COLLEGE STUDENT AFFAIRS
MENTAL HEALTH COUNSELING
PROFESSIONAL SCHOOL COUNSELING

ALL PROGRAMS ACCREDITED BY
THE COUNCIL FOR THE ACCREDITATION OF COUNSELING
AND RELATED EDUCATIONAL PROGRAMS (CACREP)
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SECTION I:
INTRODUCTION AND DEPARTMENT OVERVIEW

CSP Programs and Faculty

There are three Master’s 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. Penny Rosenthal

**Mental Health Counseling:** Dr. Diane Coursol, Dr. Karin Lindstrom Bremer, and Dr. John Seymour

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

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 students who will become professional counseling practitioners at the master’s and doctoral levels. The intent of the program is to prepare professionals who can serve regionally, nationally, and internationally to meet the needs of a pluralistic society. CSP graduates will embody qualities of respect, honesty, and integrity, while maintaining high standards and fostering caring relationships within a wider global community.

The mission of the department is achieved by the implementation of department goals and objectives, which are:

**Department Goals & Objectives**

Goal 1. To offer quality, CACREP accredited graduate programs for prospective helping professionals.

Objective 1.1 – Ensure that students’ educational experiences will meet CACREP knowledge, skills, and practice standards.

Objective 1.2 – Develop and implement assessment methods to ensure students’ acquisition of knowledge, skills, and practices in respective CACREP areas.
Goal 2. To modify programs, courses, and activities based on input provided by students, alumnae, supervisors, employers, and faculty to reflect the changing needs of the community and society.

Objective 2.1 – Conduct regularly scheduled assessments that include the following stakeholders: students, alumnae, supervisors, employers, and faculty; and modify programs and curriculum based on the data.

Goal 3. To provide experiences to enhance both the personal and professional development of graduate students.

Objective 3.1 – Integrate personal awareness into the curriculum through reflective assignments, high quality supervision, faculty mentoring, and experiential learning opportunities.

Objective 3.2 – Assess the personal and professional development of graduate students at designated transition points.

Goal 4. To embrace a culture of ongoing assessment to continually improve the CSP department.

Objective 4.1 – Conduct and document regular ongoing discussions concerning curriculum, programmatic issues, supervisor development, internship experiences, and student concerns.

Goal 5. To develop students who will serve as active professionals, advocates, and leaders in the broader professional community.

Objective 5.1 – Encourage students to actively identify with the counseling profession by participating in professional organizations and experiences related to research, advocacy, and relevant professional practice.

CACREP Accreditation Standards

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) is the primary body that accredited programs in the field of counseling and student affairs. The College Student Affairs program, the Mental Health Counseling program, and the Professional School Counseling programs are fully accredited by CACREP. In accordance with CACREP requirements, in addition to program-specific standards for College Student Affairs, Mental Health Counseling, and Professional School Counseling, each program prepares students in the following core areas specified by CACREP:

1. Professional Orientation and Ethical Practice
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.

Mental Health Counseling: Statistics, Developmental Psychology, and Abnormal Psychology or their equivalents are prerequisites for admission to the Mental Health Counseling program. Failure to present the appropriate courses will result in additional course work. While not recommended, these may be taken during the first year of coursework after admission to the program. 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. These courses must be completed before the Plan of Study is approved and are not considered part of the student's regular graduate program.

Dispositions and Technical Standards

The CSP programs place an emphasis on both academic and personal growth during the student's enrollment. The CSP faculty take their obligation seriously to the student and to the profession in maintaining continuing evaluation of each student’s progress and potential as an effectively functioning professional. The CSP faculty will 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 A).
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 B for a more detailed description of the dispositions required of CSP students. Prior to graduation, students must achieve at least an intermediate level on all dispositions.

CSP Program Transition (Evaluation) Points

The professional behavior and performance of students is formally evaluated at 4 specific times during the graduate program:

<table>
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<th>Transition Points</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Upon submission of the student’s plan of study</td>
<td>Disposition Form (Appendix B)</td>
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<tr>
<td>Upon completion of Counseling Procedures and Skills I (CSP 645)</td>
<td>Helping Skills Rubric (Appendix C)</td>
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<tr>
<td>Upon completion of practicum</td>
<td>Summative supervisor evaluation in Practicum and Internship manual</td>
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<tr>
<td>Upon completion of the internship experience</td>
<td>Summative supervisor evaluation in Practicum and Internship manual</td>
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Students not displaying an appropriate level of professional behavior at any of these evaluation points will be provided with opportunities for remediation, as outlined on pp. 19-22.

Program Credit Requirements and Course Sequence

Specific course sequences should be arranged with the advisor. Practicum/Internships are typically completed late in the program. All programs require a minimum of 50 semester hours for completion of the M.S. degree with the exception of the Mental Health Counseling program that requires 60 semester hours. See Appendix D 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. The Plan of Study includes a listing of all courses needed for program completion, including core courses, research courses, and professional electives. 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 using the Candidate Evaluation of Dispositions form (see Appendix B) and a verification of a reading of appropriate professional ethics codes using the Verification of Review form. After obtaining the advisor’s signature and the signature of an additional faculty member (typically another faculty member in the student’s program area), all three completed forms are then submitted to the advisor, to be brought for review and approval by the entire department. Students have a right to appeal a decision made by the department and/or College regarding admission or continuance in the program. Information on variance requests can be found at http://ed.mnsu.edu/resources/variance.html -- Please check that this link is active

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. It is possible to complete the Mental Health Counseling classroom portion of the program on a part-time basis, but an extensive commitment of at least a 9-month period is required for the Practicum/Internship. Students wishing to complete the College Student Affairs and Mental Health Counseling programs 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

Students from all tracks 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 (including coursework during the summer between the first and second year).
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/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 degree completion; (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; and (d) failure to be recommended for a degree from 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.

Mental Health Counseling: Students will complete either a 700 (if at a single site) or 800 (if at multiple sites) clock hour 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 and the Practicum/Internship Coordinator. 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 Mental Health Counseling program who desire licensure in Minnesota as a Licensed Professional Clinical Counselor or as a Licensed 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 and the MFT Board requirements.

Professional School Counseling: Practicum in Professional School Counseling (CSP 682); Internship I in Professional School Counseling (CSP 683); and Internship II in Professional School Counseling (CSP 684) are designed to provide practical school counseling experience for the student in a school setting under the supervision of a licensed school counselor. 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 and to develop professional writing skills, with an emphasis on research in the student's area of expertise. As a part of this course, students will select a topic of interest and review literature on the topic as a foundation for the Alternate Plan Paper. This paper project will demonstrate the student's ability to analyze and synthesize current research in professional journals in their specialty area and develop a professional-quality written product.

CSP 694: Alternate Plan Paper

In addition to CSP 675, students pursuing their Alternate Plan Paper (APP) will enroll in CSP 694 with their APP advisor. Specific information concerning the APP process is provided through advisors within the department. Further details will be provided upon registration for CSP 694. Mental Health Counseling students, while not required to register for CSP 675 Alternate Plan Paper (APP) will be required to complete a related research based assignment and the details will be provided by the advisor.

Research Colloquium Spring 2015 and 2016

All incoming CSP students are required to present a summary of their research findings related to the Alternate Plan Paper project 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 experience. CSP faculty members will provide details of the Research Colloquium as students progress through the program. The instructors 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 provided evidence to their advisor that such work is nearing completion.

NOTE: IT IS THE STUDENT'S RESPONSIBILITY TO MAKE CERTAIN THE "IN PROGRESS" (IP) GRADE GIVEN IN ALTERNATE PLAN PAPER (APP) 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. If a student fails the examination, he/she will be required to repeat the exam the following semester or complete a specified project approved in consultation with the advisor.
3. Each student must consult with the advisor before taking comprehensive examinations. The student must complete an application at least one month before comprehensive examinations are scheduled (see http://grad.mnsu.edu/forms/writtencomprehensiveexam.pdf for application).

4. Specific dates of testing will be publicized via the CSP listserv and/or the program-specific listserv. Typically, CSP comprehensive examinations are not given during the summer session.

5. 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 it. If the decision is made to complete a specified project in lieu of retaking the examination (as outlined in Step 2), such a project will be completed the following semester, or within the parameters set forth by the student’s advisor.

9. Since the comprehensive examination is a summative experience it 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 2014-2016 Graduate School Bulletin, a graduate student who feels he/she has been treated unfairly concerning grades or actions taken at the departmental level may take appropriate steps to work toward an appeal. The process for seeking an appeal can be found on the Graduate Studies website at http://grad.mnsu.edu/programs/bulletin/info-courses.html.

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 1. 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 1 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.
   - An interview with faculty representing the new program may be required.

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 apply and be granted admission to both programs and meet requirements for each program.

**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 re-take 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 FedEx 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. As part of your Student Technology Fee, students can print up to 300 copies for free each semester (see http://www.mnsu.edu/its/started/mavprint/ for more information). 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.

During the course of their graduate programs, CSP students enroll in several classes requiring supplemental course materials. Fees for these materials are assessed at the time of registration and appear on the student’s bill. To aid in students’ financial planning, those courses with special fees are listed below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Amount of Fee</th>
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</thead>
<tbody>
<tr>
<td>CSP 658 Career Development</td>
<td>$20.00</td>
</tr>
<tr>
<td>CSP 661 Appraisal Techniques: Mental Health Counseling</td>
<td>$20.00</td>
</tr>
<tr>
<td>CSP 671 Assessment of Intellectual Functioning</td>
<td>$20.00</td>
</tr>
<tr>
<td>CSP 674 Developmental Guidance</td>
<td>$25.00</td>
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Counseling and Student Personnel Listserv

The CSP Listserv is a way for faculty, staff, and students to communicate with each other. The listserv is used to distribute important information regarding announcements, course changes, deadlines, CSP social events, and other important information. Join the CSP listserv at: http://mail.mnsu.edu/mailman/listinfo/csp-l. Each track within the Master’s program also has its own listerv to provide track-specific information. You can register for your track’s listserv at the following websites:

College Student Affairs: http://mail.mnsu.edu/mailman/listinfo/collegestudentaffairs

Mental Health Counseling: http://mail.mnsu.edu/cgi-bin/mailman/listinfo/mhc-l

Professional School Counseling: http://mail.mnsu.edu/mailman/listinfo/msumankatopscp

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 receive a stipend of up to $10,000 per year, receive a full tuition remission for up to 9 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 MSU Office of Human Resources website: http://www.mnsu.edu/hr/vacancy/index.php?id=vacgrad. Applications are submitted directly to the department or office offering the assistantship.

In order to manage class size and ensure that space is available for CSP majors, some CSP courses require permission from the instructor before students can register. These courses are designated in the online course listing (http://www3.mnsu.edu/courses/) with the word “per” in the blue print, underlined, immediately following the course number.

To register for a CSP course that requires permission, you will need to complete an online course request form, which can be found on the CSP website:

http://ed.mnsu.edu/csp/resources/permission.html

Pass/No Credit Course Registration

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

CSP 685 Practicum in College Student Affairs
CSP 686 Internship I in College Student Affairs
CSP 687 Internship II in College Student Affairs
The College of Graduate Studies and Research 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 students 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:** All students in the Counseling and Student Personnel department are required to submit evidence that they are carrying professional liability insurance prior to the first day of working at their Practicum and 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, as well as to plan CSP Department social events. Membership on the council 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, pro-
fessional 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 may 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.

The professional behavior and performance of students is formally evaluated at 4 specific times during the graduate program:

<table>
<thead>
<tr>
<th>Transition Points</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon submission of the student’s plan of study</td>
<td>Disposition Form (Appendix B)</td>
</tr>
<tr>
<td>Upon completion of Counseling Procedures and Skills I (CSP 645)</td>
<td>Helping Skills Rubric (Appendix C)</td>
</tr>
<tr>
<td>Upon completion of practicum</td>
<td>Summative supervisor evaluation in Practicum and Internship manual</td>
</tr>
<tr>
<td>Upon completion of the internship experience</td>
<td>Summative supervisor evaluation in Practicum and Internship manual</td>
</tr>
</tbody>
</table>

**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 in 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 minimum grade of B 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 B) 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 Practicum/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 department chair. 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 College of Education Policy, Procedures, and 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>Remediation (Continuation in the program dependent on successful completion of the student assistance plan)</td>
<td>Meeting with full department and student; and/or student assistance plan developed and implemented; 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 and/or performance and/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/or 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. Please see the Graduate Bulletin (http://grad.mnsu.edu/programs/bulletin/) for information regarding time limits for program completion. 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 College at http://grad.mnsu.edu/ (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 align 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 to meet with them during the summer. 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:
LICENSE 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 shortly before or 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 education, human development, psychology, sociology, or other related domains is helpful in making the transition into the Professional School Counseling field. Interested students will be asked to go through either the full formal admissions process or an abbreviated process, depending on how many courses the student requires to gain licensure. Decisions about admission will be made during the formal CSP admissions period in February, and may be impacted by the space available in the program.

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.

Licensed Professional Counselor (LPC) or Licensed Professional Clinical Counselor (LPCC)

The M.S. in Mental Health Counseling includes the coursework currently required for application to the National Board for Certified Counselors (NBCC) to take the National Counseling Examination (NCE), and the National Clinical Mental Health Counseling Examination (NCMHCE) or Examination of Clinical Counseling Practice (ECCP) (see Appendix D). These exams are used by Minnesota and a number of states as part of the licensing process for LPC and/or LPCC. Details on current Minnesota LPC/LPCC licensure can be found at the Minnesota Board of Behavioral Health and Therapy website at www.bbht.state.mn.us. Details on counseling licensure requirements throughout the United States can be found at the American Association of State Counseling Boards website at www.aascb.org.

Students should retain the syllabi from all their courses, as they are often required to submit them by the licensure board at the time of application.
Licensed Marriage and Family Therapist (LMFT)

The M.S. in Mental Health Counseling includes the coursework currently required for application to the Minnesota Board of Marriage and Family Therapy to take the Examination in Marital and Family Therapy (EMFT) offered by the Association of Marital and Family Therapy Regulatory Board (AMFTRB). The EMFT is used by Minnesota and a number of states as part of the licensing process for Licensed Marriage and Family Therapist (LMFT). Details on current Minnesota LMFT licensure can be found at the Minnesota Board of Marriage and Family Therapy website at www.bmft.state.mn.us. Details on MFT licensure requirements throughout the United States can be found at the Association of Marital and Family Therapy Regulatory Board website at www.amftrb.org.

Students should retain the syllabi from all their courses, as they are often required to submit them by the licensure boards at the time of application.

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 Patty Luna, the CSP administrative assistant, 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 Counseling Association-MnCA
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
Jennifer Mohlenhoff, Executive Director
2829 University Avenue SE, Suite 330
Minneapolis, MN 55414-3222
(612) 617-2220
www.bmft.state.mn.us
Appendix A

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 reasonable accommodations if necessary).

**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 on-going 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.

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 B

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><strong>Professional demeanor</strong></td>
<td>Uses proper grammar and vocabulary in written and oral communication.</td>
<td>Unaware</td>
</tr>
<tr>
<td></td>
<td>Maintains personal hygiene.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dresses appropriately for the professional setting.</td>
<td></td>
</tr>
<tr>
<td><strong>Relationships with others</strong></td>
<td>Interacts with peers, faculty, supervisors, and internship clientele in a positive, professional manner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offers feedback to peers, faculty, and supervisors in a respectful and solution-oriented manner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Perceives and honors the physical, emotional, and social boundaries of others.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Develops and maintains professional, interdependent relationships with other counseling and student personnel peers and professionals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Engages in open, comfortable, clear communication with peers and supervisors.</td>
<td></td>
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<tr>
<td></td>
<td>Respects opinions, practices, values, and emotional reactions that are different from one’s own.</td>
<td></td>
</tr>
<tr>
<td><strong>General work attitude and enthusiasm</strong></td>
<td>Tolerates demanding workloads and stressful conditions.</td>
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</tr>
<tr>
<td></td>
<td>Demonstrates the ability to function in ambiguous situations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seeks and uses feedback from peers and supervisors to improve professional behavior.</td>
<td></td>
</tr>
<tr>
<td><strong>Commitment to professional development</strong></td>
<td>Engages in professional growth: reading, scholarly work, conferences, workshops, and additional coursework.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Invests the time and energy to develop professional counseling and student development skills and professional competencies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognizes and demonstrates a commitment to overcome personal, interpersonal, and professional deficiencies.</td>
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</tr>
<tr>
<td><strong>Integrity</strong></td>
<td>Adheres to the ethical guidelines of the counseling and student affairs professions.</td>
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<tr>
<td></td>
<td>Respects and upholds the confidentiality of clients’ issues and concerns.</td>
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</tr>
<tr>
<td><strong>Professional judgment</strong></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></td>
<td></td>
<td>Unaware</td>
</tr>
<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>
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</tr>
<tr>
<td></td>
<td>Accepts personal responsibility for one’s own actions and behaviors.</td>
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</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>
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</tr>
<tr>
<td></td>
<td>Demonstrates thoughtful preparation and effort commensurate with professional or academic expectations.</td>
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<tr>
<td><strong>Productivity</strong></td>
<td>Completes assigned tasks on schedule.</td>
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<tr>
<td></td>
<td>Works effectively as part of a group, as well as independently.</td>
<td></td>
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</tbody>
</table>

**Comments:**

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## 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></td>
<td></td>
<td>Unaware</td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrates willingness to learn new modes of service delivery and use a variety of resources.</td>
<td></td>
</tr>
<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>
<td></td>
<td>Demonstrates commitment to lifelong learning.</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

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Appendix C

Counseling and Student Personnel Assessment of Student Learning
Learning Outcome 5: Helping Relationships
Counseling and Student Personnel Assessment of Student Learning
Learning Outcome 5: Helping Relationships

<table>
<thead>
<tr>
<th>Student: ___________________________</th>
<th>Date: ___________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Point: __________________</td>
<td>Evaluator: ________________________</td>
</tr>
</tbody>
</table>

Performance Scale:

<table>
<thead>
<tr>
<th>Un satisfactory</th>
<th>Basic</th>
<th>Satisfactory</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deficient in performance and understanding of concepts underlying the core area or its components.</td>
<td>Demonstrates understanding of concepts in the core area and attempts to implement elements. However, <em>implementation is not always achieved or successful.</em></td>
<td>Demonstrates understanding of knowledge and skills underlying the core area or its components and generally implements them well.</td>
<td>Demonstrates specific understanding of knowledge and skills included in the core area and <em>implements elements at a consistently high level</em>; already shows attributes of accomplished practice.</td>
</tr>
</tbody>
</table>

| 0 | 1 | 2 | 3 |

Core Element:

1. Understands an orientation to wellness and prevention as desired counseling goals.

2. Understands counselor characteristics and behaviors that influence helping process.

3. Demonstrates understanding of essential interviewing and counseling skills.

4. Demonstrates understanding of counseling theories that provide a counselor with models of conceptualizing client presentation and selection of appropriate counseling interventions.

5. Understands models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling.

6. Understands systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions.

7. Understands a general framework for understanding and practicing consultation.

8. Understands crisis intervention and suicide prevention models, including the use of psychological first aid strategies.
Program Requirements
*Master of Science in Counseling and Student Personnel
College Student Affairs:
(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 multidisciplinary foundations of student affairs. (Required prerequisite for this program: Statistics).

Required Core (39 cr.)
- CSP 570 (3) Group Procedures or CSP 673 (3) Group Counseling
- CSP 620 (3) Introduction to College Student Affairs in Higher Education
- CSP 622 (3) Administration in College Student Affairs
- CSP 645 (3) Counseling Procedures and Skills I
- CSP 647 (3) Crisis Intervention Strategies
- CSP 648 (3) Counseling in a Multicultural Society
- CSP 658 (3) Career Development I
- CSP 662 (3) American College Student
- CSP 664 (3) Management and Assessment of Campus Environments
- CSP 665 (3) Counseling Theories
- CSP 666 (3) Counseling Procedures and Skills II
- CSP 685 (1) Practicum in College Student Affairs
- CSP 686 (2) Internship I in College Student Affairs
- CSP 687 (3) Internship II in College Student Affairs
- CSP 652 (3) Family Life Cycle
- CSP 635 (3) Budget and Finance in Higher Education

Required Research (5 or 6 cr.)
- CSP 675 (3) Research and Writing in CSP
- CSP 694 (2) Alternate Plan Paper
# Mental Health Counseling Program (2014 PROPOSAL)
## 60-Hour Master of Science in Mental Health Counseling
### Advising Worksheet for Plan of Studies 2014-2015

<table>
<thead>
<tr>
<th>M.S. in Mental Health Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites (9 semester hours):</strong></td>
</tr>
<tr>
<td>- Statistics (3)</td>
</tr>
<tr>
<td>- Developmental Psychology (3)</td>
</tr>
<tr>
<td>- Abnormal Psychology (3)</td>
</tr>
<tr>
<td><strong>Required Core Courses (21 semester hours):</strong></td>
</tr>
<tr>
<td>- CSP 645 (3) Counseling Procedures and Skills I</td>
</tr>
<tr>
<td>- CSP 647 (3) Crisis Intervention Strategies</td>
</tr>
<tr>
<td>- CSP 648 (3) Counseling in a Multicultural Society</td>
</tr>
<tr>
<td>- CSP 658 (3) Career Development</td>
</tr>
<tr>
<td>- CSP 665 (3) Counseling Theories</td>
</tr>
<tr>
<td>- CSP 666 (3) Counseling Procedures and Skills II</td>
</tr>
<tr>
<td>- CSP 675 (3) Research and Writing in Counseling and Student Personnel</td>
</tr>
<tr>
<td><strong>Mental Health Counseling Required Core Courses (39 semester hours):</strong></td>
</tr>
<tr>
<td>- CSP 573 (3) Counseling the CD Family</td>
</tr>
<tr>
<td>- CSP 618 (3) Introduction to Mental Health Counseling</td>
</tr>
<tr>
<td>- CSP 650 (3) Child &amp; Adolescent Counseling Techniques</td>
</tr>
<tr>
<td>- CSP 652 (3) Human Development Through the Family Life Cycle</td>
</tr>
<tr>
<td>- CSP 653 (3) Professional Issues in Mental Health Counseling and Family Counseling</td>
</tr>
<tr>
<td>- CSP 661 (3) Appraisal Techniques: Mental Health Counseling</td>
</tr>
<tr>
<td>- CSP 667 (3) Family Counseling</td>
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<tr>
<td>- CSP 668 (3) Couples Counseling</td>
</tr>
<tr>
<td>- CSP 669 (3) Intervention: Treatment Planning and Evaluation</td>
</tr>
<tr>
<td>- CSP 673 (3) Group Counseling</td>
</tr>
<tr>
<td>- CSP 678 (1) Practicum I: Mental Health Counseling</td>
</tr>
<tr>
<td>- CSP 679 (2) Internship I: Mental Health Counseling</td>
</tr>
<tr>
<td>- CSP 680 (3) Internship II: Mental Health Counseling</td>
</tr>
<tr>
<td>- CSP 689 (3) Technology in Counseling and Student Affairs</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL CREDITS FOR DEGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Optional Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>- ED 590 (1) Fall Play Therapy Conference (Graduate Credit Option)</td>
</tr>
<tr>
<td>- CSP 654 (3) Play Therapy Theories and Techniques</td>
</tr>
<tr>
<td>- CSP 656 (3) Advanced Play Therapy Theories and Techniques CSP 670 (3) Issues in Counseling Women</td>
</tr>
<tr>
<td>- CSP 671 (3) Assessment of Intellectual Functioning</td>
</tr>
<tr>
<td>- CSP 681 (1) Internship III: Mental Health Counseling (Summer Internship, if needed)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2014-2015 CSP Master’s Student Handbook</th>
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</thead>
<tbody>
<tr>
<td>40</td>
</tr>
</tbody>
</table>
# Mental Health Counseling Program (2014 Proposal)

## 60-Hour Master of Science in Mental Health Counseling

### Course Sequence for Full-Time Students 2013-2014

ALL MHC Students Should Seek Advising Prior to Registration, MS in MHC Students have the option of starting in Summer A or Fall 1. **Full Time Students** complete the M.S. in 4 semesters with 12 semester hours taken in 1 or 2 summer sessions, following the sequence below. **Part-Time Students** complete the M.S. in a longer period of time, based on their pace. Part-Time Students will need to carefully plan the timing of courses taken so that they complete foundational courses prior to registering for advanced courses.

<table>
<thead>
<tr>
<th></th>
<th>Fall 1</th>
<th>Spring 1</th>
<th>Summer B</th>
<th>Fall 2</th>
<th>Spring 2</th>
<th>Summer C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 1</strong></td>
<td>12 semester hours</td>
<td></td>
<td></td>
<td>12 semester hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSP 618</td>
<td>Intro to Mental Health Counseling (3)</td>
<td>CSP 658 Career Development (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSP 645</td>
<td>Skills I (3)</td>
<td>CSP 666 Skills II (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSP 665</td>
<td>Counseling Theories (3)</td>
<td>CSP 667 Family Counseling (3)</td>
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<td></td>
</tr>
<tr>
<td>CSP 675</td>
<td>Research and Writing (3)</td>
<td>CSP 673 Group Counseling (3)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall 2</th>
<th>Spring 2</th>
<th></th>
<th>Summer School A, B, or C</th>
<th>Required for M.S. in MHC</th>
<th>Course May Be Taken in Summer:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2</strong></td>
<td>12 semester hours</td>
<td></td>
<td>12 semester hours total for all summer sessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSP 650</td>
<td>Child and Adolescent Counseling (3)</td>
<td>CSP 647 Crisis Intervention</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSP 668</td>
<td>Couples Counseling (3)</td>
<td>CSP 648 Multicultural (3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSP 669</td>
<td>Intervention (3)</td>
<td>CSP 680 Internship II (3)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CSP 678</td>
<td>Practicum I (1)²</td>
<td>CSP 689 Technology (3) or CSP 573 CD Family (3)³</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>CSP 679</td>
<td>Internship I (2)²</td>
<td></td>
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</tbody>
</table>

**Electives Regularly Offered**

- CSP 654 Play Therapy (3): YES, YES, YES
- CSP 656 Advanced Play Therapy (3): NO, YES, YES
- CSP 670 Issues in Counseling Women (3): YES, YES, YES

**Electives Occasionally Offered**

- CSP 671 Intellectual Assessment (3): NO, YES-After CSP 661
- CSP 676 Workshop Design (3): YES, YES, YES
- CSP 690 Clinical Supervision (3): NO, NO, YES

---

1Paired Courses in Fall 2 Semester: CSP 678 Practicum (Weeks 1-10) and CSP 679 Internship I (Weeks 11-16)

2CSP 681 Internship III only required for students who need supervision to complete Internship hours through Summer Semester
Program Requirements
Master of Science in Counseling and Student Personnel
Professional School Counseling K-12
(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 682 (1) Practicum in Professional School Counseling
CSP 683 (2) Internship I in Professional School Counseling
CSP 684 (3) Internship II in Professional School Counseling

Required Research (5 cr. APP Plan)

CSP 675 (3) Research and Writing in CSP
CSP 694 (2) Alternate Plan Paper

Strongly recommended but not required: Counseling the Chemically Dependent Family (CSP 573), Counseling Adolescents with Addiction Issues (CSP 691) 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 K-12 school counseling licensure to their existing elementary or secondary Minnesota school counseling license may do so on a space-available basis within the program. A review of one’s existing credentials by School Counseling Program Faculty is necessary. Generally, the following courses are necessary to add meet the requirement for the addition of a K-12 license for those with to an existing school counseling elementary or secondary 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 682 (1) Practicum in Professional School Counseling in an Elementary Setting
- CSP 683 (2) Internship I in Professional 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 682 (1) Practicum in Professional School Counseling in a Secondary Setting
- CSP 683 (2) Internship I in Professional 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 E

Mental Health Counseling Program Licensing Process

Clinical Licensing Information

Licensed Professional Clinical Counselor

Graduates with the Master of Science in Mental Health Counseling includes the coursework and practicum and internship experiences needed for graduates to be eligible for taking the National Counseling Exam (NCE), the National Clinical Mental Health Counseling Examination (NCMHCE) and the Examination of Clinical Counseling Practice (ECCP), exams used by a number of state counselor licensure boards across the United States as part of the licensing process for the Licensed Professional Counselor (LPC) and Licensed Professional Clinical Counselor (LPCC). The Minnesota Board of Behavioral Health and Therapy administers the licensure process for Licensed Professional Clinical Counselors (LPCC) as well as Licensed Professional Counselor (LPC).

There is a two-exam path used by some applicants, utilizing the National Counselor Exam and an initial license of Licensed Professional Counselor (LPC). However, most Mental Health Counseling graduates licensing in Minnesota will follow this single-exam path toward full independent licensure:

- MS in MHC
- 2 Years Supervised Experience specified by Minnesota BBHT
- Pass National Mental Health Counseling Exam through NBCC
- LPCC

Please consult the Minnesota Board of Behavioral Health and Therapy website for the most current information on licensing regulations for Licensed Professional Clinical Counselors in Minnesota (www.bbht.state.mn.us). For counseling licensure information in other states, see the American Association of State Counseling Boards (www.aascb.org).

Licensed Marriage and Family Therapist

Graduates with the Master of Science in Mental Health Counseling also can be eligible to take the Examination in Marital and Family Therapy (EMFT), used by a number of states as part of the licensing process for Licensed Marriage and Family Therapist (LMFT). The Minnesota Board of Marriage and Family Therapy administers the licensure process for Licensed Associate Marriage and Family Therapy (LAMFT) and Licensed Marriage and Family Therapist (LMFT).

Mental Health Counseling students will need to complete a Practicum/Internship that includes a minimum of 150 direct clinical hours working with families. Graduates can then begin...
the 2 years of supervised experience and apply to take the national MFT exam to become Licensed Associate Marriage and Family Therapists (LAMFT) during their post-degree supervised experience. On completion of the required supervised experience, applicants must pass an oral exam conducted by the Minnesota Board of Marriage and Family Therapy for full independent licensure as a Licensed Marriage and Family Therapist (LMFT).

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).