



# CMHC STUDENT HANDBOOK 2022-2023

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COLLEGE

# Agnes Scott College

## 2022-2023 Clinical Mental Health Counseling Student Handbook

Office of Graduate and Post-Baccalaureate Studies  
Clinical Mental Health Counseling Program  
Agnes Scott College  
141 E. College Ave., Decatur, GA 30030

Visit us on the web at:

[www.agnesscott.edu/graduate-studies/graduate-programs/mental-health-counseling](http://www.agnesscott.edu/graduate-studies/graduate-programs/mental-health-counseling).

Agnes Scott College does not discriminate on the basis of gender, race, color, national origin, religion, sexual orientation, gender identity, gender expression, age, or disability in the recruitment and admission of graduate and post-baccalaureate students. This nondiscrimination policy also applies to all the rights, privileges, programs, and activities generally accorded or made available to students at the college, and to the administration of educational policies, scholarship, and loan programs and all other programs administered by the college.

Agnes Scott College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and master's degrees. Questions about the accreditation of Agnes Scott College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling 404.679.4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

*Disclaimer – Every effort has been made to ensure the accuracy and completeness of this catalog. The information included is accurate at the time of publishing. However, Agnes Scott College reserves the right to make necessary and desirable changes in policies, program requirements, programs, courses, tuition, and fees. Current and prospective students should check with college officials to verify current policies, requirements, programs, tuition, and fees.*

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# Letter from the Program Director

Welcome to the Clinical Mental Health Counseling program at Agnes Scott!

You are joining our program and Agnes Scott College at an exciting time. This year will be the inaugural year of what will be a long-standing counseling program with a reputation for training counselors to think critically, conceptualize from intersectional and critical theory frameworks, and practice ethically. You will have the opportunity to engage with course material and one another in a meaningful way that will likely shape you professionally and personally. You are joining a professional community of counselors who value wellness, mental health, and humanity. Your faculty will support you as you grow, change, evolve into the counselor you want to be in order for you to provide effective, high quality mental health services to people, groups, agencies, and communities.

Our program is committed to offering you education that allows you to explore and develop your understanding of growth and wellness, oppression and its consequences on mental health for individuals and communities, and skills for building interpersonal counseling relationships with your future clients. Our faculty is committed to evaluating our course content on an ongoing basis to ensure that you are learning core counseling content areas while also infusing intersectionality and critical pedagogy in every course. Our program will also evaluate your performance on content mastery in every course through student learning outcomes provided in each course syllabus and your disposition as a counselor-in-training. These evaluations will be reviewed each semester by program core faculty and feedback will be provided to you by the program director twice per year.

We expect you, as a student in this program, to come prepared to class having read material and completed assignments so that you are fully prepared to engage in meaningful discussion and application. You are central to the learning environment! We also expect you to interact with respect, willingness to understand and be open-minded, and ethical conduct — both the Agnes Scott College Honor Code and the American Counseling Association Ethical Code guiding your conduct.

We are looking forward to getting to know you as a whole person and emerging counselor. We hope you feel supported in who you are and what you are learning about becoming a counselor throughout our program. We want you to feel compassionately challenged each time we share the learning environment. We are excited you are here and want to become a counselor!

Sincerely,

Jennifer Fulling-Smith, PhD, LPC, RPT-S  
Program Director and Associate Professor  
Clinical Mental Health Counseling Program  
Graduate Studies

# The College

- Founded in 1889, Agnes Scott College is an independent national liberal arts college guided by its mission to educate women “to think deeply, live honorably, and engage the intellectual and social challenges of their times.”
- Agnes Scott prepares graduates to be effective change agents in a global society and develop leadership abilities and understanding of complex global dynamics as relevant for professional success.
- Ranked as the most innovative national liberal arts college by U.S. News & World Report, the college’s growing number of graduate and post-baccalaureate programs are interdisciplinary, cutting-edge, and designed for professional and academic success.
- The college’s 1,115 undergraduate, graduate, and post-baccalaureate students come from 42 states/U.S. territories and 12 countries. Driven by purpose and supported by the college’s award-winning faculty, Agnes Scott’s graduate and post-baccalaureate students typify the college’s core values: a commitment to teaching and learning, a commitment to the liberal arts, a commitment to an appreciation of diverse cultures, and a commitment to a community that values justice, courage and integrity.
- Agnes Scott College offers 14 master’s degrees, certificates, and academic programs:
  - Agnes Accelerated: 4+1 Graduate Bridge program;
  - Post-baccalaureate certificates in pre-allied health and pre-medical studies;
  - M.A degrees in clinical mental health counseling, social innovation and in writing and digital communication; M.S. degrees in data analysis and communication and medical sciences;
  - Graduate certificates in advocacy and public engagement, data visualization, evaluation and assessment methods, technology leadership and management and writing and digital communication.
- Faculty: 89 full-time, 100 percent of tenure-track faculty hold a Ph.D. or other terminal degree
- Student-faculty ratio: 11 to 1
- Average class size: 18
- Graduates: Agnes Scott’s alumnae include Rhodes, Marshall, Fulbright, Truman, Goldwater, Gates Millennium, and Posse scholars; the former chief justice of the South Carolina Supreme Court; Tony Award- and Pulitzer Prize winners, an acclaimed artist, and a Grammy Award-winning singer/songwriter; the former CEO of ANN, INC, parent company of Ann Taylor and Loft; a former governor of the Federal Reserve Board; and the first female Rhodes Scholar in Georgia. Agnes Scott graduates are found as part of the professional organizations at AT&T, CARE, the Centers for Disease Control and Prevention (CDC), Deloitte, Children’s Healthcare of Atlanta, Google, The Home Depot, Teach for America, and the Peace Corps. Alumnae have been accepted to the following medical schools and health professions programs: Duke University, Emory University, Mercer University, Medical College of Georgia, Morehouse School of Medicine, PCOM (Georgia Campus), Stanford University, University of Florida, University of Georgia School of Veterinary Medicine, University of Miami, University of Pittsburgh, University of Texas, VCOM (Auburn Campus), and Vanderbilt University.



# Mission Statements

## Graduate and Post-Baccalaureate Studies

Agnes Scott College's Graduate and Post-Baccalaureate Studies educate students to think critically, creatively, and courageously. Graduate studies enhance the intellectual life of the college by enabling graduate students to undertake advanced study and prepare for professional work while engaging the intellectual and social challenges of their times.

## Clinical Mental Health Counseling Program

In conjunction with the above Graduate and Post-Baccalaureate Studies mission statement, the clinical mental health counseling program educates students, more specifically future counselors, to think critically about barriers to achieving mental health, creatively engage with clients to achieve their goals in counseling, and courageously make meaningful impact as a counselor with clients, in their communities, and on systems. The clinical mental health counseling program is dedicated to providing education that assists counselors to successfully apply for licensure.

## Program Overview

The Master of Arts in Clinical Mental Health Counseling integrates empirical science, rigorous coursework, and supervised clinical training experience to prepare graduates to engage in ethically grounded and social justice-oriented mental health practice. The program provides graduates with the necessary skills to offer mental health services to individuals across the lifespan, including children, adolescents, and adults, as well as to groups with a wide range of clinical concerns, including families and couples. Competencies are grounded in ethics, research and evaluation, diagnosis, clinical strategies, and counseling interventions and prepare graduates for licensure. The program is committed to the development of graduates who are guided by theories that inform the intersectional and cultural experiences of diverse populations. The program works to ensure graduates are well-versed in inclusive counseling practices that reduce barriers to treatment provision.

## Program Learning Outcomes

Students completing the Master of Arts in clinical mental health counseling will be able to:

- Demonstrate comprehensive knowledge in the social and behavioral sciences and its application to the profession of mental health counseling.
- Engage in the delivery of counseling and helping skills including individual and group counseling, supervision, testing, interviewing, diagnosis, and assessment in an effort to promote emotional health and well-being.
- Articulate the role of the professional mental health counselor within organizations (e.g., human service agencies, educational settings) based on populations served.
- Use research and evaluation in the delivery of counseling services in a wide variety of settings (i.e., community agency, school, or organization).
- Enhance ability to work with individuals, groups, and communities representing diverse populations and to deliver ethical and culturally responsive mental health services.

# Clinical Mental Health Counseling Program

## Guiding Principles and Resources

- All policies found in this student handbook align with or fall under policies in graduate studies at Agnes Scott. For a full review of all graduate studies policies, see the [graduate catalog](#). This catalog is also available in MyAgnes as a student resource.
- Students in the clinical mental health counseling program at Agnes Scott are expected to uphold the [ACA ethical code](#) throughout their professional careers as both graduate students in graduate studies at Agnes Scott and as professional counselors post-graduation in the community. Students are expected to closely review the ACA code of ethics and adhere to the code.
- Students are expected to identify as counselors and participate in professional organizations accordingly. One way students will do this is by [joining ACA as a student member](#) by the end of their first semester. This will be done during CMC 612 as an assignment. Becoming a member of ACA demonstrates a first step in engagement with professional and personal development that will be required of counselors throughout their careers. Additionally, student members of ACA gain access to liability insurance for practice during practicum and internship as masters students, which is required to begin the clinical sequence in our clinical mental health counseling program at Agnes Scott.
- Our clinical mental health counseling program values teaching counselors to engage with individuals, groups, and communities through a culturally responsive lens. Providing ethical and culturally responsive mental health services as a counselor is a primary goal. This is done by teaching and conceptualizing people and course material through intersectional and critical theories. At times, various other theories (i.e., client-centered, existential, cognitive behavioral) are taught or implemented, and the foundation of this program rests on intersectional and critical theories. The reason for this is that our program believes critical theories teach counselors to “think deeply” and to engage with “social challenges of [our] times” which aligns with the mission of the college. Our program also believes that intersectional theory captures the complexity of identity and experiences of marginalization and oppression imposed on people holding those identities by society and societal structures. Understanding the influence of oppression and marginalization on individuals, groups, and systems situates counselors to work with clients to achieve mental health and wellbeing.
- Students are asked to seek their own personal counseling during their program of study to benefit from experiential understanding of what their future clients might experience when seeking counseling services from them. Students are asked to attend a minimum of three individual or group sessions with a counselor or community agency of their choosing. Agnes Scott’s Wellness Center offers services to current students. Our counseling program students are not employed there, nor is the Wellness Center a practicum or internship site for our students. Students can complete this expectation during their first year before starting practicum. Confirmation of meeting this expectation is provided in writing by the student to the program director. The program director relies on the student upholding the honor code instead of gathering specific information about the counselor seen by the student.

# Core Faculty

Graduate Studies is led by the associate vice president and dean for graduate studies, Dr. Kelly Ball, with the support of the senior director of graduate enrollment, Michelle Lacoss, and the senior director of graduate studies, Dr. Elizabeth Egan Henry. Graduate Studies is located within the division of Academic Affairs, which is led by the vice president for academic affairs and dean of the college, Dr. Rachel Bowser. Academic Affairs includes the Office of the Registrar, the Office of Accessible Education, the Office of Internship and Career Development, the Center for Writing and Speaking, and the Resource Center for Math and Science. The Clinical Mental Health Counseling program is under Graduate Studies.

## **Program Director and Associate Professor – Dr. Jennifer Fulling-Smith**

The program director, Dr. Jennifer Fulling-Smith, is responsible for the leadership, planning, operation, and academic administration of the clinical mental health counseling program. The program director responds to general inquiries related to the counseling program and manages the program specific curriculum and budget. Program related inquiries, with exception to the clinical practicum and internship, are handled by the program director. The program director also handles professional accreditation processes and needs. As core faculty, the program director also teaches and supervises clinical mental health counseling students. Dr. Fulling-Smith can be reached at [jfullingsmith@agnesscott.edu](mailto:jfullingsmith@agnesscott.edu).

## **Clinical Coordinator and Assistant Professor – Dr. Mary Huffstead**

The clinical coordinator, Dr. Mary Huffstead, is responsible for practicum and internship experiences for the clinical mental health counseling program. Inquiries from students about their practicum and internship as well inquiries from site supervisors and administrators are handled by the clinical coordinator. As core faculty, the clinical coordinator also teaches and supervises clinical mental health counseling students. Dr. Mary Huffstead can be reached at [mhuffstead@agnesscott.edu](mailto:mhuffstead@agnesscott.edu).

## **Assistant Professor – Dr. Peeper McDonald**

As core faculty, Dr. Peeper McDonald teaches and supervises clinical mental health counseling students. Core faculty provide professional mentorship of counseling students and participate in program faculty meetings led by the program director and clinical coordinator. Dr. Peeper McDonald can be reached at [pmcdonald@agnesscott.edu](mailto:pmcdonald@agnesscott.edu).

# Admission and Enrollment

## Admission

Agnes Scott College seeks to enroll students of diverse backgrounds, interests, and talents whose academic and personal qualities promise success. Qualified individuals of any gender, race, age, creed, or national or ethnic origin are encouraged to apply. The college admits qualified students with disabilities and makes every effort to meet their needs. The Office of Graduate Admission, under policies and standards established by the faculty, considers each application for graduate or post-baccalaureate study, and examines evidence of sound academic preparation, ability, motivation, maturity, and integrity. Every completed application is reviewed thoroughly by graduate admissions and program faculty.

A bachelor's degree in any field of study from a regionally accredited institution, or equivalent as documented by an official evaluation of foreign credentials, is required for admission to any post-baccalaureate, graduate certificate or master's degree program.

Most students are admitted on the basis of their academic, professional, and personal achievements without regard to financial need. The college does consider an applicant's financial situation in the review of applications from students on the margin of admissibility. Additionally, the college considers the financial situation of international applicants in compliance with federal and state laws and regulations.

No guarantee regarding admission can be made before an applicant's file is complete and has been reviewed by the graduate admission committee. Admission can only be granted by the associate vice president and dean for graduate studies.

### Admission Requirements

Prospective graduate students must complete an online application, available on Agnes Scott's graduate admission page, [agnesscott.edu/applygrad](http://agnesscott.edu/applygrad). For questions about the application process or the graduate program, please email [gradadmission@agnesscott.edu](mailto:gradadmission@agnesscott.edu).

All applicants must submit the online application related to their program of interest and all required materials to be considered complete. See below for standard admission requirements and program specific requirements, as applicable. Additional materials may be requested by the graduate admission committee.

### Standard Admission Requirements:

- 1) Complete, Submitted Online Application as follows:  
[General Graduate Online Application](#)
- 2) Two Letters of Recommendation: Academic or Professional Recommendations only; no personal recommendations will be considered by the admission committee
- 3) Statement of Purpose: Prospective graduate students applying to the Master of Arts in Clinical Mental Health Counseling must statement of purpose, approximately 1,000 words, that discusses:
  1. your career goals
  2. an example of an impactful helping relationship in a professional setting
  3. the meaning of equity and diversity to your professional and personal life.
- 4) Résumé or Professional CV
- 5) Official Transcripts (see Transcript Requirements for details)
- 6) International applicants only:

- International Graduate Student Certification of Finances (see section below for details)
- Proof of English Proficiency (see section below for details)

Completed applications will be reviewed and decisions will be made by the graduate admission committee. A student's record of achievement in a bachelor's program or other graduate program is one reliable indicator of success in a graduate program. Accordingly, Agnes Scott recommends an undergraduate GPA of 3.000 or higher as a baseline for its programs. Some programs have a higher recommended GPA. Graduate programs at Agnes Scott College do not require a GRE score.

## **Application Deadlines**

The Admission Committee reviews applications on a rolling basis, starting after the priority deadline and extending through through the end of each application cycle listed below.

To commence programs starting in the fall semester:

- Priority Application Deadline: November 15
- Regular Application Deadline: February 15
- Standard Application Deadline and Final International Application Deadline: April 15
- Final Deadline: June 15
- Space Available: August 1

## **Transcript Requirements**

Agnes Scott requires applicants to have earned at least a U.S. four-year baccalaureate degree from a regionally accredited institution or its equivalent from an institution authorized to award degrees by the appropriate government agency to be enrolled into a graduate or post-baccalaureate program. Transcripts are not required for AP credit given for high school courses nor for other academic experiences prior to post-secondary enrollment. Transcripts are not required for enrichment activities (e.g., summer abroad, summer internship, etc.) that did not involve enrollment in a degree program.

The following transcripts are required for admission review:

- All post-secondary institutions (undergraduate and graduate) where a degree was earned
- All post-secondary institutions where an applicant is currently or was formerly enrolled in courses taken in non-degree status; in transient status; in undergraduate, post-baccalaureate, or graduate status; and regardless of whether or not the courses led to a degree

For admission review, applicants may submit either official transcripts or transcript copies (i.e. unofficial transcripts). An unofficial transcript is either an unsealed electronic transcript or an unsealed paper transcript that the applicant has scanned, uploaded, emailed, or mailed to Agnes Scott. Documents such as self-printed academic histories, web-based academic evaluations, or anything typed/hand-written are not considered transcripts and will not be accepted.

As a condition of admission, all students are required to submit final, official transcripts (showing degree conferral where applicable) by the deadline provided by the graduate admission committee.

## **Requirements for Current Bachelor's Degree-Seeking Students**

Applicants who are completing an undergraduate degree at the time of application are eligible for review, and should submit current transcripts. Offers of admission and enrollment are conditional until Agnes Scott College's Office of Graduate Admission receives a final, official transcript showing degree conferral. Admitted students who are completing their undergraduate degree at the time of admission are eligible to be enrolled; however, will be dropped from their classes if final, official transcripts are not received before the first day of classes. Conferral dates must occur before the first day of graduate classes for the graduate program.

## **Transcript Submission**

Applicants should submit their transcripts directly to Agnes Scott College. To submit transcripts, applicants may:

- Upload or email electronic unofficial transcripts directly to the online application, online application checklist, or to [gradadmission@agnesscott.edu](mailto:gradadmission@agnesscott.edu)
- Send official electronic transcripts for graduate admission to [gradadmission@agnesscott.edu](mailto:gradadmission@agnesscott.edu) or mail official, sealed transcripts to:

Agnes Scott College  
Office of Graduate Admission  
141 E. College Avenue  
Decatur, GA 30030

## **Evaluation of Foreign Credentials**

Graduates of foreign schools of higher learning must be able to document their degree as being the equivalent of a four-year bachelor's degree awarded by an accredited United States college or university. All applicants who attended an institution outside of the United States, regardless of their country of origin or their native language, must have their foreign credentials evaluated by a member of the National Association of Credential Evaluation Services ([naces.org](http://naces.org)), such as World Education Services ([wes.org](http://wes.org)) or equivalent. Each evaluation must include the following: course-by-course description, documenting equivalence to a regionally accredited U.S. baccalaureate degree (or number of years toward completion) and grade point average.

## **International Applicants**

International graduate applicants applying into one of the graduate studies online graduate certificate or master's programs, or one of our post-bacc certificate programs, are not eligible to be considered for an I-20 issued by Agnes Scott College.

### **International Graduate Student Certification of Finances**

All international graduate applicants applying into our in-person clinical mental health counseling program and who require an I-20 to be issued by Agnes Scott College are required to submit the [International Graduate Student Certification of Finances](#) form. This electronic form is needed to obtain complete and accurate information about the funds available to international applicants who want to study and obtain an I-20 form from Agnes Scott. Submit the form with the proper bank statements and documentation via upload to the application portal after application submission or via email to [gradadmission@agnesscott.edu](mailto:gradadmission@agnesscott.edu).

### **Proof of English Proficiency**

English language proficiency is required at Agnes Scott for all international students, whether the program is completed in-person or online. It may be met through one of the following ways:

- 1) Your country of origin is also an English-speaking country and English is your native language.
- 2) English test scores are not required of applicants from the following countries: Anguilla, Antigua/Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, British Virgin Islands, Canada (Except Quebec), Cayman Islands, Dominica, Falkland Islands (Islas Malvinas), the Grenadines, Guam, Guyana, Ireland, Jamaica/other West Indies, Liberia, Montserrat, New Zealand, South Africa, St. Helena, St. Kitts & Nevis, St. Lucia, St. Vincent, Trinidad & Tobago, Turks & Caicos, United Kingdom, United States
- 3) You have earned at least one of the following:
  - A bachelor's degree from a U.S. institution of higher education
  - A 2-year master's degree from a U.S. institution of higher education
- 4) You have submitted satisfactory scores for the Duolingo English Test, TOEFL or IELTS, as noted

below:

- **Duolingo English Test (DET)** is a fully online English language proficiency test. Scores need to be submitted from Duolingo to Agnes Scott College. A minimum score of 110 is recommended for consideration.
- **Test of English as a Foreign Language (TOEFL)** is designed to measure test takers' ability to use and understand the English language at a university level. Scores need to be submitted directly to Agnes Scott from TOEFL for admission consideration. A minimum score of 80 is recommended for consideration.
- **International English Language Testing System (IELTS)** is a standardized international test of English language proficiency. Scores need to be submitted directly to Agnes Scott from IELTS for admission consideration. A minimum score of 6.5 is recommended for consideration.

## Current Undergraduate Applicants

Currently enrolled undergraduates at Agnes Scott with a GPA of 3.000 or higher may apply using an expedited application process if applying for one of the college's graduate or post-baccalaureate programs during the final year of undergraduate study. The Office of Graduate Admission recognizes the quality of undergraduates coming from the college and has an admission process for students desiring to enroll in an Agnes Scott graduate or post-baccalaureate program immediately following their undergraduate degree completion.

If an Agnes Scott undergraduate student applies for graduate or post-baccalaureate admission with a cumulative GPA equal to or greater than 3.000, they will generally be exempt from submitting a statement of purpose, professional resume, and, if applying to Writing and Digital Communication, a writing sample. This level of academic achievement, in conjunction with faculty recommendations, generally indicates to the admission committee that the applicant is prepared for the academic rigor of Agnes Scott graduate and post-baccalaureate programs. Additional materials, not to exceed the standard graduate or post-baccalaureate admission application, may be requested as needed.

If an undergraduate applicant has a cumulative GPA below 3.000, they must follow the standard application process, submitting all requested materials for their intended program to ensure holistic application review.

### Graduate Admission Process

This abridged admission process pertains to Agnes Scott undergraduate students applying to a graduate program in the following situations:

- Completing bachelor's degree in December and applying for spring entry
- Completing bachelor's degree in December and applying for the following fall entry
- Completing bachelor's degree in May and applying for fall entry
- Completing bachelor's degree in May and applying for the following spring entry

Undergraduate students who wish to enroll in a graduate program the semester or two after receiving their bachelor's degree should submit the following as part of their graduate application:

- Completed online application form
- Recommendations from two faculty
- Unofficial undergraduate transcript with a cumulative GPA equal to or greater than 3.000
- Admission consultation with the assistant director of graduate admission - the consultation allows the graduate admission committee to know the applicant better and hear about the applicant's interest in their intended program as a part of an holistic application review

## Enrollment Policies

## **Admission Notification and Enrollment Deposit**

Admission decisions are made on a rolling basis. All admitted students who wish to accept the offer of admission must submit the non-refundable enrollment deposit by the deadline listed in their acceptance letter. In the event of extenuating circumstances, extensions to submit the enrollment deposit may be requested by writing to the senior director of graduate enrollment. Extensions or other exceptions to the enrollment deposit may be authorized by the senior director of graduate enrollment.

The enrollment deposit is applied in its entirety to tuition incurred during the student's first semester of enrollment. If the student is not registered for classes during the first semester of enrollment due to an approved deferral of registration, no balance will be refunded nor applied to a future semester.

## **Deferral of Registration**

Graduate and post-baccalaureate students are admitted to start their program during summer, fall, or spring semesters. Admission indicates entry into a specific program and for a specific semester as stated in the letter of admission.

Agnes Scott College does not offer deferral of admission for graduate or post-baccalaureate programs, unless an exception is approved by the senior director of graduate enrollment as noted below. If a student cannot enroll as stated on the letter of admission, or would like to enroll into a program different from the program of admission, a new application will need to be submitted.

Once a student has accepted their admission, by paying their enrollment deposit and submitting any outstanding official transcripts as stated in their letter of admission, they are officially enrolled at Agnes Scott. At this point, graduate and post-baccalaureate students facing extraordinary circumstances may request to defer course registration for up to one year to be enrolled. Any grant awards offered during their initial enrollment will be reconsidered and are not guaranteed for the deferred term. Failure to register will result in a "renege" status and the student will need to apply for entry for a future term. Requests must be submitted in writing to the senior director of graduate enrollment no later than 10 days prior to the start of the semester.

Students who defer registration will not receive a student ID and may not access campus facilities or systems that are reserved for students registered for courses until their coursework begins.

## **Transfer Credit Policy**

Transfer credit is defined as credit hours completed at an institution other than Agnes Scott College that meet the criteria detailed below. Transfer credit is only considered for Agnes Scott students seeking a graduate or post-baccalaureate degree that requires a minimum of 30 credit hours to complete. Requests to transfer credit to Agnes Scott must be submitted at the time of enrollment. No more than eight credit hours may be transferred toward a master's degree or qualifying certificate program.

Students requesting transfer credit are required to submit the electronic Request for Transfer Credit Form, including official transcripts for all coursework ([Graduate Transfer Credit Request Form](#) or [Post-Baccalaureate Transfer Credit Request Form](#)). Students may be asked for copies of syllabi for requested transfer courses.

Requests to transfer credit hours will only be reviewed prior to matriculation. Request for Transfer Credit Forms must be submitted by the first day of classes for the semester of matriculation into the student's program. Requests submitted after the first day of the semester of matriculation will not be considered. Requests will be reviewed for consideration upon receipt of the completed form's electronic submission.

Transfer credit hours may satisfy credit hours pending evaluation and recommendation by the



senior director of graduate studies. The senior director of graduate studies will review each course's description and learning objectives to determine whether the course is relevant to the degree program and comparable to courses offered by Agnes Scott College. The senior director of graduate studies will ensure that the following criteria are met:

- The credit earned must have an earned grade of B or higher (3.000 or higher on 4.0 scale) for graduate courses to transfer to a master's, and an A- or higher for undergraduate courses to transfer to a post-baccalaureate certificate
- The credit earned must have been completed within the last five years
- The credit earned must be completed at a regionally accredited college or university within the United States, or a non-U.S. institution (see below for transfer policy from non-US institutions)
- For graduate level transfer credit, the credit was earned in a graduate-level course, wherein the student was enrolled for graduate credit
- For graduate level transfer credit, the credit was not counted toward a conferred degree or certificate.

The senior director of graduate studies will consult with the relevant faculty program director for any requests that do not clearly meet the criteria listed above. Upon recommendation of the senior director of graduate studies, the associate vice president and dean for graduate studies will approve the acceptance of transfer credits. The associate vice president has official, final approval authority for transfer credit. This policy is consistent with the mission of the college and ensures that coursework and learning outcomes are comparable to the college's graduate curriculum and degree programs.

Agnes Scott assumes responsibility for the academic quality of any coursework or credit recorded on a student's academic transcript. Agnes Scott will not accept credit hours earned at the undergraduate level for graduate credit unless completed as part of a pre-approved dual degree program offered by Agnes Scott graduate programs. Transfer of thesis credits or credits for independent research is not allowed.

### **Transfer Policy for Credit Earned at Non-US Institutions**

In the case of a transfer from a non-United States institution, eligible graduate or post-baccalaureate transfer credits must have been earned in a program judged by Agnes Scott College to be comparable to a graduate degree program of a regionally accredited institution in the United States. Transfer of thesis credits or credits for independent research is not allowed. Students must have their courses evaluated by a member of the National Association of Credential Evaluation Services.

### **Transient Credit**

Credit for transient courses will not be granted for graduate or post-baccalaureate study at Agnes Scott College.

### **Leave of Absence**

The purpose of a leave of absence is to allow a student a break in their studies without having to withdraw from the college and apply for re-enrollment. An electronic leave of absence form must be submitted to the senior director of graduate studies for approval before the first day of classes of the semester or semesters requested. A leave of absence may be for one or two semesters, with a maximum of two semesters during a student's graduate program. A student may request the director extend their leave of absence from one semester to two semesters.

During an approved leave of absence, the student may not audit or otherwise attend courses and may not access campus facilities reserved for students registered in courses.

A student granted a leave of absence does not need to apply for re-enrollment. By the deadline stated on the leave of absence request form, the student should notify the senior director of

their intent to return by emailing [gradsupport@agnesscott.edu](mailto:gradsupport@agnesscott.edu) of their intended return. A student who does not return within the time specified for their leave will be administratively withdrawn and must apply for re-enrollment.

A student returning from a leave of absence must meet with the senior director of graduate studies for course registration.

A leave of absence may not be used to attend classes at another institution. If academic credit is attempted during the leave of absence, a student must submit an official transcript to the college prior to returning. If a student is not in good standing at another institution, they must apply for re-enrollment to Agnes Scott. No transient credit will be awarded.

### **Emergency Leave of Absence**

Currently enrolled graduate students who must withdraw from all classes after the drop/add period in a given semester due to an emergency or other extraordinary circumstance may request to be approved for an emergency mid-semester leave of absence. An electronic emergency leave of absence form must be submitted to the senior director of graduate studies for approval. The request will be reviewed for consideration upon receipt of the completed form's electronic submission. If approved, the emergency mid-semester leave of absence is active through the end of the semester of approval. During the emergency leave of absence, the student remains enrolled at the college.

A student returning from an emergency leave of absence must meet with the senior director of graduate studies for course registration.

### **Withdrawing from the College**

A student who wishes to withdraw from the college must obtain an electronic withdrawal form from the senior director of graduate studies. The request will be reviewed for consideration upon receipt of the completed form's electronic submission. Withdrawal from the college is not official until the director has signed the form.

Withdrawals from the college with an effective date after the deadline to drop a course with a W grade will result in grades of WF. Grades of WF factor into the GPA the same as grades of F. In cases in which a student withdraws from the college after the deadline to withdraw with W grades and the student has documentation of a serious hardship or medical problem, they may appeal this policy. Appeals must be submitted to the director before the last day of classes for that semester. The associate vice president and dean for graduate studies may approve an exception, and the student receives grades of W instead of WF. If requested, and documentation supports a medical cause for withdrawal, the associate vice president, in consultation with the director, may approve grades of MED for all courses instead of W or WF.

For the financial aspects of withdrawal from the college, see the Financial Aid section.

### **Re-Enrollment**

A student who has withdrawn from the college and wishes to continue graduate studies at Agnes Scott must submit a re-enrollment application and \$50 application fee for consideration. Contact [gradadmission@agnesscott.edu](mailto:gradadmission@agnesscott.edu) for the re-enrollment application. A personal statement explaining the reason for their withdrawal and return, and transcripts from any college(s) attended while withdrawn from Agnes Scott College must be submitted with the online application.

A student who is approved for re-enrollment to the college will be subject to the requirements of the catalog in effect at the time of re-enrollment. All re-admitted students who wish to accept their offer of readmission must submit the non-refundable enrollment deposit by the deadline listed in their acceptance letter. A student who has withdrawn from the college must clear any outstanding balance on their student account before they will be considered for re-enrollment. Deadlines for re-enrollment applications are consistent with standard admission application deadlines. Deadlines for re-enrollment applications by term of intended return:

- Fall Semester: July 15
- Spring Semester: November 15
- Summer Semester: April 15

## **Health Records Requirement**

Graduate and post-baccalaureate students who enroll are not required to complete an entrance health physical; however, all students must submit the required immunization and vaccination records and complete the required entrance forms on the Student Health Services Patient Portal. A health hold will be placed on the student's account if immunization records are not received by the Wellness Center via the online portal by May 1 for summer admission, by August 1 for fall admission or December 1 for spring admission. Visit the [Wellness Center](#) for more details and access to the online portal.

## **Enrollment Verification**

Enrollment verification data is furnished initially to the National Student Clearinghouse approximately two weeks after classes for a given semester have started and after all "drop" actions have occurred. Students who require official enrollment verification for loan companies, scholarship sponsors, and insurance carriers should refer the third-party to the [National Student Clearinghouse \(NSC\)](#).

If a graduate student requires an unofficial verification of registration, an emergency Letter of Registration can be provided by the Senior Director of Graduate Enrollment after classes have begun and the initial Add/Drop period is over. The College does not furnish enrollment verifications prior to this. Students should be aware that this is not an enrollment verification, but simply a confirmation that the student has registered for an upcoming semester. As such, the document may not be acceptable to an insurance company or lending agency. To request a Letter of Registration, please email [gradsupport@agnesscott.edu](mailto:gradsupport@agnesscott.edu).

# Academic Policies

Agnes Scott maintains high standards of academic excellence with an established set of policies governing students' academic status, performance, and personal conduct.

## Degree Requirements

Agnes Scott confers the Master of Arts in clinical mental health counseling. Students must complete the 60 credit hours as outlined in the plan of study section in this handbook. 54 credits are required as outlined and 6 credits are required electives from which students may select.

### Residency Requirement

All graduate and post-baccalaureate coursework leading to a degree, certificate, or committee or composite letter is to be completed at Agnes Scott. During admission, post-baccalaureate and graduate degree-seeking students may request up to 8 credit hours of transfer credit from prior coursework be reviewed for transfer credit, per the Transfer Credit policy. Please refer to the Transfer Credit policy for additional details.

### Standards of Progress

To assist degree and certificate seeking graduate students in achieving timely completion of their programs, the college has established the following standards of progress guidelines. These guidelines encourage students to complete half of the credit hours required for their program each academic year. A minimum of 33 credit hours are required for the master's degree and 12 credit hours are required for graduate and post-baccalaureate certificates, depending on program requirements.

To achieve standard progress as a master's degree seeker, students will complete a minimum of nine credit hours per academic year. To achieve standard progress as a graduate certificate seeker, students will complete a minimum of six credit hours per academic year (including summer sessions). Full-time graduate students in the Master of Arts in Clinical Mental Health Counseling and Master of Science in Medical Sciences programs achieve standard progress as graduate degree seekers by completing a minimum of 18 credit hours per academic year.

Post-baccalaureate students achieve standard progress by completing the required courses in the program in 12 months, in accordance with the course sequence. Standards of progress differ from the criteria for Satisfactory Academic Progress, which are detailed in the section on Financial Aid.

### Graduation and Commencement

Graduate degrees and certificates are conferred three times a year in August, December, and May. There is one commencement ceremony in May for bachelor's and master's students. A master's student must fulfill all graduation degree requirements to participate in commencement in the semesters prior to commencement (see the Academic Program, Degree Requirements section of the catalog). Certificate students do not participate in commencement exercises.

A student must complete and submit an electronic conferral form to the senior director of graduate studies by the first day of course selection in the semester prior to the one in which they intend to complete their graduate or certificate program. A late fee is imposed for any student who submits this application after the deadline. Once a semester has started, a student may not apply to graduate at the end of that semester. Students must be enrolled in at least three credit hours during their final semester.

To complete their program, graduate students must satisfy all program requirements and all college requirements.

## **Academic Probation and Dismissal Policy**

A student seeking a master's degree or graduate certificate is placed on academic probation if they have a cumulative GPA of less than 3.000.

Academic probation notifies a student that unless their academic performance improves, they may be dismissed. During the time of academic probation, a student will not be considered in good standing. Any transcript issued during the period of a student's academic probation will carry the notation of academic probation.

A student on academic probation may not hold any elected or appointed office, and may not participate with any noncredit performing group or in any organized college activities except those activities that are associated with their academic program. Additional restrictions may also be imposed by the associate vice president and dean for graduate studies.

A student who withdraws from a graduate program while on academic probation will remain on probation if they are readmitted, until their academic performance in the graduate program returns them to good standing. Appeals regarding academic probation will be heard by the associate vice president.

Graduate students will be subject to review for academic dismissal for any of the following reasons:

- Two consecutive semesters with a cumulative GPA below 3.000 (or one semester plus the two summer sessions immediately before or after)
- Two consecutive semesters of academic probation (or one semester plus the two summer sessions immediately before or after)
- Failure to pass a 3-credit course in one academic year

A committee composed of the vice president for academic affairs and dean of the college, the associate vice president and dean for graduate studies, the senior director for graduate studies, and two members of the Graduate Committee on Policy, Curriculum and Academic Planning imposes academic dismissal and may specify a length of time a student must wait before they may apply for re-enrollment. A student may be dismissed at any time if this committee judges the student's academic performance to be unsatisfactory or if they have violated the specific conditions of their academic probation. A student readmitted after academic dismissal will be placed on academic probation for their first semester. Any transcript issued following the academic dismissal will carry the notation of academic dismissal.

The committee may waive the academic dismissal guidelines if a graduate student has been forced to reduce their load because of extenuating circumstances. The committee may impose a sanction of probation if the student is not dismissed.

## **Course Policies**

The college operates on a semester calendar. The unit of credit is the semester hour. Typically, each semester course receives three or four credits. Laboratory courses are typically one credit hour.

With few exceptions, all courses are semester courses, i.e., courses beginning and ending within a semester. Credit is given upon successful completion of each semester course.

## **Course Credit Policy**

Since its founding Agnes Scott College has asserted its objective to maintain "a liberal curriculum fully abreast of the best institutions of this country" (*—Agnes Scott Ideal, 1889*). The course credit policy of Agnes Scott College is consistent with the policies provided by the U.S. Department of Education.

Specifically, federal guidelines define the credit hour as follows:

- 1) *One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester hour of credit; or*
- 2) *At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practicum, studio work, and other academic work leading to the award of credit hours.*

Agnes Scott College takes these guidelines as minimum expectations, which serve as a starting point rather than a goal. The college faculty strives to maintain rigorous course content through the assumption of detailed preparation associated with each class meeting and the expectation that students will take advantage of enrichment opportunities by engaging in a range of academic activities available to enhance each course. To the academic activities mentioned above, the college adds opportunities including, but not limited to, event attendance (lecture, performance, civic function), background preparation (reading, research, creating notes or questions), experiential work (internship, volunteering), or expansion of class functions (meetings, testing, tutorials).

The expectations for student academic work in each course is incorporated into course syllabi and new course approval forms.

## **Course Numbering**

Courses ranging in number from 100-499 are designed at the undergraduate level, and include courses in the post-baccalaureate curriculum.

Courses are numbered as follows:

**100 Level:** A student completing courses at the 100 level will demonstrate one or more of the following:

- Ability to engage in, consider, or apply introductory-level skills, techniques, or concepts within a discipline, an aspect of a discipline, or an interdisciplinary field
- Explanation of concepts from a survey within a discipline or program of study
- Explanation of a survey of related concepts among disciplines
- Development of a foundation for further study

**200 Level:** A student completing courses at the 200 level will demonstrate one or more of the following:

- Ability to engage in, consider, apply, or reinforce Intermediate-level skills, techniques, or concepts within a discipline
- Attainment of focused consideration of an aspect or aspects of a discipline
- Development of targeted knowledge of interdisciplinary connections
- Development of skills or knowledge suitable for continuation to advanced study

**300 Level:** A student completing courses at the 300 level will demonstrate one or more of the following:

- Ability to engage in, consider, apply, or master advanced-level skills, techniques, or concepts within a discipline
- Attainment of advanced consideration of an aspect or aspects of a discipline
- Development of detailed knowledge of interdisciplinary connections
- Development of skills or knowledge suitable for continuation to independent or capstone study

**400 Level:** A student completing courses at the 400 level will demonstrate one or more of the following:

- Detailed synthesis of concepts within a discipline
- Completion of an independent or capstone study that illustrates mastery of an aspect of that discipline

- Creation of original research or artistry
- Advanced consideration of interdisciplinary connections
- Attainment of skills or knowledge suitable for continuation to professional or graduate study

Courses ranging in number from 500-699 are designed for graduate students pursuing master's degrees and graduate certificates.

500-level courses: A student completing courses at the 500 level will demonstrate one or more of the following:

- Advanced analysis and detailed synthesis of concepts within a discipline
- Ability to apply advanced-level knowledge, skills, techniques, or concepts to theoretical and practical problems
- Advanced knowledge of the field and its related theories, practices, and/or technologies

600-level courses: A student completing courses at the 600 level will demonstrate one or more of the following:

- Ability to apply advanced-level knowledge, skills, techniques, or concepts to theoretical and practical problems
- Advanced knowledge of the field and its related theories, practices, and/or technologies
- Production of a professional quality, independent research or artistic project

## Course Loads

According to the Southern Association of Colleges and Schools Commission on Colleges' guidelines, graduate and post-baccalaureate students are considered full-time when they enroll in nine or more credit hours in a semester. Graduate and post-baccalaureate students enrolled in eight or fewer credit hours in a semester are part-time. For the purpose of Federal Financial Aid, graduate students are considered half-time at 4.5 credit hours per semester.

A graduate student may apply to take more than 12 credit hours per semester by submitting a request to the senior director of graduate studies. Such requests will be considered only for students who have already completed a semester of graduate study at Agnes Scott, and who present a compelling academic reason for their request. Students requesting to take 12 credit hours must have a GPA of 3.500 or above.

Post-baccalaureate students are automatically registered for full-time study, according to their program's schedule, unless approved as an exception by the faculty program director.

## Course Registration and Attendance

Students select courses in consultation with their advisors and the senior director of graduate studies according to a schedule published by the Office of the Registrar (typically in April for fall semester and summer terms and in November for spring semester). All students must register at the start of each semester on dates announced in the college calendar, and complete registration by the end of the registration period. Once registered, students may drop and add classes through the end of the Drop/Add period. Due to the importance of course registration for accurate financial aid packaging and billing, late registrants will be assessed a late registration fee. No student is allowed to register after the last day to add courses as posted in the college calendar (exceptions are accommodated for courses with irregular start and/or end dates).

Post-baccalaureate students and graduate students in the medical sciences and clinical mental health counseling programs will be registered for all courses by the senior director of graduate studies and may only add or drop a course with permission from the senior director of graduate studies. The director will consult the appropriate faculty director as needed.

## Adding Courses

A student may add a class during the first four business days of the semester without the instructor's

permission (unless adding that course requires instructor's permission). After four business days, a student needs the permission of the instructor to add a course, even if the student has been on the waiting list. No student is allowed to add a course after the last day to add courses as posted in the college calendar (exceptions are accommodated for courses with irregular start and/or end dates).

### **Dropping Courses**

The last day to drop a course without a W is three weeks after the first day of classes. In this case, the course will not be on the student's transcript. The last day to withdraw from a class with a W grade is posted in the college calendar. No one may withdraw with a W from individual courses after this date. If a student does withdraw from an individual course after this date, a WF will appear on the transcript.

In cases of medical emergency, a student may withdraw from a course with the designation MED (medical withdrawal), which will appear on their transcript. The associate vice president and dean for graduate studies, following the recommendation of the director of accessible education and/or the senior director for graduate studies, authorizes medical withdrawals for graduate students. The director of accessible education will recommend medical withdrawal only when a medical emergency is described and certified in writing by a licensed physician or psychologist at the time of the emergency. The student is responsible for ensuring written documentation is provided no later than the last day of classes. Students are allowed one opportunity for medical withdrawals. If the medical emergency requires withdrawal from courses that results in enrollment fewer than three credits, the student would need to withdraw from the college or request an emergency leave of absence (see Withdrawing from the College policy and Emergency Leave of Absence policy above).

Hours dropped after the last day to drop without a W grade will be included in the calculation of satisfactory academic progress for financial aid eligibility. See the Financial Aid section for detailed information. For information about refunds, see the Refund Policy.

### **Repeating Courses**

A graduate student may not repeat Agnes Scott courses for which they earned an A, A-, B+ or B unless specifically allowed for that course. The last grade earned will be used in the calculation of the cumulative GPA but the original grade and repeated grade will appear on the transcript. A course repeated with a B- or lower grade will only count in the cumulative academic credit once. The repeat policy for courses with a B- or lower grade is only permitted when the course is repeated at Agnes Scott. Graduate students may repeat Agnes Scott courses for which an F was received.

Registration requests related to the Repeating Courses Policy must be initiated by the student submitting their appeal to the senior director of graduate studies from their Agnes Scott email account, who approves requests on behalf of the associate vice president and dean for graduate studies.

### **Auditing Courses**

A currently enrolled graduate or post-baccalaureate student may request to register to audit graduate courses with approval of the senior director of graduate studies. Please consult the director prior to submitting the electronic audit form. The request will be processed by the Office of the Registrar upon receipt of the completed form's electronic submission. Students are required to pay tuition and fees for any class they audit. Auditors are subject to any restrictions or requirements the instructor may wish to impose, which may include the expectation that auditors complete the same coursework as students taking the course for credit. Audited courses appear on a student's transcript with a grade of AU. Should a student not meet the requirements of the AU agreement form, they will receive a grade of W.

The student's academic record and course load are factors considered in granting permission to



audit. No student will be given permission to audit after the last day to add courses as posted in the college calendar. A student may not take for credit a course they have audited.

Only currently enrolled graduate and post-baccalaureate students may audit graduate courses, subject to the terms above. Undergraduate students, staff, and community members may not audit graduate courses. Staff and community members who wish to take graduate courses but do not seek a credential may apply for admission as a non-degree seeking student. This policy ensures all students in a graduate class are subject to the same admission standards.

### **Class Attendance**

Academic work is the heart of the educational experience and academic success at Agnes Scott College is directly related to class attendance. Attendance is part of the student's overall responsibility and performance in a given course. Excessive absenteeism will interfere with the student's ability to learn and may result in a lower final grade.

Individual faculty set attendance policies. Faculty members provide students with a written statement of policies regarding absences at the beginning of the semester. Policies must not penalize students for absences from class prior to their registration for the course.

Policies should make reasonable accommodations for students who miss classes due to serious illness, death of an immediate family member, observance of religious holidays, or participation in events or activities sponsored by the college. Policies should also make reasonable accommodations for students who miss classes due to unanticipated illness of a child or dependent. Faculty should indicate in their syllabi if they require advance notification of anticipated absences. It is the student's responsibility to communicate about absences with their instructors.

Instructors must delineate on the syllabus, which is made available at the beginning of the semester, any required course activities or events that take place outside of scheduled class time. Any course activities or events added to the syllabus after classes begin may be optional or recommended, but may not be required. Extracurricular or extra-classroom activities that conflict with regularly scheduled classes may be optional or recommended, but may not be required.

It is the student's responsibility to assess obligations for the semester as indicated on their course syllabi and determine their ability to meet course attendance requirements.

If a student misses two or more consecutive class meetings during the first 10 calendar days of the semester, they must justify those absences to the satisfaction of the faculty member prior to the second absence; otherwise, the faculty member may drop them from the course by writing to the senior director of graduate studies. It is not, however, the faculty members' responsibility to drop non-attending students from their courses. The responsibility to add and drop courses belongs to the student.

If a student becomes unexpectedly and seriously ill, injured, hospitalized, or experiences an emergency that will require them to miss academic work, they should notify their instructors and the senior director of graduate studies as soon as possible to inform the college of their situation. Students who are hospitalized should also contact the senior director of graduate studies before returning to class. The student should provide a copy of their discharge summary at the meeting.

A student who has been conditionally admitted to the college is permitted only one absence in each academic course that is not due to serious illness, death of an immediate family member, religious observance, or any other reason excusable by the instructor.

A student on academic probation is permitted only one absence in each academic course that is not due to serious illness, death of an immediate family member, religious observance, or any other reason deemed excusable by the instructor.

### **International Student Online Class Attendance**

International students attending on the F-1 Visa have special regulations for online classes and

blended/hybrid instructional options. The Department of Homeland Security requires F-1 students to maintain a full course of study, and the course of study must lead to the attainment of a specific degree. A full course of study is defined as a minimum of: 9 credit hours for graduate students. F-1 students can count only one online/remote learning class or three credits of online/remote learning course per semester toward the full course of study requirement.

For courses with blended or hybrid instructional options, F-1 students are required to participate in the independent study components in person. In-person attendance is part of the F-1 student's overall responsibility and performance in a given course. It is not, however, faculty members' responsibility to monitor students' in-person attendance.

If an F-1 student needs only one course to complete the program of study and the student intends to remain in the US, that course must be in a traditional on-campus format/in-person. This will allow the student to maintain their visa status and be eligible to apply for post-degree work opportunities if they choose to do so. Failure to comply with the regulation will be a violation of a student's F-1 status.

International students should access further information regarding regulations and policies by meeting with the senior director of graduate studies and the international student advisor.

### **Tests and Examinations**

Attending scheduled tests and examinations is mandatory. Tests must be announced at least a week in advance, and must be scheduled during normal course time or be documented on the syllabus at the beginning of the semester. If a student, because of unavoidable circumstances, cannot take a test at the appropriate time, permission to take the test at another time may be granted by the instructor. A student who is permitted to take a make-up test should arrange to take the test at the convenience of the instructor. Tests and exams must be pledged and may not be discussed with other students in the class until the professor notifies the class that discussion is permitted.

### **Completion of Courses**

All work for a course, except final examinations and papers or projects in lieu of final examinations, must be completed by 9 a.m. of the reading day of the semester.

As part of their completion of each course, all students are expected to complete course evaluations. Course evaluations are administered by the college electronically in the final weeks of each semester, with an individual course link sent to the student's email account. Results are not available to the instructor until after final grades have been posted. The college takes evaluations seriously. The associate vice president and dean for graduate studies reviews all course evaluations annually, as do program directors. Instructors review their course evaluations to make improvements to course content.

### **Final Examinations, Papers, and Projects**

Instructors may require final examinations at the end of each semester or term. Any final examination that requires self-scheduling will be stated on the course syllabus, and managed by the instructor.

Instructors may require projects or papers in lieu of a final examination. The deadline for this work must be no later than the last day of examinations of the semester.

If a student is unable to complete final exams and related work during the examination period because of illness or other excused cause, the student should request an Incomplete, following the policy on Incomplete Grade.

### **Incomplete Grades**

When an extenuating circumstance at the end of the semester impacts a student's ability to complete

final assignments/exams, they may request an incomplete grade. A student seeking an incomplete (I) grade must consult with the senior director of graduate studies and then submit the electronic incomplete form. The request will be reviewed for consideration upon receipt of the completed form's electronic submission. The associate vice president and dean for graduate studies will consult the instructor of record if needed. An incomplete grade will be given only if the student has documented, extenuating circumstances supporting their request and has received a passing grade for completed course work. Incomplete grades are not appropriate in cases of excessive absences or missed deadlines throughout the semester. Deadlines for incomplete work are set by the associate vice president but must not exceed 10 calendar days after the beginning of the subsequent semester of enrollment. If work is not completed by the deadline, the incomplete grade automatically becomes an F. When a pending Graduate Honor Council case is not resolved before the semester grade deadline, the vice president for student life and dean of students will inform the associate vice president and dean for graduate studies to grant an incomplete grade until the Graduate Honor Council case is heard. Only the associate vice president may grant incomplete grades for graduate and post-baccalaureate students.

## Grading System

A student's grade point average (GPA) is calculated as follows: it is the sum of the quality points per semester hour times the semester hours earned per grade, divided by the total number of semester hours attempted. Attempted hours exclude grades of I, P, W, and MED (medical withdrawal). Grades of I, P, W and MED are excluded from GPA calculation. Only grades for courses taken at Agnes Scott are factored into a student's GPA. All grade-point averages are reported to three decimal places.

Faculty determine grading policies for their courses. Grading policies must be made available to students at the beginning of each semester. In the absence of any other scale announced by an instructor or program, the grading scale given below will apply for converting numerical grades into final letter grades.

93 to 100	A	90 to less than 93	A-	87 to less than 90	B+
83 to less than 87	B	80 to less than 83	B-	77 to less than 80	C+
73 to less than 77	C	70 to less than 73	C-	67 to less than 70	D+
63 to less than 67	D	60 to less than 63	D-	Less than 60	F

## Quality Points

Grades are assigned the following quality points per semester hour:

A = 4	A- = 3.67	B+ = 3.33	B = 3	B- = 2.67	C+ = 2.33	C = 2
C- = 1.67	D+ = 1.33	D = 1	D- = 0.67	F = 0	WF = 0	

## Grade Appeal Policy

When a student has substantial grounds to dispute a final grade and is prepared to present evidence, the student must initiate the Grade Appeal Procedure no later than 30 days after the beginning of the next semester after the course with the disputed grade. The process is initiated by the student submitting a complaint to the instructor from their Agnes Scott email account and copying the senior director of graduate studies. Upon receipt of the complaint the student and the instructor will discuss the dispute. If not resolved the student may proceed with mediation.

If mediation is agreed upon, the instructor and the student will each sign a document acknowledging the agreement and foreclosing further action on the grade dispute. These will be submitted to the senior director of graduate studies.

The student and the instructor shall discuss the dispute and the instructor shall have a

reasonable period of time to consider changing the grade. The instructor shall notify the student of the decision in writing. If a reasonable period of time passes without the instructor notifying the student, the student shall inform the instructor and then may move forward with the next step.

If the matter is not resolved, the student shall have two business days after the instructor's notification being sent to forward the original written appeal with evidence to the program director for mediation. The program director shall mediate the dispute by consulting with both parties but cannot make a grade change. The program director will notify the student and the senior director for graduate studies in writing of the result of the mediation. Should the program director be the faculty member involved in the dispute, the dispute shall automatically go to the associate vice president and dean for graduate studies for mediation.

If the matter is not resolved, the student shall have two business days after the program director's notification being sent to forward the original written appeal with evidence to the associate vice president for mediation. The associate vice president shall mediate the dispute by consulting with both parties, but cannot make a grade change. The associate vice president will notify the student in writing of the result of the mediation.

If the associate vice president is unable to resolve the dispute, the student has two business days after notification being sent to forward the original written appeal with evidence to the chair of the Graduate Committee on Policy, Curriculum and Academic Planning (Graduate Committee). Should a Graduate Committee member be either the faculty member involved in the dispute or the program director involved in the dispute, then the faculty member shall recuse themselves from all matters regarding the case. If any person happens to be in the dispute process multiple times in different roles (e.g., professor and chair, chair and Graduate Committee member), then the Faculty Executive Committee officers will substitute one of their committee members for all subsequent roles after the first. The Graduate Committee shall render its decision within a reasonable period of time. The committee's decision is final.

The senior director of graduate studies will monitor the progress of the complaint throughout the process and determine when the deadlines have passed, and will address any questions related to the process.

## **Pass/Fail Grades**

Graduate students may not register to take courses on a pass/fail grade basis, unless specifically permitted by their program of study. Courses in the clinical mental health counseling program that will be graded on a pass/fail basis are as follows: CMC 660, CMC670. These are the only courses in our program that permit pass/fail grading. Pass/fail grades at Agnes Scott College will not award quality points toward student GPAs.

## **Transcript Requests**

The Registrar's Office is pleased to offer an online service through which current students, former students, and alumni may order copies of official transcripts anytime of day on a year-round basis. With E-Transcripts, students have access to transcript ordering, electronic exchange with other participating colleges, automatic email confirmations, online order tracking and optional text message alerts by accessing the [Agnes Scott eTranscripts Online Ordering Service](#). Delivery options and estimated processing times for hardcopies are posted on the web page. Electronic PDFs are available immediately, and expire 30 days after the order is processed (assuming no holds exist and the student signed the consent form). Processing may take longer during peak times (e.g. the beginning and end of each semester). If a student has a hold on their account they will be able to complete the ordering process, but their transcript will not be sent until all holds are resolved. If the hold is not resolved within 30 days the transcript order will be canceled.



# Confidentiality of Student Records

The Family Educational Rights and Privacy Act of 1974 affords students certain rights with respect to educational records. As defined by FERPA, a student is any individual who is or has been in attendance at an educational institution. As defined by Agnes Scott, FERPA rights will apply to Agnes Scott students once they are in attendance at the college. A student will be considered "in attendance" from the date they first attend a class as an enrolled student. FERPA rights include:

- 1) The right to inspect and review the student's education records within 45 days of the day Agnes Scott receives a request for access.

Students should submit to the Office of the Registrar, vice president for academic affairs and dean of the college, associate vice president and dean for graduate studies, or other appropriate official, written requests that identify the record(s) they wish to inspect. The Agnes Scott official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Agnes Scott official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

A student does not have the right to inspect and review these education records:

- Financial records, including any information those records contain, of her or his parents;
  - Confidential letters and confidential statements of recommendation placed in the education records of the student before January 1, 1975, as long as the statements are used only for the purposes they were specifically intended; and
  - Confidential letters and confidential statements of recommendation placed in the student's education records after January 1, 1975, if
    - the student voluntarily signed a waiver of right to inspect and review those letters and statements; and
    - those letters and statements are related to the student's
      - admission to an educational institution;
      - application for employment; or
      - receipt of an honor or honorary recognition.
- 2) The right to request amendment of the student's education records the student believes are inaccurate or misleading.

To amend a record they believe is inaccurate or misleading, the student should write the Agnes Scott official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If Agnes Scott decides not to amend the record as requested, the college will notify the student of the decision and advise the student of their right to a hearing regarding the request for amendment. Additional information regarding hearing procedures will be provided to the student when notified of the right to a hearing.

- 3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosures without consent.

One exception permitted without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by Agnes Scott in an administrative, supervisory, academic, research, or support-staff position (including law-enforcement personnel and health staff); a person or company with whom Agnes Scott has contracted (such as an attorney, auditor, or collection agent); a person serving on the Agnes Scott College Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or their tasks. A school official has a legitimate educational interest if the official needs to review an educational record to fulfill

their professional responsibility. Upon request, Agnes Scott discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Agnes Scott to comply with the requirements of FERPA. The office that administers FERPA is:
- Family Policy Compliance Office
  - Department of Education
  - 600 Independence Ave. S.W.
  - Washington, D.C. 20202-4605

Certain information is considered public and is released by Agnes Scott at its discretion. In accordance with FERPA, Agnes Scott has designated the following as "directory information" that may be released without the student's consent:

- Name
- Home or Permanent address
- Campus email address
- Field of Study
- Anticipated Completion Date
- Dates of attendance
- Degrees and awards received
- Participation in officially recognized activities and sports

Students may withhold disclosure of directory information. Written notification must be filed with the Office of the Registrar within 10 days after the first day of classes for each semester. Request for nondisclosure will be honored by the college for only one academic year; therefore, authorization to withhold directory information must be filed annually.

Failure by a student to specifically request withholding of information indicates approval for disclosure.

## **Student Right-to-Know Act**

In compliance with the Student Right-to-Know Act, graduation rates and other student consumer information for Agnes Scott College are available at <https://www.agnesscott.edu/consumer-information/>. Agnes Scott facts and historical degree and enrollment information can be accessed at [www.agnesscott.edu/institutionalresearch](http://www.agnesscott.edu/institutionalresearch). A copy of graduation rates may be obtained upon written request to: Office of Institutional Research and Effectiveness, Agnes Scott College, 141 E. College Ave., Decatur, GA 30030.

# Course Descriptions and Student Learning Outcomes

## Program Instructional Format

The clinical mental health counseling program may be completed through a combination of in-person and hybrid courses. Not all courses are offered in a hybrid format. The requirements and student learning outcomes are the same, regardless of instructional format.

## Requirements for the Master of Arts in Clinical Mental Health Counseling

To fulfill the requirements for the Master of Arts, students must successfully complete the 18 core courses for 54 credit hours and an additional two elective courses for six credit hours for a total of 60 credit hours and complete the program with a minimum GPA of 3.000.

## Core Courses

CMC-610	Counseling Theories I
CMC-612	Professional Orientation to Clinical Mental Health Counseling
CMC-614	Counseling Diverse Populations: Social, Linguistic & Cultural Foundations
CMC-620	Principles and Techniques of Counseling
CMC-616	Individual Appraisal and Assessment
CMC-622	Counseling Theories II
CMC-624	Advanced Psychopathology: Assessment, Diagnosis & Treatment
CMC-626	Legal, Ethical and Professional Issues in Counseling
CMC-632	Group Theory and Process
CMC-634	Crisis, Trauma & Grief Counseling: Impact, Intervention and Management
CMC-636	Addictions and Substance Use
CMC-642	Human Growth & Development Across the Lifespan
CMC-644	Program Research & Evaluation
CMC-646	Lifestyle and Career Development Assessment
CMC-650	Internship in Mental Health Counseling I
CMC-660	Counseling Practicum
CMC-670	Internship in Mental Health Counseling II
CMC-652	Psychopharmacology & Biological Bases of Behavior

## Electives (two courses for 6 credit hours; elective topics subject to change)

CMC-654	Counseling Children & Adolescents
CMC-655	Couple & Family Counseling
CMC-656	Mental Health Consequences of Experiences of Discrimination
CMC-658	Women & Mental Health

### CMC-610 COUNSELING THEORIES I

This course will provide an overview of the basic concepts, history, process of psychotherapy, mechanisms of change, and applications of the major schools of counseling and psychotherapy. Learners will focus on the integration of theory as it relates to individual psychotherapy, multicultural, developmental, and systemic foundations. A multicultural lens will be used to examine each theoretical framework and evaluate utility based on its culture-bound factors and applicability to diverse populations. The course will thoroughly examine current trends and pressing questions in the practice of counseling. Registration is limited by program of study.

#### Learning Outcomes

- Evaluate the major theories of counseling and psychotherapy through a critical examination



of the socio-historical contexts

- Compare and contrast the various theories in relation to the diverse populations that receive counseling services
- Identify the multicultural competencies and multicultural counseling components in relation to counseling theories
- Describe the dialectic between theories of personality and development, and the practices of counseling and psychotherapy
- Demonstrate theory-based counseling skills and techniques

#### CMC-612 PROFESSIONAL ORIENTATION TO CLINICAL MENTAL HEALTH COUNSELING

This graduate course is designed to introduce learners to the profession of mental health counseling and to support their professional development. Learners will gain foundational knowledge of all facets of the professional duties and responsibilities of mental health counselors including: roles, organizational structures, ethics, standards, and credentialing. Learners will engage in a variety of activities designed to apply course content and achieve the learning outcomes. Examples of learning activities include in-class quick writes, ethical dilemmas, case studies, role-plays, and oral presentations. Registration is limited by program of study.

##### Learning Outcomes

- Explain the history and philosophy of the counseling profession and its specialty areas
- Articulate the professional role of the mental health counselor and the relationship to other health, behavioral health, and human service providers within the context of multilayered health and human services systems
- Investigate public policies on the local, state, and national levels that impede or support access, equity, and quality of care
- Demonstrate the advocacy leadership skills needed to address institutional and social barriers that impede access, equity, and success for clients
- Formulate a personal growth and development plan that includes personal and professional self-evaluation and self-care strategies appropriate to a counselor's role and responsibilities

#### CMC-614 COUNSELING DIVERSE POPULATIONS: SOCIAL, LINGUISTIC, & CULTURAL FOUNDATIONS

This course will provide learners with an introduction to the influence of culture on human behavior and mental processes. More specifically, the course will introduce the dynamic and fluid nature of cultural influences on human behavior and emphasize the importance of self-reflection for helping professionals. Learners will be encouraged to explore their own cultural background, self-identity, worldview, self-esteem, and to understand how their implicit biases and perspectives influence the counseling process. Topics begin with an examination of theoretical definitions of culture, and cover a broad range of theories and research findings regarding cultural influences on human behavior and cognitive processes such as: lifespan development, abnormal behavior and mental health, self-concept, emotion, motivation, learning, intelligence, perception, memory, communication, social cognition, and social behavior. Learners will examine the diversity of human expression in contexts ranging from everyday modes of functioning, family, work, and other social relationships. With an understanding of how culture influences human behavior, learners will be better equipped to interact with clients and stakeholders from a global perspective. Course content will highlight cross-cultural research and methodology. Registration is limited by program of study.

##### Learning Outcomes

- To understand the major theories in counseling and their origins and how they relate to their own cultural identity and worldview

- To explore and understand how cultural background, self-identity, self-esteem and worldview influence the counseling dynamic and the role of the counselor
- Learn specific counseling skills and practice their application
- Develop insight into one's own cultural conditioning and how these conditions and values influence our work with multiculturally diverse clients
- Learn and practice culturally appropriate techniques and intervention strategies

#### CMC-616 INDIVIDUAL APPRAISAL AND ASSESSMENT

This course is designed to provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. Comprehension and application of basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, inventory methods, psychological testing, and behavioral observations are examined. Learners will discuss the social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations. Identifications of applicable ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling will be evaluated. Registration is limited by program of study.

##### Learning Outcomes

- Identify historical perspectives of the nature and meaning of assessment
- Explain basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and behavioral observations
- Apply statistical concepts including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- Explain and evaluate reliability and validity in terms of theory of measurement error, models of reliability and validity, and the relationship between reliability and validity
- Identify how age, race, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other social and cultural factors relate to the assessment and evaluation of individuals, groups, and specific populations

#### CMC-620 PRINCIPLES AND TECHNIQUES OF COUNSELING

This course is the first part of a yearlong sequence designed to introduce mental health counseling students to the clinical skills relevant to beginning practice in the field. Both the course material and lab experience will contribute to meeting practicum requirements for licensure as licensed professional counselor in Georgia. Registration is limited by program of study.

##### Learning Outcomes

- Examine the nature of the counseling relationship
- Describe, understand, and apply the major foundational ideas in counseling
- To develop and apply basic counseling skills (e.g., questioning, encouraging, paraphrasing, and summarizing)
- To understand the impact of the counselor-client relationship and the role of personal and social responsibility
- To develop culturally sensitive interviewing and counseling skills for individuals of culturally diverse backgrounds (i.e., race, ethnicity, social class, religion, disability, sexual orientation, etc.)

#### CMC-622 COUNSELING THEORIES II

This course will link the theoretical foundations and perspectives of counseling theory (obtained in Counseling Theories I) to their application in the practice of counseling. Learners will use their

knowledge of the principles and history of modern counseling theories to understand the use of such theories with the counseling profession. The course will allow students to engage in the practical application of clinical techniques and review and practice skills related to identified theories. An emphasis will be placed upon cultural humility to promote a cultural context that is inclusive of gender, race, ethnicity, class, sexual orientation, ability, and age.

Prerequisite: Permission of director.

#### Learning Outcomes

- Learn and demonstrate an understanding of counseling skills corresponding to theories and models reviewed
- Demonstrate attentiveness to the biopsychosocial, emotional, and spiritual concerns of clients in therapy
- Demonstrate an ability to facilitate a client's experience and understanding of the counseling process
- Develop an understanding and appreciation of clients' individual and cultural identity as it relates to the counseling process
- Articulate an understanding of counseling models that inform the student's own professional development as a counselor

#### CMC-624      ADVANCED PSYCHOPATHOLOGY: ASSESSMENT, DIAGNOSIS & TREATMENT

This course provides students with a basic understanding of abnormal human behavior by examining an overview of psychiatric disorders. Students will examine the history, theories, models and classification of mental disorders and approaches to their treatment. The course familiarizes learners with vocabulary and diagnostic categories currently in use, using the DSM-V. Topics will cover the mental health profession and relevant legal, social and theoretical issues. Advanced Psychopathology will assist learners in the classification of abnormal behavior. Registration is limited by program of study.

#### Learning Outcomes

- Discuss the historical context of abnormal behavior and identify methods of assessing and classifying abnormal behavior psychology
- Identify the causal factors involved in abnormal psychological disorders
- Identify physical disorders related to psychological stress factors
- Identify some of the categories of psychological disorders as delineated in DSM-V
- Explain the therapies used in the treatment of mental disorders and society's response to maladaptive behavior

#### CMC-626      LEGAL, ETHICAL AND PROFESSIONAL ISSUES IN COUNSELING

This is an advanced seminar focusing on ethical and legal issues in mental health counseling. The overarching goal of the course is to socialize students into the profession of mental health counseling; the focus will be on providing students with an opportunity to learn about the identity of mental health counselor and the expected roles and responsibilities. A major objective of this course is for students to learn how to critically think about the ethical principles and guidelines within mental health counseling. In addition, students will learn about certification and licensing, accreditation, professional identity, the history of mental health counseling, and future developments. Registration is limited by program of study.

#### Learning Outcomes

- Review the fundamentals of ethics theory from philosophical and psychological perspectives
- Develop a thorough knowledge of ethical issues in science and practice
- Understand the complex relationship between legal regulations and ethical practice

- Learn about the ways in which diversity and multicultural competencies relate to professional practice and ethical practice

#### CMC-632 GROUP THEORY AND PROCESS

This course will provide foundational knowledge and skills related to group development, process, and dynamics; group counseling theories; and group leadership and counseling methods. Emphasis will be placed on factors to consider when developing, conducting, and evaluating groups. Learners will explore different theoretical approaches to counseling groups, as well as evaluating various types of counseling groups. The course content will highlight ethical, legal, and professional issues. Registration is limited by program of study.

##### Learning Outcomes

- Describe the relevance and usefulness of group work to the counseling profession
- Explain theories of group counseling and group work, including commonalities, and distinguishing characteristics
- Compare group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles
- Summarize principles of group dynamics, including group process components, developmental stage theories, and group members' roles and behaviors
- Describe factors to consider when developing, conducting, and evaluating groups, including characteristics of group members, group counseling methods, group counselor orientations and behaviors, settings and criteria and methods of evaluation

#### CMC-634 CRISIS, TRAUMA & GRIEF COUNSELING: IMPACT, INTERVENTION & MANAGEMENT

The course is designed to provide students with knowledge of and competencies in trauma and crisis counseling in urban and multicultural contexts in school based settings. We specifically investigate ecological, developmental, and social variables that impact ethnic minority and low-income communities and their experience of trauma. Trauma associated with racism, poverty, violence, immigration, refugee status, homelessness, abuse, death, injury, health, and crime (as well as other conditions and issues) will be explored. Culturally relevant intervention models and strategies will be discussed for various forms of crisis and trauma. These include the use of cultural-ecological crisis assessment and intervention models for school and community based settings. The main priority in this course is to (1) help you develop cultural sensitivity in trauma and crisis counseling; (2) address multicultural issues as relevant to stress and trauma, (3) become competent in basic crisis intervention skills, techniques, and models, (4) develop a knowledge base of the various types of trauma and how to effectively counsel in crisis situations, (5) understand the functions of the body in response and treatment to trauma, and (6) understand and appreciate ecological, social, biological, and cultural factors associated with experiences of trauma and crises. Registration is limited by program of study.

##### Learning Outcomes

- Knowledge of key concepts related to theories associated with conceptualizing trauma and crisis
- Knowledge of nature and types of trauma/crisis
- Knowledge of intervention models in urban and multicultural settings
- Knowledge of psychosocial factors associated with trauma response (e.g., age, ability, gender, cultural and racial identities, class, and spirituality/religious faith)
- Knowledge of cognitive, affective, behavioral, and neurological factors associated with trauma

#### CMC-636 ADDICTIONS AND SUBSTANCE USE

This course provides an overview of counseling theory, techniques and professional/ethical

standards that are most effective in counseling clients who have been diagnosed with an addictive disorder. Learners will acquire knowledge about prevention strategies, relapse prevention strategies, treatment planning, and the importance of family therapy and self-help groups and how they relate to psychosocial rehabilitation treatment outcomes. Research related to most effective and practical theoretical counseling models that foster personal growth, healing and change will be presented. Learners will develop an ability to critique current research using recovery, multicultural and social-justice oriented frameworks. The importance of comprehensive integrated treatment of individuals with co-occurring psychiatric and substance use disorders will be emphasized. Registration is limited by program of study.

#### Learning Outcomes

- Examine the ecological biopsychosocial-spiritual framework as an addiction and recovery heuristic
- Evaluate the role of brain physiology in addiction and recovery
- Appraise alcoholism and drug dependency as a family disease
- Examine addictions counseling from multicultural and social justice perspectives that takes into account issues of individual differences, culture and diversity
- Compare abstinence-based, recovery-oriented and harm-reduction models of care

#### CMC-642 HUMAN GROWTH & DEVELOPMENT ACROSS THE LIFESPAN

This course is an introduction to lifespan developmental theory and its practical application for counselors. An overview of the psychological, biological, ethnic, cultural, socioeconomic, and environmental factors that influence the growth and development through the lifespan will be provided. Counseling strategies and interventions based on lifespan developmental theory to meet the personal, social, and academic needs of students will be included. Registration is limited by program of study.

#### Learning Outcomes

- Articulate and critique major developmental theories throughout the lifespan
- Understand human growth and development across the lifespan, including normal and abnormal development and developmental crises
- Develop a strength-based psychological perspective and advocate towards the development of resilience among children, adolescents and across the lifespan
- Have knowledge of counseling strategies for assessing and addressing developmental needs of individuals within a multicultural and ecological context)
- Understand developmental stages in the context of cultural differences and be able to apply that understanding to counseling youth, individuals, and family systems

#### CMC-644 RESEARCH AND PROGRAM EVALUATION

This course is an introduction to research and program evaluation. The course will offer an overview of quantitative and qualitative research methods used in the field of counseling, including basic research designs, methods of participants recruitment and data collection, consent, and ethical issues. Course content will include basic statistics, which will allow students to become skilled and informed consumers of published research to inform practice in various settings. The course will also focus on the process of conducting research in the field of counseling in accordance with ethical guidelines and standards of practice. Registration is limited by program of study.

#### Learning Outcomes

- Identify strengths and weaknesses for the basic qualitative and quantitative research designs
- Articulate basic principles of research design, action research, and program evaluation, including traditional experimental design as well as qualitative and single subject designs

- Read and critique published research in the counseling profession and related disciplines
- Understand measurement and statistics in sufficient depth to evaluate published research and conduct evaluations of counseling programs
- Collect, evaluate and share process, perception, and outcome data for counseling programs and interventions
- Understand ethical issues related to conducting research

#### CMC-646 LIFESPAN AND CAREER DEVELOPMENT ASSESSMENT

In this course, learners will examine career development from various theoretical standpoints, the relationship between theory and practice, and how these come together in the day-to-day tasks and responsibilities of the career counselor. Emphasis is placed on the unique contributions that diverse factors such as age, gender, race, ethnic group, sexual orientation, disability, etc. make to career and lifestyle development across the lifespan. The course will also critically examine traditional career development theories, as well as major career assessment and occupation information systems. An overview of components and evaluation of career counseling interventions and programs in schools, work, and community settings will also be provided. Registration is limited by program of study.

##### Learning Outcomes

- Explain theories and models of career planning and development, counseling, and decision-making, including commonalities, and distinguishing characteristics
- Explain the interrelationships among and between factors such as culture, gender, work, mental well-being, relationships, and other life roles and as related to career and lifestyle development over the lifespan
- Identify and synthesize career, vocational, educational, and labor market information resources, visual and print media, and computer-based career information to facilitate career planning and development for diverse populations
- Identify and use relevant instruments, techniques, and technologies for assessing abilities, interests, values, personality, and other factors that contribute to career and lifestyle development for diverse populations
- Identify and apply evidence-based career counseling processes and techniques to facilitate individual skill development for career, educational, and life-work planning and management, including those applicable to specific populations

#### CMC-650 INTERNSHIP IN MENTAL HEALTH COUNSELING I

Internship in Mental Health Counseling I is designed to introduce students to specific issues of clinical importance frequently encountered in counseling practice. Specific topics will be discussed in class/lecture format followed by practice/discussion sessions. Experienced guest lecturers with expertise in various areas of clinical practice will provide information on clinical interventions for certain special populations, which will help you prepare for practice in the field. Both course material and lab experience will contribute to meeting internship requirements for licensure as a Licensed Professional Counselor in Georgia.

Prerequisite: Approved internship application.

##### Learning Outcomes

- Review professional issues in mental health counseling, including foundations of the counseling field, licensure requirements, issues of professional development, membership in professional organizations, and strategies for self-care
- Trace the history and impact of managed care on clinical practice
- Discuss and practice skills related to intake process, diagnosis, clinical documentation, and treatment planning

- Discuss issues related to evidence-based practice and its impact on assessment and intervention
- Study psychopharmacological interventions and implications for diagnosis and treatment

#### CMC-660 COUNSELING PRACTICUM

The ability to interact and work successfully with others in society begins with an understanding of where we, ourselves, stand with regard to complex social issues such as racism, classism, sexism, disability, and other human rights issues. The broader goal of the practicum experience is fostering personal growth, deepening critical consciousness, engaging in lifelong learning and social change. This course will provide learners with the opportunity to increase understanding of themselves and their impact on others. Course activities will be designed to facilitate growth in specific counseling skills, case conceptualization skills, self-awareness, and professional development. Learners will engage in activities including: role plays, case presentations, professional self-assessment, and peer consultation. Registration is limited by program of study.

##### Learning Outcomes

- Develop your basic counseling and interviewing skills with individuals
- Develop a structure for counseling sessions to build a helping relationship
- Keep progress notes for all individual counseling sessions in accordance with the site requirements
- Observe and co-lead group based counseling sessions
- Engage in at least one consultation experience, when possible. Consultations may include: caretaker/parent consultation, consultation with systems (e.g., mental health agencies or school personnel), or formal peer review

#### CMC-670 INTERNSHIP IN MENTAL HEALTH COUNSELING II

This seminar is designed to complement the second year master's student internship placement by providing each student with the opportunity to explore his/her experiences as a beginning mental health counselor. The course seeks to foster students' professional and personal development as a beginning counselor through the discussion of clinical and professional issues that gain prominence through the course of the internship experience and simultaneously learn the value of peer supervision. This will be achieved through class discussions, assigned readings and case presentations and by providing students the opportunity to discuss their experiences with peers in an atmosphere of mutual respect and support. Students are encouraged to consider various theoretical models in their work toward integrating theory, research, and practice, to explore various issues related to sociocultural diversity and social justice as it relates to practice.

Prerequisite: Approved internship application.

##### Learning Outcomes

- To introduce students to the practical application of the counseling skills and theories introduced in more didactic coursework
- To provide an opportunity for students to begin to develop their own unique style of counseling and gain a greater sense of their identity as a counselor
- To provide opportunities for students to experience the many dynamic elements of a counseling relationship; e.g., transference, countertransference, projection, projective identification and establishing and maintaining boundaries
- To provide opportunities for counselors to reflect upon issues of diversity within the counseling relationship and work from a multicultural perspective
- To encourage students to continually think about, appreciate and use their own reactions, feelings, thoughts and emotions (i.e., countertransference) that come up during a counseling session to provide a framework for further understanding their clients' issues

#### CMC-652 PSYCHOPHARMACOLOGY & BIOLOGICAL BASES OF BEHAVIOR

This course will use a biopsychosocial to examine the history and use of psychopharmacology in the treatment of mental disorders. Content will provide an overview of neurobiology in an effort to highlight the mechanisms of action of psychotropic medications. Commonly prescribed psychotropic medications in the field of mental health and clinical practice and the role of working with medical professionals in the interdisciplinary treatment of mental health issues will be covered. The course will also offer information related to medication side effects, guidelines for client referral for medication evaluation, and recommendations for communicating with physicians, psychiatrists, and other medical professionals. Registration is limited by program of study.

##### Learning Outcomes

- Understand the fundamentals of neurophysiology it relates to psychotropic medications
- Summarize major categories of psychotropic drugs, their rationale for use, mechanisms of action, common side effects, and drug interactions
- Explain the process and techniques of referring clients for medication evaluation or re-evaluation, and strategies for working collaboratively with other professionals
- Identify research and provide basic education to clients about psychotropic medications
- Explain the synthesis of psychopharmacology and psychological therapies in the care of the patient
- Articulate ethical considerations in current pharmacological treatment of mental health patients

#### CMC-654 COUNSELING CHILDREN & ADOLESCENTS

This course will provide an overview of the major theories in the field of clinical mental health counseling and their application to counseling with children and adolescents. Cognitive-behavioral, multicultural, feminist, psychodynamic, behavioral, and humanistic theoretical orientations will be introduced. The course will also provide an overview of the practical application of counseling theories when working with clients across the lifespan. Emphasis will be placed on approaches and skills that are integral to contemporary, multicultural, urban, and low-income settings. Ecological, developmental, and systemic foundations of counseling will serve as a foundation for learning about school and community-based interventions with youth. Registration is limited by program of study.

##### Learning Outcomes

- Examine historical and cultural views of behavior in children and relate these perceptions to diagnostic problem description and intervention
- Become familiar with various assessment instruments and procedures related to working with children
- Discuss several different theoretical perspectives on psychological disorders among children and adolescents
- Develop a repertoire of therapy interventions and demonstrate ability to use them in vivo with children and adolescents
- Learn how to select various skills and techniques from different theoretical orientations to accommodate and build relationships with diverse youth

#### CMC-655 COUPLE & FAMILY COUNSELING

This course will present general systems theory and theories and models of couple and family systems. Emphasis is placed on relational and participatory (capacity-building) couple and family-centered practices that promote, support, and enhance couples' and family members' competence and confidence in various aspects of their lives. Learners will explore how characteristics of systems can influence couple and family interactions and functioning across the lifespan. Learners will gain knowledge in culturally-responsive assessment techniques and



intervention strategies used in couple and family counseling. The course will provide the opportunity to build a strong theoretical foundation, allowing for the application to couple and family counseling. To this end, learners will engage in activities related to family and couple assessment, intervention planning, and the development of their own approach to couple and family therapy. Registration is limited by program of study.

#### Learning Outcomes

- Describe the theory and practice of systems theory relative to couple and family counseling
- Explain the historical roots of couple and family counseling and therapy
- Summarize theories and models of family development and transitions across the family life-cycle
- Explain how diverse backgrounds, cultures, lifestyles, circumstances, and communities influence families
- Describe the professional, ethical, legal, and cross-cultural issues related to practicing couple and family therapy

#### CMC-656 MENTAL HEALTH CONSEQUENCES OF EXPERIENCES OF DISCRIMINATION

The course will provide an overview of the theoretical perspectives, research methods, empirical findings, and practical applications of the clinical, cognitive, psychological, and social consequences of experiences of prejudice and discrimination in society. The course will feature research and scholarship that highlights theories of prejudice and discrimination as they relate to racism, sexism, classism, heterosexism, etc. Learners will gain knowledge about how experiences related to race, gender, culture, sexuality, and privilege in society can lead to differential treatment, especially for persons that hold underrepresented and marginalized groups. The course will feature strategies for the assessment and treatment of experiences of discrimination and their mental health impact. Registration is limited by program of study.

#### Learning Outcomes

- Articulate theoretical models related to experiences of prejudice and discrimination across the human experience
- Summarize, interpret and apply results from research studies highlighting the mental health consequences of experiences of discrimination
- Identify and critique clinical tools used in the assessment of the psychological and health consequences of experiences of discrimination
- Articulate development of treatment plans focused on addressing the mental health consequences of race, gender, sexual, class, and other forms of cultural discrimination

#### CMC-658 WOMEN & MENTAL HEALTH

This course will provide an overview of how gender, as a social construct, influences cognitions and behavior. Learners will also examine how gender-biases may affect the therapeutic relationship between client and counselor/therapist. Research and scholarship highlighting the prevalence of gender biases in clinical practices such as, diagnosis, assessment, and definitions of typical or “normative” behavior, will be offered. An overview of feminist therapeutic models will be provided to inform considerations for engaging the mental health treatment of women.

Principles, interventions, and therapeutic goals embodying feminist counseling practice will be introduced. Registration is limited by program of study.

#### Learning Outcomes

- Demonstrate an understanding of the key factors that inform current practice and future directions of professional counseling with women clients
- Articulate how sex and gender influence cognitive scripts and behaviors
- Describe the historical context and define different types of feminist counseling models

- Articulate the role of gender biases in mental health diagnosis, assessment, and clinical practice
- Demonstrate an understanding of interventions, therapy goals, and ethical considerations within the context of feminist counseling therapy and practice

# Plan of Study

Agnes Scott maintains high standards of academic excellence with an established set of policies governing students' academic status, performance, and personal conduct. Students enrolled in the clinical mental health counseling program are expected to maintain full time enrollment to prevent delay in progress towards degree completion.

## Degree Requirements

The Master of Arts is conferred on those students who meet program requirements for cumulative GPA and complete the required coursework in:

- Clinical Mental Health Counseling

To qualify for the clinical mental health counseling graduate degree, each student must

- complete a minimum of 60 credit hours for a master's;
- satisfy all relevant requirements of the college and any additional requirements of the program; and
- achieve a minimum cumulative grade point average of 3.000 (B average) on all courses taken in the program at Agnes Scott.

Graduate students pursuing a certificate or degree must complete their program within five years of beginning a program of study. The associate vice president and dean for graduate studies may make exceptions to the time limit for completing a degree or certificate upon written appeal for consideration. Appeals should be submitted in writing to the senior director of graduate studies.

The course sequence for the plan of study is presented below by semester.

Fall 2022	CMC-610	Counseling Theories I
	CMC-612	Professional Orientation to Clinical Mental Health Counseling
	CMC-614	Counseling Diverse Populations: Social, Linguistic & Cultural Foundations
	CMC-620	Principles and Techniques of Counseling
Spring 2023	CMC-616	Individual Appraisal and Assessment
	CMC-622	Counseling Theories II
	CMC-624	Advanced Psychopathology: Assessment, Diagnosis & Treatment
	CMC-626	Legal, Ethical and Professional Issues in Counseling
Summer 2023	CMC-632	Group Theory and Process
	CMC-642	Human Growth & Development Across the Lifespan
	CMC-636	Addictions and Substance Use
	CMC-660	Counseling Practicum

Fall 2023	CMC-634	Crisis, Trauma & Grief Counseling: Impact, Intervention and Management
	CMC-646	Lifestyle and Career Development Assessment
	CMC-650	Internship in Mental Health Counseling I
	Elective	Choose from offerings
Spring 2024	CMC-644	Program Research & Evaluation
	CMC-652	Psychopharmacology & Biological Bases of Behavior
	CMC-670	Internship in Mental Health Counseling II
	Elective	Choose from offerings

## Residency Requirement

All graduate coursework leading to a degree or certificate is to be completed at Agnes Scott. During admission, graduate degree-seeking students may request up to 8 credit hours of transfer credit from prior coursework be reviewed for transfer credit, per the Transfer Credit policy. Please refer to the Transfer Credit policy for additional details.

## Standards of Progress

To assist degree and certificate seeking graduate students in achieving timely completion of their programs, the college has established the following standards of progress guidelines. These guidelines encourage students to complete half of the credit hours required for their program each academic year. A minimum of 33 credit hours are required for the master's degree and 12 credit hours are required for graduate and post-baccalaureate certificates, depending on program requirements.

To achieve standard progress as a master's degree seeker, students will complete a minimum of nine credit hours per academic year. To achieve standard progress as a graduate certificate seeker, students will complete a minimum of six credit hours per academic year (including summer sessions). Full-time graduate students in the Master of Arts in Clinical Mental Health Counseling and Master of Science in Medical Sciences programs achieve standard progress as graduate degree professional counseling seekers by completing a minimum of 18 credit hours per academic year.

Post-baccalaureate students achieve standard progress by completing the required courses in the program in 12 months, in accordance with the course sequence. Standards of progress differ from the criteria for Satisfactory Academic Progress, which are detailed in the section on Financial Aid.

# Licensure and Exams

## Licensure as a Licensed Professional Counselor (LPC)

Students in the clinical mental health counseling program who successfully complete all requirements for the master of arts degree are eligible to apply for licensure as first an Associate Professional Counselor (APC) then a Licensed Professional Counselor (LPC) in the state of Georgia. Upon completion of program requirements, graduates may [apply directly with Georgia's Secretary of State Board of Professional Counselors, Social Workers, and Marriage and Family Therapists](#) for licensure. Graduates are encouraged to apply for licensure immediately upon graduation with the understanding that transcripts and scores from the National Counselor Exam (NCE) will be required of the application with the state. Please note that the APC is the first step to full licensure as an LPC in the state of Georgia. To become a LPC in Georgia, be advised that graduates will need to earn four (4) years of post-master's directed experience under supervision in the practice of Professional Counseling in a work setting acceptable to the Board OR three (3) years of post-master's directed experience under supervision in the practice of Professional Counseling in a work setting acceptable to the Board and a minimum of two (2) years or 60 hours of supervision must be provided by a supervisor who is a licensed Professional Counselor and either an Approved Clinical Supervisor (ACS) or a Certified Professional Counselor Supervisor (CPCS).

## Exam for Licensure

The NCE is typically completed just after graduation but students may sign up during their final semester to reserve their exam date after graduation. This is an exam not offered by the college or program. Students must sign up for the [exam](#) through the [National Board of Certified Counselors](#) (NBCC). NBCC does charge a fee for the examination and this information can be found on their website. A benefit to successfully passing the NCE, which is required for licensure in Georgia, is that it also allows graduates to become National Certified Counselors (NCC).

## Exam for Graduation

Students in the clinical mental health counseling program are expected to take and successfully pass a national standardized counseling examination. This exam is called the [Counselor Preparation Comprehensive Examination \(CPCE\)](#) and is provided by the Center for Credentialing and Education, which is a division of NBCC. This is an exam that requires students to pay CCE a fee of \$150 to sit for the exam. This is an exam that requires CCE to receive a payment of \$150 per student. Our program will cover the cost of this exam once. Scores are released to our program on a monthly basis and this standardized exam mirrors the format of the exam required for licensure with the state. The exam demonstrates baseline proficiency in the core content areas of counseling. This is an exam that students will take in the last semester of their program. All registration and scheduling of the computer based test (CBT) is handled with CCE through their website.

# Student Integrity and Community Standards

## Official College Communication

As members of the campus community, students are required to check their Agnes Scott email accounts regularly, as well as the MyAgnes portal. Any communication from the president, vice president for academic affairs and dean of the college, vice president for student affairs and dean of students, associate vice president and dean for graduate studies, senior associate dean of students, senior director of graduate enrollment, senior director of graduate studies, director of student integrity and community standards, director of accessible education, registrar, or student judicial bodies may be considered "Official College Communication." Students are held accountable for reading and responding to these letters and emails within a reasonable time or by the specified date in the email or communication.

## Honor Code

Ethics and values are central to the purpose, curriculum, and social life of Agnes Scott. The Honor System, one of the oldest in the country, is governed by students. Each student is expected to uphold the system's high standards and take personal responsibility for their integrity and behavior. Violations of the Honor System are reviewed by the Graduate Council. In choosing Agnes Scott, a student accepts the Honor System as their way of life and formally adopts it with the following pledge:

*As a member of the Student Body of Agnes Scott College, I consider myself bound by honor to develop and uphold high standards of honesty and behavior; to strive for full intellectual and moral stature; to realize my social and academic responsibility in the community. To attain these ideals, I do therefore accept this Honor System as my way of life.*

## Graduate Honor Council

The Graduate Honor Council serves as the Honor Court for graduate and post-baccalaureate students. Its procedures and areas of jurisdiction are detailed in the bylaws below.

### Membership and Election

Executive board members include president, vice president, secretary, and two members at large, with at least one being a graduate student and at least one being a post-baccalaureate student. All the executive board members are appointed following the election by their peers. Given extenuating circumstances, the president of the Graduate Honor Council has the ability to promote members to executive positions. All members of the Graduate Honor Council Executive Board must maintain a 3.000 GPA each semester.

### Eligibility

Any currently enrolled Agnes Scott College graduate or post-baccalaureate student is eligible to serve on the Graduate Honor Council. The student is required to be in good standing and have a cumulative 3.000 GPA, with no violations within the previous academic year. A student may serve multiple terms on the Graduate Honor Council.

If candidates do not meet one or all of the requirements, they must submit an appeal letter to the director of student integrity and community standards at the time the petition is submitted. The candidate will be notified prior to the campaign period.

## **Duties and Powers**

### President of Graduate Honor Council

- To serve as president of Graduate Honor Council and to preside over its meetings, voting only in case of a tie;
- To assemble material and work with cases over which Graduate Honor Council has primary jurisdiction;
- To serve as a member of the Judicial Review Committee and present the decision made by Graduate Honor Council;
- To serve as a liaison between Graduate Honor Council and the administration;
- To be responsible for violations of the bylaws by the officers and members of Graduate Honor Council, and to deal with the situations accordingly;
- To meet each accused student to discuss the student's rights during the process;
- To appoint one investigator for each case accused of a Graduate Honor Council violation;
- To coordinate all meetings, trainings, cases, and committees of the Graduate Honor Council under the leadership of director of student integrity and community standards.

### Vice President of Graduate Honor Council

- To maintain case files, tracking systems and prepare reports as needed;
- To assume duties in an absence, resignation or at the request of the president;
- To serve as a member of the Judicial Review Committee;
- To aid the president in assembling material for cases and to work with the president on individual cases involving referrals or appeals;
- To update the Committee on Academic Standards and Admission relevant to an Honor Code violation on a weekly basis;
- To serve as a member of the Judicial Review Committee and present the decision made by Graduate Honor Council, in the absence of the president;
- To notify the accused by electronic mail of the outcome of an investigation and of the case.

### Secretary of Graduate Honor Council

- To take minutes at all Graduate Honor Council meetings and to maintain all records;
- To assume the vice presidential responsibilities in the absence, at the resignation, or at the request of the vice president;
- To serve as an investigator on a case if so asked by the president of the Graduate Honor Council.

### Members at Large and all members of Graduate Honor Council

- To attend all Graduate Honor Council meetings;
- To maintain confidentiality in regards to all information pertaining to cases, both past and present;
- To serve as an advocate or investigator on a case if so asked by the president of the Graduate Honor Council.

## **Imposition of Penalties**

Graduate Honor Council shall impose penalties subject to the following procedures:

- A quorum must be present and shall consist of three members of Graduate Honor Council or 60% of all active members of the Graduate Honor Council;
- When the penalty of probation is recommended, there shall be no more than two negatives or three abstentions or a combination of one negative or two abstentions;
- When the penalty of suspension or dismissal is recommended, there shall be no more than one negative or two abstentions;
- When the penalty of disciplinary probation for violation of social regulations is administered

by the Graduate Honor Council, it shall be the duty of the president to inform the Judicial Review Committee;

- When the penalty of suspension, dismissal, or disciplinary probation for violation of academic regulations is recommended the decision shall be submitted to the Judicial Review Committee.

### **Areas of Jurisdiction**

Areas of primary jurisdiction are matters injurious to the interest of the college, including, but not limited to the following:

- Academic dishonesty
- Stealing
- Lying
- Violation of the drug policy
- Violent Behavior
- Harassment
- Breaches of Confidentiality

Areas of appellate jurisdiction include referrals from the dean of students and/or director of student integrity and community standards.

### **Elections**

All elections will be conducted in accordance with the policies and procedures of the Elections Board. Elections for members at large will be held twice per academic year, at the beginning of the fall semester and at the beginning of the spring semester. Elections to the executive board of Graduate Honor Council will be conducted during the spring semester of the academic year before elections of the members at large of Graduate Honor Council.

### **Meetings**

The Graduate Honor Council Executive Board shall meet as requested by the president of Graduate Honor Council or director of student integrity and community standards or their designate. The Graduate Honor Council shall generally meet as needed. The president of the Graduate Honor Council will notify the executive board of exceptions. To protect the privacy of students, all meetings of the Graduate Honor Council are closed.

### **Deviations from Established Procedures**

Reasonable deviations from these procedures will not invalidate a decision or proceeding unless significant prejudice to a student may result.

## **Clinical Mental Health Counseling Program Remediation and Retention**

The goal for all matriculated students in the clinical mental health counseling program is successful completion of their degree; however, should a student's work be of marginal quality, skills be inadequately developed or inappropriate for counseling practice, or behavior occur that does not align with program expectations to become an effective counselor, a plan for remediation will be made by the program director with the input from the student and program faculty. The student may be asked to slow down their program of study to gain additional mastery, repeat a specific course to support their development, or may not be recommended for continuation in the counseling program.

ACA's ethical code requires faculty to continuously monitor and evaluate "academic and personal limitations of students and supervisees that might impede performance" (F.3.a.). Monitoring and evaluating students is an on-going process that starts with admission and continues through graduation. Students are monitored for academic performance as outlined in this student handbook regarding coursework, learning outcomes, and grade achievement. Additionally, students in the counseling program are monitored and evaluated each semester on interpersonal and intrapersonal



dispositions and functioning. These areas include personal insight, open-mindedness, judgment, sensitivity, ethical decision-making and behavior, attitude, effective communication and counseling skills. These areas are evaluated in each course by faculty throughout the semester. Should a concern in any of these areas arise, program faculty will collectively discuss ways to address the concern and the program director will communicate with the student about the concern. The student will receive a letter from the program director describing the concern and the required steps toward remediation. The student will have two (2) business days to respond to acknowledge the letter and request any modification to the remediation plan provided in the letter. If no modifications are requested by the student, it will be assumed that the student agrees to the terms of the remediation plan set forth in the letter. Students in remediation are expected to regularly communicate with the program director regarding their progress towards completion of the plan. The intent of the remediation plan is to determine a plan of action that assists development of the student in the area(s) of concern. Program faculty will make efforts to supportively work with the student to respectfully address the concern. Should a student decide not to complete the remediation plan or program faculty determine the remediation efforts were unsuccessful, the student will be referred to the Graduate Academic Standards Committee and be subject to dismissal from the program.

The Graduate Academic Standards Committee composed of the vice president for academic affairs and dean of the college, the associate vice president and dean for graduate studies, the senior director for graduate studies, and two members of the Graduate Committee on Policy, Curriculum and Academic Planning imposes academic dismissal and may specify a length of time a student must wait before they may apply for re-enrollment. A student may be dismissed at any time if this committee judges the student's academic performance to be unsatisfactory or if they have violated the specific conditions of their academic probation or remediation. A student readmitted after academic dismissal will be placed on academic probation for their first semester. Any transcript issued following the academic dismissal will carry the notation of academic dismissal. The committee may waive the academic dismissal guidelines if a graduate student has been forced to reduce their load because of extenuating circumstances. The committee may impose a sanction of probation if the student is not dismissed.

## **Graduate Judicial Review Committee**

The college's Graduate Judicial Review Committee is given these responsibilities related to disciplinary probation, suspension and/or dismissal:

- 1) Reviewing and acting on recommendations of the Graduate Honor Council and Student Government Association (SGA) that affect the powers and philosophy of student government or pertain to major regulations concerning student welfare.
- 2) Acting upon the recommendation of the Graduate Honor Council that a student be placed on disciplinary probation for violation of academic regulations.
- 3) Acting upon the recommendation of the Graduate Honor Council that a student receive disciplinary suspension or dismissal for violation of social or academic regulations.
- 4) Acting as the court of final appeal for Graduate Honor Council decisions and/or sanctions; or, when a student appeals a Graduate Honor Council decision and/or sanctions to the student body, acting as the court of final review of the case, its appeal, and the student body's judgment.
- 5) Requiring the withdrawal of any student whose presence is thought to be injurious to the interest of the college community, or imposing the sanction of administrative probation, suspension, or dismissal in situations involving a student's failure to meet the standards or expectations of the college community.

- 6) Assuming original jurisdiction in a disciplinary action upon the recommendation of the vice president of student affairs and dean of students (VPSA) or the director of student integrity and community standards.
- 7) Assuming original jurisdiction in a disciplinary action at a time when neither a quorum of Graduate Honor Council nor the president of SGA nor the president of Graduate Honor Council is readily available. (Note: When the college is not in session and/or no quorum of Graduate Honor Council or the Judicial Review Committee is present, the president of the college will consult with the VPAA and VPSA to form a subcommittee of Judicial Review to assume original jurisdiction for an alleged violation of the Honor Code. The president of the college or VPAA or VPSA will appoint to the subcommittee in equal numbers students, faculty and administrators who presently serve on Judicial Review or who have previously served on Judicial Review.
- 8) Acting upon a formal written student complaint appealed to the committee by an individual directly involved in the original complaint or referred to the committee by a vice president as provided in the Student Complaint Policy.
- 9) Acting upon a formal written report from the VPAA to hear cases involving disruptive classroom behavior.

The Graduate Judicial Review Committee will convene annually, following student leader and faculty elections, to orient new members and review its policies and processes, updating them as appropriate.

**Graduate Judicial Review Committee members:**

- President of the College, Chair
- Vice President for Academic Affairs and Dean of the College
- Vice President for Student Affairs and Dean of Students
- Associate Vice President and Dean of Graduate Studies
- Registrar
- President of Graduate Honor Council
- Vice President of Graduate Honor Council
- Secretary of Graduate Honor Council
- Director of Student Integrity and Community Standards (non-voting member)
- Three Graduate Faculty Members
- Ex officio members (as provided in the Student Complaint Procedures)

The chair of the FEC (Faculty Executive Committee) and director for people and culture, when a faculty or staff member is the subject of a formal written student complaint referred to the Judicial Review Committee in accordance with the Student Complaint Procedures

## Disciplinary Probation, Suspension, and Dismissal

For violation(s) of social regulations or policies, the Graduate Council may recommend to the Judicial Review Committee that a student be placed on disciplinary probation, suspended, or dismissed. Suspension is made with a stipulated time of return when the student is automatically reinstated if they so desire. Disciplinary dismissal is an involuntary separation from the college, and is considered permanent. During the time a student is on probation, they are not considered a student in good standing. Any transcript issued during the period of the student’s probation will carry the notation of a disciplinary probation.

## Involuntary Withdrawal

The college strives to promote the health and safety of all community members by providing student health care, counseling services, and public safety and by enforcing student-conduct regulations and

protection services. To ensure the institution and its members are allowed to carry out their activities without substantial threat of interference or danger of harm, the college has adopted a policy and the following procedures for the involuntary withdrawal of a student when deemed necessary to promote the health and safety of either the student or college community.

## **Criteria and Procedures for Involuntary Withdrawal**

A student will be subject to immediate involuntary withdrawal from the college and/or college housing if the vice president for student affairs and dean of students determines the student

- engages or threatens to engage in behavior posing a significant risk to the health or safety of self or others;
- engages or threatens to engage in behavior that would cause significant property damage or directly and significantly impede the lawful activities of others; and/or
- significantly disrupts the living and learning community.

Once it is determined the student's conduct falls within these criteria, the college may take interim action to protect the well-being of a student and/or other members of the campus community. By interim involuntary withdrawal, the college may remove a student from any or all college premises when the vice president for student affairs and dean of student, after consulting with any of the following—designee(s) of the vice president for student affairs and dean of students; the Wellness Center (which includes Student Health Services and Counseling and Psychological Services); the vice president for academic affairs and dean of the college; the associate vice president and dean for graduate studies; the Department of Public Safety—determines that a threat of significant risk to self or others exists. Interim involuntary withdrawal will be taken as a preliminary action to protect the health and safety of the student withdrawn, or of others. This is a protective measure and not a penalty.

The student will be notified in writing and temporarily withdrawn from the college and asked to leave campus immediately. The withdrawal will be continued until the Graduate Judicial Review Committee reaches a final decision regarding the student's status at Agnes Scott. During this withdrawal period and until the committee makes a determination, the student may not return to campus nor participate in courses or campus activities without the prior approval of the vice president for student affairs and dean of students. The student shall be provided with a copy of this Involuntary Withdrawal Policy. At any time, the student may terminate the process by voluntarily withdrawing from the college.

The vice president for student affairs and dean of students will determine whether the matter will be sent directly to the Graduate Judicial Review Committee or whether the student will be referred to a licensed psychiatrist or psychologist for evaluation. The student will be notified of this decision in writing, either via email or mail. If the matter is sent directly to the Graduate Judicial Review Committee, the committee shall convene and consider the case within seven days of the notice to the student.

### **Referral for Evaluation**

The student may be referred by the vice president for student affairs and dean of students, at the college's expense, to a licensed psychiatrist or psychologist for evaluation. The psychiatrist's or psychologist's participation is intended to assist the college in assessing the situation and to provide guidance to the Graduate Judicial Review Committee regarding the student's future status. The student may select the psychiatrist or psychologist from a list of three provided by the college. If the student declines to select a psychiatrist or psychologist, the college will make the selection.

The vice president for student affairs and dean of students shall also provide the psychiatrist or psychologist a written description of the student's behaviors that led to the referral, with a copy to the student, along with a copy of the Involuntary Withdrawal Policy.

The psychiatric or psychological evaluation must be completed within one week from the date of the referral letter, unless an extension is granted in writing by the vice president for student affairs and dean of students. Within 48 hours after the evaluation is completed, the dean, psychiatrist or psychologist, and student will meet to discuss their assessment of the situation. The student may also choose to provide the dean and the Graduate Judicial Review Committee with an evaluation by an independent licensed psychiatrist or psychologist of the student's own choosing and at the student's expense. This second evaluation must take place within one week of the first evaluation unless an extension is granted in writing by the vice president for student affairs and dean of students. During the involuntary withdrawal process, a representative of the college may contact the student's emergency contact, if deemed appropriate.

### **Presentation to the Judicial Review Committee**

The final step in this process, whether the matter is referred directly or following evaluation, is the presentation of the case to the Graduate Judicial Review Committee. The student and the vice president for student affairs and dean of students will present all pertinent and relevant information at the Graduate Judicial Review Committee meeting.

The usual procedures of the Graduate Judicial Review Committee will be followed except the vice president for student affairs and dean of students will not participate as a member and will not vote in the final decision. As with other college procedures, neither the college nor the student shall have attorneys or legal representation at this proceeding.

The student who has been referred for psychiatric or psychological evaluation and participates in this Graduate Judicial Review Committee proceeding acknowledges and agrees this process may involve a discussion of the student's relevant medical/psychiatric records and communications and will result in some loss of confidentiality and privacy.

The Graduate Judicial Review Committee decision will be final. This decision may include reinstatement in good standing; probation or withdrawal; or suspension or dismissal of the student. The committee's written decision will be delivered to the student and vice president for student affairs and dean of students within 48 hours of the conclusion of the committee's formal proceedings and shall contain a statement of the reasons for any decision of withdrawal, suspension, or dismissal. In addition, the student may be encouraged to seek professional care.

### **Re-enrollment following Involuntary Withdrawal**

A student may be considered for re-enrollment after the expiration of a minimum of one full semester. To be considered for re-enrollment, in addition to completing the re-enrollment application, the student must submit a personal statement that demonstrates an insight into the issues that contributed to the student leaving the college; a description of the actions taken to address these issues; and if re-enrolled, a plan to prevent the recurrence of the issues. Supporting documentation from a healthcare provider is also required. This documentation must address the following: (1) the specific diagnosis that precipitated the need for care, (2) the duration and frequency of the care, (3) gains that were made as a result of the treatment, (4) the student's readiness to return to Agnes Scott and the potential impact of the intellectual, physical, and personal demands of being a full-time residential student, (5) any special conditions under which the student should be readmitted, and (6) a recommended treatment plan to support the student's transition back to campus. The student must secure a "release of information" form from the healthcare provider(s) to allow consultation by an appropriate Agnes Scott representative with the provider(s). Reference letters from any employers as well as a transcript of any courses taken during the withdrawal period should also be included in the request for re-enrollment application. These steps must be completed by November 1 for consideration to be re-enrolled for the spring semester and by June 1 for consideration to be re-enrolled for the fall semester.

The information gathered is reviewed by a committee comprising the vice president for academic affairs and dean of the college, the vice president for student affairs and dean of students, the associate vice president and dean for graduate studies, and appropriate staff from these offices. Re-enrollment is contingent upon their judgment that the student has resolved the issues that led to the withdrawal and/or that a viable plan is in place to manage them should the student return. If re-enrolled, special prescribed conditions or requirements may be outlined as a requisite to the student's continued enrollment.

**Deviations from Established Procedures**

Reasonable deviations from these procedures will not invalidate a decision or proceeding unless significant prejudice to a student may result.

# Academic Success Resources

Graduate and Post-Baccalaureate Studies supports graduate and post-baccalaureate students in all aspects of their experience at Agnes Scott. The Office of Graduate Advising is a resource for students, staff, and faculty regarding academic standards, policies, and special curricular opportunities for graduate and post-baccalaureate students. Programs and events to enhance learning, promote wellness and community engagement, and support students' professional development are offered throughout the academic year. The office also facilitates graduate and post-baccalaureate student orientations, which are held three times per year.

The Office of Graduate Advising is led by the senior director for graduate studies, and reports to the associate vice president and dean for graduate studies. The Office is responsible for ensuring all academic standards and policies are followed. All forms related to a student's academic program or to the student's status at the college are available electronically. The office maintains the official records of graduate and post-baccalaureate students, from application to program completion.

## Academic Advising

All graduate and post-baccalaureate students have access to individualized academic, professional and career advising.

The senior director of graduate studies leads a dedicated academic advising team that supports all graduate and post-baccalaureate students in planning and completing their academic course of study. The senior director oversees the administration of the policies in this catalog, and has approval authority on academic policies established by the faculty and associate vice president and dean for graduate studies. The senior director collaborates with faculty directors, faculty advisors, the director of health professions advising and partnerships, graduate and post-baccalaureate advisors, and career coaches to prepare students for professional success and develop their leadership abilities.

All graduate and post-baccalaureate students should meet with the senior director regarding questions about program requirements, campus resources and policies referenced in this catalog, including requesting a leave of absence or withdrawing from their program.

Post-baccalaureate students and graduate students in the medical sciences and clinical mental health counseling programs may only add or drop a course with permission from the senior director of graduate studies. The director will consult the appropriate faculty director as needed.

All graduate and post-baccalaureate students are also assigned a faculty advisor, who provides subject matter expertise and supports success in demonstrating mastery of the learning outcomes and competencies required for students entering medical and health professions programs or professional development and advancement within a career sector. Graduate and post-baccalaureate students are encouraged to meet at least once each semester with their faculty advisor to discuss progress and questions related to academic content.

## Academic Accommodations for Students with Disabilities

Agnes Scott College views disabilities as an integral part of the rich diversity of our community. The College is committed to providing equal educational opportunities to all students and complies with Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act Amendments Act of 2008. The Office of Academic Advising and Accessible Education collaborates with students, faculty, and staff to help create an inclusive educational environment for students with disabilities. We also engage in outreach across campus to promote a welcoming and accessible

environment. Accessible Education provides accommodations, services, and resources to students with varying disabilities including psychological, medical, physical, or learning specific. Academic accommodations may include but are not limited to the use of accessible textbooks or readings, a note taker, extended time for examinations and quizzes, a reduced-distraction environment for examinations and quizzes, or use of word processing for examinations. To connect for accommodations or for more information visit [academicadvising/accessible-education](https://academicadvising/accessible-education).

## Office of Internship and Career Development

The Office of Internship and Career Development works closely with each graduate program to provide individualized career coaching and relevant professional tools based on student goals and career interests. Agnes Scott faculty and staff maintain relationships with employers, other graduate and professional schools, friends of the college, alums, and others so that students have access to a rich and vibrant network of professionals. In recognition of the busy lives and varied professional goals of graduate students, learning and access to opportunities is delivered in several ways.

**Digital Access:** Agnes Scott uses industry-leader Handshake as our jobs board and networking/recruiting event site. Graduate students are encouraged to complete their profile to customize information to their career interests and to share experiences with recruiters. Students can access Handshake with their Agnes Scott single sign-on at <https://agnesscott.joinhandshake.com/>. Career Coaches check Handshake regularly to review and provide feedback on resumes.

Canvas and the OICD portal are also used to provide easy access to information about professional development essentials including

- optimizing resumes, cover letters and LinkedIn;
- prepping for a variety of types of interviews; and
- accessing interest inventories and other self-discovery and career interest tools including Vault, which students can access by creating an account with their ASC email address.

**Career Coaching:** Students are encouraged to join at least one of the career communities led by Certified Career Coaches. Each coach curates and shares community specific information on LinkedIn and cultivates relevant employer and alum relationships. Connect with our [OICD LinkedIn](#) page and connect with coaches to join groups of interest. Career Communities include:

- Health, Sustainability and Science careers
- Technology, Business, Media and Communications careers
- Government, Education and International Relations careers
- Nonprofits and Arts careers

Coaches are also available for one-on-one appointments via [compass.agnesscott.edu](https://compass.agnesscott.edu). Coaches work with graduate students to grow professional communication, share recruiter/employer research, as well as, talk through career pivots and job search strategies. If students do not see a meeting time that fits their schedule, they are encouraged to email the relevant coach. Coaches recognize that graduate student schedules may sometimes require early evening appointments.

Each coach also plans community specific events with visiting recruiters, alums, and other professionals on a variety of topics; increasingly, speakers are virtual which allows on-demand access to recordings. OICD also collaborates with the Office of Graduate Advising and other campus teams to host at least one general professional development speaker/workshop each semester. Prior topics have included Negotiation, Likeability, The 8th Deadly Career Sin, and Adaptive Leadership.

**Alum Network:** Graduate students are welcomed into the very engaged Agnes Scott alum network, and alums are often invited to graduate program events. The Summit Career Connect network of alums has over 400 members who have offered to talk to students about their careers, employers

and more. Additionally, career coaches can make introductions to alums via LinkedIn.

**Internships:** Early Career Launchers and Career Changers often find internship experiences useful to their professional growth and career knowledge. Many internships are featured on Handshake, and career coaches can provide additional ideas based on student interest. Please consult the Special Curricular Opportunities section for information on academic credit-bearing internships.

## Additional Campus Resources for Students

### McCain Library

The James Ross McCain Library combines strong collections, individual attention, inviting study spaces, and advanced technology to meet the learning, research, teaching, and personal development needs of our students, faculty, and staff. Built in 1936, the architecturally distinguished McCain Library reopened in 2001 following total renovation and major expansion. Features include comfortable lounge chairs, an outdoor reading terrace, individual study carrels, group study rooms that [may be reserved](#) in advance, and wireless network connectivity throughout the facility.

McCain Library is [open 94 hours](#) each week during the academic year, with extra hours near exam time. Library staff and student assistants at the Circulation Desk can help locate [items](#) to borrow, check out library materials, renew items, handle fines, and/or answer questions about hours and routine library services. They will also assist you in [placing a Hold on an item and picking it up at the lockers](#) available after hours outside the main library space on the ground floor, near the Grad Student Lounge (G-13). Your ASC ID will unlock the exterior ground floor doors facing Alston to enter this hallway next to the CDVL (Center for Digital and Visual Literacy).

At the Scottie Research & Rescue Desk on the library's first floor, friendly and knowledgeable librarians provide drop-in research guidance that can save you time locating articles. They also offer [individual consultation appointments](#) in person, by phone, or on Zoom. [LibGuides](#) arranged by subject serve as online self-help and keyword-searchable research starters. Support is also available via telephone (404.471.6096), email ([library@agnesscott.edu](mailto:library@agnesscott.edu)), or [online chat](#). Follow the library's [blog](#), [Facebook](#), or [Instagram](#) stories for updates about new resources, shifts in hours, upcoming events or workshops, or book and film reviews.

The [WorldCat library catalog](#) searches McCain's physical collection of books, journals, documentaries, popular DVDs, and equipment. WorldCat also allows library users to review their own patron accounts, to [renew borrowed items](#) (if not overdue), and to place Holds and Interlibrary Loan requests. The library collection includes 395 [research databases](#); more than 211,000 print volumes; 613,000 electronic books; access to 158,000 journal and newspaper titles; approximately 8,296 sound and video recordings; streaming videos; and the college archives.

Many library resources are electronic and are available both in McCain or remotely 24/7. Students may use the Google-like Discover Search option on the library's [home page](#) to search most of the electronic databases that McCain Library licenses for the campus community. Research databases offer access to full-text articles, periodical indexes in major academic areas, primary sources, and reference e-books serving all disciplines. These licensed sources are available anywhere as long as one authenticates access with a network ID (as done for ASC email). The library also [lends equipment](#) (for example, cameras, audio recorders, calculators, cell phone chargers, podcasting kits, ring lights, projectors, and headphones) and recreational equipment like yoga mats or puzzles and bicycles.

Through borrowing agreements and interlibrary loan, the library expedites access to resources not available through McCain's holdings. Refer to the [McCain Library website](#) for information on how to ask to borrow a journal article or a book from another library, or speak with a reference librarian



at the Scottie Research & Rescue Desk about how to borrow from nearby Atlanta libraries using an ARCHE (Atlanta Regional Council for Higher Education) interlibrary use card. For access to public library resources, Agnes Scott students may obtain a card with proof of a DeKalb County mailing address at the Decatur Public Library about three blocks from campus (215 Sycamore Street in Decatur).

Course reserves are materials required or recommended by instructors to supplement a class. Most will be online, with a few exceptions loaned from the Circulation Desk for short-term use within the library. Generally, the library does not purchase all required course textbooks, but recently the library has started buying the most expensive required introductory textbooks in STEM fields, economics, and a few other areas for reserves. [Search by course in the reserve section.](#)

Individual study carrels are scattered around the library. Library maps are linked [here](#). Floor 3 and Stack 3 are designated Quiet Study areas. Two large reading rooms, a sun porch, eight [group study rooms](#), and an outdoor terrace with rocking chairs are also available in the building.

Public computers provide library research and network applications. The wireless network serves students with personal laptops or tablets. Wireless laptops for six-hour use may be checked out at the Circulation Desk. For [campus printing](#), students may send a job to networked Canon multi-function printers (Scottie Firestar) and then use their ASC ID card to retrieve the print job wherever most convenient. Double-sided black and white pages are the default, charged against students' printing card balances (\$30 allocated per year, after which students may buy more); students may also use Canons to print in color, scan, or photocopy. However, students are encouraged not to print unnecessarily; saving to Dropbox or Google Drive is more sustainable. Please sign off public computers after use and do not save files there.

Many unusual primary sources and archival items related to the history of the college are housed on Floor 2 in The Betty Pope Scott Noble '44 College Heritage Center. This small museum is open at set times during the academic year and by appointment for researchers. Digitized yearbooks, historical reports, student newspapers, and alumnae magazines are accessible online from the [LibGuide](#) for McCain Library Special Collections and Archives.

## Information Technology

Information technology provides campus-wide service and support for administrative computing, desktop computing, media services, network services, technology purchasing, telecommunications, and web services.

- A combination of wireless and wired-network technologies are employed throughout campus.
- 544 networked computers and 32 multi-function print/copy/scan devices are located across campus for faculty, staff, and student use.
- Access to online services and resources available through the campus network include: the course management system, Canvas; web-based self-service access through AscAgnes to course schedules, class rosters, advising information, and submitting and reviewing grades; electronic library resources; online phone directory; and network file and "follow me" print services.
- Agnes Scott uses a print management solution to monitor and report on campus printing. All registered Agnes Scott students receive an initial \$30 for printing. This value is reset every July 1. Students are able to add additional funds to their account as needed. For more detail about printing services, go to the Information Technology section of the college's website.

Graduate and post-baccalaureate students may seek support in the evenings and on Saturdays by reaching the ITS helpdesk at [itshelp@agnesscott.edu](mailto:itshelp@agnesscott.edu).

## Center for Writing and Speaking

The Center for Writing and Speaking (CWS) is a peer-tutoring organization providing assistance to students for writing, oral presentations, multimodal projects, and related assignments and activities. The CWS is located on the ground floor of Campbell Hall in G-14. Tutoring is free to Agnes Scott graduate and post-baccalaureate students and is available Sunday through Friday during posted hours.

Tutors understand and practice tutoring as an act of collaborative learning—not a remedial service, but a satisfying and fruitful way of encouraging students of all ability levels to write and speak better. The tutor is a resource, someone who can help students improve their writing or speaking even if it is already excellent. At least one CWS tutor is a graduate student, although graduate and post-baccalaureate students may meet with any learning assistant.

In CWS tutorial sessions, students are encouraged to develop their own ideas and to respond effectively and creatively to course assignments. They may visit the CWS at any stage of their assignment or project. Tutors can help with brainstorming, outlining, drafting, writing, revising, proofreading, visual aids, speech practice, interview skills, and more.

The CWS serves the entire Agnes Scott community by sponsoring events such as speakers, panels, readings, and contests to support writing and speaking and related activities. The center prides itself on being an “intellectual hub.” Computers, audio and video equipment, sample papers, model speeches and presentations, and other resources are available in the Center for Writing and Speaking for students to use in tutoring sessions or on their own. Our Presentation Center (Campbell, G-17) is the perfect place for students who wish to practice or record their speeches and presentations. Visit us at [agnesscott.edu/writingandspeaking](http://agnesscott.edu/writingandspeaking).

## Center for Digital and Visual Literacy

The Center for Digital and Visual Literacy (CDVL) is a resource center for the entire ASC community providing training, tools, and programming aimed at increasing digital and visual literacy. Student tutors are available for both graduate and post-baccalaureate students to assist with the creation and curation of a digital portfolio, web design skills, learning labs on topics such as video editing, podcasting, digital media creation, and visual media programs.

Located on the ground floor of McCain Library in rooms G-11, G-37, G-43 and G-45, there are three iMac computer labs equipped with the following software applications: *Adobe Creative Suite*, *Microsoft Office (Word, PowerPoint, and Excel)*, *iLife Suite (Keynote, Pages, Numbers, GarageBand, iMovie)*, *Final Cut Pro*, and *Audacity*. There are several graduate program specific applications that can be requested as well.

- McCain G-11 is a 27 seat classroom with twenty-two iMac computers.
- McCain G-37 is equipped with 10 iMacs for student project work and small workshops.
- McCain G-43 is equipped with 4 Mac mini dual screen systems for individual and group tutoring.

In addition to the computer labs, McCain Room G-45 (inside room G-43) houses an audio/visual and podcasting studio accessible by scheduling an appointment via the McCain Library website at [www.agnesscott.edu/library](http://www.agnesscott.edu/library). Once you access the library’s website, click the “RESERVE A ROOM” link on the middle right hand side of the screen and scroll to locate the FlexStudio schedule.

For more information and a detailed description of services, visit the CDVL website at [cdvl.agnesscott.org](http://cdvl.agnesscott.org) or stop by Monday-Friday 10 a.m.-6 p.m. for in-person and remote tutoring. The G-37 and G-11 Mac Labs are open for campus use without the need for an appointment. Unless stated otherwise, the CDVL matches McCain Library hours for in-person resources. Weekend hours are also available and posted on the McCain Library website as well as the CDVL website.

## **Resource Center for Math and Science**

The Resource Center for Math and Science (RCMS) is an academic support center devoted to promoting and supporting student success in math and science courses. The RCMS is a supportive environment where students are encouraged to study collaboratively and to seek assistance with their courses. Located in the Jones Center for Academic Excellence, Campbell Hall G-25, the SRC has open hours Sunday through Friday.

The RCMS works with students to develop problem-solving skills and an understanding of the key concepts in their science courses. The approach is collaborative and no question is too small. All students are encouraged to visit the RCMS on their own or with a study group to work on assignments, discuss challenging concepts, ask questions, etc. The services of the SRC are free for all Agnes Scott students. See [www.agnesscott.edu/rcms/](http://www.agnesscott.edu/rcms/) for the current schedule and other details.

## **Wellness Center**

The primary purpose of the Wellness Center (404.471.7100) is to assist students in maintaining a state of health that allows them to function at their maximum capacity. The Wellness Center staff includes a licensed psychologist, licensed staff counselors, a nationally certified nurse practitioner, registered nurse, insurance coordinator, and administrative assistant. The members of the center strive for the highest level of integrity, empathy, professionalism, and compassion, while working as a team to meet the health care needs of a diverse and growing student body.

The nurse practitioner and registered nurse work collaboratively with the contract medical director, physician consultants in internal medicine, gynecology, dermatology, psychiatry, and sports medicine. Services include evaluation and treatment of health problems, counseling, special health education, and screening programs.

The college reserves the right, if an emergency contact cannot be reached, to make decisions concerning emergency health problems for any student who is unable to do so themselves. Students with specific health problems, serious illnesses, or injuries will be referred to the appropriate specialist or medical facility.

Confidential counseling services are offered for all enrolled Agnes Scott students by licensed clinicians. Services include individual and group counseling, consultation and referral services, outreach, and programming. Students seek counseling for a variety of concerns including managing relationships, handling family problems, coping with stress, handling a crisis, eating and/or body image concerns, improving study skills, improving time management, increasing self-esteem, and dealing with alcohol and/or drug concerns.

Individual counseling involves one-on-one meetings with a counselor and sessions may vary in time. Group counseling is offered on an as-needed basis and involves three or more students meeting with one or more counselors to deal with shared concerns.

Consultation is available for staff, faculty, students, or family members with a concern about a student or a specific mental health-related issue. Referrals are available for off-campus mental health services (e.g., longer-term psychotherapy, testing for learning disabilities, psychiatric care, and intensive-treatment programs). In addition, workshops and presentations can be arranged for groups or classes interested in counseling-related topics.

The center's wellness educational programs include stress reduction, prevention of illness, self-care, and promotion of and encouragement of positive health practices. Reference materials on wellness issues are also available.

## **Religious and Spiritual Life**

The Julia Thompson Smith Chaplain serves as pastor to all members of the Agnes Scott community and coordinates religious activities, offering opportunities for worship, reflection, service, and

community building. As a liaison between the college and the broader religious community, the chaplain encourages students to become actively involved with a local church, mosque, synagogue, or other faith community. On-campus worship includes ecumenical worship services, special observances, and events in celebration of notable campus occasions. The chaplain advises student-led religious and spiritual organizations that operate on campus as well as the Interfaith Council, a committee of leaders from each student-led religious/spiritual group and other interested students, reflecting an increasing diversity of faith traditions at Agnes Scott.

Opportunities for reflection on the relationship between faith and learning, as well as on personal and societal issues, are provided through speakers, group discussions, grief support groups, workshops, and spiritual counseling. Through the annual James Ross McCain Faith and Learning Lecture, students have a chance to hear from and interact with internationally recognized scholars, activists, and theologians.

# Practicum and Internship Information and Guidelines

## General Information

This student handbook provides detailed information about the practicum and internship in clinical mental health counseling program courses offered by the graduate studies. These courses include practicum (CMC 660) and internship (CMC 670). Following the policies and procedures described in this section of the handbook and maintaining close contact with your faculty, specifically the Clinical Coordinator, will help you get a clear focus on your practicum and internship goals. Additionally, course instructors/faculty supervisors will provide a syllabus containing specific details about individual course requirements.

You are encouraged to carefully read this entire student handbook soon after your acceptance into the clinical mental health counseling program. Once you have become familiar with the material in the handbook, schedule a meeting with the clinical coordinator to answer any questions. Refer to the handbook as you move through your program. **Watch for revisions of the documents, so that you stay on target with program criteria.**

## Checklist and Forms Required

Date Completed	Pre-enrollment Tasks
	Academic prerequisites/corequisites met: <b>CMC 610, CMC 620, CMC 626, CMC 632</b> (concurrent enrollment with CMC 660), and program permission.
	Consult with the clinical coordinator to ensure readiness to apply as evidenced by a completed plan of study.
	Practicum/internship application submitted to the practicum and internship specialist for review by the clinical coordinator
	Practicum/internship course registration completed by the senior director of graduate studies.

Date Completed	Concurrent Enrollment Tasks
	Site orientation completed.
	Proposed outline of activities determined with site supervisor. Students are NOT to begin their work until the first day of their practicum/internship class, unless otherwise approved by the instructor.
	Liability insurance declaration page submitted to instructor via Canvas.
	Site supervisors' handbook provided to site supervisor.
	Complete weekly documentation of hours on hours log.
	Complete various course-based assignments, as outlined in the course syllabus.
	Midterm and final supervisor field placement evaluation of the student, which are completed by the site supervisor.

	Professional dispositions and behavior rubric, which are completed by the site supervisor and professor.
	Student evaluations of field site/supervisor.

## Enrollment Procedure

### Registration

- **Consultation with the clinical coordinator:** Consultation with the clinical coordinator before completing your field experience application is critical to the smooth completion of your field experiences and is a requirement for approval of your field experience application.
- **Registration:** You will not be registered for practicum/internship unless your field experience application has been submitted and approved. Registration information and procedures are administered by the senior director of graduate studies.

### Considerations for Selecting an Appropriate Site

Selecting your practicum/internship site is one of the most important steps for the completion of your clinical experiences. Consideration of the following factors will aid this process:

✓	<b>Plan of Study:</b> Review your plan of study to understand the program requirements.
✓	<b>Professional Goals:</b> Determine your professional interests, needs, and expectations for your clinical/field experiences, considering your professional goals.
✓	<b>Licensure/Certification Requirements:</b> Become familiar with state or national requirements for counseling licensure and/or certification. Licensure and certification requirements may change without notice. It is your responsibility to stay current with requirements.
✓	<b>Site Interviews:</b> It is recommended that students interview with two or three potential sites to determine which site offers the best "fit" with you, your working style, your needs and expectations, and your career goals.
✓	<b>Site Approval:</b> All clinical sites must be approved by the program. Self-placement in an unapproved site will result in receiving zero course credit for the clinical experience and may result in additional administrative consequences, including dismissal from the program. If a student earns a Fail in this course, they may be dismissed from the program. You are NOT permitted to complete any field experience at an unapproved site.

### Application for Placement

Students should consult the list of approved placement sites and directly inquire with the agency

where they wish to be placed about potential placement at that site.

## What to Expect During Practicum/Internship

### Grades

The faculty supervisor officially determines the final grade. Grades earned are Pass or Fail. The determination of the grade is the result of considerable collaboration by the faculty supervisor and on-site supervising counselor.

### Supervision

During your clinical/field experiences you will receive supervision and feedback from your site supervisor and faculty supervisor. As you read in the previous section, who you are as a person greatly influences your effectiveness as a counselor. Therefore, there will be times when the supervision and feedback you receive will address your personal qualities as well as your use of counseling skills. To take full advantage of supervision, it is critical that you prepare for the supervision session. The following sections provide information about these important areas: *receiving feedback, giving feedback, and preparing for supervision.*

**Receiving Feedback:** Probably at no other time in your counseling career will you work under such close supervision as you will in practicum/internship courses. You are urged to take advantage of this unique opportunity by making the personal decision to be non-defensive and open to supervision and feedback.

**Giving Feedback:** Another critical aspect of supervision is the feedback you can offer to other practicum/internship students. This is an important opportunity to demonstrate the ability to give honest and accurate feedback in a tactful and sensitive manner. It is often tempting to give non-specific feedback such as, "You did a good job" or "I thought you were a little off target." However, such global statements do not provide useful information. Helpful feedback has several critical qualities.

**Preparing for Supervision Sessions:** Arriving prepared for supervision sessions enables you to take the greatest advantage of this component of your clinical/field experiences.

## Professional Consideration

**Personal Challenges:** During clinical experiences, you will likely encounter clients/supervisors who will "push your buttons." This is a normal and desirable process that challenges you to grow by facing and acknowledging unresolved issues that may block your effectiveness as a counselor. Although encountering these issues may be painful at first, openness to the experience is an important quality to develop.

It is equally essential for you to become aware of your own biases, attitudes, values, and beliefs and how they affect the counseling process. Rigidity in these areas can seriously inhibit your effectiveness as a counselor. Acknowledging and accepting your deeply ingrained viewpoints and the limits they place on your work, as a counselor is a critical aspect of your professional development. Review your notes from your diverse populations or other

intersectional coursework material on bias and prejudice when necessary.

Many students choose to invest in their professional futures by participating in personal counseling, and as a program requirement, you are expected to attend personal counseling for at least three sessions. See policy above in guiding principles and resources for further information. In addition to personal counseling resources available in your own community, you may contact the Agnes Scott College Wellness Center (404.471.7100) for information about free counseling services available to students.

**Code of Ethics:** A professional ethical code is the set of guidelines that governs professional behavior. Standards of practice are statements of minimum behavior by which professionals are expected to abide. ACA publishes the code of ethics and standards of practice that “establishes principles that define the ethical behavior of association members.” ACA members and program students are required to adhere to the ethical responsibilities outlined in this publication.

**Confidentiality:** Under the guidance of the site supervisor, you may have access to client/student records. It is important that this information be used in a professional manner and remain confidential. Federal law protects the confidentiality of these records either through HIPAA or FERPA. **Under no circumstances is information to be released to or discussed with any unauthorized person.** Take care in copying any information from records. Check with the site supervisor prior to making copies.

**Self-Care:** Many students fulfill numerous roles, such as student, spouse/significant other, parent, child, employee, and community/professional leader. Sometimes it is difficult to find time to care for oneself in the midst of such a hectic day-to-day life. Yet, self-care is critical to meeting life’s demands as well as effectively responding to the obligations of your chosen profession and avoiding burnout.

## Practicum

The general goal of practicum is for students to master skills learned in previous courses by demonstrating rational analytical thinking and flexible decision-making when working with clients. You will engage in individual counseling and group experiences with actual clients in a clinical mental health setting. You are urged to engage clients of culturally diverse populations, genders, and age groups. General performance objectives for this course are included here. (Individual instructors may modify this list and/or instructors may modify the means of recording this activity).

- Develop and effectively use procedures for meeting with clients in individual and group settings.
- Establish an appropriately safe and accepting atmosphere for clients/students.
- Demonstrate an appropriate respectful, genuine, empathic attitude with clients.
- Demonstrate an understanding of the client’s presenting problem.
- Articulate the client's problems.



- Elicit appropriate information from clients.
- Recognize, understand, distinguish differences among, and transmit understanding of cognition, affect, and behavior presented by clients.
- Demonstrate understanding of the theme(s) in issues presented by the client.
- Plan effective counseling strategies to meet the client’s needs.
- Demonstrate ability to assess the counseling process and appropriately modify.
- Distinguish client needs from one’s own needs.
- Examine one’s self (i.e., values, beliefs, strengths, limitations) in the counselor- client and counselor-supervisor relationships.
- Demonstrate ability to effectively participate in the supervision process.
- Consult with parents/families (as applicable) and related professionals as appropriate to the client/student’s functioning in areas such as academic, social skills, cognitive abilities, and physical ability.
- Adhere to and demonstrate an understanding of the ethical and legal responsibilities of counselors.
- Demonstrate a working knowledge of cultural and ethnic diversity.
- Demonstrate a working knowledge of intersectional sociocultural identities (race, ethnicity, gender, sexual identity, disability status, age, and/or religion, etc).
- Demonstrate a working knowledge of community resources.
- Formulate and describe a personal theory and style of counseling.
- Demonstrate leadership by taking responsibility for tasks assigned within the goal statements, providing appropriate feedback during individual and group supervision, and taking charge of the appropriate material for the case study presentation.

## Supervision

You are expected to *fully participate* in practicum supervision sessions. As previously stated, extensive supervision is provided by the faculty supervisor, your on-site supervisor, peer supervisors, and/or other means as established by your faculty supervisor. Supervision by your practicum instructor will most likely take place on the Agnes Scott College campus, however, in some cases and with the approval of the program director and clinical coordinator, supervision may be required at some other meeting site or virtually. The table below details the time requirements for practicum supervision. Be sure you schedule sufficient blocks of time for this important activity.

<b>1 Hour</b>	<b>Weekly site supervision with site supervisor</b>
<b>1 Hour</b>	Weekly on-campus individual/triadic supervision with faculty. This may require an additional trip to campus for the student. A minimum of <u>1</u> audio/video recording must be presented during the semester you are enrolled in CMC 660.
<b>1<sup>1/2</sup> Hour</b>	Weekly on-campus group supervision, which will usually occur during the regularly scheduled class time.

**Direct and Indirect Services.** During practicum, you will be engaged in counseling with clients/as well as other practicum-related activities. Practicum activities include, but are not limited to the following:

- Individual and group counseling
- Working with parents/families
- Collaboration
- Consultation
- Coordination
- Advocacy and leadership
- Supervision
- Professional development
- Program management and development
- Assessment and effective use of data
- Mentoring with site supervisor

<b>Examples of Appropriate Direct Service Activities</b>
Individual counseling
Group counseling
Marriage or couple counseling
Family counseling
Substance abuse counseling
Career counseling
Leading or co-leading psychoeducation or support groups
Conducting prescreen activities and diagnostic assessments
Administering assessments/tests in counseling
Using counseling interviews to assess mental status and risk for suicide, homicide, or violence
Co-counseling direct client counseling activities

<b>Examples of Appropriate Indirect Activities</b>
Individual and group supervision
Analyzing, interpreting, and reporting results from standardized tests in counseling
Recording diagnostic impressions
Developing treatment plans
Maintaining client records
Preparing reports on clients or assigned topics
Consultation
Participating in case staffing and treatment team meetings
Making referrals
Participating in in-service training
Participating in agency meetings
Learning agency, goals, organizational structure, policies, and procedures
Completing assigned research, program development, or evaluation tasks

Using agency/school resources such as records, psychological and psychiatric consultations, library, and training media
Completing individual study assigned by supervisor
Visiting and observing other agencies, schools, programs, or facilities as assigned by the supervisor
Observing live or recorded demonstrations of techniques and procedures
Engaging in case management functions

## Confidentiality

Under the guidance of the on-site supervisor, the practicum/internship student may have access to client/student records. It is important that this information be used in a professional manner and remain confidential. The practicum/internship student is reminded that federal law protects the confidentiality of these records either through HIPAA or FERPA, respectively. **Under no circumstances is information to be released to or discussed with any unauthorized person.** Take care in copying any information from records. Check with the site supervisor prior to making copies. **Do not use identifying information on recordings or paperwork except where absolutely necessary.** Exceptions, of course, are the consent forms that require full signatures. Also, be very aware that you may not discuss your clients/students in any way that might identify them with any unauthorized person.

### Audio/Video recording:

ALL sessions with clients/students are to be video or audio recorded, if allowed onsite. You will need to obtain quality recording equipment (either your own or from your site).

### Informed Consent:

Consent to record forms must be signed by the student or parent/guardian prior to any recorded practicum session. If you remember to put audio/video on the consent form both types of recording will be covered. Keep a copy of each consent form in the client/student's records.

## Practicum Goals

Another important practicum preparation activity involves the formulation of goals to define your efforts during the semester. It is required that you prepare a goal statement to give to your instructor at the first class meeting. Be sure the goals you establish are feasible, measurable, and stated in behavioral terms. Include a plan ("how-to") for accomplishing each goal. Discuss your goals with your site supervisor and obtain his/her signature to indicate agreement. A sample goal statement is below.

### Clinical Mental Health Counseling – Practicum Goal Statement - Sample

#### Demonstrate Challenging Skills with Clients:

I will be aware of incongruities in clients' verbal and nonverbal behaviors and point these out while in the session.

**Analyze client-counselor interactions from one theoretical perspective:**

I will identify the theoretical approach I use in counseling sessions and develop a rationale for my choice. Also, I will analyze the effectiveness of the approach I use by noting client progress in developing/increasing coping skills.

**Initiate Supervision:**

I will prepare questions for my supervision sessions and ask for help when I have questions between supervision meetings. My faculty & site supervisor will be able to evaluate this goal by my preparation & presentation of client concerns during the weekly supervision sessions.

**Record of Hours Worked**

Track the time spent on practicum activities. Record your practicum hours on the weekly hours' log.

**Student Assessments**

Evaluations of your performance as a practicum student will be conducted via written and/or verbal feedback. Continuous verbal feedback will be provided during supervision sessions. Additionally, a formal written evaluation is expected from your site supervisor in the middle and at the end of the semester.

**Assessments by Students**

You are required to complete an evaluation of your practicum site and your practicum supervision. You may be required to submit to your instructor periodic self-evaluations. Additionally, the faculty supervisor may have other assessments that will be explained in class.

**Work Location**

Practicum students are not permitted to meet with clients in clients' homes or at any other location outside of the agency unless the site supervisor accompanies the practicum student and program/faculty approval is provided.

**Practicum Minimum Hourly Requirements**

Clinical mental health counseling practicum students are required to complete a total of *100 clock hours* of practicum experiences, including indirect, direct, and supervision. In a 10 week semester, this requirement translates to about 10 hours per week. Of those 100 hours, 40 must be direct hours with clients.

**Practicum Hours**

Practicum students must engage in individual and group counseling with clients from diverse backgrounds. Students also will meet in a small group for 1.5 hours weekly with the faculty supervisor. During this time, a variety of activities will occur, including discussion of on-site issues, presentation of case studies/recordings, discussion of ethical issues, peer supervision, and teaching. Also, students will meet individually with the faculty instructor or the instructor's designate for one hour each week. During this time, students will discuss counseling goals and general concerns as well as present recordings of client/student counseling sessions for review.

<b>Clinical Mental Health Counseling - Practicum Hours</b>		
<b><u>PRACTICUM ACTIVITIES</u></b>	<b><u>PER SEMESTER</u></b>	<b><u>TOTAL %</u></b>
<b>Total Direct</b>	<b>40 hrs.</b>	<b>40%</b>
On-Site Supervision	10 hrs. (1hr weekly)	
<b>Total Indirect***</b>	<b>60 hrs.</b>	<b>60%</b>
<b>TOTAL CLINICAL HOURS</b>	<b>100 hrs.</b>	<b>100%</b>
Individual Site Supervisor Supervision	10 hrs. (1hr weekly)	40%
Group Supervision	15 hrs. (1.5 hr weekly)	60%
<b>TOTAL SITE SUPERVISION</b>	<b>25 hrs.</b>	<b>100 %</b>

In addition to site supervision, indirect services include: needs assessment, leadership opportunities, program evaluation and planning, counselor staff meetings, professional development workshops, planning for guidance and group counseling, student information and testing, appropriate use of student data, community resources, and guidance information.

Internship is designed to provide on-the-job experience under the supervision of the faculty supervisor and a qualified professional at a designated placement site. Internship is intended to be a culmination of your graduate counseling program; you will be expected to demonstrate knowledge and skills gained over the entire program. To fully benefit from this experiential requirement, work closely with your advisor and faculty supervisor (course instructor) to get a clear focus on your goals and the course requirements. A total of 600 clock hours (*minimum*) of internship experience is required for licensure and certification purposes and is further detailed below.

## Internship

### Internship Objectives

As an internship student, you will engage in real-life work experiences under the supervision of your course instructor (faculty supervisor) and a professional in the field (site supervisor). A significant portion of your internship experiences will be client contact. You are expected to engage clients of culturally diverse populations, genders, various age groups (as appropriate to your site), and diverse lifestyles in your work.

### Supervision

You are expected to *fully participate* in internship supervision sessions. Supervision by your internship instructor will most likely take place on the Agnes Scott campus, however, in some situations, and with permission of the program director, supervision may be required at some other meeting site or virtually. You engage in 1 hour of weekly site supervision with your site

supervisor. Also, 1.5 hours of weekly on-campus group supervision with your faculty supervisor.

## **Internship Procedures**

### **Internship Agreement**

After the start of the semester, student interns will receive the agreement document to assist with developing preliminary set goals and activities of what they would like to accomplish during the course. You may find it helpful to reflect on your previous clinical experience to determine skill and knowledge areas that you would like to further develop. Plan to have a draft of the document ready to turn in to your instructor soon after the first class meeting following contact with your site supervisor. Be sure to discuss your goals and activities with your site supervisor and faculty supervisor. Before turning in the final goals statement and activities agreement, obtain appropriate signatures from your site supervisor. Individual instructors may have more specific activities agreement requirements. When developing your goals, be sure they are feasible, measurable, and behaviorally stated. Successful completion of these plans will be evaluated based on the internship student completing all of the objectives to the best of their ability. The student will not be penalized for not completing activities that are beyond their control.

<b>Internship Goals – Examples</b>
<b>Become Familiar with Site Policies and Procedures:</b> I'll read the Policies and Procedures manual and develop a list of questions to discuss in supervision.
<b>Become More Competent with Brief Therapy Skills:</b> I'll read materials suggested by my site supervisor and use brief therapy techniques in my sessions.
<b>Become Involved in Professional Organizations:</b> I'll attend at least one professional organization meeting or conference this semester.
<b>Continue Developing my Challenging Skills:</b> I'll continue to listen for client incongruities and use advanced empathy and questions to challenge the client.

### **Record of Hours Worked**

Track the time spent on internship activities. Record your internship hours on the weekly hours log.

### **Student Assessments**

Evaluations of your performance as an intern student will be conducted via written and/or verbal feedback. Continuous verbal feedback will be provided during supervision sessions. Additionally, a formal written evaluation is expected from your site supervisor in the middle and at the end of the semester.

### **Assessments by Students**

You are required to complete an evaluation of your intern site and your site supervisor. You may be required to submit to your instructor periodic self-evaluations. Additionally, the faculty supervisor may have other assessments that will be explained in class.

## Work Location

Intern students are not permitted to meet with clients in clients' homes or at any other location outside of the agency unless the site supervisor accompanies the intern student and program/faculty approval is provided.

## Internship Minimum Hourly Requirements

Interns must complete a total of *600 clock hours* of internship experiences, *240* of which must be *direct hours*. The internship provides an opportunity for students to perform, under supervision, a variety of activities that a regularly employed counselor in the setting would be expected to perform. Details about the hourly requirements for a typical 15-week semester are as follows:

<b>Clinical Mental Health Counseling Internship Hours</b>			
<b><u>INTERNSHIP ACTIVITIES</u></b>	<b>Internship Fall</b>	<b>Internship Spring</b>	<b>Total Hours</b>
<b>TOTAL DIRECT (40%)</b>	<b>120 hrs.</b>	<b>120 hrs.</b>	<b>240 hrs.</b>
<b>TOTAL INDIRECT (60%)</b>	<b>165 hrs.</b> 9.5 hrs./wk.	<b>165 hrs.</b> 9.5 hrs./wk.	<b>330 hrs.</b>
<b>On-Site Individual Supervision</b>	<b>15 hrs.</b> 1 hr./wk.	<b>15 hrs.</b> 1 hr./wk.	<b>30 hrs.</b>
<b>TOTAL</b>	<b>300 hrs.</b> 20 hrs./wk. 15 weeks 1 semester	<b>300 hrs.</b> 20 hrs./wk. 15 weeks 1 semester	<b>600 hrs.</b>
<b>Faculty Group Supervision in CMC 670</b>	22.5 hrs.	22.5 hrs.	45 hrs. (not part of the 600, but needs to be documented in your hours log)

## Supervisors

### Expectations for Site Supervisor

To ensure a successful quality experience, site supervisors are expected to meet certain criteria and perform specific functions.

**(1) Site Supervisor Qualifications:**

Site supervisors must meet qualifying criteria as detailed below:

- A minimum of a master's degree in counseling or a closely related field with equivalent qualifications, including appropriate certification or licenses
- A minimum of three (3) years of pertinent post-master's professional experience and certification in clinical mental health counseling
- Knowledge of the program's expectations, requirements, and evaluation procedures for students (*site supervisor's handbook*)

**(2) Site Related Training:**

In order to help students, become thoroughly familiar with the placement, site supervisors are expected to:

- Provide an orientation including mission statement, goals and objectives of the agency/school
- Provide training and supervision about the site's policies and procedures
- Provide information and answer questions about standards and operation
- Provide any other training/orientation the site supervisor deems appropriate

**(3) Ethical and Legal Issues:**

To help students meet ethical and legal responsibilities site supervisors are expected to:

- Require that students follow the ACA Ethical Codes as well as other codes of ethics pertinent to their internship responsibilities
- Be available for consultation when students have ethical/legal questions

**(4) Consultation and Supervision:**

Site supervisors are expected to provide close supervision by:

- Scheduling time for consultation and supervision on a regular basis
- Providing at least 1 hour of supervision per week
- Being available during internship work hours

**(5) Opportunities:**

Site supervisors are expected to:

- Provide opportunities for students to meet the clock hour requirement
- Assist student efforts to meet client/student contact requirements
- Help students work with a wide variety of clients/students in both individual and group settings
- Encourage students to become involved in all appropriate aspects of the site as time allows
- Provide adequate space for practicum responsibilities, supplies, materials, and other resources

**(6) Integration with Site Staff and Other Professionals:**

A complete experience will include the student developing sound working relationships with administrators, staff, and other professionals. Site supervisors are expected to:

- Involve students in staff meetings, consultations with other professionals, and other related opportunities as appropriate
- Assist and support student efforts to be accepted as a member of the staff



**(7) Evaluations:**

Periodic evaluations of their work will enable students to meet their goals. Site supervisors are expected to:

- Help students formulate their activities agreement and review their progress throughout the term
- Assist students with periodic self-evaluations
- Provide feedback about the student's work and verify the log of activities in weekly supervision sessions
- Meet with the faculty supervisor on scheduled visits
- Advise the faculty supervisor of any concerns that may arise related to the supervisee's progress
- Complete, discuss with the student, and return to the faculty supervisor the Field Placement Evaluation

## **Expectations for Faculty Supervisor**

The faculty supervisor directs the academic requirements and acts as a liaison with the site supervisor. Faculty supervisors will:

- Conduct a site visit during the semester to discuss student progress and issues of concern with the site supervisor
- Provide supervision to the student
- Provide consultation/supervision to the site supervisor, when requested
- Establish course requirements via the course syllabus
- Evaluate the site
- Evaluate students' progress
- Assign the course grade (*Pass or Fail*) based on the criteria below:
  1. Adequacy of meeting individually set activities agreements and objectives,
  2. The site supervisor's evaluation,
  3. The student's self-evaluations,
  4. The faculty supervisor's own evaluation, and
  5. Fulfillment of course requirements.