

The M.S. in Counseling Handbook

AUSTIN PEAY STATE UNIVERSITY
A Tennessee Board of Regents Institution
Department of Psychology

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Introduction

Welcome to graduate school! We are pleased that you are pursuing your graduate education at Austin Peay State University. We hope that you will long remember your days in the counseling program and look back on them as the time when you began to develop your identity as a professional counselor.

The purpose of this handbook is to provide a reference that you can refer back to that has program descriptions, procedures, expectations, etc. that will be important to know throughout your graduate experience. This information is presented not as a contract between you and the program, but as a source of information that will help you navigate the experience of graduate study. The [APSU Graduate Bulletin](#) provides you with official information that is important for you to know. Please become familiar with that document.

Mission Statement

The mission of the M.S. in Counseling program is to provide both academic and clinical training that will prepare students to be highly effective professional counselors. Our goal is to influence students to be life-long learners who are sensitive to and appreciative of the developmental needs of individuals and groups in the context of a rapidly changing multicultural society. Students completing the school counseling concentration are eligible for Tennessee certification as school counselors pending their passing of the Praxis Exam. Students completing the community counseling concentration will have met the educational requirements for licensure in Tennessee as Licensed Professional Counselors with the Mental Health Service Provider designation.

Admissions Process

Admission into the graduate program is granted through the College of Graduate Studies. Full admission to the program requires a minimum [GRE](#) score of 350 on both the verbal and quantitative sections. Additionally, students must have a minimum undergraduate GPA of 2.5 on a 4.0 scale. Students must achieve a calculated score of 2000, or greater, based on the following formula: $GPA \times 400 + GRE-V + GRE-Q \geq 2000$. An application for admission can be obtained from the College of Graduate Studies at <http://www.apsu.edu/admissions/apply> or by picking up an application at the College of Graduate Studies in room 203 of the Kimbrough Building. Students are expected to have completed coursework in Psychological development and statistics and/or research methods on either a graduate or undergraduate level. A total of 18 undergraduate Psychology hours (equivalent to a minor in Psychology) must be completed prior to enrolling in graduate courses. See the Graduate Bulletin for application deadlines.

Students who have been admitted to the graduate program but did not enroll for a fall or spring semester must reapply through the College of Graduate Studies.

Financial Support Options

Graduate Assistantships A limited number of graduate assistantships are available to aid students enrolled at APSU on a full-time basis. Interested students should [apply](#) through the College of Graduate Studies and indicate a preference for working within the department of Psychology. In many cases, the out-of-state portion of tuition will be waived for students who hold a graduate assistantship, including the summer term immediately following a spring assignment. For specific guidelines and information regarding graduate assistantships, please review the Handbook for Graduate Assistants in the College of Graduate Studies.

Psychology Department Scholarships Limited funds are available for scholarships for Psychology department students. To date, the only scholarship in place is the Anthony Rinella Scholarship. Interested students should complete an application form, available in the Psychology department main office (Clement 202) before, or by, early February of their first year in the school counseling program. A faculty committee ranks students based on need and academic standing. Only students enrolled in school counseling are eligible for these funds.

Special Support for Minority Students/Students with Disabilities Some programs also have scholarships available through professional affiliations. Please contact program coordinators and/or the Office of Disability Services for specific information regarding these scholarship opportunities.

Program of Study and Admission to Candidacy

The program of study for the Counseling Program is designed to provide comprehensive training for individuals who wish to counsel diverse populations in a variety of professional counseling settings. Curricular experiences encompass opportunities to explore the life-span, social, and cultural foundations of behavior; practice Psychotherapeutic and diagnostic skills; and complete extensive field experiences in order to apply knowledge and skills in professional settings.

Before completing the **first semester** of required graduate-level work, the student **must** meet with his/her adviser to complete and file a [Program of Study and Graduate Committee & Admission to Candidacy Form](#)

It is suggested that the degree plan be filed as soon as possible in order to protect the student from subsequent changes in the degree requirements. The forms submitted for the degree plan are the student's official binding documents, NOT the catalog under which he/she was accepted; therefore, all coursework is determined by the degree plan and not by the catalog. The Graduate Bulletin in effect when the degree plan is filed is the one for which rules must be met (e.g., residency requirements, credit transfer limits).

In addition, when selecting your committee members, the choice and initiative are yours. Faculty will not approach you, so the best option is to identify a chair for your committee and work in collaboration with that faculty member to choose the two secondary members.

Academic Performance and Academic Probation/Suspension

Students must maintain a 3.0 GPA while pursuing graduate study. When a student falls below a 3.0 GPA, s/he is placed on probation. Every semester thereafter, the student must have at least a 3.5 term

GPA; if not, the student will be suspended. If the student maintains a 3.5 GPA per semester after first falling below a 3.0 GPA, s/he will come off of probation when a cumulative 3.0 GPA is reached. No grades of D or F are allowed in a student's program of study. In order to proceed in the program, students must repeat any course in which a D or an F is received. A [request to repeat a graduate course form](#) must be filed with the College of Graduate Studies.

Time Limitations

Credit hours earned more than six years prior to admission cannot apply toward any master's degree. In addition, students have only five years from the time they begin a program to complete the degree requirements. If this timeline cannot be met, one may appeal to the Graduate and Research Council for an extension.

Community Counseling Program of Study (60-63 credit hours) *48 hours required core courses + 12 hours electives = 60 hours*

Required Core (48 hours):

- [PSY 5000](#) Research Methods and Statistics in Psychology
- [PSY 5040](#) Behavior Modification: Theories and Practice (3)
- [PSY 5080](#) Advanced Abnormal Psychology (3)
- [PSY 5090](#) Social and Community Psychology (3)
- [PSY 5110](#) Lifespan Development (3)
- [PSY 5190](#) Psychological Assessment (3)
- [PSY 5320](#) Learning and Behavioral Disorders (3)
- [PSY 5400](#) Theories of Counseling (3)
- [PSY 5410](#) Counseling Techniques (3)
- [PSY 5411](#) Skill Development in Counseling (3)
- [PSY 5420](#) Advanced Counseling Techniques (3)
- [PSY 5421](#) Advanced Skill Development in Counseling (3)
- [PSY 5430](#) Group Theories and Techniques (3)
- [PSY 5440](#) Diversity Issues in Counseling (3)
- [PSY 5600](#) Theories and Counseling in Career Development (3)
- [PSY 5720](#) Internship in Community Counseling (6)
- [PSY 6010](#) Professional Seminar-Counseling (3)

Electives Options (choose 12 hours minimum):

- [PSY 5010](#) Death, Dying, and Bereavement (3)
- [PSY 5040](#) Behavior Modification (3)
- [PSY 5050](#) Applied Psychopharmacology (3)
- PSY 5060 Group Dynamics (3 hours)
- [PSY 5320](#) Learning and Behavioral Disorders (3)
- [PSY 5990](#) Thesis (6)

Total: 60 - 63 Hours

*Successful completion of a comprehensive exam is also required.

***Students choosing to complete a thesis should refer to the section on **Research Involving Humans and Animals** below.*

School Counseling Program of Study (48 - 50 credit hours)
42-44 hours required core courses + 6 hours electives = 48-50 hours

The school counseling concentration is designed to prepare graduates for school counseling positions at elementary, middle/junior high and high school levels. Graduates will meet the current licensing requirements for the Tennessee Board of Education. The curriculum requirements include coursework, a 600-hour internship, school observation hours for those who have not taught, and a comprehensive examination.

Required Core (42 - 44 hours):

- [PSY 5000](#) Research Methods and Statistics in Psychology (3)
- [PSY 5110](#) Lifespan Development (3)
- [PSY 5190](#) Psychological Assessment (3)
- [PSY 5400](#) Theories in Counseling (3)
- [PSY 5410](#) Counseling Techniques (3)
- [PSY 5411](#) Skill Development in Counseling (3)
- [PSY 5420](#) Advanced Counseling Techniques (3)
- [PSY 5421](#) Advanced Skill Development in Counseling (3)
- [PSY 5430](#) Group Theories and Techniques (3)
- [PSY 5440](#) Diversity Issues in Counseling (3)
- [PSY 5600](#) Theories and Counseling in Career Development (3)
- [PSY 5640](#) Practicum in School Counseling (2)*
- [PSY 5725](#) Internship in School Counseling (6)
- [PSY 6015](#) Foundations of School Counseling (3)

Elective Options (choose 6 hours minimum):

- [PSY 5010](#) Death, Dying, and Bereavement (3)
- [PSY 5040](#) Behavior Modification (3)
- [PSY 5050](#) Applied Psychopharmacology (3)
- [PSY 5080](#) Advanced Abnormal Psychology (3)
- [PSY 5090](#) Social and Community Psychology (3)
- [PSY 5320](#) Learning and Behavioral Disorders (3)
- [PSY 5950](#) Research Paper (3)

Total: 48-50 Hours

*Required for students with no teaching experience as determined by program coordinator.

**Successful completion of a comprehensive exam is also required

****Students choosing to complete a thesis should refer to the section on **Research Involving Humans and Animals** below*

Education Specialist (ED.S.)

The Education Specialist program is designed to permit students to achieve a degree level higher than the master's. The major is Education with concentrations available in Administration and Supervision, School Counseling, Elementary Education, and Secondary Education. The Psychology department offers one concentration, School Counseling, under the Educational Specialist Programs of Study.

The School Counseling concentration consists of 32 to 33 hours of course work beyond the master's degree.

Required Core (18 - 19 hours):

- EDUC 6500 Curriculum Improvement and Construction (3)
- EDUC 6800 Seminar on Teacher Effectiveness (3)

OR

- [PSY 5070](#) Introduction to Educational Psychology (3)
- EDUC 5611 Educational Computer Applications (3)

OR

- EDUC 5612 Computers for School Administrators (3)
- SPED 5550 Trends and Issues in Special Education (3)

OR

- SPED 5750 Classroom Management of Disabled Learners (3)

OR

- [PSY 5320](#) Learning and Behavioral Disorders (3)
- EDUC 6050 Seminar on Research (2)

OR

- [PSY 5000](#) Research Methods and Statistics in Psychology (3)
- EDUC 6990 Field Study (4)

OR

- [PSY 6990](#) Field Study (4)

School Counseling Concentration Requirements (32 hours):

- EDUC 5010 Curriculum Development: Elementary (2)

OR

- EDUC 5050 Curriculum Development: Secondary (2)

OR

- EDUC 5310 Organization and Legal Foundations (3)

OR

- [PSY 5090](#) Social and Community Psychology (3)
- [PSY 5320](#) Learning and Behavioral Disorders (3)
- [PSY 5430](#) Group Theories and Techniques (3)
- [PSY 5725](#) Internship in School Counseling (6)

Possible changes in Tennessee certification requirements or accreditation may significantly alter this program of study. Please consult with the Coordinator of School Counseling ([Dr. Shunda Brown](#)) for current information.

Ed.S. Field Study Report

The student must complete a minimum of 30 hours beyond a master's degree, including a four hour field study. A field study proposal must be approved by the student's graduate committee chair and the Dean of the College of Graduate Studies. The penultimate draft of the field study report must be approved by the student's graduate committee chair and be submitted to the College of Graduate Studies no later than two weeks prior to the end of the semester in which the student expects to complete degree requirements. All final field study reports must be approved by the graduate dean. It is the student's responsibility to duplicate four copies of the field study report. Information regarding the duplication and binding of field study reports is available in the College of Graduate Studies office (<http://www.apsu.edu/cogs>).

Research Involving Humans and Animals

All research concerned with human subjects must be approved by the Austin Peay Institutional Review Board. Most departments with graduate programs have representatives on this review board. Forms for submitting human research proposals and guidance in their preparation are available in the College of Graduate Studies, located in Room 203, of Kimbrough Hall and may be obtained from the web site. All research involving animals must be approved by the University Animal Care and Use Committee. Departments that conduct animal research are represented on this committee. Forms for submitting animal research proposals and guidance in their preparation are available in the Office of Grants and Sponsored Research, located in Room 06 of the Browning Building.

Several procedural steps are required for the completion of theses, field study reports, and dissertations. The goal of using the following steps is to facilitate a smooth progression throughout the study and writing process. Detailed information and forms are available in the College of Graduate Studies and online <http://www.apsu.edu/cogs/forms>.

Steps in Completing the Paper

1. Select topic for paper with Committee Chair.
2. Complete IRB application for conducting research involving human subjects with Committee Chair.
3. Register for Thesis/Field Study/Dissertation course and enroll continuously until the manuscript is approved by the graduate school.
4. Develop proposal with committee.
5. After proposal is approved by committee, collect data and analyze.
6. Provide draft copy of completed study to committee for review.
7. Once approval is given from committee, schedule oral defense of study.
8. After successful defense of study, make any needed corrections/edits, provide a minimum of four copies on watermark paper to the graduate school, and pay fees.

SEQUENCE OF COURSES

COMMUNITY COUNSELING

Suggested Sequence of Courses

Students registering for their first semester and subsequent semesters need to meet with the coordinator of their counseling concentration for advisement each semester prior to registering for classes. Following the sequence will enable you to complete the 60-hour program in 2 ½ years of study. Taking courses out of sequence may result in you needing extra time to complete your degree and is not recommended. Listed below is the course sequence for the community counseling concentration:

If you were admitted prior to Fall 2011 the following sequence should be followed:

Year One

Fall:

Psy 5190	Psychological Assessment
Psy 5400	Theories of Counseling
Psy 5600	Theories & Counseling in Career Development

Psy 5000 Research Methods & Statistics

Spring:

Psy 5080 Advanced Abnormal Psychology

Psy 5410 Counseling Techniques I

Psy 5411 Skill Development in Counseling

Psy 6010 Professional Seminar

Summer:

Psy 5440 Diversity Issues in Counseling

Elective May be taken as well

Year Two

Fall:

Psy 5420 Counseling Techniques II

Psy 5421 Adv. Skill Development in Counseling

Elective

Elective

Or Psy 5990 Thesis

Spring:

Psy 5090 Social and Community Psychology

Psy 5110 Lifespan Development

Psy 5430 Group Theories & Techniques

Elective

Summer / Fall Year Three:

Psy 5720 Internship

For those admitted for Fall 2011 or after, the following sequences should be followed:

Year One

Fall:

Psy 5000 Research Methods & Statistics

Psy 5400 Theories of Counseling

Psy 5410 Counseling Techniques I

Psy 5411 Skill Development in Counseling

Spring:

Psy 5080 Advanced Abnormal Psychology

Psy 5420 Counseling Techniques II

Psy 5421 Advanced Skill Development (3 hours, can be repeated for up to 9 hours)

Psy 6010 Professional Seminar

Summer:

Psy 5600 Theories and Counseling in Career Development

Elective (5010, 5040, 5050)

Year Two

Fall:

Psy 5190 Psychological Assessment
Psy 5440 Diversity Issues in Counseling
Psy 5421 Advanced Skill Development In Counseling
Elective (5320, 5060)

Spring:

Psy 5090 Social and Community Psychology
Psy 5110 Lifespan Development
Psy 5430 Group Theories & Techniques
Psy 5421 or another elective or Psy 5720 Internship

Summer /Fall Year Three:

Psy 5720 Internship in Community Counseling
Elective

SCHOOL COUNSELING

Suggested Sequence of Courses:

Students registering for their first semester and subsequent semesters need to meet with the coordinator of their counseling concentration for advisement each semester prior to registering for classes. Following the sequence will enable you to complete the 48-50-hour program in 2 years of study. Taking courses out of sequence may result in you needing extra time to complete your degree and is not recommended. Listed below is the course sequence for the school counseling concentration:

If you were admitted prior to Fall 2011 the following sequence should be followed:

Year One

Fall:

Psy 5400: Theories of Counseling
Psy 5000: Research and Statistics
Psy 5190: Psychological Assessment
Psy 5600: Career Counseling

Spring:

Psy 5410: Counseling Techniques
Psy 5411: Skill Development in Counseling
Psy 5110: Lifespan Development
Psy Elective may be taken as well
Psy 5640: Practicum in School Counseling

Summer:

Psy 5440: Diversity Issues in Counseling
Elective may be taken as well

Year Two

Fall:

Psy 5420: Advanced Counseling Techniques
Psy 5421: Advanced Skill Development in Counseling
Psy 6015: Foundations of School Counseling
Elective may be taken as well

Spring:

Psy 5725: Internship in School Counseling
Psy 5430: Group Theories and Techniques

For those admitted for Fall 2011 or after, the following sequences should be followed:

Year One

Fall:

Psy 5400: Theories of Counseling
Psy 5410: Counseling Techniques
Psy 5411: Skill Development in Counseling
Psy 5000: Research and Statistics

Spring:

Psy 6015: Foundations of School Counseling
Psy 5110: Lifespan Development
Psy 5420: Advanced Counseling Techniques
Psy 5421: Advanced Skill Development in Counseling

Summer:

Psy 5600: Career Counseling
Elective may be taken as well

Year Two

Fall:

Psy 5190: Psychological Assessment
Psy 5440: Diversity Issues in Counseling
Elective may be taken as well
Psy 5640: Practicum in School Counseling

Spring:

Psy 5725: Internship in School Counseling
Psy 5430: Group Theories and Techniques

Registration

Consult the Schedule of Classes each semester. This schedule is made available online during the pre-registration period in the semester prior to the one in which you are planning to enroll. It is essential that you schedule an advising appointment to obtain your Alternate Pin Number, which is required for registration, as well as to be advised. Faculty advisors typically have sign-up sheets posted near their offices a week in advance of the pre-registration period.

All registration is done online through Banner, which is available through OneStop and Web for Students.

Students may register, pay fees, obtain grades, order student transcripts and obtain information on admissions, financial aid, housing and veterans services by visiting the APSU Web site at: <http://www.apsu.edu>.

For information regarding minimum and maximum number of credit hours required, please refer to the current Graduate Bulletin.

Practicum and Internship

The internship is the capstone experience of the master's program. It is during this time that you begin to put into practice professional skills learned in the classroom and practicum setting. Students learn under the direct supervision of a seasoned professional.

Getting started. The choice of an internship site is an important decision. Where you will do your internship is decision made by at least three entities: you, your university supervisor and an official representing the internship site. This requires some exploration on your part. While faculty can advise you on possible sites, you are responsible for making contact with the site (with your university supervisor's approval) and scheduling an initial interview for yourself with designated person at the site. If the site meets our guidelines and there appears to be a good fit between you, the site and your career goals, a meeting is then set up at the site between all parties involved.

[Application for Practicum or Internship](#) must occur at least one semester prior to the term in which students intend to enroll. Deadlines are as follows:

Fall - March 1

Spring - October 1

Summer - March 1

A practicum/internship orientation meeting is held every spring, usually the week following the application deadline. Prior to site selection, students enrolling in Practicum or Internship should meet with their program advisor to discuss site selection and goodness of fit.

School Counseling Concentration Students enrolled in the school counseling concentration must complete an internship of a minimum of 600 hours within a school setting. In addition, if students have not been in the academic setting previously as a teacher, a practicum must also be completed within the school setting before internship hours can be accrued.

Community Counseling Concentration

The internship is a 600-hour experience performed in a mental health setting. It can be completed in one or two semesters. The internship provides the opportunity for the student to perform under supervision a variety of counseling activities that accurately reflect the nature of a professional counseling position within the agency setting.

Minimum requirements include:

1. A minimum of 240 hours of direct client contact
2. Weekly supervision by an on-site supervisor
3. Regular supervision meetings with the university supervisor
4. The exposure to a variety of professional activities that are part of direct service. This may include such activities as staff meetings, consultations, staff training and intake evaluations and record keeping.
5. Formal evaluation of the student's progress during the internship. This is done by the university supervisor in consultation with the site supervisor
6. Group supervision as adjunct to individual supervision when available.
7. The maintenance of an internship log by the student in line with the confidentiality requirements of the agency setting.

Comprehensive Exam

CPCE Examination

All students are required to post a passing score for the Counselor Preparation Comprehensive Examination (CPCE) in the spring semester of their second year. The exam will be held on the third Saturday in April. Students must complete coursework in all Council for Accrediting Counseling Related Educational Programs (CACREP) content areas, listed below, prior to taking the examination. The CPCE is comprised of 160 multiple-choice questions that test the student's knowledge of the 8 CACREP areas including:

1. Human Growth & Development
2. Social and Cultural Foundations
3. Helping Relationships
4. Group Work
5. Career and Lifestyle Development
6. Appraisal
7. Research and Program Evaluation
8. Professional Orientation and Ethics

Students will be informed of the room and time of the examination and are required to bring identification and a check for \$40.00 made out the Center for Credentialing and Education (CCE) for admission to the test. Completed tests are mailed to and scored by CCE and usually returned in 3- 4 weeks. Soon thereafter, examinees will meet with a counseling faculty member or the Program Coordinator informing them of their score on the test. Students who do not post a passing score on the CPCE will be afforded 2 additional attempts to take the examination. If the student does not post a passing grade he/she should meet with the faculty advisor to discuss how to improve acquisition of knowledge and skills needed to pass the exam.

Student Liability Insurance

It is the student's responsibility to maintain a current student liability insurance policy. It is mandatory that you carry liability insurance during any semester in which they are enrolled in a practicum or internship course. All students should carry liability insurance during all semesters. Liability insurance may be purchased through the American Counseling Association.

Information about student insurance coverage may be obtained from the ACA Web site (www.counseling.org) or the American School Counseling Association [(ASCA) www.schoolcounselor.org] for school counseling students. Many practicum and internship sites also will request proof of liability coverage before allowing the student to work.

Professional Affiliations

You may join several professional organizations as a student affiliate. The benefits of being a student member are numerous, including reduced fees for membership, conferences, related publications, and receiving updated information regarding your area of interest and networking opportunities. We suggest that you consider joining the following organizations that are most relevant to your interests and graduate program:

Campus Organizations:

Beta Iota Gamma Chapter of Chi Sigma Iota International Counseling Honor Society

<http://www.csi-net.org/>

Psi Chi/Psychology Club

www.apsu.edu/Psychology/involved.htm

www.psichi.org

State and National Associations:

American Counseling Association (ACA)

www.counseling.org

American School Counselors Association (ASCA)

www.schoolcounselor.org

Student Conduct: Developing a Professional Orientation.

Entering the graduate program in counseling is a first step along way to becoming a professional counselor. The counseling profession has established high ethical standards that all professional counselors are obligated to adhere to. During your study, you will become very familiar with the American Counseling Associations Code of Ethics. As a graduate student in counseling, you are expected embrace and adhere to this code. Violations of the Code are taken very seriously and could result in actions taken to remove offenders from the program. Counseling faculty are available to you to discuss any aspect of the Code.

An important part of the graduate school experience is the development of a professional identity. It is hoped that all counseling graduate students will become student members of the American

Counseling Association during their first semester of study (www.counseling.org). This will be a very important resource for you.

School counseling students should also become familiar with the ethical code for the American School Counselor Association (ASCA): <http://www.schoolcounselor.org>.

Statement of Understanding

It is important to assure a good match between students and the program. The faculty has a responsibility to monitor student progress, including non-academic behavior, as students progress through the program. During the initial meeting with the program sponsor, after acceptance into the program, the student must sign a “Statement of Understanding” which pertains to the responsibility of the faculty to determine the appropriateness of the student for the program and the profession (See Appendix A) This signed statement will be placed in each student file.

Student Progress Assessment

The Student Progress Assessment form is completed for every student in the spring semester of each academic year by the faculty. Although most problems are identified prior to the completion of these courses, instructors use the Student Progress Assessment form to evaluate students in several critical areas prior to the practicum and internship. These forms are reviewed and discussed in faculty meetings as a means of ensuring all students with problems are identified and dealt with in the most fair and helpful manner. All faculty members, including adjuncts, may complete a Student Progress Assessment form (Appendix B) on any student who is experiencing problems in a given area. In cases where student problems arise, various steps may be implemented. Steps that may be taken include the development of a detailed remediation plan to address areas of concern, a requirement that the student seek personal counseling.

Personal Counseling for Students

While individual counseling for each student is not required, students are strongly encouraged to participate in their own personal therapy. The APSU Student Counseling Services, located in Ellington Bldg., Room 202, provides individual counseling at no additional cost to students. <http://www.apsu.edu/counseling>

Making Changes

Due Process [The APSU Graduate Bulletin](#) details appeals procedures for academic matters, as well as, policies regarding academic probation and suspension, student rights and responsibilities, and student and faculty conduct. A copy of the APSU Graduate Bulletin is available in the College of Graduate Studies. This publication also details student services and facilities. The department of Psychology follows policies and procedures described in the bulletin. Students are strongly encouraged to obtain a copy and read it. It is important to be fully aware of all student rights and responsibilities.

Any student who disagrees with a decision related to an academic matter should first contact the faculty member responsible for the decision and ask for further consideration of the issue. If not

satisfied with the faculty member's action, the student should ask the chair of the academic department involved to review the matter and to intervene on behalf of the student. If further redress is needed, the student may appeal in writing to the dean of the college, then to the vice president for academic affairs. Any written appeals should describe the nature of the petition, reasons for the request, and prior steps taken to resolve the matter.

There is a [Student Code of Conduct](#) provided to all APSU students that pertains to both undergraduate and graduate students. Please familiarize yourself with this document.

Changing the Program of Study Circumstances occasionally require changes in the program of study that was filed with the College of Graduate Studies. For example, additional courses may have been taken or scheduled courses may have been cancelled due to low enrollment and a substitution was approved. Changes of this nature require the completion of a Change of Program of Study Form: <http://www.apsu.edu/files/cogs/4-08changeofprogram.pdf>.

When the student files for graduation, the graduate dean checks the student's transcript with the official degree plan in order to certify the student for graduation. Therefore, it is important to update the official records if any changes are made.

Graduation

Students must consult the [Graduation Information link](#) on the APSU website to find timely information regarding deadlines to apply for graduation, checklists, FAQs, and the dates for the Graduate Finale events that allow graduating students to consult with personnel from the registrar's office regarding degree evaluations. Students may order caps and gowns for commencement at these events as well.

Degree and Graduation Fees A candidate for graduation must pay a degree fee and a cap and gown fee at the cashier's window in the Browning Building and show the receipt to personnel in the Registrar's Office. The University will make every effort to keep these fees at a minimum cost, but they may vary from time to time. To replace a previously issued degree, a charge of \$20 must be paid. Information may be obtained from the university registrar.

APPENDIX A

STUDENT STATEMENT OF UNDERSTANDING

I understand that the successful completion of the Counseling Program (M.S.) is dependent upon development of personal and professional characteristics and skills required for effective interventions in counseling settings. These personal and professional characteristics include attitudes and behaviors, as well as academic performance. I acknowledge that the program faculty members have an ethical responsibility to monitor my progress and to inform me when my skills, knowledge, attitudes, or behaviors are below standards expected for graduate students in Mental Health Counseling.

If faculty members deem my performance in any of the above areas deficient, I may be directed to one or more of the following: personal counseling, writing or speech courses, withdraw from specific courses, desist temporarily from continuing course work, perform voluntary or paid work in a school or agency, repeat courses, or withdraw from the program permanently.

As a student, I have the right to appeal any of the decisions made by the faculty. I agree to follow faculty directives and to notify them if I intend to appeal.

Student's Signature

Date

Program Coordinator's Signature

Date

APPENDIX B

FIRST & SECOND YEAR STUDENT EVALUATION

Student: _____

Date: _____

Evaluators: Dr. Stuart Bonnington, Dr. Shunda Brown, Dr. LuAnnette Butler, and Dr. Nicole Knickmeyer

We are genuinely interested in your welfare and professional development. Because we are invested in you, the profession, and your future charges, we deliver to you this feedback. As has been stressed through the recruitment, selection, and coursework; the Counseling Program prepares people who demonstrate outstanding personal and professional qualities. Professional counselors are in a high profile role. Above average performance is the standard for the field. Grades are only one indicator of a candidate's suitability to the counseling profession. Many areas of the program are more subjective and difficult to reduce to a grade such as: personal/social/consciousness skills; interactions with fellow students and faculty; ability to collaborate; interest and efforts to grow into a professional; judgment; ability to approach difficult problems and think quickly on your feet; and self-awareness especially regarding the impact of behavior on others. Therefore, we provide this evaluation as written feedback of your performance on more intangible, subjective areas of your performance as well as some of those areas captured in your course grades.

When Human Services Agencies, Supervisors of School Counseling, and Principals contact us for a recommendation for a counseling professional, they do not ask us to send us the person with the strong grade point average. Rather, employers and administrators are looking for the person who possesses the qualities that cannot be reduced to a grade in a course. Please accept this information in the spirit in which it is intended; an effort to help you self-reflect, grow your professionalism, and examine your match for the profession.

This instrument serves a number of important purposes:

- 1) you must successfully complete all of the criteria of this instrument by the end of the spring term to remain in the program. A rating of "satisfactory" is needed for each and every area;
- 2) the areas identified as needing attention will help you grow into a professional;
- 3) it is the ethical obligation of the faculty not to graduate someone who is not a match for the profession; and,
- 4) this instrument serves as informed consent as to where you stand should someone ask us for a recommendation as to your employability as a professional counselor.

STUDENT PROGRESS ASSESSMENT

INTERPERSONAL SKILLS	Satisfactory	Needs More Attention
Displays sensitivity toward others		
Accepting of differences (i.e. racial, ethnic, sexual orientation, etc.)		
Self-aware (strengths, personal issues, limitations, etc.)		
Interacts appropriately with others		
Open to personal and professional growth		
Recognizes her/his personal and professional impact upon others		
Professional demeanor		
Able to self-monitor one's own behavior		
DEMONSTRATION OF PROFESSIONALISM	Satisfactory	Needs More Attention
Preparedness for class such as attendance and punctuality.		
Shows responsibility as a group member (carries appropriate share of cooperative group's workload, etc.)		
Demonstrates appropriate behavior as a group member		
Is engaged in his/her learning. Demonstrates a commitment to growth and knowledge instead of just grades.		
Demonstrates future job performance in the way he or she interacts with the faculty and fellow students; attends to his or her work; is responsible.		
Shows maturity of behavior and thought.		
Is a consensus builder, team player, and is a positive force in the cohort.		
Demonstrates a positive attitude.		
Recognizes that the counseling program is a laboratory for a future faculty and demonstrates the willingness and ability to work with various personalities as will be expected in		

professional counseling settings.		
Seizes opportunities to demonstrate leadership qualities within the program. Take appropriate turns at stepping up to leadership and being a follower.		
Shows the ability to advocate for oneself and fellow students in an appropriate way.		
ACADEMIC PERFORMANCE	Satisfactory	Needs More Attention
Quality of work is consistently strong		
Assignments show depth of understanding		
Assignments show progress		
Writing is above average		
Communication skills are above average		
Student has consistently demonstrated the ability to incorporate suggestions and feedback from professor(s) on how to improve work		
Takes responsibility for his or her own learning. Provides faculty with suggestions, strategies, approaches that will enhance learning. Avoids the easy route to a degree and seeks and fosters opportunities for growth.		
Assignments are completed on time		
Demonstrates the ability to synthesize and analyze information quickly (as in the real world of community and school counseling).		
FUTURE AS COUNSELOR	Satisfactory	Needs More Attention
Potential for becoming an effective professional counselor		

RECOMMENDATIONS:

- Continue in the program your progress is good.
- Continue in the program but concentrate on making needed changes and we will meet mid semester.
- We encourage you to consider the content of the individual advising session we recently conducted with you. It is in your best interest to exit the program for a time period of _____ then consult with the faculty about reentering the program at a later date. We will give you specific suggestions for strengthening your stand as a student.
- We encourage you to consider the content of the individual advising sessions we recently conducted with you. It is in your best interest that you reconsider your match to this program and to the counseling profession. We are very sorry to have to ask you to reconsider your status as a student in this program.

Prepared with feedback from the entire faculty.

Signed by Select Faculty Members:

Date _____

Austin Peay State University
A Tennessee Board of Regents Institution
Austin Peay State University is an equal opportunity employer committed to the education of a non-
racially identifiable student body.
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