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SECTION I:
INTRODUCTION AND DEPARTMENT OVERVIEW

CSP Programs and Faculty

There are three programs in the Counseling and Student Personnel Department at Minnesota State University, Mankato. The following faculty members are responsible for coordination and development of each specialization area:

**College Student Affairs:** Dr. Jacqueline Lewis and Dr. Holly Breitkreutz

**Professional Community Counseling:** Dr. Diane Coursol, Dr. Aaron Jeffry, and Dr. John Seymour

**Professional School Counseling:** Dr. Rick Auger, Dr. Jennifer Pepperell, and Dr. Walter Roberts, Jr.

**Research Specialist:** Dr. Karin Lindstrom Bremer

While the three programs have different requirements and emphases, administrative procedures for all programs are identical, except in the few cases noted in this manual. The information presented in this handbook is an attempt to communicate as clearly as possible the salient features and procedures of the CSP Department.

**Department Mission**

The primary mission of the Counseling and Student Personnel (CSP) Department is to prepare professional practitioners at the master’s level who will serve in a variety of helping settings, including elementary and secondary schools, colleges and universities, mental health and other community agencies, business and industry, and marriage and family counseling settings. The CSP Department also prepares doctoral-level students for leadership positions in teaching, research, supervision and advanced counseling and student affairs practice. In addition to the preparation of graduate students in the helping professions, the CSP Department offers courses and other experiences designed to assist undergraduate students’ development of personal growth and decision-making skills.

**Department Goals**

1. To offer a quality graduate program for prospective helping professionals in specified areas.
2. To modify programs, courses, and activities in order to reflect the changing needs of the community and society.
3. To monitor and meet the needs of a changing graduate student population.
4. To provide experiences to assist in the intellectual and professional development of
graduate students.

Department Goals (cont.)

5. To foster continuing contact with professionals in the field by offering professional seminars and workshops.
6. To provide continuing evaluation of the graduate program.
7. To foster continuing professional development of staff members.
8. To incorporate the contributions of other professionals into program development.

Department Objectives (2005-2006)

1. To provide excellence in instructional and educational opportunities for students within the CSP Department.
2. To facilitate integration of probationary faculty into the CSP Department.
3. To continue to secure resources for the provision of adequate staff and financial support for the existing specialty areas within the department: Professional Community Counseling, College Student Affairs, and Professional School Counseling.
4. To insure professional development of staff through funding for in-service and other experiences.
5. To offer workshops or seminars for area counselors, supervisors and other helping professionals.
6. To maintain CACREP accreditation in all current specialty areas.
7. To review and revise programs and courses in light of changing culture and lifestyles.
8. To continue to reevaluate department admission procedures and standards.

CACREP Accreditation Standards

The College Student Affairs program, the Professional School Counseling program, and the 50-credit Community Counseling program are fully accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The department will pursue CACREP accreditation for the newly developed 60-credit master’s degree in mental health counseling in spring, 2008. In accordance with CACREP requirements, in addition to program-specific standards for College Student Affairs, Professional Community Counseling, and Professional School Counseling, each program prepares students in the following core areas specified by CACREP:

1. Professional Identity
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation
SECTION II:
PROGRAM REQUIREMENTS

Prerequisites

**College Student Affairs:** An undergraduate statistics course is a prerequisite for admission to the College Student Affairs program. Students who have not taken a statistics course as part of their undergraduate program must complete such a course before the Plan of Study is approved. Course work taken to meet prerequisite requirements will not be considered part of the student's regular graduate program.

**Professional Community Counseling:** Statistics, Developmental Psychology and Abnormal Psychology or their equivalents are prerequisites for admission to the Professional Community Counseling program. Failure to present the appropriate courses will result in additional coursework. These courses must be completed before the Plan of Study is approved, and are not considered part of the student's regular graduate program.

**Professional School Counseling:** Required prerequisites consist of courses in Statistics and Abnormal Psychology or their equivalents. These may be taken during the first year of coursework after admission to the program. Students in the Professional School Counseling program who need the required prerequisites will be admitted on a provisional basis until the prerequisites are successfully completed.

**Dispositions and Technical Standards**

The CSP programs place an emphasis on both academic and personal growth during the student's enrollment. CSP faculty take seriously their obligation to the student and to the profession in maintaining continuing evaluation of each student’s progress and potential as an effectively functioning professional. CSP faculty periodically review student progress, and one or more faculty members may meet with a student to discuss faculty perceptions of the student's professional development.

**Minimum Technical Standards for Admission and Matriculation**

The Department of Counseling and Student Personnel at Minnesota State University, Mankato is mindful of the unique nature of the professional graduate education, counseling, and college student affairs curricula. Applicants must possess skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of the education. In the process, candidates are required to direct and perform a wide range of activities and experiences with youth in schools, students on college campuses, and clients in counseling settings. Meeting the Technical Standards for the Department of Counseling and Student Personnel is required to successfully complete the competencies needed for graduation (see Appendix D).
Dispositions

In order to support students, dispositions (states of being) have been identified and are assessed during admissions, throughout the educational program, and upon program completion. Following students’ self-assessment of their dispositions at the beginning of the program, dispositions are assessed during the program through documentation of behaviors that reflect the dispositions. The dispositions in the Department of Counseling and Student Personnel are:

*Professionalism*: professional demeanor, relationships with others, general work attitudes and enthusiasm, commitment to professional development, integrity, and professional judgment

*Planning, Preparation, and Productivity*: dependability, conscientiousness and responsibility, effort and preparation, and productivity

*Commitment to Developing Professional Competencies*: commitment to developing multicultural competencies, commitment to developing interpersonal competencies, commitment to developing counseling or student development competencies.

Please see Appendix C for a more detailed description of the dispositions required of CSP students.

CSP Program Transition (Evaluation) Points

The professional behavior and performance of students is formally evaluated at eight specific times during the graduate program:

1. Prior to admission to the department;
2. Upon completion of Counseling Procedures and Skills I (CSP 645);
3. Upon completion of Counseling Procedures and Skills II (CSP 666);
4. Upon submission of the students’ plan of study;
5. Upon application to and during practicum;
6. During the internship experience;
7. Upon completion of the comprehensive examination; and
8. Prior to graduation.

Students not displaying an appropriate level of professional behavior at any of these evaluation points will be provided with opportunities for remediation, as outlined in the CSP Graduate Student Manual pp. 17-20.

Program Credit Requirements and Course Sequence

Specific course sequences should be arranged with the advisor. Practicum/internships and seminars are typically completed late in the program. All programs require a minimum of 50 semester hours for completion of the M.S. degree. See Appendix A for the recommended course sequence for each CSP specialization program.
Plan of Study Procedures

Upon admission, the student will meet with the advisor to complete a formal Plan of Study for his/her graduate program. This will include a listing of all courses needed to complete his/her program. In conjunction with completing the Plan of Study form, the student will complete a self-rating of his or her status on a number of professionals dispositions (see Appendix C). In addition to the advisor, at least one other faculty member will sign the Plan of Study and serve as a consultant to the student during completion of the program. After the student's advisor and the additional committee member(s) have approved the Plan of Study, it will be submitted to the departmental office for review and approval by the entire department. The program plan will include core courses, research, and professional electives.

NOTE: Submission of the Graduate Program Plan of Study must be made before completion of 15 SEMESTER HOURS of Graduate work, unless extenuating circumstances exist. Failure to submit this plan by that time may result in loss of credits.

Part-time Students

Part-time students are encouraged to complete the program in a minimum amount of time—three years or less, if possible. Completion of at least two courses per semester during the academic year and 3-6 credits each summer is the desired schedule for part-time students. The Professional School Counseling program is dedicated to working with the part-time student. As such, all courses in the program are offered at night, in the late afternoon, or in the summer at least once during each two-year cycle of classes. It is possible to complete the Professional School Counseling program on a part-time basis by attending classes in the evenings and in the summer, and completing a school-based internship. The same is true of Professional Community Counseling for the classroom portion of the program, but an extensive commitment of a 6-9 month period is required for the practicum/internship. Students wishing to complete the College Student Affairs program on a part-time basis should discuss their plans in depth with an advisor since scheduling of day classes during the academic year is necessary.

Full-time Students

Those students who plan to attend on a full-time basis (completion of at least 9 credits per semester and 3-6 credits in a total summer session) should plan on two years for completion of the program (inclusive of the summer between year 1 and year 2), regardless of the specific track in which they are enrolled.

Practicum and Internship Requirements

The Practicum/Internship is considered a significant and vital portion of a student's program. Accordingly, at an early date (preferably soon after admission), students should meet with their advisors to discuss the possibilities for Practicum/Internship placement and the procedures required for such placement. Since this experience is considered a significant professional activity, formal approval for
placement must be obtained from the student's advisor. Students should not make arrangements for Practicum/Internship placement without extensive consultation with and full approval of the advisor.

Students must earn a letter grade of a B or higher in Practicum and Internship. Grades or performance below the expectations of the CSP Department or performance that may negatively affect the student’s functioning with clientele will require: (a) remediation of deficiency under the guidance of the program and/or CSP Department, and/or (b) retaking the specific Practicum and/or Internship sequence in which the substandard performance occurred. Failure to perform effectively during the Practicum and/or Internship sequence may result in one or more of the following: (a) delay of completion of degree or licensure program; (b) designation of a remediation plan necessary to correct the professional development concern, including (but not limited to) additional coursework; (c) failure to complete the degree or licensure program; and (d) failure to be recommended for degree or licensure by the CSP Department.

**College Student Affairs:** Two semesters of practicum/internship are normally required for this program. Prerequisites for internship will depend upon which areas are selected. Since variation is permitted, close contact with the faculty directly responsible for this program is necessary.

**Professional Community Counseling:** Students will complete a minimum of 700 clock hours in Practicum and Internship. Students will usually complete the practicum/internship experience over an academic year or its equivalent in an agency approved by the advisor. Practicum/internship placement should be discussed with the advisor and final approval by advisor and agency must be completed several months in advance.

 Students in the Professional Community Counseling track who desire licensure in Minnesota as a Licensed Professional Counselor or as Marriage and Family Therapist should consult with their advisor to select a practicum/internship site and university supervisor that will meet the Board of Behavioral Health and Therapy or the MFT Board requirements.

**Professional School Counseling:** Practicum I: K-12 Professional School Counseling (CSP 679) and Internship I: K-12 Professional School Counseling (CSP 686) are designed to provide practical counseling and guidance experience for the student in a school setting. All students will be placed in an appropriate school or schools after consultation with their advisor. No placement occurs in the absence of advisor approval. Students who are attending the Professional School Counseling program part-time may be eligible for practicum and internship placement after a set number of courses have been completed. This determination will be made in consultation with the advisor. While every effort is made to accommodate student requests for specific practicum and internship sites, no guarantee can be made for placement. Placements ultimately are a matter of the working alliance between the university, the program, and the local K-12 school district.
Research Requirements

CSP 675: Research and Writing in CSP

CSP 675, Research and Writing in Counseling and Student Personnel, is required of all students seeking degrees in CSP. The purpose of the course is to develop the ability to critically analyze and evaluate research, with an emphasis on research in the student's area of expertise. Students are required to begin work on an Alternate Plan Paper (APP) as part of this course. This paper will demonstrate the student's ability to analyze and synthesize current research in professional journals in their specialty area and develop a professional-quality conference proposal.

Specific information concerning the Alternate Plan Paper process is provided through advisors within the department. Special workshops may be offered as required to prepare students for entry into CSP 675.

CSP 694: Alternate Plan Paper

In addition to CSP 675, students pursuing the APP option will enroll in CSP 694 with their APP advisor. A fee is required of all students taking CSP 694 to cover the cost of the annual publication of the CSP Research Colloquium Proceedings. Students completing APPs are provided with copies of the Proceedings. Further details will be provided upon registration for CSP 694.

Research Colloquium

All CSP students are required to present a summary of their research findings related to the Alternate Plan Paper or Thesis at the Annual CSP Research Colloquium. CSP students who are not presenting their research at the Research Colloquium are required to attend as a professional development opportunity. CSP faculty members will provide details of the Research Colloquium as students progress through the program. The instructor of CSP 675 will also provide information.

NOTE: Students may not present at CSP Research Colloquium if they have not substantially completed their Alternate Plan Paper (or Thesis) or provided evidence to their advisor that such work is nearing completion.

Thesis Option

Some students may wish to complete a Thesis, which will also require successful completion of CSP 675. The Thesis involves developing a research problem, designing a study to examine that problem, developing hypotheses, gathering data, analyzing data and testing hypotheses. Students completing a Thesis will typically register for three (3) Thesis credits after completing Research and Writing in CSP. In addition, they must follow Graduate School requirements regarding completion of Thesis, including the submission of materials to the Graduate Office three months in advance of Thesis registration and completion of an oral defense on their Thesis. Students
employing human subjects in their research must submit a form to be reviewed by the
Institutional Review Board, which assures the protection of human subjects and ethical
responsibility of the researcher in the project (available at http://grad.mnsu.edu/irb/). This form
must be signed by the advisor and returned to the Institutional Review Board (IRB) for
review. After approval from the IRB, data collection may commence.

NOTE: IT IS THE STUDENT'S RESPONSIBILITY TO MAKE CERTAIN THE "IN
PROGRESS" (IP) GRADE GIVEN IN THESIS OR RESEARCH AND WRITING IN CSP IS
CHANGED TO "PASS" BEFORE GRADUATION.

Comprehensive Examinations

The comprehensive examination is an opportunity for students to demonstrate what they have
learned during the course of their graduate program. If approached properly, the exam is a
culminating learning experience.

1. Each student must pass a written comprehensive examination before graduation.
2. The examination will consist of one or more questions (maximum of 4 hours writing time)
focused on the student's major emphasis (college student affairs, community counseling,
professional school counseling) and will include areas of competence to be determined in
consultation with the advisor.
3. The comprehensive exam is read independently and anonymously by a minimum of two CSP
faculty readers. Evaluation is based on (a) organizational ability, (b) demonstrated knowledge of
relevant literature, (c) conceptual understanding, (d) ability to defend a given position, and (e)
clarity of presentation.
4. Demonstrated knowledge of the professional literature in the student’s area of study will form
an integral part of the examination.
5. If a student fails the examination, he/she will be required to repeat similar integrative
questions the following semester or a specified project approved in consultation with the advisor.
6. Each student must consult with the advisor before taking comprehensives. The student must
complete an application at least two weeks before comprehensives are scheduled. These forms
are available from the department administrative assistants, Bev Raimann and Betty Busby, and
must be approved by the advisor.
7. Specific dates of testing will be posted on the department bulletin board and publicized via
the CSP listserv. Typically, CSP comprehensive examinations are not given during the summer
session.
8. It is not possible to schedule special examination times. If a student fails the comprehensive
examination, it will be necessary to wait until the next regularly scheduled time to retake the test.
If the decision is made to complete a specified project in lieu of retaking the examination (as
outlined in Step 5), such project will be completed the following semester, or within the
parameters set forth by the students' advisor.
9. Since exam questions will be broad and will require synthesis of a number of concepts,
students are encouraged to prepare thoroughly for comprehensive examinations.
SECTION III:
DEPARTMENT AND UNIVERSITY POLICIES AND PROCEDURES

Academic Appeal Policy

As outlined in the 2005-2007 Graduate School Bulletin, a graduate student who feels he/she has been evaluated incorrectly at the departmental level may appeal as follows:

The process is initiated by a personal visit with the professor involved. In the case of a grade appeal, a written petition must be submitted within two weeks of university notification of final grade, to which petition the instructor must respond in writing within two weeks.

If no resolution is achieved, the student should submit a written petition to the department chairperson with a copy to the instructor. The department chairperson may arrange a hearing with the student and the faculty member involved, and will in any case respond to the petition in writing within two weeks with copies to the student and the instructor.

If no satisfactory resolution is achieved, the student may appeal to the dean of the college in writing with copies sent to the department chairperson and the instructor. The dean may convene a College Grade Appeals Committee, if appropriate, which shall serve in an advisory capacity to the dean. Within two weeks the College Grade Appeals Committee will make a recommendation to the dean who will respond to the student in writing of the decision reached, with a copy to the instructor and the department chair.

If a satisfactory agreement cannot be reached, the student will submit a written statement to the Dean of Graduate Studies, with a copy to the instructor, the department chairperson, and college dean. The Dean of Graduate Studies may convene the University Grade Appeals Committee to serve in an advisory capacity. The chairperson of the Grade Appeals Committee will respond to the Graduate Dean within two weeks, with a copy to the instructor, chairperson, student and dean of the college. Both the student and the faculty shall be permitted to make a rebuttal to the written record compiled by the committee; this must be done within two weeks. The decision of the Dean of Graduate Studies shall be communicated in writing to all concerned parties. This decision is final.

Written petitions should describe the nature of the problem, include relevant information, the remedy sought and a statement that an attempt was made to resolve the issue at the appropriate levels. If witnesses are named in the petition, they should receive copies. The student should always keep a copy of all paperwork.

Application, Admission, and Transfer Policies

New Student Application Deadlines

Students who have not previously taken graduate courses in the CSP Department and are applying for full-time or part-time admission to the department are admitted in the summer and
fall semesters only. The application deadline for both summer and fall admission is February 15. Please note the special spring semester admission policy below.

**Transfer Procedures Within CSP Department**

Students who are admitted to a program within the CSP Department but are applying for transfer to another program within the department may be considered for a special spring semester (January) admission to the new program. Transfer between programs in the department is not automatic; students must make formal application to the new program and meet all application requirements and deadlines. The application deadline for spring semester transfer admission is November 1. Students wishing to transfer in either the fall semester or the summer term must meet the February 15 application deadline.

Students transferring between programs within the CSP Department will meet the following requirements:

1. Apply for formal admission to the specific program specialization area. Deadlines for transfer applications are the same as those for new applications.
   - A new Personal Statement Form should be completed and submitted to the department, requesting admission to the new program and providing the applicant’s rationale for making the change.
   - Three new Reference Forms should be submitted to the department. The professionals who provided references in the applicant’s first admission may be used in the new application; however, new Reference Forms should be completed if required by the transfer program, with professional references giving their feedback specifically for the applicant’s skills and potential for the newly chosen professional area.

2. Upon admission, complete all courses within the new track.

3. At least one semester prior to practicum/internship placement in the new track, the student will consult with and gain approval from faculty members in the track for such practicum/internship placement.

4. Students desiring to complete two programs must meet requirements for each program.

Students who are currently on a waiting list for admission or enrolled in one or more CSP classes on a non-degree-seeking status with the University may also apply for a spring semester admission to the department. Applications for spring semester admission must be received by November 1 and will be considered on a space-available basis. Non-degree-seeking students who wish to apply for fall or summer admission must meet the February 15 deadline.
Transferring From Other Departments or Institutions

The following policy is in effect for students transferring to the CSP Department from another institution or another degree program within MSU:

1. The CSP Department will adhere to University policies regarding the maximum number of semester hours of course work that can be transferred from other institutions or other degree programs. Transfer credits must also be approved by the CSP Department.

2. All students must complete formal admissions procedures to CSP.

3. All students must complete a minimum of 700 clock hours of practicum/internship in Counseling and Student Personnel under the supervision of a CSP faculty member (800 hours for students in the Professional School Counseling program). Students who are adding a content area to an existing school counseling license may require fewer hours and will be advised accordingly by program faculty.

Attendance Policy

Students are expected to attend all classes unless extenuating circumstances exist. All absences must be explained to the instructor of the course. Unexcused absences as determined by the instructor may result in final grade level reductions at the discretion of the instructor of the course. Students missing 3 class periods will receive an automatic grade of F and will be required to retake the course prior to completion of degree or program requirements. Appeals of grade reductions for missed classes may come before the full department for review.

NOTE: An absence in an extended class session (e.g., in those classes that meet on an alternate-week basis for 6 hours or all-day class sessions that meet 9 hours) may count for 2-3 absences.

Course Expenses and Special Fees

Some courses in CSP require students to prepare reports and other materials that will be duplicated for each class member. The cost of duplicating such materials must be borne by the student. University Printing Services and Kinko's on Warren Street and Stadium Road provide duplicating at a nominal cost. There are also many Copy Shops on campus that provide cash sales, including one on the second floor of Armstrong Hall. In addition, several courses require a materials fee. Information concerning special course fees will be posted in the on-line class schedule and is provided at the CSP New Student Orientation.

Graduate Assistantships

A limited number of graduate assistantships are available to students enrolled in the Counseling and Student Personnel Department. All graduate assistants must be full-time graduate students enrolled for a minimum of 6 graduate semester credits. Graduate assistants qualify for up to $9,000 per year, receive a full tuition stipend for up to 12 graduate credits per semester, and qualify for in-state tuition. The University's Student Affairs, Memorial Library, and Residential
Life offices also offer graduate assistantships. Affirmative Action graduate assistantships exist for American ethnic minority students. A listing of available graduate assistantships is maintained on the Office of Human Resources website. Applications are submitted directly to the department or office offering the assistantship.

**Pass/No Credit Course Registration**

Students are required to register for the following courses on a Pass/No Credit (P/N) basis:

- CSP 681 Practicum in College Student Development
- CSP 686 Internship I: College Student Development

The Office of Graduate Studies limits the number of courses taken on a P/N basis to 1/3 of the total credits in a student's basic 50-hour program.

**Professional Liability Insurance**

The CSP Department requires each student to carry professional liability insurance during the practicum/internship experiences in their graduate program, and recommends that students continue carrying such professional liability insurance throughout their professional careers. In some instances, schools and agencies may carry such insurance on each of their employees; in other instances, it is the employee's responsibility to provide the insurance.

Minnesota state statute does not permit the CSP Department to carry liability insurance for students during their practicum/internship experiences. Accordingly, it will be necessary for each student to make arrangements for such coverage. Students may wish to discuss this situation with their personal insurance representatives. CSP faculty also have additional professional liability information available for students’ consideration. The cost of professional liability insurance must be assumed by each student.

The need to carry professional liability insurance cannot be overemphasized. While charges against professionals are often proven groundless, it is still necessary to secure legal representation to defend against such charges. Such representation is expensive.

**NOTE**: Students in the Professional Community Counseling and Professional School Counseling programs are required to submit evidence that they are carrying professional liability insurance prior to the first day of working at their internship sites.

**Student Advisory Council**

The Student Advisory Council is comprised of student advocates representing graduate students from each specialization area in the Counseling and Student Personnel Department. The council’s role is to provide a forum for students to voice concerns, comments, and recommendations to CSP faculty. Membership on the board is determined by peer election. The council allows for the equal and collective representation of CSP students in each specialization area and provides a structured means of communication with CSP faculty.
The Student Advisory Council is dedicated to enhancing communication between:
• Students within specialization areas.
• Each specialization area offered in the CSP Department.
• Students and faculty.
• Prospective students and current students.

Student Retention Policy

Students in the Department of Counseling and Student Personnel (CSP) are expected to demonstrate minimum satisfactory progress in academic achievement and professional development, including performance in clinical experiences and development of dispositions. Along with course grades, students’ demonstration of effective professional skills, content knowledge, professional dispositions, and ability to adhere to ethical standards for the profession will be evaluated. The description that follows explains the process of evaluation used for entry, continuance, and completion of students in the CSP Department. In cases where a student is not performing at a satisfactory level in any of the areas described below, a student assistance plan will be developed. The assistance plan may be initiated as a result of an instance of inappropriate or inadequate performance or an identification of a pattern of inappropriate or inadequate performance. A student assistance plan may also be initiated as part of the communication of concerns procedure at any point. The purpose of the process is to identify student needs and articulate needed support.

Students are formally evaluated at eight specific points in CSP programs: (a) prior to admission to the department; (b) upon completion of Counseling Procedures and Skills I (CSP 645); (c) upon completion of Counseling Procedures and Skills II (CSP 666); (d) upon submission of the students’ Plan of Study; (e) upon application to and during practicum; (f) during the internship experience; (g) upon completion of the comprehensive examination; and (h) prior to graduation. Students’ dispositions and their performance on the eight CACREP core areas (Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation) are also assessed on an ongoing basis for the purpose of enhancing students’ professional development.

Academic Achievement: Students must maintain at least a B average in all courses included in the Plan of Study. In addition, students must earn at least a B in the applied portions of both Counseling Procedures and Skills I (CSP 645) and Counseling Procedures and Skills II (CSP 666). Core assessments have been identified by each CSP program to serve as measures of professional standards for that program. These core assessments will typically be completed as part of a required course or internship.

Practicum/Internship Experiences: Students’ application of effective professional skills, content knowledge, and ability to adhere to professional dispositions and ethical standards for the profession is further evaluated in the practicum/internship experiences. Students must earn a passing grade to move forward through the practicum/internship sequence of their program (i.e.,
unsatisfactory completion of the Practicum course excludes a student from admission to Internship I).

**Professional Dispositions and Ethical Standards:** Students must demonstrate commitment and adherence to the professional dispositions identified as critical for CSP students (Appendix C) and program-specific ethical standards. An essential part of this evaluation concerns the student's ability to interact and communicate professionally with colleagues, clientele, administrative assistants, and faculty. Students should also show emotional maturity and sensitivity in a variety of cultural, social, and professional settings. In addition, students must demonstrate the potential to continue developing the competencies and commitments required of professionals in the field. This area is assessed on a continuing basis throughout the CSP graduate program as well as at the noted formal evaluation periods. School counseling students should be aware that if they have a conviction for a gross misdemeanor or felony, they may be denied a teaching license. (The Board of Teaching will make this decision based upon the severity of the offense.)

Students who do not perform satisfactorily in any of the areas above will be notified of a problem in writing, although faculty may also discuss the problem with the student informally. A student assistance plan may be developed as described below. The assistance plan outlines intervention strategies designed to remediate the problem identified. The assistance plan will also specify any limitations or prohibitions on the student’s ability to enroll in subsequent courses or internship experiences prior to meeting all conditions of the plan.

**Communication of Concerns Procedure**

A concern can be identified at any point from initial enrollment through completion of the program. University faculty or internship site supervisors may submit a *Communication of Concern* form at any point a student’s performance falls below expectations in academic, interpersonal, or professional behaviors. Where appropriate, a *Communication of Concern* may result in a student assistance plan.

- When possible, the individual faculty member will deal directly with the individual student. This is appropriate for minor concerns that occur on a one-time basis. Otherwise, the faculty member or internship site supervisor will notify the CSP department chair, complete a *Communication of Concern* form, and send it to the College of Education Dean’s Office (AH 118), where it will be kept on file. The CSP department chair will notify the student and the advisor in writing that a problem has occurred.

- When a pattern of behavior or performance indicates a problem or the problem is more serious, a conference with the CSP faculty and the student will be held. After a conference with the student, the faculty advisor and/or the department faculty may recommend a student assistance plan to document interventions. The plan documents the concern, objectives, intervention strategies, procedures for assessment of progress, and a timeline for assessment. The plan also specifies the responsibilities of the student, advisor, CSP faculty, and chairperson. The student, advisor, and department chair sign the assistance plan indicating agreement with the plan. The assistance plan will be routed through the department chair to
the College of Education Dean’s Office for filing as deemed necessary. A copy is sent to the advisor.

- Faculty assessment of the seriousness of a student’s problematic behavior will determine the level of faculty intervention. Specifically, student behaviors clearly detrimental or harmful to student or client welfare or the welfare of colleagues, supervisors, or faculty could result in immediate non-continuance or expulsion from the program with no prior warning.

- The Professional Education Review Board will automatically hear cases of students who may be placed on non-continuance or expulsion.

**Appeals Procedure:** Students wishing to refute an oral and/or written notice of concerns or to challenge an admission or continuation decision may submit a written appeal to the CSP department chair. The appeal should be submitted within two weeks of receiving the oral or written notice. The appeal should include the basis for appealing, relevant information in support of the appeal, and the remedy sought. Students not satisfied with the appeal outcome at the department level may submit a formal written appeal to the Dean of the College of Education, with a copy to the department, within two weeks of receiving the department response to the original appeal.

Responses to problematic student behaviors and performance are described in the table below.

<table>
<thead>
<tr>
<th>Level</th>
<th>Action</th>
<th>Description of Problem or Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal</td>
<td>Discussion initiated by faculty member. No formal documentation required.</td>
<td>Minor behavior most likely improved with informal discussion. Does not involve a violation of professional ethics.</td>
</tr>
<tr>
<td>Advisory</td>
<td>Discussion initiated by faculty member; <em>Communication of Concern</em> form completed with copies sent to the student, the advisor, the CSP chair, and the Dean’s office.</td>
<td>Isolated episode of problem behavior or pattern of minor behavior that has not been formally brought to the student’s attention. Level of training and severity of behavior are both low.</td>
</tr>
<tr>
<td>Remediai (Continuation in the program dependent on successful completion of the student assistance plan)</td>
<td>Meeting with full department and student; Student assistance plan developed; Notification to student’s advisor and CSP faculty of issuance of warning to student. Dean’s office notified as deemed necessary.</td>
<td>Pattern of problem behavior or performance or serious violation of academic achievement, clinical performance, professional dispositions or ethical standards.</td>
</tr>
<tr>
<td>Non-continuance</td>
<td>Meeting with student and full department. Suspension of training. Student assistance plan is developed and implemented. Assistance plan will specify the circumstances under which training can resume.</td>
<td>Clear indication that student behavior and performance is not conducive to professional development and/or places clients/students at risk. Determination made by full CSP Department.</td>
</tr>
<tr>
<td>Expulsion from training</td>
<td>Meeting with student and full department. Student prohibited from continuing in the CSP program.</td>
<td>Problem is so severe that continuation in the program is denied (e.g., a serious safety or legal issue) or student shows no or little serious effort to remediate an existing problem. Full CSP Department decision. Students facing expulsion have the right to appeal to the Dean of the College of Education.</td>
</tr>
</tbody>
</table>
Successful completion of the student assistance plan allows the student to continue in the program. Copies of the letter stating successful completion of the plan will be sent to the student, advisor, CSP department chair, and the College of Education Dean’s Office.

Students who do not fulfill the terms of their assistance plan by the date specified in the contract may, at the discretion of the CSP Department, be given an extension. Students who fail to correct academic and/or professional development deficiencies by the end of the extension period will, upon the recommendation of the student's advisor and concurrence by the department, be dismissed from the program.

A student who has been given a non-continuance in a program because of academic and/or professional development deficiencies may not reapply to the program until the following conditions have been met:

1. a full academic year has passed;

2. the student submits a letter petitioning the department for readmission and describing the steps taken during his/her absence to remedy the factors leading to dismissal; and

3. the student's advisor agrees to provide a letter in support of the student's readmission to the program.
SECTION IV:  
PROGRAM COMPLETION AND GRADUATION

Progress Toward Graduation

Although a student has six years from the time the first graduate course is taken until graduation, students are strongly encouraged to complete the program in less time, preferably in two to three years. Students should keep the advisor informed if they are unable to enroll in classes during a given academic year.

Graduation Procedures

Prior to the beginning of the semester in which the student plans to graduate, proper graduation forms should be obtained from the Graduate Office (i.e., Recommendation for Awarding the Degree and Application for Graduation) and an appointment made with the advisor to complete required forms and secure signatures of all committee members. The program as completed on the Application for Graduation form must agree with the student's transcript, and will be closely checked by the Graduate Office to assure this conformity.

Students planning to graduate during summer session should contact their advisor and all committee members early in the year to determine if they will be available during the summer. Students should not assume faculty will be available during both summer sessions. Failure to ascertain faculty availability may delay the student’s intended graduation timeline.

IMPORTANT: As per university policy, students must enroll for at least one graduate credit during the semester or summer session they wish to graduate.
SECTION V:
LICENSURE AND ENDORSEMENTS

Professional School Counseling Licensure

Students in the Professional School Counseling track should discuss licensure procedures with their advisor. Necessary forms can be secured from the College of Education Dean's Office - AH 118. Because of processing time, such procedures should be initiated immediately upon graduation. All processing for K-12 school licensure is handled in the Dean’s Office.

Students Pursuing Professional School Counseling Licensure Only: The Minnesota Board of Teaching allows individuals with existing master’s degrees to take coursework in a school counseling program leading to licensure in the field. Such individuals should consult with a member of the Professional School Counseling program as to the number of courses required to lead to licensure by the State of Minnesota. A background in the Education Sciences, Human Development, Psychology, Sociology, or other related domains is helpful in making the transition into the Professional School Counseling field.

Students who have attained a master's degree and who wish to fulfill requirements for Professional School Counseling licensure in the CSP Department must complete all core courses in the program that are not reflected in their current master’s degree, as well as complete an 800-hour school counseling internship and successfully complete comprehensive exams. National accreditation standards require that students wishing to complete school counseling licensure have a minimum of a master’s degree.

Licensure as a Licensed Professional Counselor (LPC) or Licensed Professional Clinical Counselor (LPCC)

Students desiring licensure in Minnesota as a Licensed Professional Counselor or a Licensed Professional Clinical Counselor should meet with their advisor to develop a plan of study and practicum/internship experiences that will meet Board of Behavioral Health and Therapy (BBHT) requirements. The minimum requirements for licensure as a Licensed Professional Counselor or Licensed Professional Clinical Counselor in Minnesota include a 48-hour M.S. degree plus an additional 12 hours of coursework relevant to the field of professional counseling and a passing score on a national counseling examination. Coursework areas for the LPCC license are different than those for the LPC license. Specific and current information regarding requirements for both licenses can be found at the BBHT website: www.bbht.state.mn.us

Licensure as a Licensed Marriage and Family Therapist (LMFT)

Students in the Professional Community Counseling track desiring licensure in Minnesota as a Licensed Marriage and Family Therapist should meet with their advisor to develop a plan of study and practicum/internship experience that will meet the MFT Board requirements.
Licensure processes are described in Appendix B. Specific and current requirements for Minnesota MFT licensure are available from the Minnesota Board of Marriage and Family Therapy website at www.bmft.state.mn.us.

**Endorsement Policy**

Students seeking faculty endorsement or recommendation for professional credentials including certifications and/or licenses must initiate the process by requesting a faculty member to write such an endorsement or recommendation. Department policy stipulates that faculty endorsement is given (a) only on the basis of evidence of demonstrated proficiency in the faculty member’s specialty; (b) only after the candidate has completed a substantial portion of the program, including supervised practicum and internship experiences at Minnesota State University, Mankato; and (c) only for the professional credential for which the candidate has been prepared, including appropriate coursework and specialized practicum and internship placements. A letter of endorsement for eligibility of licensure does not guarantee the granting of a license. The supervisory board granting the license ultimately determines fitness for practice.
SECTION VI:
PROFESSIONAL ASSOCIATIONS IN COUNSELING AND STUDENT AFFAIRS

Helping professionals must continue to seek opportunities for professional development. One avenue for pursuing professional development is involvement in professional organizations at both the state and national level. Following is a partial list of relevant professional organizations. For the American Counseling Association membership application materials, please contact Bev Raimann or Betty Busby, the administrative assistants in AH 107. Contact your advisor for professional organization materials unique to your specialization area.

American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304
www.counseling.org

Minnesota Association of Counseling and Development-MnCA
Education Building A232C
St. Cloud State University
720 4th Ave South
St. Cloud, MN 56301
www.mncounseling.org/

Minnesota Board of Behavioral Health and Therapy
2829 University Ave SE, Suite 300
Minneapolis, MN 55414
www.bbht.state.mn.us/

American Association of Mental Health Counselors
801 North Fairfax Street, Suite 304
Alexandria, VA 22314
www.amhca.org

Minnesota School Counselors Association
See website for membership information at www.mnschoolcounselors.org

American School Counselor Association
801 North Fairfax Street, Suite 310
Alexandria, VA 22314
www.schoolcounselor.org

American Association for Marriage and Family Therapy
112 South Alfred Street
Alexandria, VA 22314
www.aamft.org
Minnesota Board of Marriage and Family Therapy
Robert C. Butler, Executive Director
2829 University Avenue SE, Suite 330
Minneapolis, MN  55414-3222
(612) 617-2220
www.bmpft.state.mn.us

Minnesota Association of Marriage and Family Therapy
9001 E. Bloomington Ferry, Ste. 140
Bloomington, MN  55420
(651) 278-8463
www.minnesotafamilies.org

American College Personnel Association
One Dupont Circle NW, Suite 300
Washington, DC 20036-1188
(202) 835-2272
Email: info@acpa.nche.edu
www.myacpa.org

Minnesota College Personnel Association
Membership information available at: http://www.myacpa.org/sid/mn/

National Association of Student Personnel Administrators
1875 Connecticut Ave., NW, Ste. 418
Washington DC  20009
(202) 265-7500
www.naspa.org

National Council on Family Relations
3989 Central Avenue NE
Minneapolis, MN 55421
(880) 781-9331
www.ncfr.org
Appendix A

Program Requirements by Specialization Area
Program Requirements
Master of Science in Counseling and Student Personnel
College Student Affairs
(Thesis Plan - 51 credits)
(Alternate Plan Paper - 50 credits)

College Student Affairs is a broad program designed to prepare individuals for positions on the college campus in admissions, counseling, financial aid, student housing, student activities, career development and student affairs administration. A comprehensive overview of the field of student affairs is offered with the opportunity to work in several areas. Emphasis is placed on the developmental issues confronting college students, the philosophical bases and the multi-disciplinary foundations of student affairs. (Required prerequisite for this program: Statistics).

Required Core (39 cr.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CSP 570</td>
<td>Group Procedures</td>
</tr>
<tr>
<td>CSP 620</td>
<td>Introduction to College Student Affairs in Higher Education</td>
</tr>
<tr>
<td>CSP 622</td>
<td>Administration in College Student Affairs</td>
</tr>
<tr>
<td>CSP 645</td>
<td>Counseling Procedures and Skills I</td>
</tr>
<tr>
<td>CSP 647</td>
<td>Crisis Intervention Strategies</td>
</tr>
<tr>
<td>CSP 648</td>
<td>Counseling in a Multicultural Society</td>
</tr>
<tr>
<td>CSP 658</td>
<td>Career Development I</td>
</tr>
<tr>
<td>CSP 662</td>
<td>American College Student</td>
</tr>
<tr>
<td>CSP 664</td>
<td>Management and Assessment of Campus Environments</td>
</tr>
<tr>
<td>CSP 665</td>
<td>Counseling Theories</td>
</tr>
<tr>
<td>CSP 666</td>
<td>Counseling Procedures and Skills II</td>
</tr>
<tr>
<td>CSP 681</td>
<td>Practicum in Student Affairs</td>
</tr>
<tr>
<td>CSP 686</td>
<td>Internship: Student Affairs</td>
</tr>
</tbody>
</table>

Required Research (5 or 6 cr.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP 675</td>
<td>Research and Writing in CSP</td>
</tr>
<tr>
<td>CSP 694</td>
<td>Alternate Plan Paper</td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP 699</td>
<td>Thesis</td>
</tr>
</tbody>
</table>

Required Electives (6 cr.)
Select 6 credits of electives from any 500/600 level course in consultation with an advisor.
Master of Science: Professional Community Counseling
(Alternate Plan Paper 50 semester hours; Thesis Plan 51 semester hours)

Prerequisites (9 semester hours):
- Statistics (3)
- Developmental Psychology (3)
- Abnormal Psychology (3)

Required Core (45 semester hours):
- CSP 618 (3) Introduction to Professional Community Counseling
- CSP 648 (3) Counseling in a Multicultural Society
- CSP 658 (3) Career Development
- CSP 645 (3) Counseling Procedures and Skills I
- CSP 650 (3) Counseling Children & Adolescents: Professional Community Counseling
- CSP 652 (3) Counseling Through the Family Life Cycle
- CSP 661 (3) Appraisal Techniques: Professional Community Counseling
- CSP 665 (3) Counseling Theories
- CSP 666 (3) Counseling Procedures and Skills II
- CSP 667 (3) Family Counseling
- CSP 668 (3) Marriage Counseling
- CSP 669 (3) Intervention: Treatment Planning and Evaluation
- CSP 673 (3) Group Counseling
- CSP 679 (3) Practicum: Professional Community Counseling
- CSP 686 (3) Internship: Professional Community Counseling

Required Research (5 semester hours APP; 6 semester hours Thesis):
- CSP 675 (3) Research and Writing in Counseling and Student Personnel
- CSP 694 (2) Alternate Plan Paper or CSP 699 (3) Thesis

General Focus electives:
- CSP 671 (3) Assessment of Intellectual Functioning
- CSP 676 (3) Workshop Design and Development
- CSP 689 (3) Technology in Counseling and Student Affairs

Marriage and Family Focus* electives:
- CSP 573 (3) Counseling the CD Family
- CSP 653 (3) Professional Issues in Marriage and Family
- CSP 654 (3) Play Therapy Theories and Techniques
- CSP 656 (3) Advanced Play Therapy Theories and Techniques
- CSP 670 (3) Women's Issues in Counseling

* Students wishing to obtain licensure as a Licensed Marriage and Family Therapist (LMFT), Licensed Professional Counselor (LPC) or Licensed Professional Clinical Counselor (LPCC) should consult with their advisor regarding specific coursework and practicum/internship experiences.
Professional Community Counseling Program
50/51-Hour Master of Science
(With Additional Clinical Courses Needed for Licensure in Italics)
Course Sequence for Full-Time Students 2007-2008

Prerequisites
Statistics (3)
Developmental Psychology (3)
Abnormal Psychology (3)
9 semester hours

<table>
<thead>
<tr>
<th>Fall First Year</th>
<th>Spring First Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP 618 Intro to Community Counseling (3)</td>
<td>CSP 658 Career Development (3)</td>
</tr>
<tr>
<td>CSP 645 Skills I (3)</td>
<td>CSP 666 Skills II (3)</td>
</tr>
<tr>
<td>CSP 665 Counseling Theories (3)</td>
<td>CSP 667 Family Counseling (3)</td>
</tr>
<tr>
<td>CSP 675 Research and Writing (3)</td>
<td>CSP 673 Group Counseling (3)</td>
</tr>
<tr>
<td>12 semester hours</td>
<td>12 semester hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Second Year</th>
<th>Spring Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP 650 Counseling Child and Adolescent (3)</td>
<td>CSP 648 Multicultural (3)</td>
</tr>
<tr>
<td>CSP 668 Marital Counseling (3)</td>
<td>CSP 686 Internship (3)</td>
</tr>
<tr>
<td>CSP 669 Intervention (3)</td>
<td>CSP 694 APP (2) or CSP 699 Thesis (3)</td>
</tr>
<tr>
<td>CSP 679 Practicum (3)</td>
<td>Advisor Approved Elective or Licensure Course (3)</td>
</tr>
<tr>
<td>12 semester hours</td>
<td>11-12 semester hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Year Summer</th>
<th>First or Second Year Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSP 661 Appraisal Techniques (3)</td>
<td>(Regularly Offered Elective Course)</td>
</tr>
<tr>
<td>(prior to CSP 669 and CSP 679)</td>
<td>(Regularly Offered Elective Course)</td>
</tr>
<tr>
<td>(Regularly Offered Elective Course)</td>
<td>(Regularly Offered Elective Course)</td>
</tr>
<tr>
<td>CSP 689 Technology in Counseling (3)</td>
<td>CSP 689 Technology in Counseling (3)</td>
</tr>
<tr>
<td>(Licensure Courses)</td>
<td>(Licensure Courses)</td>
</tr>
<tr>
<td>CSP 652 Counseling Family Life Cycle</td>
<td>CSP 652 Counseling Family Life Cycle</td>
</tr>
<tr>
<td>CSP 653 Professional Issues in MFT</td>
<td>CSP 653 Professional Issues in MFT</td>
</tr>
<tr>
<td>CSP 573 CD Family or CSP 670 Women’s Issues</td>
<td>CSP 573 CD Family or CSP 670 Women’s Issues</td>
</tr>
<tr>
<td>CSP 654 Play Therapy</td>
<td>CSP 654 Play Therapy</td>
</tr>
<tr>
<td>CSP 656 Advanced Play Therapy</td>
<td>CSP 656 Advanced Play Therapy</td>
</tr>
<tr>
<td>(Occasionally Offered Elective Courses)</td>
<td>(Occasionally Offered Elective Courses)</td>
</tr>
<tr>
<td>CSP 671 Intellectual Assessment</td>
<td>CSP 671 Intellectual Assessment</td>
</tr>
<tr>
<td>CSP 676 Workshop Design</td>
<td>CSP 676 Workshop Design</td>
</tr>
<tr>
<td>3 semester hours for M.S.</td>
<td>3-12 semester hours for licensure or elective</td>
</tr>
<tr>
<td>3 – 9 additional hours for licensure or elective</td>
<td></td>
</tr>
</tbody>
</table>

Sequence of Courses: Extended Schedule
Students attending part-time will need to carefully plan the timing of courses taken so that they complete foundational courses prior to registering for advanced courses. Students should consult with their advisor to plan an extended schedule.
Program Requirements
Master of Science in Counseling and Student Personnel
Professional School Counseling K-12
(Thesis Plan - 51 credits)
(Alternate Plan Paper - 50 credits)

The Professional School Counseling Program is designed to prepare the individual for Minnesota state licensure as a K-12 professional school counselor in an appropriate school setting. Emphasis is placed upon the counselor’s role as a counselor and consultant to children, teachers, and parents; as a human development and behavior specialist; as a front-line mental health referral agent; and as a vital component in enhancing the academic success of all students through the maintenance and improvement of the learning climate in the school. The counselor learns appropriate use of appraisal and research instruments to supplement the counselor-consultant role. (Required Prerequisites: Statistics and Abnormal Psychology or equivalents. May be taken during the first year of course work after admission to the program).

Required Core (45 cr.)
- CSP 645 (3) Counseling Procedures and Skills I
- CSP 647 (3) Crisis Intervention Strategies
- CSP 648 (3) Counseling in a Multicultural Society
- CSP 650 (3) Child and Adolescent Counseling Techniques
- CSP 655 (3) Mental Health in the Schools
- CSP 658 (3) Career Development I
- CSP 659 (3) Introduction to Professional School Counseling
- CSP 660 (3) Appraisal Techniques: Educational
- CSP 665 (3) Counseling Theories
- CSP 666 (3) Counseling Procedures and Skills II
- CSP 667 (3) Family Counseling
- CSP 673 (3) Group Counseling
- CSP 674 (3) Developmental Guidance
- CSP 679 (3) Practicum: K-12 School Counseling
- CSP 686 (3) Internship: K-12 School Counseling

Required Research (5 cr. APP Plan or 6 cr. Thesis)
- CSP 675 (3) Research and Writing in CSP
- CSP 694 (2) Alternate Plan Paper OR
- CSP 699 (3) Thesis

Strongly recommended but not required: Counseling Chemically Dependent Families (CSP 573) and Play Therapy Theories and Techniques (CSP 654). Recommended but not required: Technology in Counseling and Student Affairs (CSP 689) and a course in Special Education (in consultation with an advisor).
PROFESSIONAL SCHOOL COUNSELING: ADD-ON TO EXISTING LICENSE

Individuals wishing to add an elementary or secondary content area to their existing Minnesota school counseling license may do so on a space-available basis within the program. A review of one’s existing credentials is necessary. Generally, the following courses are necessary to add a content area to an existing school counseling license:

EXISTING LICENSE SECONDARY: ADD-ON ELEMENTARY

- Required M.S. Degree in the field of school counseling
- Current Minnesota license in the area of secondary school counseling
- CSP 655 (3) Mental Health in the Schools
- CSP 647 (3) Crisis Intervention Strategies
- CSP 648 (3) Counseling in a Multicultural Society
- CSP 650 (3) Child and Adolescent Counseling Techniques
- CSP 679 (3) Practicum: K-12 School Counseling in an elementary setting

EXISTING LICENSE ELEMENTARY: ADD-ON SECONDARY

- Required M.S. Degree in the field of school counseling
- Current Minnesota license in the area of elementary school counseling
- CSP 655 (3) Mental Health in the Schools
- CSP 647 (3) Crisis Intervention Strategies
- CSP 648 (3) Counseling in a Multicultural Society
- CSP 650 (3) Child and Adolescent Counseling Techniques
- CSP 679 (3) Practicum: K-12 School Counseling in a secondary setting

All courses identified above should be considered as a template. Individual course requirements may vary based on the review of one’s previous course history.
Appendix B

Community Counseling Program Licensing Process
Community Counseling Program (With Additional Clinical Courses for Licensure) Licensing Process for LPC (Minnesota)

COMPLETE DEGREE WITH LPC Coursework
Minimum 48 hours required to apply for initial licensure; Minimum 60 hours required to maintain licensure
M. S. in Community Counseling (50/51 hours includes all coursework and practicum/internship requirements) + 9-10 hours of Licensure courses with Advisor

Exam Option 1: TAKE EXAM Final Semester
Apply to take NBCC Exam (details at www.nbcc.org)
Pass the NBCC exam

Exam Option 2
TAKE EXAM Post-M.S.
Apply for licensure as a Licensed Professional Counselor (LPC) from the Minnesota Board of Behavioral Health
Select a post-degree supervisor and file a supervision contract with the Minnesota Board of Behavioral Health
Pass the NBCC exam

Practice under supervision as a Licensed Professional Counselor (LPC)
Complete requirements for post-degree supervised experience for 2000 hours of professional practice over a 12-36 month period of time meeting Minnesota Board requirements:
- approved supervisor
- minimum 100 hours of supervision (at least 50 individual hours)
  (at least 75% in person)
  (details at www.bbht.state.mn.us)
When supervision hours completed, submit final report to BBHT for approval

Practice independently as a Licensed Professional Counselor (LPC)

NOTE: Please consult the Minnesota Board of Behavioral Health and Therapy website for the most current information on licensing regulations for Licensed Professional Counselor in Minnesota (www.bbht.state.mn.us). For professional counseling licensure information in other states, see the National Board of Certified Counselors website (www.nbcc.org).
## Community Counseling Program (With Additional Clinical Courses for Licensure)

### Licensing Process for LMFT (Minnesota)

<table>
<thead>
<tr>
<th>Complete Degree with MFT Coursework</th>
<th>Pass Exams</th>
<th>Supervised Experience</th>
<th>Practice under supervision as a Licensed Associate Marriage and Family Therapist (LAMFT)</th>
<th>Complete requirements for supervision for a minimum of two years post-degree supervised experience meeting Minnesota Board requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Requirements to Apply for MFT Licensure in Minnesota:</td>
<td></td>
<td></td>
<td></td>
<td>- approved supervisor</td>
</tr>
<tr>
<td>M. S. in Community Counseling + Licensure courses chosen with advisor + Practicum and Internship (with Board approved supervision)</td>
<td>Apply for licensure as a Licensed Associate Marriage and Family Therapist (LAMFT) from The Minnesota Board of MFT (download from <a href="http://www.bmft.state.mn.us">www.bmft.state.mn.us</a>)</td>
<td>Select a post-degree supervisor and file a supervision contract (new requirement 09/01/06) with the Minnesota Board of MFT (details at <a href="http://www.bmft.state.mn.us">www.bmft.state.mn.us</a>)</td>
<td>Pass the national MFT exam</td>
<td>- minimum 200 hours of supervision (at least 100 individual hours)</td>
</tr>
<tr>
<td></td>
<td>When application approved, schedule to take national written MFT exam used by Minnesota MFT Board (details from <a href="http://www.amftrb.org">www.amftrb.org</a>)</td>
<td></td>
<td></td>
<td>- minimum 4,000 hours of experience post-degree, that includes 1,000 hours of direct client experience (at least 500 family-based)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>When supervision hours completed, apply to take the state oral exam</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Pass the state oral exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Practice independently as a Licensed Marriage And Family Therapist (LMFT)</td>
</tr>
</tbody>
</table>

**NOTE:** Please consult the Minnesota Board of Marriage and Family Therapy website for the most current information on licensing regulations for Licensed Marriage and Family Therapists in Minnesota (www.bmft.state.mn.us). For marriage and family therapy licensure information in other states, see the Association of Marital and Family Therapy Regulatory Boards website (www.amftrb.org).
Appendix C

Candidate Evaluation of Dispositions
All CSP students must demonstrate, at minimum, an intermediate level of performance on all of the dispositions listed below. A disposition is a state of mind that leads one to act in certain ways; dispositions are reflected through behaviors. Dispositions are assessed throughout the program, and a final documentation of all dispositions is required before a CSP student will be approved for graduation. Student performance will be assessed according to these levels:

<table>
<thead>
<tr>
<th>Unaware</th>
<th>Novice</th>
<th>Intermediate</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviors do not reflect the disposition or attribute. May be unaware of need for the disposition.</td>
<td>Behaviors begin to reflect the disposition. However, implementation is not always consistent or successful.</td>
<td>Behaviors consistently reflect the dispositions.</td>
<td>Behaviors frequently go above and beyond expectations and demonstrate effective leadership or the ability to be proactive.</td>
</tr>
</tbody>
</table>

**Domain A: Professionalism**

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Behaviors</th>
<th>Assessment Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional demeanor</td>
<td>Uses proper grammar and vocabulary in written and oral communication. Maintains personal hygiene. Dresses appropriately for the professional setting.</td>
<td>Unaware Novice Intermediate Professional</td>
</tr>
<tr>
<td>Relationships with others</td>
<td>Interacts with peers, faculty, supervisors, and internship clientele in a positive, professional manner. Offers feedback to peers, faculty, and supervisors in a respectful and solution-oriented manner. Perceives and honors the physical, emotional, and social boundaries of others. Perceives and honors diversity among groups of people and individuals based on age, ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Develops and maintains professional, interdependent relationships with other counseling and student personnel peers and professionals.</td>
<td>Engages in open, comfortable, clear communication with peers and supervisors. Respects opinions, practices, values, and emotional reactions that are different from one’s own.</td>
</tr>
<tr>
<td>General work attitude and enthusiasm</td>
<td>Tolerates demanding workloads and stressful conditions. Demonstrates the ability to function in ambiguous situations. Seeks and uses feedback from peers and supervisors to improve professional behavior.</td>
<td></td>
</tr>
<tr>
<td>Commitment to professional development</td>
<td>Engages in professional growth: reading, scholarly work, conferences, workshops, and additional coursework. Invests the time and energy to develop professional counseling and student development skills and professional competencies. Recognizes and demonstrates a commitment to overcome personal, interpersonal, and professional deficiencies.</td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td>Adheres to the ethical guidelines of the counseling and student affairs professions.</td>
<td></td>
</tr>
<tr>
<td>Professional judgment</td>
<td>Exercises professionally sound judgment in the selection, timing, and implementation of counseling and student development techniques and strategies.</td>
<td></td>
</tr>
</tbody>
</table>

Comments:
## Domain B: Planning, Preparation, and Productivity

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Behaviors</th>
<th>Assessment Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependability, conscientiousness, responsibility</strong></td>
<td>Arrives on time to academic and professional commitments.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meets attendance obligations and expectations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accepts personal responsibility for one’s own actions and behaviors.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Is punctual and reliable in the completion of assignments and correspondence during coursework and clinical supervision.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Arrives able to perform professional tasks and functions, including the exercise of sound judgment.</td>
<td></td>
</tr>
<tr>
<td><strong>Effort and preparation</strong></td>
<td>Arrives prepared to perform professional tasks and meet academic or professional responsibilities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates thoughtful preparation and effort commensurate with professional or academic expectations.</td>
<td></td>
</tr>
<tr>
<td><strong>Productivity</strong></td>
<td>Completes assigned tasks on schedule.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Works effectively as part of a group, as well as independently.</td>
<td></td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Domain C: Commitment to Developing Professional Competencies

<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Behaviors</th>
<th>Assessment Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Commitment to developing multicultural competencies</strong></td>
<td>Demonstrates appreciation for diversity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Understands and respects diverse backgrounds, beliefs, and values of students, clients and colleagues.</td>
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</tr>
<tr>
<td></td>
<td>Seeks feedback about multicultural knowledge and skills and uses this feedback to improve professional functioning.</td>
<td></td>
</tr>
<tr>
<td><strong>Commitment to developing interpersonal competencies</strong></td>
<td>Seeks and uses feedback about one’s personal and interpersonal functioning and uses this feedback to improve professional functioning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates respect, clear communication, and a commitment to collaborative problem solving when facing interpersonal differences.</td>
<td></td>
</tr>
<tr>
<td><strong>Commitment to developing counseling or student development competencies</strong></td>
<td>Recognizes one’s own professional competencies and shares them with peers, supervisors, and faculty.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seeks feedback from peers, supervisors, and faculty about one’s professional knowledge and skills and uses this feedback to improve professional functioning.</td>
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<tr>
<td></td>
<td>Demonstrates willingness to learn new modes of service delivery and use a variety of resources.</td>
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<tr>
<td></td>
<td>Demonstrates willingness to use technology as a tool in service delivery.</td>
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<tr>
<td></td>
<td>Demonstrates commitment to improving practice through data collection, assessment and program evaluation.</td>
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</tr>
<tr>
<td></td>
<td>Demonstrates commitment to lifelong learning.</td>
<td></td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix D

Minimum Technical Standards for Admission and Matriculation
The Department of Counseling and Student Personnel at Minnesota State University, Mankato is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, ethnicity, culture, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, socioeconomic status, or sexual orientation. In adhering to this policy, Minnesota State University, Mankato and the Department of Counseling and Student Personnel abide by the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Minnesota Human Rights Act and other applicable statutes and regulations relating to equality of opportunity.

The Department of Counseling and Student Personnel at Minnesota State University, Mankato confers the Master of Science degree, with associated recommendations for program-specific licensure for graduates where appropriate. The degree carries with it the full authority of the institution and communicates competencies to those who might seek the services of the degree awardees. This requires that candidates acquire the knowledge, skills, and dispositions essential to the profession.

The Department of Counseling and Student Personnel at Minnesota State University, Mankato is mindful of the unique nature of the professional graduate education, counseling, and college student affairs curricula. Applicants must possess skills and abilities that will allow them to successfully complete the course of study and receive the full benefit of the education. In the process, candidates are required to direct and perform a wide range of activities and experiences with youth in schools, students on college campuses, and clients in counseling settings. Candidates must be able to meet the following technical standards with or without reasonable accommodation.

**Physical Capabilities:**

**General:** Candidates should have sufficient motor function so they can execute movements reasonably required to provide necessary service to their clientele within an acceptable amount of time.

**Specific:** Candidates are required to possess the motor function to:

- operate the technology and equipment necessary to carry out the counseling, teaching, and student or client assistance tasks that are required of counseling and student affairs professionals.
- complete job-specific activities necessary to insure the safety of their clientele.
Sensory/Observation Capabilities:

1. General: Candidates must have adequate sensory ability to observe and monitor the academic, behavioral, and nonverbal activity of their students or clients in order to maintain a safe, responsive, and productive classroom, campus, or counseling environment.

Specific: It is required that candidates possess adequate sensory capability to:
   a. use visual, auditory, and kinesthetic inputs in assessing student or client needs.
   b. operate the technology and equipment necessary to provide necessary services to students or clients consistent with the candidate’s program area.
   c. provide necessary direct service to students or clients.

2. General: Candidates must have adequate sensory ability to develop relationships and respond to concerns of students or clients.

Specific: It is required that candidates possess adequate sensory capability to:
   a. use visual, auditory, and kinesthetic inputs to accurately perceive both explicit and implicit cognitive, behavioral, and affective communications, build trusting relationships, and assist with student or client concerns.

Communication Capabilities:

General: Candidates must be able to communicate issues and perspectives effectively and sensitively with the range of clientele and stakeholders associated with their anticipated work setting.

Specific: It is required that candidates possess the:
   a. written, oral, and nonverbal communication skills to build and maintain positive relationships with their anticipated clientele, colleagues, supervisors, and stakeholders.
   b. written, oral, and nonverbal communication skills to provide corrective and instructional feedback where appropriate.
   c. written, oral, and nonverbal communication skills to articulate cultural understanding.
   d. written communication skills to effectively complete necessary professional documentation and correspondence.
   e. reading skills to learn from professional literature.
   f. written, oral, and nonverbal communication skills that provide positive and accurate models for clientele and stakeholders.

Cognitive Capabilities:
1. General: Candidates must be able to measure, calculate, reason, analyze, predict, integrate, synthesize and evaluate. Problem solving as well as instructional or other types of planning and design are critical skills for counselors and college student affairs personnel and require all of these cognitive abilities. Candidates must be able to perform these responsibilities in a timely fashion for effective completion of work tasks.

Specific: It is required that candidates possess:
   a. cognitive capabilities to understand and use concepts within their discipline as well as interdisciplinary concepts.

2. General: Candidates must be able to acquire and comprehend a defined level of required information through instruction, demonstrations, and experiences in counseling and student personnel.

Behavioral Capabilities:

General: Candidates must possess the emotional and physical health required for full use of their intellectual abilities, exercise of good judgment, maintenance of confidentiality, prompt completion of all job responsibilities, and development of mature, sensitive, and effective relationships with their colleagues, supervisors, faculty, clientele, and stakeholders.

Specific: A profession in counseling or college student affairs is mentally, emotionally, and physically demanding. Candidates must be able to:
   a. tolerate demanding workloads, function under stress, adapt to changing environments, and learn to function in the face of uncertainties inherent in the challenges of students and clients.
   b. refrain from abusing substances in a manner that impairs their professional conduct or professional reputation.
   c. understand and respect diverse backgrounds of students, students’ families, clients, and colleagues.
   d. manage apprehensive and troubled students or clients with a range of moods and behaviors in a tactful, congenial, personal manner so as not to alienate or antagonize them.
   e. develop and maintain professional, interdependent relationships with other counseling and student affairs professionals.
   f. demonstrate respect and sensitivity for persons from diverse backgrounds that are not limited to race, ethnicity, national origin, gender, age, ability, sexual orientation, religion, marital status, and socioeconomic status.

Counseling Capabilities:

1. General: Candidates must possess the ability to develop a level of professional responsibility necessary for adequate provision of counseling services.

Specific: Candidates must be able and willing to:
a. respect and uphold the confidentiality of their clients’ issues and concerns.
b. maintain a commitment to ongoing professional growth, particularly the ability to recognize and work to develop professional competencies and overcome personal deficiencies.
c. adhere to the ethical, legal, and professional guidelines of the counseling and student affairs profession.
d. invest the time and energy necessary to develop professional counseling skills.
e. complete case reports and/or other professional correspondence and documentation punctually and conscientiously.

2. General: Candidates must possess the ability to develop a trusting, therapeutic relationship with clients, regardless of the client’s race, ethnicity, culture, national origin, gender, age, ability, sexual orientation, religion, marital status, and socioeconomic status.

Specific: Candidates must be able and willing to:

a. develop rapport with a variety of clients.
b. actively and effectively listen to clients’ explicit and implicit concerns.
c. avoid the imposition of personal values on clients.
d. accept and respond effectively to both positive and negative affect displayed by clients.
e. maintain appropriate professional boundaries in the counseling relationship.
f. understand and respect the diverse cultural backgrounds of clients and the impact of their own cultural identity on the counseling or professional interaction.

3. General: Candidates must possess the ability to develop a level of self-awareness necessary for effective provision of counseling and student development services.

Specific: Candidates must be able and willing to:

a. seek and accept feedback from peers, supervisors, and faculty about their professional knowledge and skills and use this feedback to improve their professional behavior, functioning, and self-development.
b. be aware of their own feelings during a counseling session and effectively communicate those feelings to clients when appropriate.
c. seek and accept feedback about their personal and interpersonal functioning and use this feedback to improve their professional functioning.
d. recognize their own competencies and skills and share them with peers, supervisors, and faculty.
e. recognize their own counseling style and its impact on clients from diverse backgrounds.
4. General: Candidates must possess the ability to make good decisions regarding the provision of counseling techniques and approaches.

Specific: Candidates must have the capacity to:

a. conceptualize a counseling or student development case or issue based on appropriate and culturally relevant theoretical models, accurate behavioral observations, and collection of relevant information.

b. exercise professionally sound judgment in the selection, timing, and implementation of counseling and college student development techniques and strategies.

c. understand and use counseling theories and techniques (Western or non-Western) in a culturally sensitive manner consistent with the life experiences and worldview of students and clients.

In order to support students, dispositions (states of being) have been identified and are assessed during admissions, throughout the educational program, and upon program completion. Following a self-assessment of their dispositions by the students at the beginning of the program, dispositions are assessed during the program through documentation of behaviors that reflect the dispositions. The dispositions in the Department of Counseling and Student Personnel are:

**Professionalism:** professional demeanor, relationships with others, general work attitudes and enthusiasm, commitment to professional development, integrity, and professional judgment

**Planning, Preparation, and Productivity:** dependability, conscientiousness and responsibility, effort and preparation, and productivity

**Commitment to Developing Professional Competencies:** commitment to developing multicultural competencies, commitment to developing interpersonal competencies, commitment to developing counseling or student development competencies.

Once admitted to the Department of Counseling and Student Personnel, the professional behavior of students is formally evaluated at eight specific times: 1) prior to admission to the department; 2) upon completion of Counseling Procedures and Skills I (CSP 645); 3) upon completion of Counseling Procedures and Skills II (CSP 666); 4) upon submission of the students’ plan of study; 5) upon application to and during practicum; 6) during the internship experience; 7) upon completion of the comprehensive examination; and 8) prior to graduation. Students not displaying an appropriate level of professional behavior at any of these evaluation points will be provided with opportunities for remediation, as outlined in the CSP Graduate Student Manual.

Meeting the Technical Standards for the Department of Counseling and Student Personnel is required to successfully complete the competencies needed for graduation. These competencies are available upon request from the Dean of the College of Education, Minnesota State University, Mankato, 118 Armstrong Hall, Mankato, Minnesota 56001. Phone: (507) 389-5445. Fax: (507) 389-2566.
Appendix E

Variance Request Form
Variance Request for the Counseling & Student Personnel Program
Minnesota State University, Mankato
College of Education

Complete all sections of the form.
MSU students in Counseling and Student Personnel programs are expected to demonstrate minimum satisfactory progress in academic achievement and professional development, including performance in clinical experiences and development of dispositions. Along with course grades, students’ demonstration of effective counseling and helping skills, content knowledge, and professional dispositions and ability to adhere to ethical standards for the profession will be evaluated. A student assistance plan may be initiated as a result of an instance of inappropriate or inadequate performance or an identification of a pattern of inappropriate or inadequate performance. The purpose of the process is to identify student needs and articulate needed support.

Students are formally evaluated at specified transition points in Counselor Education:
1) Admission, 2) Completion of CSP 645, 3) Completion of CSP 666, 4) Plan of Study Submission, 5) Application to and during Practicum, 6) During Internship, 7) Upon completion of Internship, and 8) Program completion. A Report of Professional Concerns as a result of an instance of inappropriate or inadequate performance or identification of a pattern of inappropriate or inadequate performance may occur at any point in the program. Note: Individual programs may have additional transition points.

- The Professional Education Review Board, representing the Professional Education unit, will hear appeals of students who do not qualify to move to the next transition point. The Review Board will also automatically hear cases of students who may be placed on non-continuance or expulsion. The committee will be established for each academic year and consist of representatives from each professional education department in the College of Education. When a student from a major outside the College of Education has an appeal before the committee, a faculty member from the student’s department will also serve on the committee.
- The Review Board will also hear appeals from candidates who request an alternative to established policies.

I. Name ________________________________________________

Tech ID ____________________________ Local Phone ____________________________

Local Address ____________________________________________________________________________

City ____________________________ State _______ Zip Code ________

MSU Email Address ____________________________________________________________

Advisor ____________________________ Bulletin Followed (Year) ______________

Program ____________________________

II. Transition Point (please check one):
☐ Admission to Counseling and Student Personnel
☐ Completion of CSP 645
☐ Completion of CSP 666
☐ Plan of Study Review
☐ Admission to and during Practicum
☐ Admission to and during Internship
☐ Completion of Internship
☐ Program Completion
ISSUE (please check one):
☐ Professional Concern
☐ Program Requirements
☐ Other ______________________

Specific Deficiency: __________________________________________________

III. Explain why this variance request should be granted. In your explanation be sure to identify specific factors that have contributed to your deficiency, and your proposed solution.

Please attach a written explanation. The request will be considered at the department level. If the request for a variance involves more than one office or cannot be resolved at the department level, it will be considered by the Professional Education Review Board.

__________________________________________________________
Applicant’s Signature                                      Date

Submit completed form and explanation to the department chair.