

AY 2019-2020

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# PROGRAM HANDBOOK

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UNIVERSITY OF THE DISTRICT OF COLUMBIA  
THE DIVISION OF EDUCATION, HEALTH, AND SOCIAL WORK  
GRADUATE COUNSELING PROGRAM  
MENTAL HEALTH COUNSELING, REHABILITATION COUNSELING,  
& SCHOOL COUNSELING

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## DEAN'S STATEMENT

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Welcome to the College of Arts and Sciences and congratulations on your admission to the graduate program in Counseling in the College of Arts and Sciences at the University of the District of Columbia. On behalf of our faculty, we take this opportunity to welcome you as you strive to complete your graduate work here at the university.

The College of Arts and Sciences (CAS) offers a variety of programs in a cultural and academic environment in which its students and faculty may thrive as scholars, teachers, leaders, and activists. The College strives to create and maintain a stimulating academic and social environment for the diverse population it serves. This environment is characterized by cooperation and communication among all constituencies in order to enhance quality and productivity in the delivery of services to students.

The primary mission of the College is to produce well-educated, autonomous, competent, and resourceful graduates who are well prepared to live and work in the multiethnic, global, and technological society of the 21<sup>st</sup> century. To accomplish this mission, the College provides opportunities for students to: 1) acquire a mastery of basic competencies and skills; 2) acquire the fundamentals of a general education; 3) concentrate in several fields in the humanities, fine arts, natural sciences, social sciences, allied health, and education; and 4) obtain sound preparation for professional graduate study.

The College has a reputation for preparing a representative number of its graduates for acceptance at prestigious and highly ranked graduate programs. It also prepares many others for careers in teaching, law enforcement, social work, arts education, speech-language pathology, government service, counselors and work in the private sector.

## MISSION STATEMENT

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The University of the District of Columbia is an urban land grant institution of higher education with an open admissions policy. The University of the District of Columbia is a pacesetter in urban education that offers affordable and effective undergraduate, graduate, professional, and workplace learning opportunities. The institution is the premier gateway to postsecondary education and research for all residents of the District of Columbia. As a public, historically black, and land-grant institution, the University's responsibility is to build a diverse generation of competitive, civically engaged scholars and leaders.

## COLLEGE OF ARTS AND SCIENCES

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The College is organized into four divisions – *The Division of Arts and Humanities, The Division of Education Health & Social Work, The Division of Science & Mathematics, The Division of Social & Behavioral Sciences.*

## GRADUATE PROGRAMS IN COUNSELING

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The Division of Education, Health, & Social Work offers the Master of Science degree in Counseling and the Master of Arts degree in Rehabilitation Counseling. The mission of the Graduate Program in Counseling is tantamount to the mission of the University: As a public, historically black, and land-grant institution, the University's responsibility is to build a diverse generation of competitive, civically engaged scholars and leaders. The programs are continuously reviewed to reflect national accreditation standards. Therefore, the Department reserves the right to make changes to maintain quality programs that reflect national and state credentialing requirements.

## REQUIREMENTS FOR ADMISSION

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To be considered for admittance to graduate study in counseling, the applicant must meet the following requirements:

1. Hold a baccalaureate degree from an accredited college or university. Although a variety of majors may be considered appropriate background for graduate study in counseling, the successful applicant generally has a major in education or the social sciences. Students entering without the recommended preparation may be required to complete preparatory coursework in psychology at the undergraduate level.

2. Submit an official transcript from all previous undergraduate and graduate schools. Applicants must have an undergraduate grade point average of 2.8 to enter into the Master of Science Program and a minimum of a 2.5 to enter into the Master of Art Program.

3. Submit official scores from a recent administration of the Graduate Record Exam may be required which include: Verbal, Quantitative and Analytical Reasoning Tests, and the analytical writing subtest. Students can take the exam on-line at several Washington Metropolitan sites. Application packages are not considered complete until test results have been received. Although the GRE is not the only measure used to determine suitability for the program, if combined verbal and quantitative scores reflect a significant weakness, students may be required to meet additional requirements, i.e. repeat the exam, admissions interview, or enroll in preparatory courses at the undergraduate level, etc. Writing proficiency is a required admittance criterion. The student may satisfy the writing proficiency requirement by scoring above a cut-off score on the essay section of the GRE or by enrolling in the Writing Proficiency Course during the first semester in the program. Credit for this course will not be counted as part of the credit-hour requirements for completion of a graduate program. If the GRE is waived, students will be required to enroll in the writing proficiency course or demonstrate competency through credit by examination.

4. The Department requires three letters of recommendation. It is recommended that one letter should be from an individual familiar with the applicant's academic preparation; one should address the applicant's suitability for the counseling profession: relating to clients, professionalism, integrity and personal attributes. Letters of recommendation weigh significantly in determining the student's suitability for the program.

5. Students must submit a 500-word essay demonstrating their familiarity with the counseling profession and explaining the reason they have chosen the counseling field. The essay must be typewritten and double-spaced. Students must follow guidelines for writing the essay or the application will be considered incomplete.

6. A formal interview with Counseling faculty. An interview does not guarantee admission.

## Counseling Faculty Contact Information

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## GRADUATION REQUIREMENTS

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### **Students must satisfy one of the following requirements to exit the *Master of Science Program*:**

Total of 60 semester hours, which will include a thesis (6 semester hours) or a thesis project (3 semester hours) and the Counselor Preparation Comprehensive Exam (CPCE). In addition, school counseling students are required to take the Professional School Counselor Praxis (5421).

### **Students must satisfy one of the following requirements to exit the *Master of Arts Program*:**

Total of 60 semester hours and the Counselor Preparation Comprehensive Exam (CPCE).

### **Program Description & Objectives for MS Counseling & MA Rehabilitation Degrees**

The graduate programs in counseling prepare individuals to function professionally as school, community, and rehabilitation counselors; as treatment providers in mental health agencies, schools, substance abuse facilities, employee assistance programs, career counseling, and in employment centers, therapeutic group homes, and rehabilitation centers. Upon completion of a master's degree in counseling each student shall fulfill the following objectives:

#### *Professional Orientation & Identity*

Upon completing the program, each student will have knowledge and understanding of the professional role of a counselor and be able to work in diverse environments. They will have knowledge of the organization and administration of counseling in schools and in community-based agencies and organizations. Students will have a familiarity with professional organizations, Ethical Standards of the American Counseling Association and the American School Counselor Association to be able to contrast and compare the role of counselors to other helping professionals.

#### *Social and Cultural Competence*

Upon completing the program, each student will have a familiarity with the multicultural paradigm and the diverse needs of a linguistically and ethnically diverse urban communities such as the District of Columbia. Students will know how to engage systems to effect change that will embrace the authenticity of micro cultures in urban settings. Students will be familiar with counseling models and demonstrate counseling skills that are effective when working with culturally diverse clients.

#### *Human Growth and Life Span Development*

Upon completion of the program, each student will have knowledge of theories of development across the lifespan and how to integrate that knowledge in the application



of counseling in schools and agencies. Students will be familiar with culturally relevant assessments of normalcy and pathology across domains.

#### *Career Development & Career Counseling*

Upon completion of the degree, students will have knowledge of career theories and counseling modalities. Students will be familiar with assessment tools, the integration of technology and career development resources. Students will have knowledge of laws that support and protect individuals with disabilities in the workplace.

#### *Helping Relationships*

Upon completion of the degree, students will have developed a personal style of counseling through self-assessments, personal reflections, professional and personal growth activities and application of theory into practice. Students will be able to demonstrate effective counseling skills, cross-cultural counseling competencies and the ability to work with diverse populations. Students will understand the importance of self-care, lifelong learning in maintaining a knowledge of effective practices, continuous skill development and affiliation with professional associations. Each student shall provide direct services to clients in the specialized area of interest.

#### *Group Work*

Upon completion of the degree, students will have knowledge of group work, types of groups, and theories of group counseling. Students will have experienced participating in a group and leading group sessions.

#### *Assessment*

Upon completion of the degree, students will be familiar with appraisal techniques for counseling and understand measurement principles and statistical concepts. Students will have knowledge of various standardized and non-standardized assessment methods. Students will be able to select, administer, interpret tests, and write assessment reports.

#### *Research & Program Evaluation*

Upon completion of the program, each student will be able to conceptualize a research project, conduct a research study and integrate technology into research practices. Students will have knowledge of ethical concerns in research and principles of program evaluations.

#### *Career Orientation*

Upon completion of the program, each student will have identified a specialization area and have in-depth knowledge in a specialized area of interest and population. They will be familiar with professional organizations, ethical standards, and membership benefits.

## The School Counseling Specialization

The School Counseling Specialization is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). It prepares school counselors who will meet the certification requirements of the District of Columbia Public School System and surrounding states. Students entering the school counseling specialization are expected to complete field experience requirements in early childhood, elementary, middle, or high schools. Field placements for the school specialization are available during the Fall and Spring semesters only. Students must commit a minimum of 20 hours weekly on site. Upon completion of the Master of Science Degree in Counseling, (School Specialization) students will be able to:

- Demonstrate history, philosophy, and current trends in school counseling and educational systems
- Demonstrate knowledge, principles and practices that foster the academic success of linguistically and culturally diverse student populations.
- Demonstrate knowledge of leadership strategies that enhance the learning environment of schools
- Demonstrate knowledge of local, state and federal policies and processes of collaboration, with teachers, parents and support personnel that facilitate successful student development and achievement
- Promote individual and group guidance activities in school environments that enhance school climate and culture
- Demonstrate competencies in prevention and crisis intervention
- Demonstrate knowledge and skills in recognizing students who may be affected by the exposure to or use of alcohol or drugs
- Demonstrate methods of consulting with teachers, support staff, parents and administration
- Design, implement and evaluate a supportive service program to enhance student academic, social/emotional, career and other developmental needs
- Prepare counseling schedules that interface with academic activities, by using the ASCA model as a framework.

## **The Mental Health Counseling Specialization**

The mental health specialization is designed to prepare students for licensure as a professional counselor or certification as a rehabilitation counselor. Students who complete the specialization course work are competitive applicants for careers in community agencies or government entities. Students must complete field experiences related to the specialization. Students have the option of extending their field experience during the summer sessions with the approval of the clinical faculty. Students interested in professional licensure or clinical certification should obtain copies of the licensure and certification standards from the state office or the appropriate professional association. Upon completion of the degree in the mental health, students will be able to

- Demonstrate knowledge of the history and the philosophy of the counseling profession
- Demonstrate an understanding of working with culturally and linguistically diverse clients
- Demonstrate knowledge of the principles of diagnosis and treatment planning
- Develop competencies in conducting clinical interviews, mental status evaluations  
mental health histories, psychological and psychosexual assessments
- Differentiate between medical and mental health aspects of maladaptive functioning
- Demonstrate best practices in treatment strategies
- Demonstrate a familiarity with ethical and legislative issues related to counseling
- Write and implement treatment plans
- Demonstrate consultations and advocacy skills that promote the well-being of clients
- Demonstrate competencies in working with special populations
- Demonstrate knowledge of case management principles and practices
- Demonstrate readiness to pursue licensure in their jurisdiction

## **Rehabilitation Counseling- Master Arts Program**

The Rehabilitation counseling program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

- Demonstrate a range of counseling skills necessary to provide effective rehabilitation counseling services to individuals with disabilities from initial interview to case closure
- Develop and implement appropriate individualized plans for employment for individuals with disabilities
- Effectively apply case management skills to manage and provide services to a caseload of individuals with disabilities

- Demonstrate in counseling interventions awareness and sensitivity to issues arising from diversity including cultural, gender and sexual orientation considerations
- Access needed services for individuals with disabilities based on knowledge of the rehabilitation and human services network
- Assist individuals with disabilities in obtaining employment including marketing and consultation with employers
- Respond to ethical concerns in rehabilitation counseling practice
- Participate in an agency or community rehabilitation services project and evaluate outcomes of the project
- Conceptualize consumer problems and abilities
- Use of counseling theories, techniques and basic counseling skills through supervised counseling experiences
- Apply micro-counseling skills effectively in the clinical setting and establish interpersonal relationships which involve ethical decisions
- Develop knowledge of a clinical perspective, which is assessment across five domains: medical psychological, social, educational, and vocational
- Apply knowledge and techniques learned in the classroom (under conditions that would not be injurious to the consumer in any way) to develop and strengthen applied counseling skills through didactic instruction, experiential opportunity, and one-to-one instruction, supervision, and evaluation
- Analyze and evaluate one's own personal counseling strengths and weaknesses
- Apply knowledge of differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD).
- Complete diagnostic interviews, mental status examinations, symptom inventories, psychoeducational and personality assessments, biopsychosocial histories, assessments for treatment planning, and assessments for assistive technology needs.

## **The Curriculum**

Graduate-level coursework in counseling includes theoretical and applied training in several course areas: philosophy and practice, life span development, career theories and development, appraisal, social and cultural foundations, research and evaluation, counseling techniques, and ethical/legal/professional issues. In addition, students are required to complete 9 credit hours of supervised clinical experience in counseling.

Graduates of the program are employed in schools, educational and judicial settings, mental health and drug treatment facilities, as well as in government and corporate settings throughout the Washington, D.C. metropolitan area. Many graduates have been licensed, certified and/or have entered advanced training programs. Many have completed doctoral programs.

| <b>Core Requirements School Counseling:</b> |  |           |
|---|--|-----------|
| 509   | Counseling Philosophy                                | 3 credits |
| 532   | Introduction to Research & Program Evaluation        | 3 credits |
| 514   | Theories of Counseling                               | 3 credits |
| <b>Program Requirements:</b>                |  |           |
| 557   | Human Growth & Development                           | 3 credits |
| 519   | Appraisal Techniques of Counseling                   | 3 credits |
| 531   | Ethics, Legal and Legislative Issues                 | 3 credits |
| 530   | Techniques of Counseling                             | 3 credits |
| 510   | Group Counseling                                     | 3 credits |
| 517   | Career Theories & Development                        | 3 credits |
| 513   | Cultural Diversity Issues & Multicultural Counseling | 3 credits |
| <b>Practicum &amp; Internship:</b>          |  |           |
| 518   | Practicum  | 3 credits |
| 521   | Internship I   | 3 credits |
| 522   | Internship II  | 3 credits |
| <b>Thesis Project Options:</b>              |  |           |
| 545   | Graduate Thesis or                                   | 6 credits |
|   | Graduate Project                                     | 3 credits |
| <b>Specialization Courses:</b>              |  |           |
| 546   | Counseling Children and Adolescents                  | 3 credits |
| 556   | Seminar in School Counseling                         | 3 credits |
| 508   | Organization and Administration of Counseling        | 3 credits |
| <b>Electives:</b>                           |  |           |
| 544   | Marriage & Family                                    | 3 credits |
| 595   | Diagnosis & Treatment Planning                       | 3 credits |

| <b>Core Requirements Mental Health:</b> |  |           |
|---|--|-----------|
| 509                                     | Counseling Philosophy                                | 3 credits |
| 532                                     | Introduction to Research & Program Evaluation        | 3 credits |
| 514                                     | Theories of Counseling                               | 3 credits |
| <b>Program Requirements:</b>            |  |           |
| 557                                     | Human Growth & Development                           | 3 credits |
| 519                                     | Appraisal Techniques of Counseling                   | 3 credits |
| 531                                     | Ethics, Legal and Legislative Issues                 | 3 credits |
| 530                                     | Techniques of Counseling                             | 3 credits |
| 510                                     | Group Counseling                                     | 3 credits |
| 517                                     | Career Theories & Development                        | 3 credits |
| 513                                     | Cultural Diversity Issues & Multicultural Counseling | 3 credits |
| <b>Practicum &amp; Internship:</b>      |  |           |
| 518                                     | Practicum  | 3 credits |
| 521                                     | Internship I   | 3 credits |
| 522                                     | Internship II  | 3 credits |
| <b>Thesis Project Options:</b>          |  |           |
| 545                                     | Graduate Thesis                                      | 6 credits |
|   | Graduate Project                                     | 3 credits |
| <b>Specialization Courses:</b>          |  |           |
| 504                                     | Psychopathology                                      | 3 credits |
| 528                                     | Drug Abuse Prevention and Treatment                  | 3 credits |
| 529                                     | Human Sexuality and Sexual Dysfunction               | 3 credits |
| 533                                     | Crisis Intervention                                  | 3 credits |
| 538                                     | Mental Health Treatment Techniques                   | 3 credits |
| 543                                     | Addiction Disorders                                  | 3 credits |
| 544                                     | Family Counseling                                    | 3 credits |
| 557                                     | Seminar in Mental Health Counseling                  | 3 credits |

|     |                                     |    |
|-----|-------------------------------------|----|
| 505 | Directed Readings in Rehabilitation | VC |
|-----|-------------------------------------|----|

| <b>Core Requirements Rehabilitation Counseling</b> |   |           |
|--|---|-----------|
| 500  | Foundations of Rehabilitation Counseling                          | 3 credits |
| 507  | Career Counseling in Rehabilitation                               | 3 credits |
| 508  | Rehabilitation Counseling Theories                                | 3 credits |
| 505  | Principles and Practices of Case management                       | 3 credits |
| 506  | Psychosocial and Medical Aspects of Disabilities                  | 3 credits |
| 522  | Application of Rehabilitation Counseling in a Field Based Setting | 3 credits |
| 531  | Ethics, Legal and Legislative Issues                              | 3 credits |
| 530  | Techniques of Counseling  | 3 credits |
| 557  | Human Growth & Development  | 3 credits |
| 513  | Cultural Diversity Issues & Multicultural Counseling              | 3 credits |
| 519  | Appraisal Techniques of Counseling                                | 3 credits |
|  | Practicum   | 3 credits |
|  | Internship I  | 3 credits |
|  | Internship II   | 3 credits |
| 510  | Group Counseling  | 3 credits |
| 533  | Crisis Intervention   | 3 credits |
| 538  | Mental Health Treatment Techniques                                | 3 credits |
| 543  | Addiction Disorders   | 3 credits |
| 544  | Family Counseling   | 3 credits |
| 595  | Diagnosis & Treatment Planning                                    | 3 credits |

## Practicum & Internship

Students are required to complete 9 semester hours of practicum and internship experience in sequential order. Students must first complete Practicum that requires 100 clock hours in the field and in related training activities (40 hours must be direct service with clients). Students are also provided with weekly individual and group supervision. Upon completion of the supervised practicum and other prerequisite courses, students are eligible to enroll in their 600-hour field experience courses: Internship I and II requires a cumulative of 600 clock hours of supervised experience in the field (240 hours must be direct service with clients).

Beginning Fall 2019:

- a. **All students must download and read the updated Practicum and Internship Handbook, Revised 09/2019. Receipt of the graduate counseling handbook is acknowledgement of both the following updates and expanded policy/documentation outlined in the practicum and internship handbook.**
- b. Students have been informed that successful completion of a clinical experience requires a dedicated time and schedule availability. i.e., practicum students are required to be on-site 8-10 hours per week; internship students are required to be on site 20-25 hours. Students need to begin planning early for how they will manage their time at the point of clinical experience. If students are employed full time, know now that meeting clinical requirements may greatly interfere with M-F, 8-5 employment. **PLAN AHEAD.**
- c. **No site, no course:** all students **must** have an approved, verified, and contracted agency on record with the Clinical Coordinator (CC) **prior** to the start of the term of intended clinical placement. No student is permitted to enroll in the **required** corresponding clinical course without a clinical site or external agreement with the office of Practicum/Internship and the CC. Starting Fall 2019: the grade of "X" shall only be granted in unique and unusual situations where the student was unable to complete their clinical hours during the term. Students are no longer permitted to enroll in a clinical course and attend weekly seminar meetings without actively providing service at an agency at both the practicum and internship level.
- d. Students interested in clinical placement for practicum **must** submit an application to the CC the semester prior to the start of the term intended. The CC will provide all students access to the application in the first two weeks of each semester. **It is the responsibility of the CC to communicate with sites to determine availability for placements. Students should not communicate with any clinical site for any reasons until given permission by the CC. Circumventing the clinical placement process may result in a delay of your clinical placement.**
- e. Students who decide to decline (CC)'s placement match or violate terms of program conduct will be subject to independently securing and properly



activating clinical placement with CC. See: requirements for establishing a new clinical site.

- f. All clinical documentation, including but not limited to: verification of student liability insurance, confirmation of individual site supervisor, site agreement form, and program conduct form are due the semester *prior* to the term of intended placement. The student is responsible for locating, understanding, and organizing documents in preparation for the deadline each term.
- g. Deadlines for practicum/internship experiences are highlighted via email and 'The Counseling Hub' which all students are enrolled. Deadlines are also listed and updated annually in the practicum/internship student handbook.
- h. If students fail to submit paperwork, they will not be eligible to register for a clinical course. If a student wishes to petition the faculty to enroll in a clinical practicum or internship, they will be required to write a 5-page document indicating the importance of professionalism, deadlines, and clinical procedures in mental health agency.
- i. **Students are not approved to begin collecting hours until after the first night of practicum and/or internship class.**
- j. Students are not permitted to represent the University or program in-between semesters. If the student is not enrolled in a clinical course and is working to complete an "X" for clinical hours, the student is responsible for attending group supervision for the appropriate experience until the clinical experience hours are met. Additionally, students are not permitted to work ahead of an intended scheduled clinical course. Only in unusual circumstances will the student be able to work beyond the contracted dates of practicum and internship placement which is the first day to the last day of each term. Students who fall into the category of 'unusual circumstance' will have to seek authorization for extended placement time from faculty, the agency, and the CC.
- k. Each student is required to plan for practicum and internship with their program coordinator or Faculty Advisor before completion of 15 credit hours in the program. Students are required to have completed Counseling Techniques **prior** to enrollment in field placement.
- l. School Counseling: students are required to take their practicum experience in the summer, at a school or mental health agency in successful preparation for their internship in the District of Columbia Public School System.
- m. Each student is responsible for submitting the *Completion of Personal Counseling Requirement Form* to the practicum/internship office indicating that the three (3) session requirement has been met with their clinical practicum application.
- n. \*Students should take note that participating in a summer clinical course requires additional on-site hours than fall/spring, due to 3 less weeks on the academic calendar. i.e. during the fall/spring term the practicum on-site hour requirement is 8-10 hours/week, internship 20-25 hours/week.

During the summer term, practicum students are required to aim for 12-15 hours/week, and internship students 25-30.

- o. Outside of extreme and unusual circumstances, students are not permitted to leave their clinical site in the middle of any term. Students are contracted to maintain their agreement with their clinical site from the start to finish of the agreed upon semester or semester (s).
- p. Students are unable to **double-dip** clinical hours with paid employment hours; i.e., students who have approval to complete their internship placement at an agency where they are also employed must verify with the CC that they have both 1) an additional supervisor that solely works with them on clinical cases they are not being compensated for and 2) a clinical caseload where they are not charging for services or receive financial compensation.
- q. Students must complete a field experience with an approved agency from the office of practicum and internship. If the student is interested in creating a new internship site, the student is required to contact the (CC) directly two semesters prior to start the term of intended clinical placement. IE, if you know that you want to complete a specialized internship in the Fall you must submit site establishment request in the prior Spring term.

The clinical experience facilitates the application of theory and classroom learning to professional settings. Students become familiar with various work settings and professional tasks, and receive clinical supervision on site. Students will also experience other professional activities related to the counseling field. Under supervision, students perform responsibilities expected of a professional counselor such as application of professional career materials, appraisal activities, working directly with client population, collaborating with other professionals in the field and functioning as a valuable member of the organization/professional environment. Involvement in other activities related to the profession such as national, regional and state conferences, along with participation in counseling organizations is strongly encouraged.

### **Background Checks- Practicum & Internship**

The counseling program at The University of the District of Columbia partners with agencies that may require background checks before allowing students to see clients in the community as part of their Practicum and Internship experience. This means prior to your agency field work, you will need to discuss how this process will be conducted within the guidelines of the UDC and/or D.C. Government policies and procedures. The program utilizes university guidelines when evaluating background check information.

## **Placement, Passing, Repeating, and Dismissal from Practicum & Internship**

At any time, if the On-Site Supervisor and/or the Clinical Coordinator, or University Supervisor deem that a student is not demonstrating satisfactory practicum/internship knowledge, skills, or dispositions, the student will be notified in writing and a remediation plan addressing area of concern will be developed. If the student continues to display unsatisfactory knowledge, skills, and/or disposition he/she may be dismissed or terminated from the field experience site and transitioned from the counseling program.

If a student is removed from a field placement site, the following may apply:

- The student cannot return to the site from which he/she was dismissed.
- The student will not be allowed to complete the clinical experience during the semester in which dismissed.
- The Counseling faculty will review student's behavior/performance and determine removal from field experience sites.
- Withdrawals from a practicum or internship site will be reviewed and student may receive a grade of I, X, or F, depending on the circumstance.

In addition, students removed from their practicum/internship site must get approval from the departmental chair before enrolling in the course a second time. Students may not enroll in the same field experience course more than twice and may fail the course, based on the reason of removal from practicum/internship site. If, in **unusual circumstances**, the internship cannot be completed in a single term, a grade of "X" may be assigned. A student may register for the number of hours of internship, as determined by the program, but the number of credit hours which may be applied to the master's degree program may not exceed six.

## **Responsibilities-Role of the Student**

All students must follow and meet the expectations/policies of: The University of the District of Columbia, The College of Arts and Sciences, and the M.S and M.A. Graduate Counseling Program. Graduate Counseling Program Full-Time Faculty serve as Advisors for students who have been selected into a program. For example, if you have been accepted into the M.S. Counseling Programs mental health counseling concentration or school counseling concentration, the program leader of that respective program will serve as your advisor. The same is true if you are accepted into the M.A. Rehabilitation Counseling Program, where the program leader of that respective program will serve as your advisor. In cases where multiple full-time faculty are present in these programs, they will also serve as your advisor.

Within the limits of university regulations and program requirements, the student is the chief architect of his/her program of study. The student must be aware of all procedures, forms, and deadlines required by the program, college and university. His/her advisor is

available for guidance and consultation. Please consult the Graduate Counseling Student Handbook forms and specific information related to your matriculation.

It is the student's responsibility to arrange periodic conferences with his/her advisor to review progress and deal with questions that may arise. It is expected students will meet with their advisor at least once each semester to review their progress and plan the next semester's coursework and activities.

The student, upon admission to any of the counseling programs, assumes the obligations of performing and behaving according to the standards set by the counseling programs. Mere satisfactory *academic* performance does not, in and of itself, constitute a *successful* progression throughout the counseling programs.

In keeping with the standards of the counseling profession, the counseling programs expect students to demonstrate ethical behavior. Expected behaviors include but are not limited to abiding by the guidelines for academic integrity; respecting the privacy and confidentiality of clients, students, and faculty members; placing priority on the health, safety, and welfare of clients; and avoiding prejudicial or discriminatory behavior in relationships with clients, students, and faculty members.

Some examples of misconduct would be sharing confidential information, fabrication or falsification of information in the classroom or clinical sites, any form of cheating, including plagiarism, misrepresentation of one's qualifications, and aiding or facilitating dishonesty or unethical behavior in others. Any violation of the Code of Ethics and Standards of Practice of the American Counseling Association will result in disciplinary action and may be grounds for immediate dismissal from the program.

Where there is failure on the part of the student to meet reasonable standards of performance or behavior, or when, in the judgment of a faculty member, reasonable supervision is inadequate to ensure client welfare, the faculty member has the authority to either arrange for a grievance meeting with at least two additional graduate full-time faculty, and/or to take administrative steps designed to remove a student from the graduate program and/or their clinical setting.

The criteria which will be considered in denying the student access to clients are: demonstrated emotional instability, indifference or insensitivity to client safety and progress, lack of professional judgment, any unethical conduct as outlined in the current Code of Ethics of the American Counseling Association, any health condition which makes it impossible for the student to carry out her/his work without jeopardizing client safety and progress, or any other condition or circumstance which constitutes an unreasonable risk to the safety and well-being of the client. A student in a counseling program may be referred to appropriate resources for assistance with problems which are non-academic in nature but which might impair the student's effectiveness as a professional counselor.

Whenever, pursuant to the foregoing, denial of student access to a clinical setting, school, community agency, etc. results in the student being dismissed from the counseling program, the student shall be fully informed of the decision and its consequences and shall be afforded the right to a meeting with his/her graduate committee. Appeals are to be conducted according to The University of the District of Columbia Student Academic and Conduct Guidelines and Grievance Procedures. Depending on the issue, the College of Arts and Sciences and Counseling Program faculty may choose to select an alternative process for managing dismissal from the counseling program.

## **RETENTION, REMEDIATION, AND DISMISSAL POLICY**

### ***Review***

Students will be evaluated annually by the entire faculty. The focus will be on clinical, professional, interpersonal and academic functioning. If there is a concern, the student will be informed verbally and in writing. A signed copy of the evaluation will be placed in the student's file. If the student receives a warning or is placed on probation, the student will be monitored and given an opportunity to respond to the concerns. The student will be advised of possible consequences of failure.

### ***Retention***

The graduate counseling program falls under the University of The District of Columbia's graduate school/university policy on Academic Warning, Academic Probation, and Dismissal from the University. Academic Affairs and Student Development Success are currently in the process of collaborating to create a University-Wide Retention and Student Success Plan before Fall 2020.

On the path towards creating this plan the institution has conducted a self-study using the Education Advisory Board self-assessment and developing an enrollment management plan. Though the institution does not currently have a retention plan, the university currently has an Academic Advising Strategic plan which will serve as one of its key actions forwards retention and student success. The institution is also engaged in other strategies such as Early Alert and conducting a course redesign institute for courses with high DFW rates (message from the Assistant Academic Chief Officer).

### ***Remediation***

For concerns that do not warrant immediate removal from graduate counseling program, a review of student behavior may be initiated from several sources including student complaints, evaluations, faculty/administrator observations, and site supervisor evaluations or complaints. Students about whom faculty members have questions or concerns receive a letter directing them to their advisors for further explanation. Advisors are responsible for leading the investigation and describing to students any questions or concerns and related plans of action.

Program faculty collaborates with the advisor to develop a plan of action to help students address questions or concerns and the student works with the advisor to

develop an intervention plan which the student implements for remediation. The student may ask the advisor for assistance as appropriate. In some circumstances, the student may be asked to meet with the chair. Remediation interventions may include, but are not limited to professional, personal, and academic constructs. Copies of the remediation plan will be held by both student and faculty.

Please see (page 18) for remediation policy for practicum/internship placement).

### ***Dismissal***

If the decision of the faculty is to terminate the student, the student will be notified in writing. The document will contain the basis for termination. Students may be terminated from the Program for academic failure, ethical violations, and/or personal unsuitability for the counseling profession.

Students are required to adhere to academic, professional, and personal policies set forth by: 1) The University of The District of Columbia; 2) The University of District of Columbia's Office of Academic Affairs; 3) The College of Arts and Sciences; 4) The Division of Education, Health, and Social Work; and 5) The Graduate Counseling Program.

The student may choose to comply with the recommendation to exit the program or use the appeals process established by the University. Students to be dismissed from the program begin the process with a conference with the advisor followed by a conference with the program director and department chairperson. The sessions are intended to bring closure to the review process and assist the student in exploring other endeavors. The student should direct complaints and concerns to the Chairperson who will arrange an informal review if requested. The department chairperson will then review and meet with the student to issue the discipline or evaluate the merit of the complaint and conduct additional investigation as needed. Counseling faculty will forward their recommendation to the chair. The chairperson will notify the student and the advisor (in writing) of the outcome.

### **Academic Advising**

Faculty advisors are available during registration periods and office hours to assist students with course selection. Advisors are also available to respond to concerns relative to personal and professional development. Office hours are posted on office doors and can be found on in the course syllabus. Students are encouraged to make appointments for comprehensive academic advising. Registration periods are extremely busy and generally used for course selection with limited time to discuss program requirements and academic problems.

Although the faculty is available to aid, it is the student's responsibility to become familiar with Program requirements, complete required courses and follow academic policies and procedures. If evaluations indicate that the program is not appropriate for a

student, the student will be advised to pursue another field. The faculty member is encouraged to assist the student with the transition from the Program. The faculty also reserves the right to make Program changes that reflect compliance with university policies and state credentialing requirements.

### **The Master's Thesis (MS Degree)**

The master's thesis provides an opportunity for engaging in formal research in a field of study. A thesis shall be judged upon evidence of the student's ability to do independent research and to prepare a manuscript which conforms to recognized standards of scholarly writing. A thesis committee, comprised of graduate faculty, shall be constituted for each thesis undertaken. Other professionals in the field may be invited to serve on the committee.

A written proposal shall be approved by the thesis committee before the student begins work on the thesis. It is expected that the proposal will include the nature and scope of the problem, the significance of the proposed work, justification through survey of pertinent literature, and the planned approach to the problem. Two copies of the approved proposal shall be submitted to the committee chair. After approval, one copy shall be filed in the department office and one with the Office of the Dean. Students are asked to obtain of the University Graduate Thesis and Project Guidelines from their faculty advisor.

### **The Master's Thesis Project**

The master's project provides an opportunity for engaging in applied field research reflecting the individual and professional goals of a student. A project shall be judged upon evidence of the student's ability to apply technical skills and knowledge to a practical problem in a field of study. A written report and other materials, when appropriate, will be prepared in a manner which conforms to recognized professional standards.

- The project supervisor shall be a graduate faculty member. The student may request that a specific faculty member supervise the project; however, the final decision rests with the department. The project supervisor may elect to invite one or more faculty members to assist with the supervision of the project.
- A written proposal shall be prepared by the student and forwarded to the supervisor of the master's project before work is begun. The proposal is expected to contain the nature and scope of the work, the significance and background of the proposed work, and the planned approach to the project. Two copies of the proposal shall be filed in the department office, one of which will be included in the student's file.
- A minimum of three copies of the final project report, contained in appropriate folders.

## **Professional Identity and Professional Organizations**

Students are encouraged to engage in professional activities through the American Counseling Association (ACA) and its affiliate organizations. Students are required to obtain malpractice insurance coverage, prior to the practicum experience. Coverage can be obtained through student membership with ACA or ASCA. Additionally, the Department offers students the opportunity to participate in the Graduate Student Counseling Club. The Graduate Student Counseling Club was formed by graduate students of the department and is open to all graduate counseling students.

### **American Counseling Association**

The American Counseling Association (ACA) is the world's largest association for counselors, with more than 40,000 members in the United States and 50 additional countries. The ACA gives members the opportunity to stay in touch with issues across the entire counseling spectrum. The ACA offers professional publications, on-line continuing education, and many other services and products. More information is available on the website: [www.counseling.org](http://www.counseling.org)

Student members of the ACA get free liability insurance (must be obtained prior to the internship experience), automatic subscription to the *Journal of Counseling Development (JCD)*, access to the full library of *JCD*, discounts on books published by the ACA, free online continuing education courses, free confidential ethical/professional standards consultation, reduced rates for the annual conference registration, and other benefits.

### **Divisions of the American Counseling Association**

The nineteen divisions of the ACA provide professional counselors and students with a unique opportunity to focus on specific areas of interest. Students are encouraged to add division membership to their ACA membership to connect with their specialty and as another opportunity for professional networking:

- American Mental Health Counselors Association (AMHCA) represents clinical mental health counselors. The AMHCA mission is to use education, advocacy, listening, and professional development to improve the profession of mental health counseling. More information at [www.amhca.org](http://www.amhca.org)
- American Rehabilitation Counseling Association (ARCA) advocates for the counseling needs of individuals with disabilities. The ARCA mission is focused on promoting excellence in professional rehabilitation counseling, research, consultation, and professional development to enhance the development of individuals with disabilities throughout their lifespan. More information at [www.arcaweb.org](http://www.arcaweb.org)
- National Rehabilitation Association (NRA) includes rehabilitation counselors working with people with physical, sensory, mental, developmental, intellectual and emotional disabilities to overcome functional and social barriers to employment independent living and social integration. More information at [www.nationalrehab.org](http://www.nationalrehab.org)



For information about other divisions, visit

<http://www.counseling.org/AboutUs/DivisionsBranchesAndRegions/TP/Divisions/CT2.aspx>

### **American School Counselor Association**

American School Counselor Association (ASCA) advocates and expands the image and influence of professional school counselors. ASCA promotes leadership, collaboration, and systemic change in the field of school counseling. More information at [www.schoolcounselor.org](http://www.schoolcounselor.org)

### **Local Professional Organizations**

DC Counseling Association (DCCA)  
[www.dccassoc.org](http://www.dccassoc.org)

DC Mental Health Counselors Association (DCMHCA)  
[www.dcmhca.org](http://www.dcmhca.org)

DC School Counselor Association (DCSCA)  
[www.dcschoolcounselor.org](http://www.dcschoolcounselor.org)

Maryland Counseling Association (MCA)  
[www.md counseling.org](http://www.md counseling.org)

Maryland School Counselor Association (MSCA)  
[www.mscaonline.org](http://www.mscaonline.org)

Virginia Counselors Association (VCA)  
[www.vacounselors.org](http://www.vacounselors.org)

Virginia School Counselor Association (VSCA)  
[www.vasca.org](http://www.vasca.org)

### **General University Policies**

The following section provides general information related to frequently asked questions. Students will need to refer to the University Student Handbook for a comprehensive review of policies. The Student Handbook is available to students through the Division of Student Affairs (Bldg. 39, Rm. 301-I) and it is distributed to new students during the orientation session.

### **Course Load for Full-time Graduate Students**

The full-time course load for graduate students during the semester and summer term is nine (9) semester hours. To exceed this course load, degree-seeking students must

obtain the permission of the Department Chair. Non-degree seeking graduate students must obtain the permission of the Dean responsible for the program in which they are enrolled.

### **Standards for Assessing Transfer Credit**

-Credit will not be accepted from colleges that are unrecognized by a regional accrediting association.

-Credit will be accepted from recognized programs of study, or college level instructional programs in the military and in government and private industry that have been identified and evaluated for credit by the Commission on Educational Credit of the American Council on Education.

-Credit from colleges not regionally accredited but which are accredited by a recognized accrediting body which, in turn, is recognized by the Council on Post-Secondary Accreditation (CHEA) of the American Council on Education (ACE), may be accepted if approved by the appropriate UDC department.

-Credit earned in non-collegiate programs such as the U.S. Department of Agriculture (USDA) or the USBS Graduate Schools is acceptable if earned as academic credit. The University will not accept credits earned as Continuing Education Units (CEUs).

-Credit earned because of the College Level Examination Program (CLEP) general examinations and College Board Advanced Standing Examination shall be recognized as UDC credit when scores higher than the ACE recommended minimums are earned. Subject examinations of CLEP are referred to the appropriate departments for final approval.

-Credit earned by examination at a prior institution is accepted on the same basis as credit earned through class enrollment.

A request for Credit by Examination form may be secured from the Office of the Registrar. The form requires the signature of the department chairperson in which the course is offered and the approval of the dean of the school or college. Payment of the credit by examination fee and any additional tuition must be paid prior to the examination that will administered by the department offering the course in question.

### **Independent Reading Activity**

Independent Reading is an activity in which a qualified student, by pre- arrangement with a faculty member, reads a body of material with a minimum of formal instruction and supervision. Specific requirements in independent reading activities must be agreed upon by the academic department and approved by the department chair prior to registration.

## **Independent Study Research Project**

Independent Research is an activity in which a qualified student does research on a topic agreed upon by the student and the faculty member, or engages in a mode of education deemed worthy of a student's efforts by the department and college responsible for the course. This may include a wide range of activities that require independent reading and research on the part of a student. This is a means of enabling the student to explore intellectually areas of interest related to the major and is subject to the approval of the faculty supervisor, the department chair, and the dean of the college.

## **Selected Topics Course**

This course is any non-recurring course or project involving a group of students on an experimental basis. This includes all courses which do not form a regular part of the curriculum of a department, college or the University. It is a means by which faculty can offer courses on a first-time, or a one-time basis. It is distinguished from Independent Reading Activities and Independent Study Research Projects in that it is open to groups of students under the same conditions by which a student registers for any course.

## **UNIVERSITY ACADEMIC POLICY**

### **Graduate Academic Probation**

Graduate students are required to maintain a 3.0 cumulative grade point average (CGPA) each semester and meet all requirements of the degree program elected to remain in good academic standing. When the CGPA falls below the required 3.0, a student will be placed on probation. A student on probation is limited to six (6) semester hours during the regular semester and three (3) semester hours during the summer term. The academic dean will send notices to all students on probation to inform them that: a) they are required to reduce their course load while on probation, and b) they will be suspended unless they achieve a 3.0 CGPA by the end of the first semester of probationary status.

### **Graduate Academic Suspension**

Graduate students on academic probation will be suspended for one semester if they fail to raise their cumulative grade point average (CGPA) to the acceptable 3.0 requirement at the end of the probationary period. The academic dean, chair, or director of the program will notify all graduate students of their suspension after grades from the previous semester have been posted and grade point averages have been determined. If a student is subject to suspension and has registered for course work, the registration will be canceled. **If a student receives a "C" in one of the course subject class, the student must repeat the course, with an academic year.** If more than 2 Cs have been earned, students are automatically suspended from the program. If a student receives a "F" in a class they are automatically suspended from the program.

*Students can also be considered unsuitable for the profession by the vote of the faculty. If this condition occurs, students will have the opportunity to address the deficiencies or reasons for concerns. Faculty may elect to place the student on probation pending resolution of the areas of concern.*

Students may elect a total withdrawal from all classes up to the last day of classes but prior to the beginning of the final examination period. Students who wish to withdraw from the University after the published course withdrawal deadline must submit the Total Withdrawal Form to the Office of the Registrar. If the student wishes to return to the Program; the student will be required to apply for re-admission into the program. It is the student's responsibility to inform the faculty advisor of enrollment status.

### **Class Attendance Policy**

The University expects all students to attend classes on a regular basis. If a student finds it necessary to be absent from class because of illness or other personal reasons, the reason for the absence should be reported to the instructor. *This is for the instructor's information and in no way, excuses the absence, nor does it relieve the student of the responsibility for assignments covered during the period of absence.* Extenuating circumstances which may force a student to be absent should be reported to the departmental office and to the instructor. The instructor will determine the amount of assistance a student will need to complete the course requirements. If an instructor is giving or taking away points for coming, being on time, and participation in class, you as the student must adhere to the policy outlined in the course syllabus.

### **Academic Integrity Policy**

Students enrolling at the University of the District of Columbia assume the obligation to maintain standards of academic integrity. Violation of academic obligations include unethical practices and acts of academic dishonesty, such as cheating, plagiarism, falsification, and the facilitation of such acts. Cheating includes the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of any unfair advantage on any form of academic work. Plagiarism is the use of another's ideas or words, or both, as if they were one's own. Also, self-plagiarism is unethical (use of your own assignment, submitted more than once). However, ideas or direct quotes from research are acceptable with appropriate citation of source. Students are subject to dismissal from a degree program for unethical practices and acts of academic dishonesty. It should also be noted that a plea of ignorance of the policy will not be accepted. The prescribed policies and procedures that pertain to violation of the academic integrity policy are contained in the *University Student Handbook* (available at [www.udc.edu/docs/handbook\\_complete.pdf](http://www.udc.edu/docs/handbook_complete.pdf)).

### **Time Limitation on Graduate Students**

A candidate for a Master's degree program has a maximum of five years to complete all degree requirements. If a student fails to complete the degree within the prescribed five-year period, the student may become subject to new requirements that have been

established since first admitted into the program of study. Students who have completed all program requirements will be recommended to the Dean for graduation and credentialing. Students may obtain copies of the certification of program requirements from the department. Students are encouraged to develop an electronic portfolio on Blackboard for employment purposes and verification of credentialing. Assistance with portfolio development is available through advisors.

### **Grade Appeal Process**

Students seeking a grade appeal must follow the following guidelines:

- Discuss your concerns about your grade with your professor who taught the course within one semester from receiving the grade.
- The professor must inform the student of the procedure used in calculating the grade. This procedure must be consistent with the information provided in the course syllabus.
- In case the matter is not resolved at Step 1, within 15 working days from the date that it was first presented to the Professor, the student may choose to appeal in writing to the Division Chair of the Division of Education, Health, & Social Work (DEHS). The appeal must identify the basis of the dispute and include all supporting documentation.
- Upon receipt of the written appeal, the Chair will hold, within 15 working days, individual and/or joint meetings with the faculty member and the student.
- If the Chair is unable to resolve the dispute, the Chair will create a departmental committee to investigate the appeal.
- After investigating the appeal, the department committee will forward its recommendation to the Chair within 15 working days. The Chair will inform both parties of the decision.
- If the Chair's decision is not accepted by either party, the student or the course professor may choose to appeal in writing, within ten working days from receiving the decision, to the College Dean with a copy to the Division Chair.
- The Dean will submit the appeal to the college-wide academic appeals committee for consideration and recommendation. The Committee will submit its recommendation to the Dean within 15 working days from the date of receiving the case. The Dean will inform all parties involved of his or her decision.

### **PROCEDURE FOR POST GRADUATE EXPERIENCES**

#### ***Employment Endorsement***

Upon completion of the graduate degree in counseling, students will receive a certificate of professional endorsement verifying the completion of all requirements for their specialization from the respective program director. The document can be used for employment purposes and pursuing further credentials. Students can pursue credentialing information from appropriate certification and licensing entities.

Each state provides various options for credentialing. If you require a letter for an employer or out-of-state board, please list their address in your request and any formal documentation.

### ***Character/Professional Endorsement***

It is at the personal discretion of counseling faculty to provide or endorse students for employment based on character or professional skill. It is encouraged that students independently inquire about faculty's own individual policy with an adequate amount of time for faculty to provide letter of endorsement requested.

### ***Credential Endorsement***

Alumni who have graduated and are applying for certification and/or licensure will require a letter stating that the clinical components of the program have been completed. If you require a licensure letter, please email the Clinical Coordinator at [ceymone.dyce@udc.edu](mailto:ceymone.dyce@udc.edu) with your request.

Students pursuing licensure to practice as a licensed professional counselor (LGPC/LPC) will need 60 semester hours of coursework in areas stipulated by the appropriate state board, as well as documentation of supervised work experience post-graduate degree (2000 to 3500 hours, depending on the licensing state).

The National Board of Certified Counselors (NBCC) website, [www.nbcc.org](http://www.nbcc.org), provides information on state licensure and national certification. Students are encouraged to pursue national certification. The examination is given by the NBCC. It is the national certification board responsible for credentialing counselors.

For DC/MD/VA applicants, the licensure letter will be sent directly to:

#### **The District of Columbia:**

DC BOARD OF PROFESSIONAL COUNSELING  
P.O. BOX 37802 WASHINGTON, D.C. 20013

#### **Maryland:**

BOARD OF PROFESSIONAL COUNSELORS AND THERAPISTS  
ATTN: ANNA SULLIVAN, LICENSING ADMINISTRATOR  
4201 PATTERSON AVENUE, SUITE 316 BALTIMORE, MD 21215

#### **Virginia:**

VIRGINIA DEPARTMENT OF HEALTH POSITIONS  
9960 MARYLAND DRIVE, SUITE 300  
HENRICO, VA 23233-1463

## **District of Columbia**

Office of the State Superintendent of Education  
810 First Street, NE 5<sup>th</sup> Floor  
Washington, D.C. 20002  
<http://osse.dc.gov>

Department of Health Professional Licensing Administration  
Board of Professional Counseling Licensing  
899 North Capitol Street, NE-2<sup>nd</sup> Floor  
Washington, D.C. 20002  
<http://hpla.doh.dc.gov/hpla/site/default.asp>

## **Maryland**

Maryland State Department of Education  
Certification Branch  
200 W. Baltimore Street  
Baltimore, MD 21201  
[www.marylandpublicschools.org](http://www.marylandpublicschools.org)

Board of Professional Counselors and Therapists  
4201 Patterson Avenue  
Baltimore, Md. 21215  
[www.dhmf.state.md](http://www.dhmf.state.md)

## **Virginia**

Virginia Department of Education  
Division of Teacher Education and Licensure  
P.O. Box 2120  
Richmond, Virginia 23218 -2120  
[www.doe.virginia.gov](http://www.doe.virginia.gov)

Commonwealth of Virginia Board of Counseling  
9960 Maryland Drive, Suite 300  
Richmond, Virginia 23233  
[www.dhp.virginia.gov/counseling](http://www.dhp.virginia.gov/counseling)

Graduates interested in national certifications can obtain information from the National Board for Certified Counselors: [www.nbcc.org](http://www.nbcc.org)

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### **Recruitment & Application Deadlines**

Faculty continuously engage in the recruitment of qualified students into their program by being accessible to students who visit the campus and by expedient responses to telephone and e-mail inquiries. Faculty review and admit students once annually. A panel of faculty review all applications for admittance into the graduate programs in counseling. Students may be invited on campus for interviews or interviewed by telephone/video conference. Faculty are required to evaluate student's suitability for the Program by using an assessment rubric reflecting academic preparation, familiarity with the profession, interpersonal relations and writing proficiency. Students interested in the graduate program in counseling must submit their applications by June 30<sup>th</sup> of each academic year.

### **Orientation**

A mandatory student orientation will be held in the fall (or spring) of each academic year. Orientation provides newly admitted and enrolled students the opportunity to obtain university and departmental/program information relevant for successful matriculation, meet and interact with program faculty, and establish connections with peers. Students are encouraged to participate in orientation to assure a more balanced beginning to graduate studies and begin integration into the Department. Orientation is provided by both the School of Graduate Studies and the specific counselor education program. Contact the department office or Graduate School for details.

### **Change of Program**

Students who have been admitted to a counselor education program may request a change of program within the counseling department. Students who desire a change of program must submit the *Change of Program* Form available at the Graduate School website and obtain the required approvals. Students requesting a change of program are also required to meet with the advisor. No change of program request will be reviewed in the first semester of enrollment.

### **Continuance in Counseling Programs**

Once admitted to graduate study within the Department of Counseling, each student is expected to assume primary responsibility for adhering to departmental and university policies and for appropriate progress through the curriculum. It is strongly recommended that all students retain a copy of the university catalog under which admission was granted for future reference. The academic progress and professional development of each student is reviewed each semester. Students who require a leave or withdrawal from the University should consult the relevant policies in the *Graduate Catalog*.

Beginning Fall of 2015, core counseling courses will require a grade of B or better. Students not earning a B or better in these specified courses will be required to retake the course. Failure to obtain a B or better on the second attempt will result in dismissal from the Graduate School.



## **Student Matriculation – Request for Leave of Absence and Withdrawal**

Once admitted to the program and enrolled for the first time, a student must maintain continuous registration (each semester excluding summer sessions) until all degree requirements are completed. Students must be enrolled at UDC during the semester of graduation. Any student, who does not enroll for two consecutive semesters excluding summer, will be terminated from the program, unless a Leave of Absence is requested by the student and approved by the Department and the School of Graduate Studies. To continue graduate study after a termination, the student must reapply for admission and meet all current standards.

Students in good academic standing may request a Leave of Absence from the *Graduate School* if a special circumstance exists. A student may also withdraw from the University at any time during the semester and shall complete and file official withdrawal forms with the Office of the Registrar. Students who do not process withdrawal forms in a timely manner will receive a grade of “F” in each course in which he/she is enrolled. See the *Graduate Catalog* for the Leave of Absence policy and procedure for withdrawal from the University as well as the Readmission Policy.

## **Professional Codes of Ethics and Standards of Practice**

As pre-professional counselors, graduate students abide by the code of ethics and standards of practice as described in the *Ethical Standards of the American Counseling Association (ACA)*, the *Commission on Rehabilitation Counselor Certification (CRCC)*, and the *American School Counselor Association (ASCA)*. Therefore, professional maturity is expected of all students. Students who violate sound ethical practice jeopardize their standing in the department.

## **Personal Counseling Requirement**

*Policy Statement.* All students admitted to the counseling program in the Department of Counseling [1] are required to participate in a minimum of three (3) individual counseling sessions. This requirement must be fulfilled prior to submission of Practicum application. The University has a confidential counseling center <https://www.udc.edu/student-life/csdc/>. Students who do not complete the Personal Counseling Requirement will not be able to enroll subsequent courses.

*Rationale.* We can learn about the role of the counselor and the counseling process in many ways. Some of these ways are through reading, lectures by professors, listening to audio materials, viewing video, studying descriptions provided by clients and ex-clients, role-playing, viewing live counseling sessions and by being a counselor and a client. In addition to the variety of classroom and clinical learning experiences provided in the program, you are expected to experience being a client in a counseling relationship with a licensed professional counselor. This experience can be one of the highlights of your counselor education program if you take seriously the inherent potential in the experience and commit yourself to the process.

Counselors accept that all individuals experience both the challenge of the problems they cannot resolve alone and the challenge of opportunities they cannot fully fathom. It is normal and natural for people to experience difficulties in dealing with others as well as in dealing with themselves. Issues may include developing and reaching special goals, educational choice, career choice, and personal and social matters.

Ultimately, our personal and professional development is defined by the way we handle these concerns; some of us with some of these matters and some people with all of them. It is a rare person who is calm and assured in knowing within him or herself that they are experiencing the richest and fullest life of which they are capable. The counseling requirement is intended to assist students in the exploration of themselves and enhancing personal choices and relationships with others.

### ***The Counseling Process***

As counseling professionals, we understand that the content of the counseling sessions must be held in strict confidence between the student and the counselor. Consequently, there will be no sharing of information between the counselor and the program unless the counselor deems exceptions to confidentiality. Students may work with any counselor of their choice in the counseling experience. This includes private practice, agency, and University counselors. The counselor must be a licensed professional counselor. Students are required to complete a minimum of three (3) individual counseling sessions with the counselor. Each student is responsible for submitting the *Completion of Personal Counseling Requirement Form* to the Department office indicating that the three (3) session requirement has been met.

### **Graduation Requirements for Master's Students**

The following requirements must be fulfilled to graduate:

1. The Comprehensive Examination must be taken and passed.
2. Completion of coursework required for student's specific track (School Counseling, Mental Health Counseling, or Rehabilitation) with a 3.0 or better grade point average overall and a 3.0 or better grade point average in the student's professional core courses. Students must complete all fieldwork with a grade of B or better.
3. Submit the application for graduation with the required approvals to the School of Graduate Studies. Applications for graduation are available at the School of Graduate Studies website and are due by the date specified in the University calendar each semester.
4. An exit exam must be taken and passed. Examination will be based on your program of study.

## **Comprehensive Examination by Program**

### **Clinical Mental Health**

The Comprehensive Preparation Comprehensive Examination (CPCE) is a standardized test developed by the Center for Credentialing in Education (CCE) of the National Board for Certified Counselors (NBCC) and is the required test for all counseling master's students. The exam format is multiple choice and covers eight curricular areas: (a) Human Growth and Development, (b) Social and Cultural Diversity, (c) Counseling and Helping Relationships, (d) Group Counseling and Group Work, (e) Career Development, (f) Assessment and Testing, (g) Research and Program Evaluation, and (h) Professional Orientation and Ethical Practice.

### **Rehabilitation**

The Comprehensive Preparation Comprehensive Examination (CPCE) is a standardized test developed by the Center for Credentialing in Education (CCE) of the National Board for Certified Counselors (NBCC) and is the required test for all counseling master's students. The exam format is multiple choice and covers eight curricular areas: (a) Human Growth and Development, (b) Social and Cultural Diversity, (c) Counseling and Helping Relationships, (d) Group Counseling and Group Work, (e) Career Development, (f) Assessment and Testing, (g) Research and Program Evaluation, and (h) Professional Orientation and Ethical Practice.

### **School**

The Comprehensive Preparation Comprehensive Examination (CPCE) is a standardized test developed by the Center for Credentialing in Education (CCE) of the National Board for Certified Counselors (NBCC) and is the required test for all counseling master's students. The exam format is multiple choice and covers eight curricular areas: (a) Human Growth and Development, (b) Social and Cultural Diversity, (c) Counseling and Helping Relationships, (d) Group Counseling and Group Work, (e) Career Development, (f) Assessment and Testing, (g) Research and Program Evaluation, and (h) Professional Orientation and Ethical Practice. In addition, successful passing of the Professional School Counselor Praxis (5421) is required.

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### **Frequently Asked Questions**

#### **How to Register for a Course?**

- Student reports to the academic department.
- Student meets with an academic advisor to determine course selection.
- Student selects courses to be entered into the computer by a department representative.
- Student pays for selected course(s).
- Failure to pay for course(s) at the time of registration will forfeit courses selection.

### How to Add or Drop Courses?

- Student reports to academic advisor during change of schedule period.
- Student's academic advisor approves change of schedule and complete computer entry of course adjustment.

### How to Audit a Course?

- Student must receive approval from instructor or department chairperson.
- Student registers and pays to audit courses.
- Student receives a symbol of AU on his/her grade report.
- Audited courses cannot be used for receipt of financial aid funds.

### How to Withdraw from a Course?

- Student obtains a Course Withdrawal/ Leave of Absence form.
- Student completes the form and reports to Cashier's Office
- Student returns to Registrar's Office with course payment receipt and form.
- Student receives a withdrawal (W) on student academic record.
- Penalty for failure to properly withdraw from class will result in student receiving a grade of (F) in the course.

### How to Withdraw from the University?

- Student may withdraw from all classes up to and including the last day of class.
- Student obtains approval to withdraw from classes from the Dean of the student's respective college or school.
- Student follows the procedures for course withdrawal as stated above.

### How to Request Credit by Examination?

- Student obtains Credit by Examination form.
- Student must be currently enrolled in a degree program and in good academic standing.
- Student receives prior permission from the chairperson of the department offering the course.
- Student pays a 5.00 per credit hour fee or the current designated amount and any additional tuition costs prior to examination.
- Credit for course must be approved by the department chairperson and the dean.
- Credit earned will appear as ACR on students' transcripts and not be included in the grade point average (GPA).

### How to Enroll in the Consortium?

The University of the District of Columbia is an affiliate of the consortium of Universities of the Washington Metropolitan Area. Other affiliates are The American University, The Catholic University of America, Gallaudet College, The George Washington University, Howard University, University of Maryland (College Park Campus), George Mason University, and Marymount University of Virginia. The associate members are Mount Vernon College, Trinity College, and Southeastern University. More information at [www.consortium.org](http://www.consortium.org)

Graduate Students are limited to six credit hours through the Consortium. Registration forms and instructions are available in the Office of the Registrar. To take courses at any of the member institutions in the Consortium of Universities of the Washington Metropolitan area, a student must:

- Be currently enrolled in a degree-granting program at UDC.
- Receive approval from the major department and the Dean.
- Be in good standing with the University.
- The course is not offered at UDC during the semester the student intends to enroll in the affiliate institution.

#### How to Change Personal Information?

- Student completes the Personal Information form.
- Student submits certified documents to support change of name, social security number, and date of birth.
- Data is recorded on the student's file in the computer.

#### How to Request a Transcript of Grades?

- Student obtains a Transcript Request form.
- Student submits form to Cashier's Office. First request for official transcript is free. Unofficial copies are sent to the student upon request.

#### How to Request Verification of Enrollment?

- Student obtains Verification of Enrollment form.
- Student completes the request form.
- Student returns written request to Registrar's Office.
- Official copies are forwarded directly to the requesting agency, individual or institution.

#### How to Request an Application for Graduation?

- Student obtains the Application for Graduation on or before the stated date in the academic calendar.
- Student completes the form and reports to the Cashier's Office.
- Student pays a graduation application fee of the current designated amount.
- Student returns form to Registrar's Office and presents proof of fee payment.

#### How to Request Veterans Benefits?

- Student completes the application for Veterans Education Benefits.
- Student submits certified document according to chapter 1-6 guidelines.
- Eligibility of each veteran is determined according to chapter code guidelines established by the Armed Services Department of Veterans Affairs.
- Residency proof is validated according to active duty, selective service or National Guard status.

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**How long will it take to complete the Program?**

Full-time students can complete the 60 semester-hour program in 2.5-3.5 years. The Program includes 27 semester hours of general requirements, 9 semester hours of core requirements, 9 semester hours of clinical experience and 15 semester hours of electives (thesis or graduate project inclusive).

**What support career planning and placement services are available to graduates?**

The University does not have a Career Planning and Placement Office. The Department works in collaboration with the Office of State Superintendent of Education (OSSE) to obtain letters of endorsement for individuals completing the school counseling specialization. Graduates in School Counseling pursuing career opportunities with the District of Columbia Public Schools will need to contact the Office of State Superintendent of Education (OSSE) to apply for certification.

## Student Evaluation Form

Student: \_\_\_\_\_

Faculty Member: \_\_\_\_\_

\_\_\_\_\_

Capstone Assessments if Applicable: \_\_\_\_\_

\_\_\_\_\_

Behavioral description of faculty concern: \_\_\_\_\_

\_\_\_\_\_

Expected changes in behavior: \_\_\_\_\_

\_\_\_\_\_

Time frame: \_\_\_\_\_

Failure to remediate may result in termination from the program.

Signatures:

Student: \_\_\_\_\_ Date \_\_\_\_\_

Advisor: \_\_\_\_\_ Date \_\_\_\_\_

Faculty Member: \_\_\_\_\_ Date \_\_\_\_\_

Faculty Member: \_\_\_\_\_ Date \_\_\_\_\_

**Independent & Directed Study Request Form**

Student name: \_\_\_\_\_

I request permission to enroll in course # \_\_\_\_\_

For \_\_\_\_\_ semester hours during the  
Summer session \_\_\_\_\_  
Fall session \_\_\_\_\_  
Spring session \_\_\_\_\_

The topic of my independent study is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I will submit a detailed plan of study by \_\_\_\_\_

Student Signature: \_\_\_\_\_

Telephone: \_\_\_\_\_

Date: \_\_\_\_\_

NOTE: If study is in lieu of a course, include the title and course number  
\_\_\_\_\_

Approved: \_\_\_\_\_

Deadline for submitting course requirements \_\_\_\_\_

Chairperson Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Final grade: \_\_\_\_\_



**PLACEMENT DATA**

**PRACTICUM SITE INFORMATION**  
(Print Information)

- 1. Check One: Fall: \_\_\_\_\_ Spring: \_\_\_\_\_ Summer: \_\_\_\_\_ Year: \_\_\_\_\_
- 2. Name of Faculty Supervisor: \_\_\_\_\_ Office No. \_\_\_\_\_
- 3. Name of student: \_\_\_\_\_
- 4. Check one: (Internship I) \_\_\_\_\_ (Internship II) \_\_\_\_\_
- 5. Home address of student in Practicum: \_\_\_\_\_

\_\_\_\_\_

Home Phone: \_\_\_\_\_ Office Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Site Placement Name: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Tel: \_\_\_\_\_

**Request for Graduation Clearance & Exit Exam Form**

**Student:** \_\_\_\_\_

Address: \_\_\_\_\_

Home phone: \_\_\_\_\_ Work phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Projected Graduation Date \_\_\_\_\_

**Faculty Advisor:**

**Specialization:** School \_\_\_ Mental Health\_\_\_ Rehabilitation\_\_\_

**Semester Hours Completed:**

**Courses Presently Enrolled:**

**Check One**

\_\_\_ Thesis \_\_\_ Thesis Project

Topic: \_\_\_\_\_

Student signature: \_\_\_\_\_

**Office Use Only:**

Credit hours completed: \_\_\_\_\_ Writing Proficiency Status: \_\_\_\_\_

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

**STUDENT ACKNOWLEDGEMENT**

This document is verification that I have received the Graduate Program in Counseling Student Handbook on \_\_\_ day of \_\_\_\_\_, 20\_\_.

I attended an orientation for new graduate students in the program on \_\_\_ day of \_\_\_\_\_ 20\_\_.

I am fully aware of my responsibilities as a graduate student including the requirement to meet the writing proficiency standards within one semester of my enrollment into program courses.

Student Signature \_\_\_\_\_

Advisor Signature \_\_\_\_\_