



# HARDIN-SIMMONS

## U N I V E R S I T Y

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### CLINICAL MENTAL HEALTH COUNSELING

#### **Cynthia Ann Parker College of Liberal Arts Clinical Mental Health Counseling Program**

### **STUDENT HANDBOOK 2024-25**

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**GRADUATE STUDY**  
**IN CLINICAL MENTAL HEALTH COUNSELING AT HARDIN-SIMMONS**  
**UNIVERSITY**

**1. CACREP & CMHC PROGRAM VISIONS & VALUES**

**A. CACREP**

**a. Vision**

The vision of CACREP is to provide leadership and to promote excellence in professional preparation through the accreditation of counseling and related educational programs. As an accrediting body, CACREP is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse, and complex society. CACREP is dedicated to:

1. Encouraging and promoting the continuing development and improvement of preparation programs; and
2. Preparing counseling and related professionals to provide services consistent with the ideal of optimal human development. CACREP maintains collaborative relationships with other groups that focus on accreditation, licensing, certification, and the professional development of counselors and related practitioners.

**b. Mission**

The mission of CACREP is to promote the professional competence of counseling and related practitioners through:

1. the development of preparation standards
2. the encouragement of excellence in program development; and

3. the accreditation of professional preparation programs.

**c. Core Values**

- i. The CACREP Board of Directors believes in
  1. advancing the counseling profession through quality and excellence in counselor education;
  2. ensuring a fair, consistent, and ethical decision-making process;
  3. serving as a responsible leader in protecting the public;
  4. promoting practices that reflect openness to growth, change and collaboration; and,
  5. creating and strengthening standards that reflect the needs of society, respect the diversity of instructional approaches and strategies, and encourage program improvement and best practices.

**B. CMHC Program at Hardin-Simmons University**

**a. Mission**

- i. The mission of the Clinical Mental Health Counseling graduate program is for faculty and students to collaborate in the pursuit of knowledge, clinical skills, and personal growth in an environment enlightened by faith, so that students will be prepared to provide the highest standard of professional counseling services to diverse populations.

**b. Goals**

- i. Prepare students in understanding diverse views and cultures and promote ethical counseling with clients in a variety of work settings.

- ii. Provide students with knowledge and skills in counseling theory, developmental issues, assessment, empirically-based research (including interventions), helping relationships and basic skills, and a holistic model in providing mental health services for individuals, couples, families, and groups.
- iii. Promote and model a strong sense of professional identity, ethical clinical practice, and lifelong learning.
- iv. Model and encourage integration of self, theory, and practice.

## **2. ADMISSION TO THE PROGRAM**

- A. Process – Each student seeking admission to the M.A. program in Clinical Mental Health Counseling (CMHC) at HSU must be admitted to both the graduate school and the CMHC program. Guidelines and admission criterion are detailed in the current Graduate Catalog.
  - 1. In addition to meeting the criterion, standards, application procedures and fees for the graduate school, each student must apply directly to the M.A. in CMHC via the Director of the Program. This requires the completion of a program-specific application form, writing sample, submission of a transcript of all undergraduate and graduate work, three letters of recommendation, background check and personal interview.
  - 2. Following the receipt of all information and successful personal interview, faculty meets to review each applicant. Students applying for the M.A. in CMHC must receive favorable recommendation from the CMHC faculty.

3. Students may be admitted under one of several admission categories according to the Graduate Catalog. In the event a student is not given FULL ADMISSION, the deficit should be resolved during the student's first semester, unless otherwise indicated. Failure to obtain FULL ADMISSION at the earliest time could delay or prevent the student from continuing in the program.
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- B. Students entering the program will need basic working knowledge of computers. Personal computers are not necessary as HSU provides adequate access. Students are able to use computer labs in the Richardson Library, Johnson Building and HSU Psychology & Counseling Center. Richardson Library is home to the Help Desk where students can troubleshoot problems on their own personal computers. Students will be trained in computer software (i.e., Titanium and Valt) specific to our program and clinic as well as HSU programs (i.e., Canvas and HSU Central)
  - C. Changing Status - If a student is granted PROVISIONAL or POSTGRADUATE (non-degree status) the student must apply for a change in status if he/she wishes to continue his/her education. PROVISIONAL status is for one semester only, unless otherwise authorized by the Dean. A student must keep track of his/her status to insure proper credit for course work. No more than 6 graduate hours taken in POSTGRADUATE (non-degree) status may be counted toward a degree. Consult the Graduate Catalog and the Office of Graduate Studies for complete information regarding admission status, categories, and procedures.
  - D. Changing Programs – Any student wishing to change to a different program from the one to which he/she was admitted must reapply for admission to the new program. Admission to one program should not be taken as any indication of acceptance into another program.

**3. Student Expectations** – Students in CMHC program are expected to:

- Adhere to the professional codes and ethics of:
  - National Board for Certified Counselors (NBCC)
  - American Counseling Association (ACA)
  - Council for Accreditation of counseling and Related Educational Program (CACREP)
- Carefully observe the HSU Psychology & Counseling Center policies and procedures including maintaining confidentiality and HIPPA compliance.
- Know the information contained in the CMHC Student Handbook and reference the Handbook as needed.
- Demonstrate the following:
  - Respect for individual uniqueness and potential growth and development all of individuals
  - Knowledge about working with diverse populations in a pluralistic society
  - Productive and cooperative working relationships
  - Motivation, independence, maturity, adaptability, and respect for others
  - Commitment to continuing personal professional growth by participation in experiential and diverse learning opportunities

**4. SUGGESTED COURSE SEQUENCE FOR M.A. IN CLINICAL MENTAL HEALTH COUNSELING (See Appendix A)**

\*The Program Director serves as your advisor through the program.

**A. FALL – FIRST YEAR (12 HRS)**

**FA 1 (8 wks.)**

CMHC 6354	Child and Adolescent Counseling
CMHC 6338	Marriage & Family Theories

**FA2 (8wks)**

CMHC 6345	Adv. Group Therapy
CMHC 6358	Career Counseling

**B. SPRING – FIRST YEAR (12 hrs)**

**SP 1 (8 wks.)**

CMHC 5310

Individual Counseling Theories

CMHC 6304

Basic Skills and Techniques

**SP 2 (8 wks.)**

CMHC 6340

Adv. Psychopathology I

CMHC 6361

Crisis, Trauma, & Grief Counseling

**C. MAY TERM – FIRST YEAR (3 HRS)**

CMHC 6302

Professional Orientation and Ethics

**D. SUMMER – FIRST YEAR (6 HRS)**

CMHC 6350

Advanced Ethical and Legal Issues

CMHC 6306

Practicum

**F. FALL – SECOND YEAR (9 HRS)**

**FA 1 (8wks)**

CMHC 6341

Advanced Psychopathology II

CMHC 6370

Internship I

**FA2 (8wks.)**

CMHC 5315

Assessment and Testing

CMHC 6370

Internship I (continued)

**G. SPRING – SECOND YEAR (9 HRS)**

**SP1 (8wks.)**

CMHC 6351

Premarital & Marital Therapy

CMHC 6370

Internship II

**SP 2 (8 wks.)**

CMHC 6305

Advanced Research Methods

CMHC 6370

Internship II (continued)

**H. MAY TERM – SECOND YEAR (3 HRS)**

CMHC 6356

Counseling Diverse Populations

**I. SUMMER – SECOND YEAR (6 HRS)**

CMHC 6360

Addictions



• ELECTIVES (You must have at least one 3-hour elective)

CMHC 6351	Elective Choice: Premarital & Marital Therapy (Offered every SPRING – needed for LMFT licensure)
CMHC 6353	Elective Choice: Advanced Human Sexuality (Offered every other SUMMER – needed for LMFT licensure)

\*NOTES:

1. There are options to do 6-hours per semester or less.
2. The above is a suggested schedule. Deviations may be required due to faculty and program needs. The above listing does not constitute a contract that these courses will be offered at the noted times.
3. Students must work closely with the Program Director to be certain that electives taken will fulfill requirements for licensure.
4. Please see the Appendix for Key Performance Indicator chart for curriculum content.

**5. DISCIPLINARY ACTIONS**

The clinic director, graduate Program Director or graduate therapist's supervisor may at any time suspend a graduate therapist from therapy privileges for non-compliance with any clinic or program policy including, but not limited to: failure to keep files up to date, failure to ensure necessary forms are filled out, failure to comply with legal and ethical requirements of the clinic and the profession, or failure to behave in any other professional manner. See Appendix for *Policy for Retention, Remediation, and Dismissal*.

**6. CLINICAL EXPERIENCE**

Each student must accumulate 700 hours of clinical experience which includes counseling (individual, couple, family, and group), assessment, consultation, supervision, case review, and other types of internship activities. Of those, at least 280 must be direct client hours over the course of the clinical sequence (typically a year). This clinical work is to be accomplished by providing services to clients at the Psychology and Counseling Center on the HSU campus, and also by engaging in clinical work through a required internship at an agency in the community. Students will complete this clinical requirement while enrolled in CMHC 6306 Practicum and CMHC 6370 Internship I and II. Guidelines and policies concerning clinical work can be found in the Clinical Experience Manual. Dr. Uzundu is the Internship Coordinator and will guide you through the process of entering an internship, monitor the internship experience, and be the point person for any questions or concerns you may have.

## **7. ADVANCEMENT TO CANDIDACY**

In accordance with the Graduate Catalog, students will be advanced to candidacy following a meeting of the graduate advisory committee.

Application for advancement to candidacy is due by the end of the semester in which a student is enrolled in Practicum (CMHC 6306). Any exceptions are to be requested in writing and approved, in writing, by the Program Director. Please consult the Graduate Catalog, the Office of Graduate Studies, or the Director of the Program for exact requirements. The Program Director will communicate to the student and to the Dean the committee's decision in writing. The committee may recommend unconditional advancement to candidacy, advancement with certain conditions, or may deny advancement. If a student is denied advancement, they will have one semester to meet the conditions set forth in the letter. If those conditions are met, they may be advanced to candidacy. If not, the student will be dropped from the program. If the committee is considering either advancement with conditions or denial of advancement, a face-to-face conference with the student may be held. (Appendix B)

## **8. COMPREHENSIVE EVALUATION**

A final evaluation is required for graduation. In the student's last two terms before completion of the program, a comprehensive evaluation will be given. The graduate faculty in the CMHC program will review the student's performance on the Counselor Preparation Comprehensive Exam (CPCE) and clinical evaluation, meet with the student, and make a recommendation to the Registrar for final approval for graduation. The Program Director will communicate to the student and to the Dean the committee's decision in writing.

#### A. Format for the Comprehensive Exam

1. Counselor Preparation Comprehensive Exam (CPCE)
  - a. A multiple choice written comprehensive exam will be administered covering all content and clinical courses. The cost of the exam is \$75.00 (which is a fee charged to your student account in COMP 6000 ). Students will have a maximum of 4 hours to take the exam. A make-up date will be scheduled for students with extenuating circumstances or illness. The make-up exam must be completed within one week of the exam date. Exam results will be available immediately following completion of the test. However, determination of a passing or failing score on each section and overall will be determined following the exam and delivered in a written letter within two weeks following the test date.
  - b. Students must receive a passing grade overall AND on ALL SECTIONS on the exam.
    - A failing grade on each section and overall is considered one standard deviation below the mean of national scores.
    - The student will be required to re-take any section they failed on the CPCE. This will be scheduled

with the Administrative Assistant within two weeks following the exam. If a student passed some sections but failed the test overall, he/she will be required to re-take the entire exam.

- If the student fails the exam or any section the second time, they may be required to re-take courses corresponding to the sections failed or the student may be dismissed from the program.

## 2. Clinical Evaluation

- a. An evaluation of the student's final clinical case presentation will take place in the last part of Internship II. See appendix C.(CCS-R)
- b. A completed Clinical Hours Summary Form is to be submitted to the Director or Administrative Assistant before you may be considered for graduation.

## B. Review for Comprehensive Evaluation

1. A portion of the Comprehensive Evaluation will focus on course materials from the program. The following areas/topics are the focus of the written (CPCE) exam.

- a. Human Growth & Development
- b. Social and Cultural Diversity
- c. Helping Relationships
- d. Group Work
- e. Career Development
- f. Assessment
- g. Research & Program Evaluation
- h. Professional Orientation & Ethical Practice

### C. Scheduling of Comprehensive Evaluation

1. The Program Director schedules the Comprehensive Evaluations in the SUMMER and FALL semesters. The student is responsible to communicate with the Program Director any days on which they absolutely could not attend the evaluation. Attempts will be made to schedule the evaluation in keeping with the student's limitations and preferences.
2. Students will be informed in writing as to the scheduled evaluation time. The time is NOT negotiable and must be observed by the student if he/she wishes to sit for the evaluation that semester.

### D. Rescheduling/Counseling

If a student cannot sit for the evaluation at the assigned time, the student should notify the Program Director and Administrative Assistant. The student must then re-apply for an evaluation time for the following semester. Canceling the scheduled evaluation time will result in a semester delay of being allowed to sit for the evaluation.

If two faculty members agree that the student's written examination scores, professional conduct or therapeutic skills are significantly deficient, scheduling a comprehensive evaluation may be denied, or, if scheduled, may be canceled. Permission to resubmit for this comprehensive evaluation will be handled on a case by case basis.

### E. Failure of Evaluation /Retaking Evaluations

If the student does not pass the written and clinical evaluations, he/she must retake the evaluation. The exact time frame of re-taking the exams will be contingent upon the reason for the failure. If the student fails to receive approval for the retake, the student must wait for the next evaluation administration. Any student who fails to receive the approval on the 2nd retake may be required to re-take courses corresponding to the sections failed, complete other remedial work, or the student may be dismissed from the program.

## **9. PROFESSIONAL DEVELOPMENT**

- A. Professional Meetings – Students are urged to begin pursuing professional development opportunities. Information about upcoming professional conferences, seminars, workshops, etc. at the local, regional, state and national levels will be posted on the graduate student bulletin board, CMHC Canvas page, and emailed.
- B. Presentations – Students are also encouraged to prepare and submit proposals for presentations at professional meetings/conferences. This reflects well on the program and facilitates future opportunities for the student upon graduation.
- C. Research – Students are encouraged to develop and conduct research in areas of interest. Faculty research projects are often in progress, and interested students are advised to discuss the opportunity with the appropriate faculty member. Research ideas not in progress may be initiated, but the student is advised to consult with the Director of the Program before the project is begun.
- D. Publication – Students are encouraged to consider submitting articles to professional journals for publication. Faculty members and the Director for the Program are available to assist students in preparation

of manuscripts. Publication in professional journals will facilitate employment and further educational opportunities for the student.

- E. Journal Subscriptions – Students are urged to select, subscribe to, and read appropriate journals. Suggested journals are: Journal of Counseling and Development, The Career Development Quarterly, Counseling and Values, Journal of Addictions & Offender Counseling, Journal of Humanistic Counseling, Journal of Multicultural Counseling and Development, The Family Journal, Journal of Marriage and Family Therapy, American Journal of Family Therapy, and Journal of Family Ministry. The library provides current subscriptions to these and other journals. Students are welcome to examine issues of each to facilitate their decision.

## **10. THERAPY FOR STUDENTS AND THEIR FAMILIES**

A. COUNSELING FOR STUDENTS – if a student or member of the student's family is experiencing psychological/emotional difficulties, he/she is urged to consider counseling as a possible aid in the resolution of these problems. Faculty members teaching in this program are not appropriate sources for meeting this therapeutic need. Any faculty member will be happy to provide a student with a referral to a competent professional. Students are encouraged to be aware of their own personal psychological processes and issues, past and present, that may influence their ability to do quality work as a graduate student and as a therapist. If these matters become intrusive and unmanageable, the student should consult with a faculty member regarding the most appropriate course of action.

The CMHC program clinic is the primary referral source for both undergraduate and graduate students at HSU. Therefore, it is necessary for CMHC students to use one of the following options for personal counseling services.

- A list of referral sources for confidential personal counseling can be found at the front desk of the Psychology & Counseling Center. Included in this list of licensed counselors are local HSU alumni who have agreed to provide discounted services to students in the CMHC program.
- University Counselor: HSU employs licensed professional counselors, housed in the Psychology & Counseling Center. Their responsibilities include crisis management for the student body as well as counseling services that cannot be provided by the CMHC clinic due to a conflict of interest. CMHC students may be able to obtain counseling services from the university counselors free of charge based on the urgency of their need and the availability of the counselor.
- A list of referral sources for long-term or specialized counseling services can be obtained at the front desk of the CMHC clinic.

- B. COUNSELING BY CLINICAL FACULTY – Consulting with the Director of the Program or another faculty member is acceptable and appropriate, but it is inappropriate for the faculty member to conduct therapy. Faculty members may suggest options or recommend other therapists who may be helpful to the student and/or family members.
- C. COUNSELING BY GRADUATE STUDENTS – It is also not appropriate for fellow graduate students to provide therapy for one another. It is a clear violation of the ACA and AAMFT codes of ethics to enter into dual relationships.
- D. DUAL RELATIONSHIPS – Dual relationships are generally those in which the members are involved in possible conflicting ways. Some examples relevant to the issue of students receiving therapy are



clinical supervisors providing therapy for supervisees, students providing therapy for peers, or academic faculty providing therapy for students enrolled in the program.

## **11. COMMUNITY AND CHURCH SERVICE OPPORTUNITIES**

Community agencies and institutions as well as area churches issue requests for various family-oriented programs, groups, or family-related activities. Graduate students are encouraged to take advantage of these opportunities to develop their speaking and presentation skills, and to develop professional skills. One indicator of a competent professional (and in fact an ethical obligation) is to serve one's community to improve the quality of life. Graduate students are urged to begin good citizenship habits while in graduate school. Informing the Director and other faculty members of interest in participating in community/church programs and presentations will facilitate opportunities as well. Students are encouraged to become active in a church and /or community service organization.

## **12. EMPLOYMENT**

A. **FULL-TIME EMPLOYMENT** – While it is understood that students often need to work to support themselves during the education process, students should also be aware that full time work, especially during the clinical training year, is exceptionally difficult. Students with financial difficulties are encouraged to consult with the financial aid office and the Director of the Program for possible options. Part-time work, which offers flexible hours, is usually a viable option. A student is not generally precluded from admission or enrollment due to work, but he/she may be asked to wait a semester to stabilize his/her job and/or financial situation if the job significantly interferes with academic and therapeutic learning.

- B. PAID CLINICAL EXPERIENCE – Occasionally clinical experience opportunities (which also include compensation) present themselves. Before accepting such a position, students are urged to consult with the Director of the Program. This can ensure that the student is properly informed about the nature of the work, what effect, if any, the job will have on his/her education, and other factors which the student may need to consider. It is not the intention of the faculty or Director to control or “run” the student’s life, but rather to help them avoid problematic or unethical situations, or at least be prepared for them.
  
- C. SCHOLARSHIPS – A limited number of graduate scholarships are available. Some incoming first year graduate students with an overall undergraduate GPA of 3.5 or higher are eligible to receive scholarship monies. Thereafter, graduate students with an overall graduate GPA of 3.66 or higher are eligible to apply for such monies. Students interested in scholarships should apply in Scholarship Central on HSU Central.

### **13. FORMS AND CORRESPONDENCE FROM THE BUSINESS OFFICE AND THE OFFICE OF GRADUATE STUDIES**

- A. SCHEDULE OF GRADUATE CLASSES – Upon the graduate student’s finalization of his/her semester registration, the student can access a copy of his/her schedule of classes for that semester on HSU Central Self-Service.
  
- B. STUDENT FILE LOCATED IN THE CMHC ADMINISTRATIVE ASSISTANT OFFICE – Each student will have a file in the Office of the CMHC Administrative Assistant that includes the following documents: initial program acceptance form including any leveling courses that need to be completed; registration forms for each semester the student is

enrolled in courses; paperwork pertaining to practicum and internship supervision and evaluations; and paperwork pertaining to the student's candidacy and comprehensive evaluation. These are electronic files kept on the Administrative Assistant computer.

#### **14. GRADING**

The grading scale and policies are detailed in the Graduate Catalog. It is significant to restate here that no more than two (2) final course grades of C may be earned in courses taken by any CMHC graduate student. Following the receipt of (2) C's, the student's graduate advisory committee will meet to examine the current progress and potential of the student. Any recommendation of the committee will be communicated to the Dean which could include dismissal from the program.

#### **15. GRADUATE ADVISORY COMMITTEE**

The graduate advisory committee will be comprised of full-time graduate faculty who are considered the CACREP core faculty. The responsibility of the committee will be to examine each student's progress, status, and development before recommending advancement to candidacy; to administer the comprehensive evaluation; and to act on the student's behalf on other issues.

#### **16 GRADUATION**

A. **DIPLOMA CARD** – A diploma card must be filed the semester prior to the semester the student plans to graduate. For example, students graduating in August or December must submit their diploma card by March 1 and students planning to graduate in May must submit their

diploma cards by September 25. Additionally, the student's degree plan must be checked. The student is urged to consult the Graduate Catalog and maintain close contact with the office of Graduate Studies relative to exact procedures and a timetable for completion.

- B. **COMPREHENSIVE EVALUATION** – the comprehensive evaluation must be completed before graduation. No student will be allowed participation in graduation exercises if he/she has not met all requirements, including successful completion of both written and clinical portions of the comprehensive evaluation.
  
- C. **CLINICAL HOURS** - students must have accumulated their 700 clinical hours (including at least 280 direct client hours) before graduation; documentation of these hours must be submitted to the office manager by the last day of classes of the semester in which the student is graduating. In addition, all client files must be closed or transferred to a new therapist by the last day of classes of that semester. No student will be allowed to participate in graduation exercises if he/she has not met all these requirements.

## **17. Licensure and Endorsement Policy for Employment**

- A. **LICENSURE** – CMHC students are encouraged to apply for licensure immediately upon graduation. Please see Appendix D for the necessary steps for licensure. For those who are seeking licensure in the Texas they may apply at <https://bhec.texas.gov/texas-state-board-of-examiners-of-professional-counselors/applying-for-a-license/> . For those who seek licensure outside of Texas please use the following link: <https://www.counseling.org/resources/licensure-requirements> .
  
- B. **ENDORSEMENT POLICY FOR EMPLOYMENT** - Students in the CMHC program are endorsed by the department's graduate faculty

upon successfully completing the program. This endorsement applies to all related employment and credentialing. Student and alumni success is of utmost importance to HSU and to the CMHC program. Faculty advisors and other program faculty assist students in the exploration of their professional goals. Students are encouraged to consider and explore career options throughout their academic journey. Clinical experience obtained in practicum and internship, as well as experiential experiences required by several courses, will help familiarize the student to various counseling agencies and environments throughout the community.

Students and alumni are encouraged to personally contact faculty members if needing letters of recommendation for graduate studies or employment purposes.

## **18. TIME LIMIT**

The student has seven (7) years from time of acceptance to complete the M.A. in CMHC. Semester extensions are very rarely granted and only in the case of extreme extenuating circumstances. The student should closely consult with the Director of the Program relative to any request for an extension. All extensions must have a faculty recommendation in order to be considered. All requests for extensions are made to the Dean of Cynthia Ann Parks College of Liberal Arts who forwards them to the Graduate Council for consideration and final disposition.

## **19. GRIEVANCE AND APPEAL PROCEDURES**

To appeal the decision of the student's Graduate Advisory Committee or any other policy or procedural issue, the student should first consult with either a faculty member and/or the Director of the Program. If the student is not satisfied and wishes to appeal, the student must indicate his/her desire to appeal to either the Director of the Program or the Dean. This appeal should be made in writing. The student's appeal will be considered and, if

appropriate, forwarded to the Graduate Council for final action. Following action from the Graduate Council, the student may appeal to the Vice President for Academic Affairs.

## **20. UNIVERSITY POLICY REGARDING STUDENTS WITH DISABILITIES**

An individual with a disability is defined by the Americans with Disabilities Act (ADA) as a “person who has a physical or mental impairment that substantially limits one or more major life activities.” Any student with a documented disability may choose to seek accommodations. Eligible students seeking accommodations should contact the Director of Undergraduate Advising and Disabilities as soon as possible in the academic term (preferably during the first two weeks of a long semester) for which they are seeking accommodations. The Director shall prepare letters outlining specific, reasonable accommodations for the student. The student is responsible for delivering accommodation letters and conferring with faculty members. Please refer to the 2023-2024 Undergraduate Catalog for the complete policy. Carol Krueger, Director of Undergraduate Advising and Disabilities, Sandefer Memorial, 1st Floor in the Academic Advising Center, 325-670-5867, [disabilityservices@hsutx.edu](mailto:disabilityservices@hsutx.edu).

## **21. CMHC STATEMENT OF DIVERSITY**

Students, faculty, and staff represent a diversity of individual beliefs, backgrounds, and experiences. The program will provide a learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. If there are aspects of the program that result in barriers to your inclusion or accurate assessment of achievement, please notify the Program Director or any faculty member as soon as possible.

## **22. Additional Information**

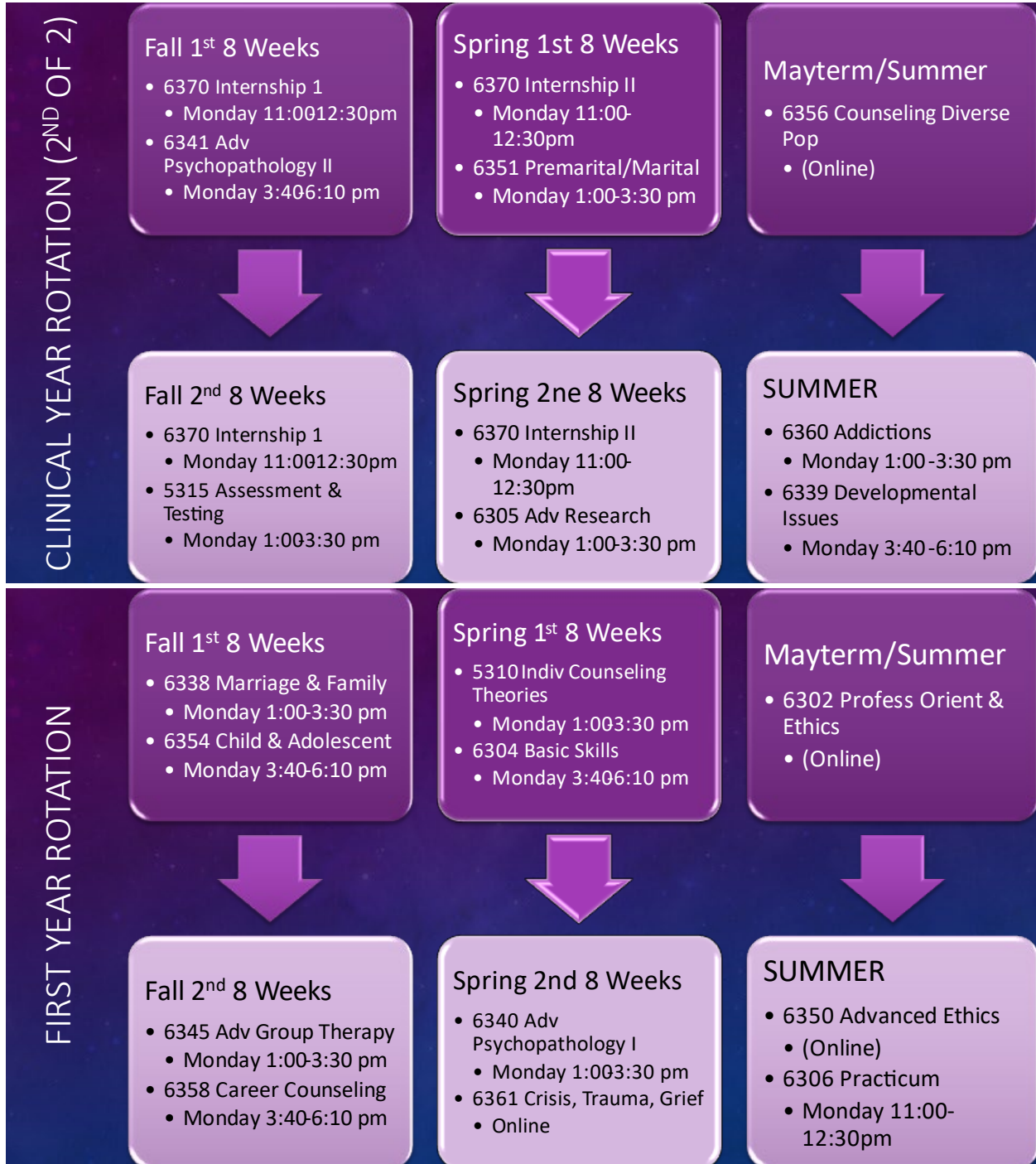
A. Canvas Site - <https://hsutx.instructure.com/courses/8133>

B. Program's Website - <https://www.hsutx.edu/academics/graduate-programs/ma-cmhc/>

**NOTES:**

# APPENDICES

## APPENDIX A





3 YEAR PLAN COURSE ROTATION  
YEAR 1 & 2



3 YEAR PLAN COURSE ROTATION  
FINAL YEAR



## FALL START 2023 ROTATION

Fall 1	Fall 2	Spring 1	Spring 2	Mayterm/Summer	SUMMER
6338 Marriage & Family (Maurer, R)	6345 Adv Group Therapy (Maurer, R)	5310 Indiv Counseling Theories (Uzundu, A)	6340 Adv Psychopathology I (Awbrey, B)	6302 Profess Orient & Ethics (Awbrey, B)	6306 Practicum (Maurer, Uzundu, Awbrey)
6354 Child & Adolescent (Uzundu, A)	6358 Career Counseling (Awbrey, B)	6304 Basic Skills (Awbrey, B)	6361 Crisis, Trauma, Grief (Reid, M)	6356 Counseling Diverse Pop (Uzundu, A)	6350 Advanced Ethics (Maurer, R)
6341 Adv Psychopathology II (Awbrey)	5315 Assessment & Testing (Uzundu, A.)	6351 Premarital/Marital (Maurer, R)	6305 Adv Research (Uzundu, A)		6360 Addictions(Awbrey, B)
6370 Internship 1 (Maurer, Uzundu)	6370 Internship 1 (Maurer, Uzundu)	6370 Internship II	6370 Internship II (Maurer, Uzundu)		6339 Developmental Issues (Uzundu, A)

Practicum Requirements:  
 1.5 hours/week Group supervision  
 1 hour/week Individual supervision  
 100 Total Hours  
 40 Direct

Internship Requirements:  
 1.5 hours/week Group supervision  
 1 hour/week Individual supervision  
 600 Total Hours  
 240 Direct  
 75 Direct Couple/Family for LMFT

## SPRING START 2023 ROTATION

Spring 1	Spring 2	Mayterm/Summer	SUMMER	Fall 1	Fall 2
5310 Indiv Counseling Theories (Uzundu, A)	6340 Adv Psychopathology I (Awbrey, B)	6302 Profess Orient & Ethics (Awbrey, B)	6306 Practicum (Maurer, Uzundu, Awbrey)	6338 Marriage & Family (Maurer, R)	6345 Adv Group Therapy (Maurer, R)
6304 Basic Skills (Awbrey, B)	6361 Crisis, Trauma, Grief (Reid, M)	6356 Counseling Diverse Pop (Uzundu, A)	6350 Advanced Ethics (Maurer, R)	6354 Child & Adolescent (Uzundu, A)	6358 Career Counseling (Awbrey, B)
6351 Premarital/Marital (Maurer, R)	6305 Adv Research (Uzundu, A)		6360 Addictions(Awbrey, B)	6341 Adv Psychopathology II (Awbrey)	5315 Assessment & Testing (Uzundu, A.)
6370 Internship II	6370 Internship II (Maurer, Uzundu)		6339 Developmental Issues (Uzundu, A)	6370 Internship 1 (Maurer, Uzundu)	6370 Internship 1 (Maurer, Uzundu)

Practicum Requirements:  
 1.5 hours/week Group supervision  
 1 hour/week Individual supervision  
 100 Total Hours  
 40 Direct

Internship Requirements:  
 1.5 hours/week Group supervision  
 1 hour/week Individual supervision  
 600 Total Hours  
 240 Direct  
 75 Direct Couple/Family for LMFT

## Appendix B

CCSR

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CCS-R 3

### Part I: Counseling Skills & Therapeutic Conditions

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. A		<b>Nonverbal Skills</b>	<b>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (matches client)</b>	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Ignores client &/or gives judgmental looks.
1. B		<b>Encouragers</b>	<b>Includes Minimal Encouragers &amp; Door Openers such as "Tell me more about..." , "Hmm"</b>	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%)	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Uses skills in a judgmental manner.
1. C		<b>Questions</b>	<b>Use of Appropriate Open &amp; Closed Questioning (e.g., avoidance of double questions)</b>	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Uses open-ended questions sparingly & with limited effectiveness.	Uses multiple questions at one time
1. D		<b>Reflecting , Paraphrasing</b>	<b>Basic Reflection of Content – Paraphrasing</b>	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Judgmental, dismissing, &/or overshoots
1. E		<b>Reflecting , Reflection of Meaning</b>	<b>Reflection of Feelings</b>	Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).	Demonstrates reflection of feelings inconsistently & is not matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Judgmental, dismissing, &/or overshoots
1. F		<b>Reflecting , Summarizing</b>	<b>Summarizing content, feelings, behaviors, &amp; future plans</b>	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization.	Judgmental, dismissing, &/or overshoots
1. G		<b>Advanced Reflection (Meaning)</b>	<b>Advanced Reflection of Meaning including Values and Core Beliefs (taking counseling to a deeper level)</b>	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Judgmental, dismissing, &/or overshoots

#	Score	Primary Counseling Skill(s)	Specific Counseling Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
1. H		<b>Confrontation</b>	<b>Counselor challenges client to recognize &amp; evaluate inconsistencies.</b>	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion (can confront, but hesitant) or was <i>not</i> needed and therefore appropriately <i>not</i> used (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in client's words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Degrading client, harsh, judgmental, &/or being aggressive
1. I		<b>Goal Setting</b>	<b>Counselor collaborates with client to establish realistic, appropriate, &amp; attainable therapeutic goals</b>	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with client.	No therapeutic goals collaboratively established
1. J		<b>Focus of Counseling</b>	<b>Counselor focuses (or refocuses) client on his or her therapeutic goals – i.e., purposeful counseling</b>	Demonstrates consistent ability to focus &/or refocus counseling on client's goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on client's goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Superficial, &/or moves focus away from client
1. K		<b>Facilitate Therapeutic Environment</b> <sup>a</sup>	<b>Expresses accurate empathy &amp; care. Counselor is "present" and open to client. (includes immediacy and concreteness)</b>	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Creates unsafe space for client
1. L		<b>Facilitate Therapeutic Environment</b> <sup>b</sup>	<b>Counselor expresses appropriate respect &amp; unconditional positive regard</b>	Demonstrates consistent ability to be respectful, accepting, & caring with clients (85%).	Demonstrates ability to be respectful, accepting, & caring with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & caring.	Demonstrates limited ability to be respectful, accepting, &/or caring.	Demonstrates conditional or negative respect for client

\_\_\_\_\_ : Total Score (out of a possible 60 points)

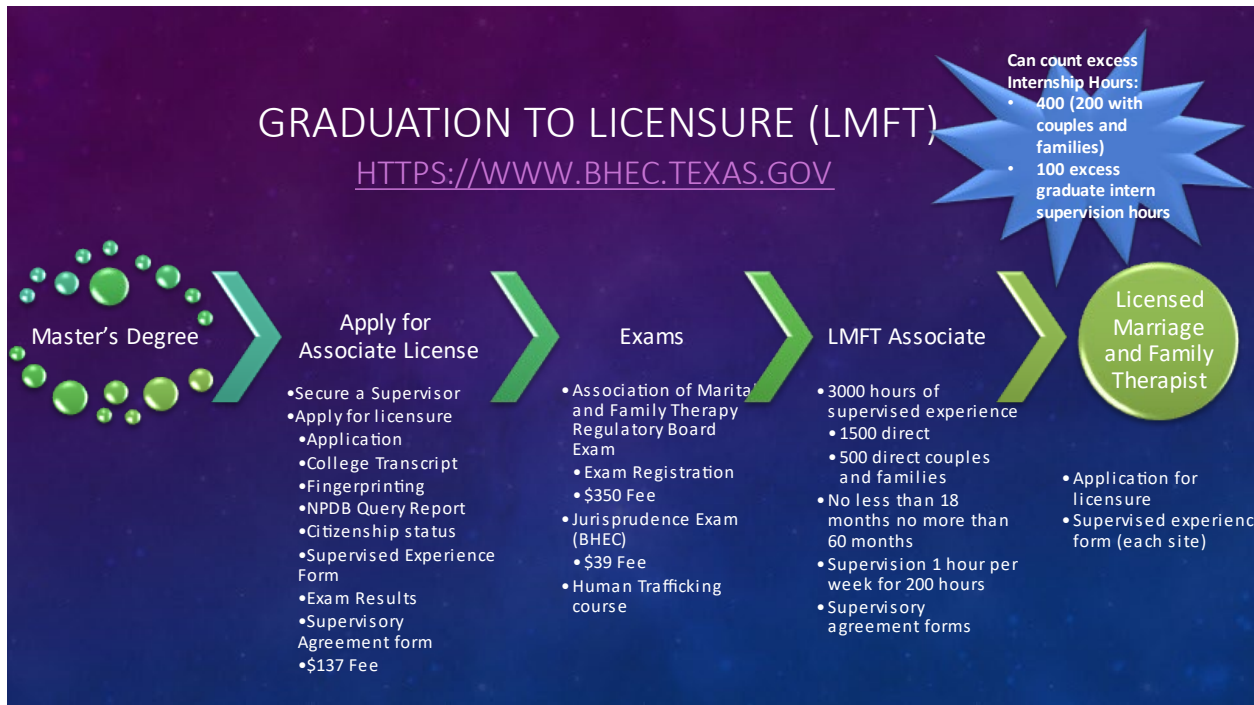
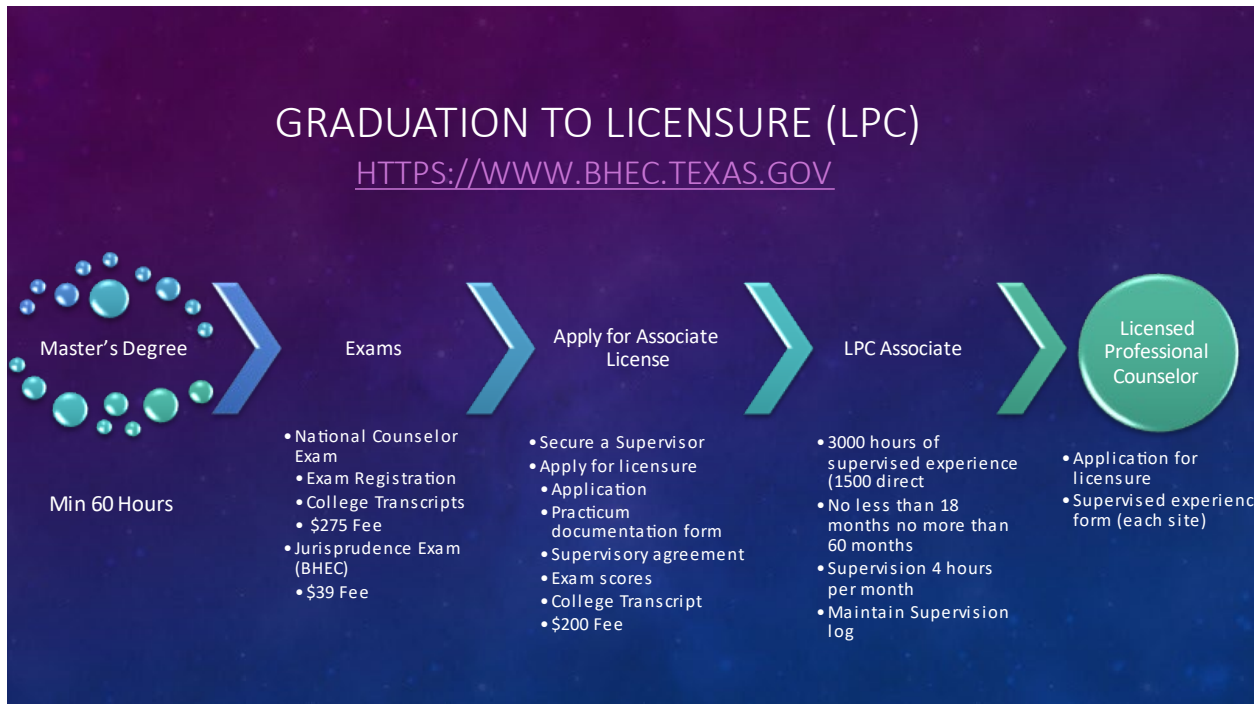
**Part 2: Counseling Dispositions & Behaviors**

#	Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
2. A		<b>Professional Ethics</b>	<b>Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, &amp; NBCC; including practices within competencies.</b>	Demonstrates consistent & advanced ( <i>i.e., exploration &amp; deliberation</i> ) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Repeatedly violates the ethical codes &/or makes poor decisions
2. B		<b>Professional Behavior</b>	<b>Behaves in a professional manner towards supervisors, peers, &amp; clients (includes appropriate dress &amp; attitudes). Able to collaborate with others.</b>	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within <i>all</i> professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Dresses inappropriately after discussed &/or repeatedly disrespects of others.
2. C		<b>Professional &amp; Personal Boundaries</b>	<b>Maintains appropriate boundaries with supervisors, peers, &amp; clients.</b>	Demonstrates consistent & strong appropriate boundaries.	Demonstrates consistent appropriate boundaries.	Demonstrates appropriate boundaries inconsistently.	Demonstrates inappropriate boundaries.	Harmful relationship with others
2. D		<b>Knowledge &amp; Adherence to Site Policies</b>	<b>Demonstrates an understanding &amp; appreciation for <i>all</i> counseling site policies &amp; procedures.</b>	Demonstrates consistent adherence to <i>all</i> counseling site policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to all counseling site policies & procedures, including attendance and engagement.	Demonstrates limited adherence to all counseling site policies & procedures, including attendance and engagement.	Failure to adhere to policies after discussed with supervisor.
2. E		<b>Record Keeping &amp; Task Completion</b>	<b>Completes <i>all</i> weekly record keeping &amp; tasks correctly &amp; promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).</b>	Completes <i>all</i> required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion.	Completes <i>all</i> required record keeping, documentation, and tasks in a competent & timely fashion.	Completes <i>all</i> required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.

#	Score	Primary Professional Dispositions	Specific Professional Disposition Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Insufficient / Unacceptable (2)	Harmful (1)
2.	F	<b>Multicultural Competencies</b>	<b>Demonstrates awareness, appreciation, &amp; respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)</b>	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Not accepting worldviews of others
2.	G	<b>Emotional Stability &amp; Self-control</b>	<b>Demonstrates emotional stability (i.e., congruence between mood &amp; affect) &amp; self-control (i.e., impulse control) in relationships with supervisor, peers, &amp; clients.</b>	Demonstrates consistent emotional resiliency & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Inappropriate interactions with others continuously, high levels of emotional reactivity with clients, peers, and supervisors.
2.	H	<b>Motivated to Learn &amp; Grow / Initiative</b>	<b>Demonstrates engagement in learning &amp; development of his or her counseling competencies.</b>	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Expresses lack of appreciation for the profession &/or is apathetic in promoting his or her professional and personal growth & development.
2.	I	<b>Openness to Feedback</b>	<b>Responds non-defensively &amp; alters behavior in accordance with supervisory feedback.</b>	Demonstrates consistent and strong openness to supervisory feedback & implements suggested changes.	Demonstrates consistent openness to supervisory feedback & implements suggested changes.	Demonstrates openness to supervisory feedback; however, does not implement suggested changes.	Demonstrates a lack of openness to supervisory feedback & does not implement suggested changes.	Defensive &/or disrespectful when given supervisory feedback.
2.	J	<b>Flexibility &amp; Adaptability</b>	<b>Demonstrates ability to flex to changing circumstance, unexpected events, &amp; new situations.</b>	Demonstrates consistent and strong ability to adapt & "reads-&-flexes" appropriately.	Demonstrates consistent ability to adapt & "reads-&-flexes" appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs.	Not flexible, demonstrates rigidity in work with clients.
2.	K	<b>Congruence &amp; Genuineness</b>	<b>Demonstrates ability to be present and "be true to oneself"</b>	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Incongruent and not genuine

\_\_\_\_\_ : Total Score (out of a possible 55 points)

APPENDIX C



## APPENDIX D



# HARDIN-SIMMONS

U N I V E R S I T Y

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CLINICAL MENTAL  
HEALTH COUNSELING

### **Policy for Retention, Remediation, and Dismissal**

The CMHC faculty recognizes the importance of their gate-keeping responsibilities in protecting clients and community members. To fulfill this responsibility, the faculty conducts regular and systematic assessment of student academic progress, professional dispositions, and professional behavior throughout the program. We also maintain clear and proactive policies for remediation, retention and dismissal and utilize formal and informal assessment and observation as needed. In line with The Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, our program is creating the following policy related to retention, remediation, and dismissal (CACREP, 2024, 1.O).

#### **Retention**

Students in the CMHC program are required to:

- Successfully complete all 60 CMHC credits, including passing Practicum and Internship.
- Have earned no more than 2 C's on their transcript.
- Have earned A's or B's in Clinical Supervision courses.
- Successfully resolve any Professional Growth Plans (PGP) if required to do so

#### **Remediation**

Near the end of each semester, counseling faculty typically meet during a regularly scheduled faculty meeting (with impromptu meetings scheduled as needed) to discuss the progress of each student enrolled in the CMHC program. Students who receive a poor grade in a course or courses, have concerns raised on a Counselor Competency Scales (CCS-R) form, or have otherwise demonstrated personal or professional behavior out of line with professional standards, may receive a Professional Growth Plan (PGP) if the concern(s) cannot be successfully resolved by the student's advisor in conjunction with



current instructors. The PGP serves as a Remediation plan and includes goals, actions, and a designated amount of time for completion.

After completion of the plan of remediation, the Program Director and the student will meet to discuss the success of the remediation plan. At this point, if the student has successfully completed the faculty's recommendations, then the student will continue in or return to the program.

If, after completion of the remediation plan, the faculty determines that the success of the student's remediation is questionable, the plan may be reinstated, revised, or additional recommendations given. Dismissal from the program would be a rare occurrence of last resort, with the faculty doing everything possible to help students achieve expected levels of professional conduct.

### **Dismissal**

Graduate students are expected to maintain: 1) high academic standards of achievement; 2) consistent and timely progress towards the completion of degree requirements; and 3) high standards of personal conduct and behavior.

To assist in maintaining such standards, any one or more of the factors listed below will result in a student being recommended to the Dean for dismissal from the program:

- Unacceptably low grades and/or a GPA below 3.0 in content courses despite remediation efforts
- Poor ratings on the Counselor Competencies Scales forms after all remediation efforts
- Failure to make adequate progress on program requirements including failure to meet the objectives and timeline outlined for student progress, excessive delay in completing course requirements; failure to advance to candidacy, dropping courses or withdrawing without notice, or failure to complete a PGP or to complete it in a timely manner .
- Exhibit any characteristics which would, in the judgment of the faculty, make the student unsuited to engage in a career in counseling
- Conduct unbecoming of a counselor as outlined by the ACA Code of Ethics
- Failure to comply with departmental, college, and university regulations or procedures.
- Academic dishonesty or research misconduct including cheating, falsification of information, and plagiarism.

In addition to dismissal for poor academic performance or inappropriate behavior for someone entering the counseling profession, certain infractions may warrant the imposition of serious disciplinary measures, including dismissal, without prior

discipline having been imposed. Such measures often, but not always, are determined in collaboration with the Dean, Office of Student Life, the Office of the Provost, or any other applicable unit on campus.

## **Procedure**

1. This policy seeks to ensure that each of the following requirements reflect relevant ethical codes (e.g., ACA):

- a. Assist students in securing remedial assistance when needed,
- b. Seek to carefully deliberate, obtain relevant information from a multiple of sources, and document the decision to dismiss or refer students for assistance, and
- c. Ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

2. Concerns about individual student behaviors, attitudes, or dispositions are brought to the attention of the faculty and consultation occurs during regular or called faculty meetings. The student has the right to respond to the concerns by writing submitted to the Program Director who will make the response a part of faculty deliberations.

3. Decisions regarding remediation or dismissal are documented and the student is informed in writing by the Program Director. Student appeals can be made according to program and institution policy and procedures.

4. In the case of dismissal, the faculty will make clear if readmission is possible and under what conditions.

The faculty voted and approved this plan on July 31, 2024

## **Appendix E**



**HARDIN-SIMMONS**

**U N I V E R S I T Y**

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**CLINICAL MENTAL  
HEALTH COUNSELING**

## **Key Performance Indicators**

<b>PROFESSIONAL COUNSELING ORIENTATION AND PROFESSIONAL PRACTICE</b>		
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Key Performance Indicator	CACREP 2024 Standards	Data Collection Method
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<p><b>KPI 1</b> Students will understand ethical and legal issues of the profession and demonstrate the ability to utilize ethical decision-making models.</p> <p>*Knowledge and Skill</p> <p><b>Three-point Scale</b> 3-Exceeds Expectations 2-Meets Expectations 1-Does Not Meet Expectations</p> <p><b>Required for fulfillment:</b> At a minimum level of 2--meets expectations.</p>	<p>3.A.7 Professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas</p> <p>3.A.10 Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas</p> <p>3.A.8 Legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas</p>	<p><b>TIME 1</b> <b>CMHC 6350 Advanced Ethical and Legal Issues in Counseling</b></p> <p><i>Case studies presentations and discussion:</i> Students will present and discuss case studies covering many areas of ethical and legal issues and demonstrate the ability to think ethically.</p> <p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• Canvas Outcomes Rubric Report.</li> <li>• Grade on case studies presentations and discussion (Grade of 85% minimum).</li> </ul> <p><b>TIME 2</b> <b>CMHC 6306 Clinical Supervision: Internship II</b> (Summative Evaluation) Students will demonstrate ethical sensitivity and apply appropriate ethical decision-making when working with clients</p> <p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• <i>Counselor Competencies Scale (CCS-R)</i>. CCS-R score on items covering ethics and professional behavior (2.A). CCS-R scores of no less than "4."</li> </ul>



SOCIAL AND CULTURAL IDENTITIES AND EXPERIENCES		
Key Performance Indicator	CACREP 2024 Standards	Data Collection Method
<p><b>KPI 2</b> Students will demonstrate an understanding, skills, awareness, attitudes, and ability to use multicultural theories and competencies to engage in effective counseling, social justice, and advocacy with diverse client groups.</p> <p>*Knowledge and Skill</p> <p><b>Three-point Scale</b> 3-Exceeds Expectations 2-Meets Expectations 1-Does Not Meet Expectations</p> <p><b>Required for fulfillment:</b> At a minimum level of 2--meets expectations.</p>	<p>3.B.1. theories and models of multicultural counseling, social justice, and advocacy</p> <p>3.B.3. the influence of heritage, cultural identities, attitudes, values, beliefs, understandings, within-group differences, and acculturative experiences on individuals' worldviews</p> <p>3.B.10. guidelines developed by professional counseling organizations related to social justice, advocacy, and working with individuals with diverse cultural identities</p>	<p><u>TIME 1</u> <b>CMHC 6356 Counseling Diverse Populations</b></p> <p><i>Group Cultural Presentation and Advocacy Project:</i> (Formative Evaluation) Students will be able to demonstrate the ability to identify mental health issues experienced by diverse populations and develop a plan of action to advocate for them.</p> <p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• Canvas Outcomes Rubric Report.</li> <li>• Grade on Group Cultural Presentation &amp; Advocacy Project (Grade of 85% minimum).</li> </ul> <p><u>TIME 2</u> <i>CPCE</i> (Summative Evaluation) Students will achieve a minimum score on Social &amp; Cultural identities and Experiences 1 SD <u>below</u> the mean.</p> <p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• CPCE exam at end of program</li> </ul>



<b>LIFESPAN DEVELOPMENT</b>		
Key Performance Indicator	CACREP 2024 Standards	
<p><b>KPI 3</b>            Students will demonstrate an understanding of developmental issues that impact personality adjustment and general psychosocial functioning across the lifespan and be able to engage in experiential activities designed to enhance their own growth and development.</p> <p>* Knowledge</p> <p><b>Three-point Scale</b>            3-Exceeds Expectations            2-Meets Expectations            1-Does Not Meet Expectations</p> <p><b>Required for fulfillment:</b>            At a minimum level of 2--meets expectations.</p>	<p>3.C.1.            theories of individual and family development across the lifespan</p> <p>3.C.2.            theories of cultural identity development</p> <p>3.C.10.            biological, neurological, and physiological factors that affect lifespan development, functioning, behavior, resilience, and overall wellness</p>	<p>TI            CI            TH            (F            St            th            lif</p> <p>D            •            •</p> <p>TI            C            (S            St            D</p> <p>D            •</p>





CAREER DEVELOPMENT		
Key Performance Indicator	CACREP 2024 Standards	Data Collection Method
<p><b>KPI 4</b> Students will demonstrate knowledge of effective and ethical career counseling to diverse client populations.</p> <p>*Knowledge</p> <p><b>Three-point Scale</b> 3-Exceeds Expectations 2-Meets Expectations 1-Does Not Meet Expectations</p> <p><b>Required for fulfillment:</b> At a minimum level of 2--meets expectations.</p>	<p>3.D.8. strategies for advocating for employment support for individuals facing barriers in the workplace</p> <p>3.D.11. strategies for improving access to educational and occupational opportunities for people from marginalized groups</p> <p>3.D.12 ethical and legal issues relevant to career development and career counseling</p>	<p><u>TIME 1</u> <b>CMHC 6358 Career Counseling Career Case Studies:</b> Students will identify and create intervention plans for issues presented in case study examples that specifically address career marginalization.</p> <p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• Canvas Outcomes Rubric Report.</li> <li>• Grade on Case Studies (Grade of 85% minimum).</li> </ul> <p><u>TIME 2</u> <i>CPCE</i> <i>(Summative Evaluation)</i> Students will achieve a minimum score on Career Development 1 SD <u>below</u> the mean.</p> <p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• Canvas Outcomes Rubric Report.</li> <li>• Score on CPCE1 SD below the mean.</li> </ul>



COUNSELING PRACTICE AND RELATIONSHIPS		
Key Performance Indicator	CACREP 2024 Standards	Data Collection Method
<p><b>KPI 5</b> Students will demonstrate understanding and apply evidenced-based counseling theories for case conceptualization skills, treatment planning, and intervention with diverse clients.</p> <p>* Knowledge and Skill</p> <p><b>Three-point Scale</b> 3-Exceeds Expectations 2-Meets Expectations 1-Does Not Meet Expectations</p> <p><b>Required for fulfillment:</b> At a minimum level of 2--meets expectations.</p>	<p>3.E.1. theories and models of counseling, including relevance to clients from diverse cultural backgrounds</p> <p>3.E.3. case conceptualization skills using a variety of models and approaches</p> <p>3.E.9. interviewing, attending, and listening skills in the counseling process</p>	<p><u>TIME 1</u> <b>CMHC 5310 Individual Counseling Theories</b> <i>Theoretical Orientation paper</i> (Summative Evaluation) Students will demonstrate knowledge of evidence-based counseling theories and the application of theory.</p> <p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• Canvas Outcomes Rubric Report.</li> <li>• Grade on Theories Orientation paper (Grade of 85% minimum).</li> </ul> <p><u>TIME 2</u> <b>CMHC 6370-B: Clinical Supervision: Practicum &amp; Internship II:</b> <i>Basic Skills Analysis &amp; Case Presentation</i> (Summative Evaluation) Students will conduct a video-recorded therapy session, identify and process clinical skills, and present the development of the client case conceptualization and treatment plan using basic counseling skills during the Internship course. Minimum grade of 85%.</p> <p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• Basic Skills Analysis and Case Presentations in CMHC 6370 Practicum &amp; Internship II</li> </ul>



**GROUP COUNSELING AND GROUP WORK**

Key Performance Indicator	CACREP 2024 Standards	Data Collection Method
<p><b>KPI 6</b> Students will demonstrate knowledge of group theory and development, the ethics of working in various groups, and the characteristics of effective group leaders.</p> <p>*Knowledge and Skill</p> <p><b>Three-point Scale</b> 3-Exceeds Expectations 2-Meets Expectations 1-Does Not Meet Expectations</p> <p><b>Required for fulfillment:</b> At a minimum level of 2--meets expectations.</p>	<p>3.F.1 theoretical foundations of group counseling and group work</p> <p>3.F.2 dynamics associated with group process and development</p> <p>3.F.3 therapeutic factors and how they contribute to group effectiveness</p>	<p><u>TIME 1</u> <b>CMHC 6345 Advanced Group Therapy</b> <i>Students effective participation in class and in peer group</i></p> <p>Students will present and discuss group theory, lead the class as a group, and demonstrate participation and leadership in a peer group. Minimum grade of 85%.</p> <p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• Canvas Outcomes Rubric Report.</li> <li>• Grade on presentations and journal over group experience. Final exam grade.</li> </ul> <p><u>TIME 2</u> <i>CPCE</i> Students will achieve a score that is a minimum of 1 SD <u>below</u> the mean on the CPCE area of Group Counseling.</p> <p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• Score on CPCE in area</li> </ul>

**ASSESSMENT AND DIAGNOSTIC PROCESSES**

Key Performance Indicator	CACREP 2024 Standards	Data Collection Method
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<p><b>KPI 7</b> Students will demonstrate an understanding of the meaning of assessment and testing in counseling practice.</p>	<p>3.G.2. basic concepts of standardized norm-referenced and criterion-referenced assessments, and group and individual assessments</p>	<p><b>TIME 1</b> <b>CMHC 5315 Assessment &amp; Evaluation</b></p>
<p><b>RESEARCH AND PROGRAM EVALUATION</b></p>		
<p>Key Performance Indicator</p>	<p>norm-referenced and criterion-referenced assessments, and group and individual assessments</p>	<p>test critique &amp; presentation. CACREP 2024 Data Collection Standards Method</p>
<p><b>*Knowledge and Skill</b> <b>KPI 8</b> Students will demonstrate an understanding of research methods and program evaluation including applying research to counseling practice. 3-Exceeds Expectations 2-Meets Expectations 1-Does Not Meet Expectations  <b>Required for fulfillment:</b> <b>Three-point Scale</b> At a minimum level of 2--meets expectations: 3-Exceeds Expectations 2-Meets Expectations 1-Does Not Meet Expectations  <b>Required for fulfillment:</b> At a minimum level of 2--meets expectations</p>	<p>3.G.9. understanding of research methods and culturally sustaining and developmentally considerations for selecting, administering, and interpreting assessments, including individual accommodations and environmental modifications  3.G.11. diagnostic processes, including differential diagnosis and the use of current diagnostic classification systems</p>	<p>3.H.1. the importance of research in advancing the counseling profession, including the use of research to inform counseling practice. <b>TIME 1</b> <b>CMHC 6305-A: Advanced Research Methods:</b> <i>Journal Article Critique: (Summative Evaluation)</i> Students will be able to improve their ability to identify, interpret, and evaluate empirical research relevant to counseling practices, as well as be able to apply research findings to counselor practice, client care, and the counseling profession (minimum grade of 85%). <b>TIME 2</b> <b>CPCE</b> Students will achieve a score that is a minimum of 1 SD below the mean on the CPCE area of identification and evaluation of the evidence base for counseling theories, interventions, and practices <b>3.H.2</b> Students will be able to identify, interpret, and evaluate empirical research relevant to counseling practices, as well as be able to apply research findings to counselor practice, client care, and the counseling profession (minimum grade of 85%). <b>Data Collection:</b> • Canvas Outcomes Rubric Report • Grade on Test Critique &amp; Presentation (minimum grade of 85%). <b>Data Collection:</b> • Canvas Outcomes Rubric Report • Score on CPCE in area</p>
		<p>interventions, and practices  3.H.11. culturally sustaining and developmentally responsive strategies for conducting , interpretin</p>

	<p>g, and reporting the results of research and program evaluation</p>	<p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• Canvas Outcomes Rubric Report</li> <li>• Grade on Journal Article Critique</li> </ul> <p><u>TIME 2</u>  <i>CPCE</i>  Students will achieve a score that is a minimum of 1 SD <u>below</u> the mean on the CPCE area of Research and Program Evaluation.</p> <p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• Grade on Journal Article</li> </ul>
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<b>CLINICAL MENTAL HEALTH COUNSELING SPECIALITY AREA</b>		
Key Performance Indicator	CACREP 2024 Standards	Data Collection Method
<p><b>KPI 9</b> Students will demonstrate knowledge and skills related to the counseling relationship and intervening for treatment of a broad range of mental health issues.</p> <p>*Knowledge and Skills</p> <p><b>Three-point Scale</b> 3-Exceeds Expectations 2-Meets Expectations 1-Does Not Meet Expectations</p> <p><b>Required for fulfillment:</b> At a minimum level of 2--meets expectations.</p>	<p>5.C</p> <p>5.C.5: techniques and interventions for prevention and treatment of a broad range of mental health issues</p>	<p><u>TIME 1</u> <b>CMHC 6370 Clinical Supervision: Practicum</b> CCS-R</p> <p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• CCS-R scores of no less than "4" on Part I (1.A-1.L)</li> </ul> <p><u>TIME 2</u> <b>CMHC 6370 Clinical Supervision: Internship II</b> CCS-R</p> <p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• CCS-R scores of no less than "4" on Part 1 (1.A-1.L)</li> </ul> <p><u>TIME 3</u> <b>Counselor Preparation Comprehensive Examination (CPCE)</b></p> <p><b>Data Collection:</b></p> <ul style="list-style-type: none"> <li>• Students will pass each of the 8 areas on the CPCE</li> </ul>

			within 1 SD below the published passing score for each area and for the overall exam. Subsequent re-tests for failed areas will use a department exam covering the failed areas. Students must receive a grade of 60% for each area needing re-testing on the department exam.