consultation when relevant. **1 2 3 4 N/A**	

d. Is able to identify issues of social injustice and ways that they can impact professional practice. **1 2 3 4 N/A**	
e. Demonstrates knowledge of how to address issues of social injustice in professional activities. **1 2 3 4 N/A**	
f. Recognizes the importance of multicultural competence as a lifelong learning process for self as a professional counselor. **1 2 3 4 N/A**	

PROFESSIONAL DISPOSITIONS:

Please rate the student on the following demonstrations of commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues:

Disposition Ratings	**Notes**
Commitment to Graduate Studies. Demonstrates perseverance in the completion of program requirements. **1 2 3 4 N/A**	
Willingness to Learn and Grow. Demonstrates openness to critique and integrates feedback in effort to develop. **1 2 3 4 N/A**	
Integrity. Demonstrates truthfulness to oneself and others. **1 2 3 4 N/A**	

Civility. Demonstrates the ability to honor, value and positively regard oneself and others **1 2 3 4 N/A**	
Responsibility. Acts independently and demonstrates accountability, reliability and sound judgment. **1 2 3 4 N/A**	
Professionalism. Demonstrates situationally appropriate attitude and behavior. **1 2 3 4 N/A**	
Social and Emotional Maturity. Demonstrates self-confidence and empathy and the ability to develop meaningful relationships with others. **1 2 3 4 N/A**	
Attendance at Residencies. Present at weekend residencies during terms of enrollment. **1 2 3 4 N/A**	
Engagement in Residencies. Engages fully in scheduled program activities at weekend residencies during terms of enrollment. **1 2 3 4 N/A**	

Feedback provided to student by:_____ on _____

(name of person) (date)

In the form of:

☐ in-person meeting

☐ formal letter

☐ phone call

☐ email

☐ other, please specify: _____

Appendix E: Comprehensive Review Form, Part II: Post-Practicum

UNION INSTITUTE & UNIVERSITY

MASTER OF ARTS WITH A
MAJOR IN CLINICAL MENTAL HEALTH COUNSELING

COMPREHENSIVE REVIEW PART II: Post-Practicum

Program Objectives and Competencies & Student Professional Dispositions

(To be completed after Internship I and prior to graduation—any student who has completed more than 30 credits and has completed Practicum)

Student Name: _____ Date: _____

Evaluation Completed by: _____ Role: _____

Credits Earned: _____ Date Practicum Completed: _____

The MA-CMHC program includes a set of goals, objectives and competencies specific to its training model. This comprehensive review is designed to assess the student's progress toward meeting these standards and his/her professional dispositions for success in the field of counseling.

Please rate the student in the following areas using the rating scale below.

1 = Unacceptable—the student demonstrates significant and serious errors in judgment, skills, ethical/legal or conceptual knowledge and skills. The student does not demonstrate even an emerging level of competence expected at this stage of training.

2 = Emerging—the student demonstrates limited, but emerging judgment, skills, ethical/legal or conceptual knowledge and skills. The student does not demonstrate the level of competence expected at this stage of training.

3 = Expected—the student demonstrates solid judgment, skills, ethical/legal or conceptual knowledge and skills. The student demonstrates the level of competence expected at this stage of training.

4 = Exceeds Expected—the student demonstrates excellent judgment, skills, ethical/legal or conceptual knowledge and skills. The student demonstrates the level of competence above the expected at this stage of training.

N/A = Not applicable—if this option is marked, please provide a brief explanation.

PROGRAM OBJECTIVES AND COMPETENCIES

Relationship and Reflective Practice. Students will acquire the knowledge, skills and attitudes to develop effective, respectful and caring interpersonal relationships with clients, students, and professionals in a

range of settings. They will become self-reflective practitioners, aware of their own biases, limitations and power differentials.

Competency Ratings	Notes
a. Describes and interprets ethical and legal standards in all aspects of professional activities. **1 2 3 4 N/A**	
b. Develops and effectively maintains therapeutic relationships, with a respect for and appreciation of individual and cultural differences. **1 2 3 4 N/A**	
c. Establishes and maintains effective professional relationships with colleagues, supervisors, members of other disciplines, consumers and communities. **1 2 3 4 N/A**	
d. Demonstrates commitment to personal and professional growth engaging in regular self-reflection regarding multiple professional roles and effective use of supervision. **1 2 3 4 N/A**	

Research & Evaluation. Students will develop the knowledge, skills and attitudes for critical thinking as consumers of research, with the ability to apply research, evaluation and scholarship to the practice of clinical mental health counseling.

Competency Ratings	Notes
a. Critically evaluates research literature and applies it to a broad range of clinical settings. **1 2 3 4 N/A**	
b. Demonstrates appropriate levels of knowledge in the broad scientific areas of human behavior, including learning, psychopathology, social bases of	

behavior, human development and counseling theories. **1 2 3 4 N/A**	
c. Utilizes scientific inquiry skills (research methodologies, basic descriptive and inferential statistics, and appraisal approaches) to design and implement a research study and/or evaluate the effectiveness of a program. **1 2 3 4 N/A**	
d. Demonstrates competency in scientific inquiry in the process of lifelong learning and service to the profession and community. **1 2 3 4 N/A**	

<u>Assessment & Diagnosis.</u> Students will develop the knowledge, skills and attitudes necessary to perform competently and ethically when using various methods of psychological and educational assessment such as standardized tests and clinical interviewing. They will be able to accurately interpret the results of those assessments and to plan interventions considering the latest evidence-based treatments available. Students will effectively communicate their results and recommendations to both consumers and professionals.

Competency Ratings	**Notes**
a. Understands assessment theories and practice and the nature and use of appraisal and diagnostic techniques and other methods of assessment. **1 2 3 4 N/A**	
b. Competently and ethically interviews clients and selects, administers and scores various psychological and educational assessment instruments. **1 2 3 4 N/A**	

c. Accurately interprets and integrates assessment findings, taking into consideration the cultural and personal characteristics of the clients. **1 2 3 4 N/A**	
d. Effectively communicates the results of assessment findings in written and oral form. **1 2 3 4 N/A**	

<u>Intervention</u>. Students will develop the knowledge, skills and attitudes to conceptualize, plan, explain, implement and evaluate intervention approaches that are appropriate to the clients' needs, taking into account the personal, interpersonal and cultural contexts, and the current research.

Competency Ratings	**Notes**
a. Utilizes evidence-based practices in the conceptualization and planning of treatment approaches. **1 2 3 4 N/A**	
b. Considers the social and biopsychosocial factors, as well as diverse cultural and personal characteristics, contexts, and settings in designing treatment plans and clinical interventions. **1 2 3 4 N/A**	
c. Demonstrates adequate clinical skills and judgment needed to effectively implement and modify counseling strategies and interventions. **1 2 3 4 N/A**	

d. Demonstrates the ability to assess treatment effectiveness, utilizing appropriate client feedback, supervisory input, and outcome measures. **1 2 3 4 N/A**	
e. Critically evaluates self in the counselor role. **1 2 3 4 N/A**	

<u>Education & Consultation</u>. Students will develop the knowledge, skills and attitudes to understand and effectively design and implement educational programs and consultations with clients and colleagues.

Competency Ratings	**Notes**
a. Demonstrates knowledge of the basic and evolving principles and procedures in consultation with a broad range of individuals, groups, programs and organizations. **1 2 3 4 N/A**	
b. Demonstrates the necessary skills and attitudes to competently provide consultation as a counseling professional. **1 2 3 4 N/A**	
c. Demonstrates knowledge of the roles of an educator and consultant as distinguished from other professional roles. **1 2 3 4 N/A**	

<u>Individual & Cultural Diversity</u>. Students will develop the knowledge, skills and attitudes to provide professional services to individuals, groups and communities from diverse backgrounds and to engage in ongoing critical reflection on issues of race, ethnicity, oppression, power and privilege in the practice of clinical mental health counseling.

Competency Ratings	**Notes**
a. Is aware of and monitors the influence of own cultural and personal background in all areas of professional practice. **1 2 3 4 N/A**	
b. Is aware, knowledgeable, respectful and appreciative of the experiences of diverse racial, cultural and ethnic minority groups. **1 2 3 4 N/A**	
c. Develops and provides culturally competent services to individuals, groups and organizations, seeking appropriate consultation when relevant. **1 2 3 4 N/A**	
d. Routinely identifies issues of social injustice in professional activities. **1 2 3 4 N/A**	
e. Actively engages in addressing issues of social injustice in professional activities. **1 2 3 4 N/A**	
f. Recognizes the importance of multicultural competence as a lifelong learning process for self as a professional counselor. **1 2 3 4 N/A**	

PROFESSIONAL DISPOSITIONS:

Please rate the student on the following demonstrations of commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues:

Disposition Ratings	Notes
Commitment to Graduate Studies. Demonstrates perseverance in the completion of program requirements. **1 2 3 4 N/A**	
Willingness to Learn and Grow. Demonstrates openness to critique and integrates feedback in effort to develop. **1 2 3 4 N/A**	
Integrity. Demonstrates truthfulness to oneself and others. **1 2 3 4 N/A**	
Civility. Demonstrates the ability to honor, value and positively regard oneself and others **1 2 3 4 N/A**	
Responsibility. Acts independently and demonstrates accountability, reliability and sound judgment. **1 2 3 4 N/A**	
Professionalism. Demonstrates situationally appropriate attitude and behavior. **1 2 3 4 N/A**	
Social and Emotional Maturity. Demonstrates self-confidence and empathy and the ability to develop meaningful relationships with others.	

1 **2** **3** **4** **N/A**	
Attendance at Residencies. Present at weekend residencies during terms of enrollment. **1** **2** **3** **4** **N/A**	
Engagement in Residencies. Engages fully in scheduled program activities at weekend residencies during terms of enrollment. **1** **2** **3** **4** **N/A**	

****

Feedback provided to student by _____ on _____

(name of person) (date)

In the form of:

☐ in-person meeting

☐ formal letter

☐ phone call

☐ email

☐ other, please specify: _____

Appendix F: Graduation Forms

Dear Prospective Master's Program Graduate:

We give you the right and responsibility to review your transcript and various accompanying evaluations, after you fulfill all academic requirements, as the final step in the graduation process. The following list of required graduation documents must be **completed, signed, and U.S. mailed to the Assistant Program Director.**

1. **Transcript review** must be completed. Student will download and attach their unofficial transcript from CampusWeb and review for accuracy.

2. A final **program evaluation** must be written to provide an overview of your experiences in the program, and critically evaluates the program from your perspective.

3. A **self-evaluation** needs to be written by the student assessing and comparing his/her own work and scholarly and professional progress. We ask you to comment on difficulties as well as successes. This document is intended to be a self-assessment of your performance throughout your graduate studies. The final product should be typed, single-spaced and employ a Times Roman font.

4. **Internship Information** summary must be submitted.

5. **Graduate Survey** must be submitted.

UNION INSTITUTE & UNIVERSITY

MASTER OF ARTS WITH A
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Transcript Review

Date: _____ Student ID: _____

Student Name: _____

Faculty Advisor Name: _____

Date of Graduation: _____

Student will download and attach their unofficial transcript from CampusWeb and review for accuracy.

I certify that I have reviewed the attached transcript and verify its accuracy.

You must sign and date the form, in order to complete your file.

Student Signature: _____ Date: _____

Assistant Program Director Signature: _____ Date: _____

UNION INSTITUTE & UNIVERSITY

MASTER OF ARTS WITH A
MAJOR IN CLINICAL MENTAL HEALTH COUNSELING

Final Evaluation of Faculty Advisor by Student

Faculty Advisor Name: _____ Date: _____

Please address your faculty advisor's performance in meeting your needs as a student, in each of the specified areas. Please attach an extra page or pages if you need more space.

I. Mentorship. Please comment on your relationship with your faculty advisor, their responsiveness to your questions and learning needs, and the quality of their guidance and advice as you progressed through the program.

II. Critical Evaluation of Work. Please comment on the quality and timeliness of written feedback that you received from your faculty advisor throughout the program.

III. General. In the space below, please comment on other aspects of your faculty advisor's work with you, e.g. advisee group facilitation, presentations at residencies, professional knowledge and expertise, etc…

You must sign and date the form, in order to complete your file.

_____ _____

Student Signature Date

UNION INSTITUTE & UNIVERSITY

MASTER OF ARTS WITH A
MAJOR IN CLINICAL MENTAL HEALTH COUNSELING

Final Student Evaluation of the MA-CMHC Program

In the space below, please provide a written narrative of your experience within the Master's program. Please consider all aspects of the program, and comment on both areas of strength and weakness, in as thorough a manner possible. Feel free to attach extra pages, if necessary.

You must sign and date the form, in order to complete your file.

_____ _____

Student Signature Date

UNION INSTITUTE & UNIVERSITY

MASTER OF ARTS WITH A
MAJOR IN CLINICAL MENTAL HEALTH COUNSELING

Final Self-Evaluation of Growth as a Graduate Student

In the space below, please describe your development as a student while in the program. Please comment on both scholarly and professional growth, as related to your graduate studies.

You must sign and date the form, in order to complete your file.

_____ _____

Student Signature Date

UNION INSTITUTE & UNIVERSITY

MASTER OF ARTS WITH A
MAJOR IN CLINICAL MENTAL HEALTH COUNSELING

Internship Information

Student Name: _____ID #: _____Date: _____

Advisor: _____

Internship: 1) _____
(Supervisor Name, Degree, Title, Credential)

_____
(Facility Name)

_____
(Street)

_____
(City) *(State)* *(Zip)*

Direct client contact hours: _____ Supervision Hours: _____

Total Hours: _____

2) _____
(Supervisor Name, Degree, Title, Credential)

_____
(Facility Name)

_____
(Street)

_____
(City) *(State)* *(Zip)*

Direct client contact hours: _____ Supervision Hours: _____

Total Hours: _____

You must sign and date the form, in order to complete your file.

_____ _____

Student Signature Date

UNION INSTITUTE & UNIVERSITY

MASTER OF ARTS WITH A
MAJOR IN CLINICAL MENTAL HEALTH COUNSELING

Graduate Survey

Section A

Demographic Information:

Name:_____ Student ID: _____

Home Address: _____

_____

Work Address: _____

_____

Home Phone: ( ) _____

Office Phone: ( ) _____

E-mail Address: _____

Gender: Female ☐ Male ☐

1. Do you consider yourself a member of a racial/cultural/ethnic minority? ☐ Yes ☐ No
2. Are you a Veteran? ☐ Yes ☐ No
3. Are you Disabled and covered by the Americans with Disability Act (ADA)? ☐ Yes ☐ No
4. Year you entered UI&U: _____ Expected Graduation Date _____

Internship:

5. What was your internship setting?

☐ Community Mental Health Center
☐ Medical Center
☐ Military Medical Center
☐ Private General Hospital
☐ General Hospital
☐ Correctional Facility
☐ School District/System
☐ University Counseling Center
☐ Medical School
☐ Other

☐ State/County Hospital

☐ Veterans Administration Medical Center

If you specified other for the previous question, please describe your internship setting below:

6. Was your internship funded? ☐ Yes ☐ No

7. Did you accept your first job prior to, or as a result of, completing your internship? ☐ Yes ☐ No

Licensure:

8. Have you taken the national counselor licensure exam (NCE)? ☐ Yes ☐ No

9. In which State(s) are you intending to be licensed or certified as a counseling professional?
_____

Section B

Program Evaluation

Please rate the adequacy of your training as preparation for functioning as a professional counselor in each competency area detailed below. Consider how well the program prepared you when you first began working as a counselor after completion of your master's training at Union Institute & University. Consider both your clinical and academic preparation as your training.

Use the following scale to rate your preparation:

1- Poor/inadequate preparation
2- Acceptable preparation
3- Good preparation
4- Excellent/Superior Preparation

My clinical and academic training prepared me to:

1. **Relationship:**

Students will acquire the knowledge, skills and attitudes to develop effective, respectful and caring interpersonal relationships with clients, students, and professionals in a range of settings. They will become self-reflective practitioners, aware of their own biases, limitations and power differentials.

a. Describe and interpret ethical and legal standards in all aspects of professional activities.
1___ 2___ 3___ 4___

b. Develop and effectively maintain therapeutic relationships, with a respect and appreciation of individual and cultural differences. 1___ 2___ 3___ 4___

c. Establish and maintain effective professional relationships with colleagues, supervisors, members of other disciplines, consumers, and community organizations with a clear understanding of professional boundaries. 1___ 2___ 3___ 4___

d. Demonstrate a commitment to personal and professional growth engaging in regular self-reflection regarding my multiple professional roles including the effective use of supervision.
1___ 2___ 3___ 4___

2. Research &Evaluation:

Students will develop the knowledge, skills and attitudes for critical thinking as consumers of research, with the ability to apply research and scholarship to the practice of Clinical Mental Health Counseling.

a. Critically evaluate research literature and apply it to a broad range of clinical settings.
1___ 2___ 3___ 4___

b. Demonstrate appropriate levels of knowledge in the broad scientific areas of psychology, including: learning; psychopathology; social bases of behavior; human development; and counseling theories. 1___ 2___ 3___ 4___

c. Utilize scientific inquiry skills (research methodologies, basic descriptive and inferential statistics, and appraisal approaches) to design and implement a research study and /or evaluate the effectiveness of a program. 1___ 2___ 3___ 4___

d. Demonstrate competency in scientific inquiry in the progress of my lifelong learning and service to the profession and community. 1___ 2___ 3___ 4___

3. Assessment:

Students will develop the knowledge, skills and attitudes necessary to perform competently and ethically when using various methods of psychological assessment such as psychological tests and interviewing. They will be able to accurately interpret the results of those assessments, and to plan interventions considering the latest evidence-based treatments available. Students will effectively communicate their results and recommendations to both consumers and professionals.

a. Understand assessment theories and practice, and the nature and use of appraisal and diagnostic techniques and other methods of assessment. 1___ 2___ 3___ 4___

b. Competently and ethically be able to interview clients and select, administer and score various psychological assessment instruments. 1___ 2___ 3___ 4___

c. Accurately interpret and integrate assessment findings, taking into consideration the cultural and personal characteristics of the clients. 1___ 2___ 3___ 4___

d. Effectively communicate the results of assessment findings in written and oral form. 1___ 2___ 3___ 4___

4. Intervention:

Students will develop the knowledge, skills and attitudes to conceptualize, plan, explain, implement and evaluate intervention approaches that are appropriate to the clients' needs, taking into account the personal, interpersonal and cultural contexts, and the current research.

a. Utilize evidence-based practices in the conceptualization and planning of treatment approaches. 1___ 2___ 3___ 4___

b. Consider the social and biopsychosocial factors, as well as diverse cultural and personal characteristics, contexts, and settings in treatment planning and intervention. 1___ 2___ 3___ 4___

c. Demonstrate adequate clinical skills and judgment needed to effectively implement and modify counseling strategies and interventions. 1___ 2___ 3___ 4___

d. Demonstrate the ability to assess treatment effectiveness, utilizing appropriate client feedback, supervisor input, and outcome and satisfaction measures. 1___ 2___ 3___ 4___

e. Critically **evaluate myself in the counselor role.** 1___ 2___ 3___ 4___

5. Education &Consultation:

Students will develop the knowledge, skills and attitudes to understand and effectively design and implement educational programs and consultations with clients and colleagues.

a. Demonstrate my knowledge of the basic and evolving principles and procedures in psychological consultation with a broad range of individuals, groups, programs and organizations. 1___ 2 ___ 3 __ 4___

b. Demonstrate the necessary skills and attitudes to competently provide consultation as a mental health professional. 1___ 2 ___ 3 __ 4___

c. Demonstrate my knowledge of the roles of an educator and consultant as distinguished from other professional roles. 1___ 2___ 3___ 4___

6. **Social Justice and Individual and Cultural Diversity:**

Students will develop the knowledge, skills and attitudes to provide professional services to organizations and individuals that include diverse backgrounds, and to conduct the practice of Clinical Mental Health Counseling in the service of social justice.

a. Be aware of and monitor the influence of my cultural and personal background in all areas of professional practice. 1___ 2___ 3___ 4___

b. Be aware, knowledgeable, respectful and appreciative of diverse racial, cultural and ethnic minority groups. 1___ 2___ 3___ 4___

c. Develop and provide culturally competent services to individuals, groups and organizations; seeking appropriate consultation when relevant.
1___ 2___ 3___ 4___

d. Routinely identify issues of social injustice in my professional practice.
1___ 2___ 3___ 4___

e. Actively engage in addressing issues of social injustice in professional activities.
1___ 2 ___ 3 __ 4___

f. Recognize the importance of multicultural competence as a lifelong learning process for myself as a professional counselor. 1___ 2___ 3___ 4___

7. **Compared to other mental health counselors with whom I have contact, I feel that I am:**

1. ☐ Less prepared than most others
2. ☐ Less prepared than many others
3. ☐ Equally prepared compared to others
4. ☐ Better prepared than many others
5. ☐ Better prepared than most others

Section C

Student Faculty Relations

Listed below are a variety of items describing relations between faculty and students. Using the scale below, please indicate the rating that best represents your experience with faculty during your graduate preparation.

1- Very poor
2- Poor
3- Average
4- Good
5- Excellent

1. Advisement 1___ 2___ 3___ 4___ 5___

2. Respect for Cultural and Individual Diversity 1___ 2___ 3___ 4___ 5___
3. Respect for personal and professional boundaries 1___ 2___ 3___ 4___ 5___
4. Assistance in helping you identify and develop your specialty area of interest and expertise

   1___ 2___ 3___ 4___ 5___
5. Demonstrated a genuine interest in mentoring students.

   1___ 2___ 3___ 4___ 5___
6. Developed oral and written communication competencies necessary for professional practice.

   1___ 2___ 3___ 4___ 5___
7. Assistance in securing Internship site and promoting positive internship experience.

   1___ 2___ 3___ 4___ 5___
8. The NBCC and Union Institute & University are concerned with the equitable treatment of students. During your tenure in the program, did you feel discriminated against or treated adversely because of any of the reasons listed below? If you felt discriminated against or treated adversely, please check the boxes/reasons below that apply to your experience in the program.

☐ Race ☐ Sexual orientation ☐ Ethnicity

☐ Religion ☐ Culture ☐ Disability

☐ National Origin ☐ Socioeconomic status ☐ Gender

If you feel comfortable, please use the space below to describe the situation that made you feel discriminated against or maltreated. This response will not be connected to your name.

YOUR EXPERIENCE AT UNION INSTITUTE & UNIVERSITY

1. **List the two most significant strengths of the UI&U MA-CMHC program and explain why each was strength in your opinion.**

1._____
_____
_____
_____

2._____
_____
_____
_____

2. **List the two most significant weaknesses of the UI&U MA-CMHC program and explain why each was a weakness in your opinion.**

1._____
_____
_____
_____

2._____
_____
_____
_____

3. **Do you have suggestions for ways we can improve the MA-CMHC program at UI&U?**

_____
_____
_____
_____

YOU MUST SIGN AND DATE THE FORM, IN ORDER TO COMPLETE YOUR FILE.

Student Signature_____ Date: _____

Appendix G: Capstone/Paper Rubric

Criteria	**Level 1**	**Level 2**	**Level 3**	**Level 4**	*Level*
Introduction/ Thesis	-weak introduction of topic, thesis & subtopics -thesis is weak and lacks an arguable position	-adequate introduction that states topic , thesis and some of the subtopics - thesis is somewhat clear and arguable	-proficient introduction that states topic, thesis, and all subtopics in proper order - thesis is a clear and arguable statement of position	-exceptional introduction that grabs interest of reader and states topic, thesis, and all subtopics in proper order - thesis is exceptionally clear, arguable, well developed, and a definitive statement	
Quality of Information/ Evidence	-limited information on topic with lack of research, details or historically accurate evidence	-some aspects of paper is researched with some accurate evidence from limited sources	-paper is well researched in detail with accurate & critical evidence from a variety of sources	-paper is exceptionally researched, extremely detailed and historically accurate with critical evidence from a wide variety of sources	
Support of Ideas/Analysis	-limited connections made between evidence, subtopics, counterarguments & thesis / topic -lack of analysis	-some connections made between evidence, subtopics, counterargume nts & thesis / topic showing analysis	-consistent connections made between evidence, subtopics, counterarguments & thesis / topic showing good analysis	-exceptionally critical, relevant and consistent connections made between evidence, subtopics, counter-arguments & thesis / topic showing excellent analysis	
Organization/ Development of Ideas	-paper lacks clear and logical development of ideas with weak transition b/w ideas and paragraphs	-somewhat clear and logical development of subtopics with adequate transitions b/w paragraphs	-clear and logical subtopic order that supports thesis with good transitions b/w paragraphs	-exceptionally clear, logical, mature, and thorough development of subtopics that support thesis with excellent transition b/w paragraphs	

Conclusion	-lack of summary of topic, thesis & subtopics with weak concluding ideas	-adequate summary of topic, thesis and some subtopics with some final concluding ideas	-good summary of topic, thesis and all subtopics with clear concluding ideas	-excellent summary of topic (with no new information), thesis & all subtopics in proper order with concluding ideas that leave an impact on reader	
Language Conventions	- inconsistent grammar, spelling and paragraphing throughout paper	-paper has some errors in grammar, spelling and paragraphing	-paper is clear, with mostly proper grammar, spelling and paragraphing	-paper is very concise, clear, with consistently proper grammar, spelling and paragraphing	
Visual presentation	-poor presentation	- adequate visual presentation	- very good visual presentation	-scholarly and professional visual presentation	
APA formatting	-lack of proper format and limited details with many sources missing or incomplete	-some errors in APA format	- very good; proper APA format	- excellent; proper, detailed APA format	
Comments/Suggestions (use back of form if needed):					

Appendix H: Annotated Bibliography Rubric

Criteria	**Level 1**	**Level 2**	**Level 3**	**Level 4**	*Level*
Introduction	-weak introduction of topic & subtopics	-adequate introduction that states topic and some of the subtopics	-proficient introduction that states topic and all subtopics in proper order	-exceptional introduction that grabs interest of reader and states topic and all subtopics in proper order	
Quality of Information/ Evidence	-limited information on topic with lack of, details	-some aspects of paper is detailed	-paper is detailed with accurate information reflected from the source	-paper is exceptionally detailed and presents the germane points reflected by the author	
Analysis/ Synthesis of ideas	-limited connections made between evidence, subtopics -lack of analysis and/or synthesis	-some connections made between evidence, subtopics, showing some analysis and/or synthesis	-consistent connections made between evidence, subtopics, showing good analysis and/or synthesis	-exceptionally critical, relevant and consistent connections made between evidence, subtopics, showing excellent analysis and/or synthesis	
Organization/ Development of Ideas	-paper lacks clear and logical development of ideas with weak transition b/w ideas and paragraphs	-somewhat clear and logical development of subtopics with adequate transitions b/w paragraphs	-clear and logical subtopic order that supports ideas with good transitions b/w paragraphs	-exceptionally clear, logical, mature, and thorough development of subtopics that support ideas with excellent transition b/w paragraphs	
Language	- inconsistent grammar,	-paper has some errors in	-paper is clear, with mostly	-paper is very concise, clear,	

Conventions	spelling and paragraphing throughout paper	grammar, spelling and paragraphing	proper grammar, spelling and paragraphing	with consistently proper grammar, spelling and paragraphing	
Visual Presentation	-poor presentation	- adequate visual presentation	- very good visual presentation	-scholarly and professional visual presentation	
APA formatting	-lack of proper format and limited details with many sources missing or incomplete	-some errors in APA format	- very good; proper APA format	- excellent; proper, detailed APA format	
Comments/Suggestions for Future CA's:					

Appendix I: Student Presentation Evaluation Form

MASTER OF ARTS

WITH A MAJOR IN CLINICAL MENTAL HEALTH COUNSELING

Student Presentation Feedback Form

Presenter: _____ Date: _____

Topic: _____ ☐Initial ☐Final

Rate the following criteria from 1 to 5 (1=Unacceptable/No Evidence of Achievement, 3=Adequate/Minimal Level of Achievement, 5=Exceptional/High Level of Achievement)

ORGANIZATION

1) The presentation was well-planned and effectively organized.	1 2 3 4 5
2) The introduction sparked interest and adequately previewed the content of the presentation.	1 2 3 4 5
3) The main points were made clearly and concisely.	1 2 3 4 5
4) The order of the main points followed a logical sequence.	1 2 3 4 5
5) The conclusion effectively summarized the content of the presentation.	1 2 3 4 5
6) The presentation adhered to the expected time frame.	1 2 3 4 5

CONTENT

7) The presenter evidenced adequate subject matter knowledge.	1 2 3 4 5
8) Ample citations of current literature were provided.	1 2 3 4 5
9) The points made were well supported by quality research and/or sound judgment and reasoning.	1 2 3 4 5
10) Provided sufficient critique and/or analysis of relevant literature or body of research.	1 2 3 4 5
11) The presentation was factual and informative.	1 2 3 4 5
12) The presenter used and pronounced terminology correctly.	1 2 3 4 5
13) The presenter identified gaps (if present) between theory and practice and clarified inconsistencies using examples or demonstrations.	1 2 3 4 5

14) Difficult or unfamiliar concepts were sufficiently and accurately explained.	1 2 3 4 5
15) The presentation stimulated discussion and helped the audience to better understand the material.	1 2 3 4 5
16) Questions were effectively addressed and reflected an expected level of competence.	1 2 3 4 5

DELIVERY

17) The presenter spoke clearly and used a range of intonation to engage attention.	1 2 3 4 5
18) The presenter made effective use of hand and body gestures and avoided distracting mannerisms.	1 2 3 4 5
19) The presenter made good eye contact and engaged well with the audience.	1 2 3 4 5
20) Notes were used unobtrusively.	1 2 3 4 5
21) Audiovisual aids (e.g., slides, handouts, etc.) were used appropriately and added to the quality of the presentation.	1 2 3 4 5
22) OVERALL EVALUTION:	**1 2 3 4 5**

COMMENTS

What I liked most about the presentation is…

The presentation might have been improved most by…

Rater (optional): _____