

RU RADFORD UNIVERSITY

DEPARTMENT OF COUNSELOR EDUCATION
THE BLUE BOOK: A STUDENT MANUAL
2011-2012



August, 2011

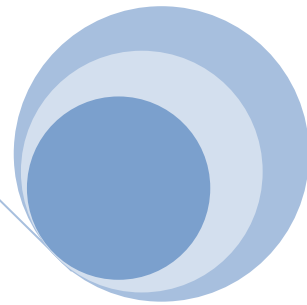
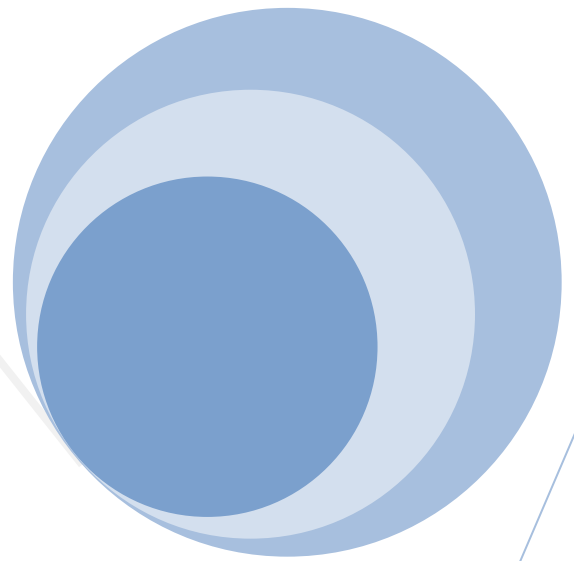


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Welcome!

August 2011

Greetings Counselor Education Students:

A warm welcome to you as you come into the Department of Counselor Education.

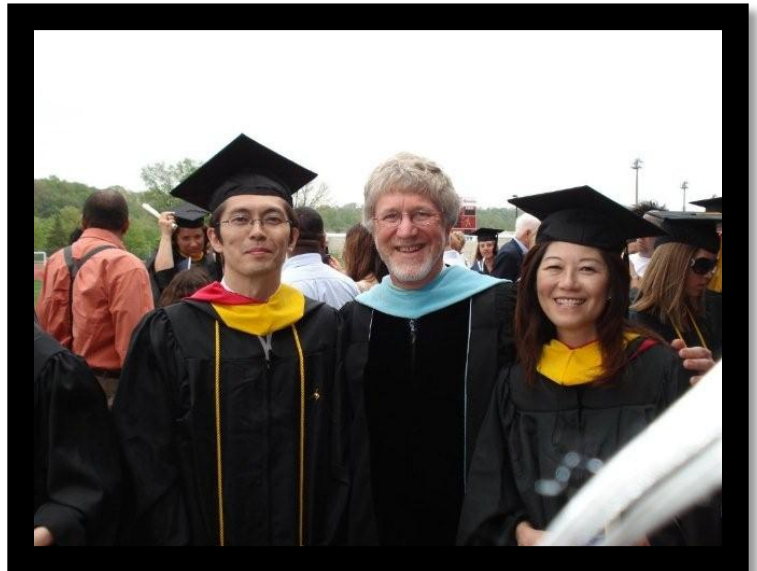
You are entering a profession that is stimulating, dynamic, fluid, changing, growing, and immensely challenging. The path of becoming a counselor is one filled with frequent challenges and abundant joys. It will challenge you as a student, but of equal importance it will challenge you to become more than who you thought you could ever be.

It is our sincere hope that you are entering the program, and the counseling profession, with a desire to make a commitment and create a vision of who you can become. Ours is a profession filled with infinite possibilities. The prominent theorist and therapist Carl Jung once said, "Your vision will become clear only when you look into your heart. Who looks outside, dreams. Who looks inside, awakens." It is hoped that you are confronted with challenges that will stimulate you to see others and yourself with increased clarity.

This is only the beginning. The journey of self-discovery, skill development, and increased awareness will serve as the foundation of all that will follow.

The department faculty and staff are prepared to serve as guides on this magical, often mysterious, journey you are embarking on. You will have much to receive and you will have much to contribute; to yourself, each other, and the profession.

Cultivate and nurture all the opportunities and possibilities that lie ahead for you. Now, here, be in this moment. We invite you to read the pages of this manual thoroughly and carefully. According to Ralph Waldo Emerson: "*To finish the moment, to find the journey's end in every step of the road, to live the greatest number of good hours, is wisdom*". Discover your inner wisdom and you will have an internal compass to guide you in the direction of all you have ever imagined for yourself.



Thank you for becoming a part of Radford University's Counselor Education program. We are pleased to have you become a member of our vibrant and exciting community.

In kindness...

The Department of Counselor Education Faculty and Staff

GENERAL INFORMATION

The Master of Science in Counseling and Human Development

The Radford University Program in Counseling and Human Development offers graduate education at the master's degree level for students interested in becoming professional counselors in schools, colleges, and community agencies. Our two concentration areas were accredited in 1996 by the Council for Accrediting Counseling and Related Educational Programs (CACREP), a national professional accrediting agency. CACREP reaccredited the program in 2004 and the national accreditation extends through 2012 in Clinical Mental Health Counseling and School Counseling. The two programs are now accredited on three separate campus sites including the Radford University campus and the program's extended education campus sites at the Roanoke Higher Education Center in Roanoke, Virginia and at the Southwest Virginia Higher Education Center in Abingdon, Virginia.

The program was also accredited by the Southern Association of Colleges and Schools (SACS) in 2003, National Council for the Accreditation of Teacher Education (NCATE) in 1993 and 2004, and the Virginia Department of Education (VDE) in 1993 and 2004.

National, regional and state accreditations and certifications achieved by the department designates that the program offers the highest quality professional education available in the counseling profession.

OUR MISSION STATEMENT

Radford University's Department of Counselor Education prepares emerging counselors through an experiential, contextual, and systemic curriculum, infused with foundational and current counseling-related research, and clinical and outreach activities. The program helps students develop a strong counselor professional identity through ethical and competent practice as well as expanding self-awareness. Students serve as Professional School Counselors in K-12 public schools settings and Professional Mental Health Counselors who practice in community agencies and other clinical mental health settings.

Objectives

Toward meeting the mission, the Department of Counselor Education has the following objectives to:

1. recruit qualified applicants with focus on the inclusion of qualified candidates from diverse and underrepresented populations, (e.g., racial, ethnic, sexual, disabled, economic minorities, etc.);
2. provide experiences that inform and facilitate professional identity through personal and professional growth;
3. teach the effective application of legal and ethical standards of clinical practice;
4. assist students in developing multicultural counseling competencies (e.g., awareness, knowledge, and skills) to meet the needs of a pluralistic society;
5. teach the core counseling skills, techniques, and strategies that are foundational to the helping process;

6. contribute to the counseling profession through professional membership, participation in conferences, and participating in advocacy and social justice initiatives;
7. maintain CACREP and NCATE accreditation;
8. evaluate the program through recommendations from program faculty, current and former students, advisory board, and additional stakeholders and analysis of critical data derived from student learning outcomes.

OUR PHILOSOPHY

The Counseling program at Radford University offers a distinctive blend of courses designed to provide the skills and knowledge necessary for becoming a knowledgeable, thoughtful, skillful, and caring counselor. The program is intensely clinical and involves significant student engagement in situated learning or clinical practice.

Emphasis on students' personal and professional growth and development permeates the entire educational process. Didactic and experiential learning components are provided to insure that students develop a thorough knowledge of the helping process and their personal role as a facilitator of human development and change. An individual style of counseling is developed through a blend of courses, directed experiences, supervised clinical practice and personal growth. This unique combination has proven to be an effective training process for our graduates who seek employment as professional counselors in varied settings or who desire advanced graduate study beyond the master's degree.

The departmental faculty and supervisor's mentor students in order that they may develop into skilled professional counselors who can practice in a variety of school and clinical settings such as: community/clinical agencies, mental health systems, school, educational and academic settings, addiction and substance abuse clinics, and children and family services organizations.

In sum, the department endeavors to instill a strong sense of professional identity, support students in understanding the diversity of perspectives and cultures within the counseling profession, the context in which counselors practice, enhance the quality of life in organizational systems, and promote the development of professional counselors who advance the counseling profession and represent and uphold respect for equity, human dignity and social justice.

DIVERSITY IN COUNSELOR EDUCATION

Professional counselors respect the dignity of all persons and are sensitive to the needs of diverse groups in our pluralistic society. The Department of Counselor Education is committed to maintaining a learning community that recognizes and values the fundamental worth and dignity of every person; and promotes sensitivity, understanding, and mutual respect among its members. The department encourages and supports each individual in their professional/personal growth and development to reach her/his own potential.

The department seeks to cultivate and nurture diversity, believing that it fosters individual sensitivity and awareness, inspires creativity, promotes the exchange of ideas, and enriches the communities in which we live, learn and work. There is a commitment to the training of students who represent diversity in race, ethnicity, culture, sexual orientation, gender, gender identity, age, religious affiliation, socioeconomic status, and disability.

The American Counseling Association (ACA) has explicit policies, standards, and ethical guidelines regarding diversity issues. Counselor Education students will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the

respect and tolerance that are the foundation of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to:

- (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others;
- (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination;
- (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

In 2005 ACA revised its mission statement which reflects current awareness's of diversity. It states: "The mission of the American Counseling Association is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to *promote respect for human dignity and diversity*" (italics added),(ACA, 2005).

SOCIAL JUSTICE AND ADVOCACY

Martin Luther king, Jr. once said: "Our lives begin to end the day we become silent about things that matter". His visions and goals were simple, yet awe-inspiring in their scope, that is, the complete freedom of humankind and the removal of injustices. Socio-cultural norms, unjust and unequal laws, and conventional ways of living and being which generally inhibited or prevented these objectives simply had to change. It was through social action and civil disobedience that Dr. King led a movement that changed the world. As counselors, we have a responsibility to follow in his footsteps and make a difference with individuals, groups, families, communities, organizations, political groups, and beyond. We must be socially aware, engaged, and involved.

Social justice holds to the vision that everyone deserves equal economic, political, social and human rights and opportunities. Counselors aspire to open the gates of access and opportunity for everyone, particularly those in greatest need. Social justice emphasizes issues of oppression, privilege and social inequities.

The Department of Counselor Educations adheres to the belief that counselors have both a professional and personal commitment to actively participate in the effort to improve social inequities. It is an ethical and moral imperative as social change agents to vigorously participate in social justice activities and initiatives. The ultimate goal is to help in the co-creation process of contributing to the development of a more equitable society that provides support for all individuals.

Counselors engage in social justice and advocacy when they serve as leaders in their local schools, work for systemic change, challenge prevailing assumptions that are not inclusive, work collaboratively, encourage and empower grass roots groups, promote conflict resolution and peaceful solutions, advocate and provide a voice for those who are unable to speak for themselves, and become politically active, whether that takes the form of writing letters supporting a cause, becoming politically active, working with policy makers, or engaging in peaceful demonstrations.

According to the *Counselors for Social Justice* website (<http://counselorsforsocialjustice.com/>) social justice counseling "represents a multifaceted approach to counseling in which practitioners strive to simultaneously promote human development and the common good through addressing challenges related to both individual and

distributive justice.” It takes a personal commitment to live a life that supports and promotes the four critical principles that guide our work; equity, access, participation, and harmony.

It is incumbent upon each student to cultivate a set of personal principles, ideals, beliefs, and actions to foster a commitment to social justice. Lee (2007) has recommended that counselors read and become familiar with the following four documents which “embody the essence of social justice ideals and principles”:

- the Universal Declaration of Human Rights adopted by the United Nations (United Nations, 1948);
- the American Counseling Association (ACA) Code of Ethics (2005);
- the advocacy competencies developed by the Counselors for Social Justice division of ACA (Lewis, Arnold, House & Toporek, 2003);
- the multicultural counseling competencies developed by the Association for Multicultural Counseling and Development of ACA (Sue, Arredondo & McDavis, 1992).

Social justice is an essential part of counseling. Learn about it, understand it, and discover how you can make a difference in the lives of those you touch.

PROGRAMS OF STUDY IN COUNSELOR EDUCATION

Areas of Concentration and Professional Specialization

The curriculum has a basic core of academic courses which introduces the student to human growth and development, counseling theory, and professional issues in counseling.

A second part of the curriculum offers a blend of specific courses directed toward understanding the counseling knowledge base and thoughtful application of this knowledge in self development and clinical practice with clients. Finally, the curriculum focuses on the integration of knowledge, skills and abilities. The following describes areas of program specialization in two concentrations: Clinical Mental Health Counseling and School Counseling.



SCHOOL COUNSELING

The school counseling program consists of 48 credit hours of courses in the Counselor Education Department, including three hours of electives to be approved by the faculty adviser. The school counseling program educates and trains students to become knowledgeable, thoughtful, and skillful counselors in school settings (K - 12). The curriculum includes core courses that introduce the student to human growth and development, counseling theory, professional issues in counseling, and consulting skills. A blend of other courses is more specifically directed toward continued development of school counseling knowledge and thoughtful application of this knowledge in self development and clinical practice. Finally, the curriculum focuses on the integration of knowledge, skills, and abilities. Licensure as a Virginia school counselor requires that the candidate have a master's degree from a state approved program in counseling. The school counseling concentration requires 48 semester hours of course work and is CACREP accredited. It prepares students for state licensure as school counselors in Virginia and similar states. Graduates of the program are prepared to be licensed by the state at the K-12 grade levels.

CLINICAL MENTAL HEALTH COUNSELING

The clinical mental health counseling program is a CACREP accredited program designed to provide knowledge, skills, and abilities necessary for counselors to work in a variety of community settings, including mental health centers, hospitals, residential treatment facilities, substance abuse programs, couple and family clinics, career counseling agencies, social service agencies, and employee assistance programs in business and industry. Students enrolled in the clinical mental health counseling option are required to take 60 credit hours within the Department of Counselor Education. Through course work, practica, and clinical internship placements, students may prepare to practice as a:

- Licensed Professional Counselor
- Private Practice
- Community Mental Health Counselor
- Clinic or Hospital Counselor
- Career Counselor
- Employee Assistance Counselor
- Gerontology Counselor
- Couple and Family Counselor
- Substance Abuse Counselor

ADMISSION REQUIREMENTS

Admission to the program is competitive and the department values diversity in its student population. Prospective students are selected for the program based on their ability to complete academic requirements of the program, personal qualifications necessary for success in the counseling profession, and appropriateness of professional goals.

The Admissions Committee of the department evaluates academic qualifications and potential for success in the program based on an admissions application portfolio. The admissions portfolio shall include:

- Minimum undergraduate GPA of 2.75 or higher
- Official transcripts of all prior undergraduate and graduate achievement;
- Graduate Record Examination (GRE). The GRE has been redesigned and no new normative data has yet been collected. New percentile information will be available by November 2011 to provide data needed to provide an accurate minimal test score. OR Miller Analogies Test scores of 386 or better;
- An admissions essay, limited to three pages, including defining your area of interest, why you decided to apply to the program, short- and long-term goals and career aspirations related to the program; and
- Two personal reference letters submitted to the Graduate College

Admissions decisions are made based on an overall evaluation of all stated criteria. Failure to meet minimum criteria in one area will not necessarily be cause for admissions rejection.

Students admitted to the program on a conditional or special non-degree seeking basis should understand that admission under those admissions status does not necessarily mean that the student will be subsequently admitted as a regular student.

Students admitted to the program should also understand that admission into the program does not mean that they are candidates for the degree. Please read the forthcoming section on Candidacy.

Students are admitted into a program option (clinical mental health counseling or school counseling) based on the department's ability to manage the number of students in each option. Students who wish to change program

options must first consult with their advisor and then submit a letter indicating their reason and rationale for to the Departmental Admissions Committee for review and final decision.

SPECIFIC ADMISSIONS PROCEDURES

Each prospective candidate must submit:

1. Formal Application: Prior to admission to the graduate program, a completed application must be submitted to the Radford University College of Graduate and Professional Studies that includes official transcripts, three-page statement, test scores and references.
2. Advisor Consultation: After admission to the Graduate College, students will be assigned an advisor and complete a temporary program plan of studies.

PROGRAM ENROLLMENT

The most desirable approach to obtaining a graduate degree in counseling is full-time resident study. This type of enrollment gives students an opportunity to devote focused time and energy to the important tasks of personal and professional development that is required to become a competent counselor. However, the majority of our students combine their graduate study with current employment and family responsibilities. Although part-time student status means that it takes longer to complete the program, there is the benefit of being able to meet other responsibilities and also receive the advanced degree. Either enrollment plan requires that students become personally involved in and responsive to the rigors of graduate education.

NEW STUDENT ORIENTATION

New Student Orientation

A full day orientation is required for all newly admitted graduate students. This orientation is scheduled during the first weeks of classes. The orientation delineates the program requirements and student obligations for progression in this program, and provides the opportunity to get acquainted with fellow students. An APA writing workshop provides the basic requirements for all graduate written work. At the beginning of the spring semester, there is a student re-orientation, which includes group advising, review of approaching deadlines, and an opportunity for faculty to respond to students' questions.

On-Line Graduate Student Orientation

The Graduate College has a newly developed *On-Line Orientation* that is required of all graduate students. Students who do not complete the *On-Line Orientation* will not be permitted to register for classes in the Spring 2012

semester. To complete the orientation, go to: (link not yet activated, but you will receive an e-mail when it is turned on) and successfully complete all questions.

CANDIDACY AND CONTINUOUS ASSESSMENT OF COMPETENCE

Admission to the program does not mean that admitted students are candidates for the degree in Counseling and Human Development. Candidacy is an intervening step between admissions and graduation. All students seeking the Master of Science degree in Counseling and Human Development must apply for candidacy. In addition to candidacy review, students are continuously evaluated in terms of their professional and personal development while in the program.

GRADUATE WRITING REQUIREMENT

A requirement for the introductory Fall course of COED 610: Human Growth and Development is a 12 page APA research paper. This assignment also fulfills the graduate writing requirement for candidacy in the counseling program (See Application for Candidacy section below). This paper must be evaluated with an 80% or better to demonstrate the necessary writing skills for progression to candidacy in the program. Should a student be unsuccessful in this process, a remediation of this research paper must be completed by the end of the following semester. This remediated submission is to be turned in to the student's advisor and must be evaluated with an 80% or better.

FORMATIVE COMPETENCY & CONTINUAL ASSESSMENT FOR STUDENT DEVELOPMENT

The progress of students who are identified as experiencing difficulty is discussed continuously at departmental meetings. Students are screened or evaluated at the following stages as they progress through the program:

- At application and admission;
- During or at the completion of each individual class;
- Submission of a Writing Sample
- Upon submitting a Program of Study;
- Upon requesting Admission to Candidacy;
- While enrolled in skills or techniques classes (COED 611, 641 and 642);
- When applying for an intern placement;
- During and after the internship; and
- Through a Comprehensive Examination or Thesis

All graduates of the Counselor Education program must demonstrate knowledge, skills, abilities, and dispositions that meet the highest professional standards. To accomplish that goal, the department has achieved state and national accreditation of its programs in school and clinical mental health counseling.

As students matriculate through programs in the Department of Counselor Education, they are continually evaluated in varying contexts of professional development. These formative evaluations occur at distinct periods in the academic development of a student as noted above.

APPLICATION FOR CANDIDACY

When students have completed nine hours of counseling courses with a grade point average of at least 3.0, and prior to taking additional course work in counseling major, they must apply for candidacy to the counseling program. Candidacy applications must include a writing sample completed in COED 610: Human Growth and Development. The faculty-evaluated writing sample must demonstrate a minimum 80% grade to qualify for inclusion in the candidacy application.

After consultation with an advisor, students must also submit a completed program of study and a letter of application for candidacy to the Chair. The letter should state the student's current GPA and include a program of study designating a specialty or concentration. The program of study should reflect that the student has successfully completed the required nine credit hours of course work.

The following categories will be assessed regarding candidacy:

- I. Graduate grade point average and applicable test scores (GRE and MAT)
- II. Quality of COED 610: Human Growth and Development writing sample (see Appendix for writing sample)
- III. Applicant's level of comfort and competence in academic endeavors
- IV. Applicant's level of personal awareness and potential for interpersonal effectiveness
 - a. Affective and cognitive development
 - b. Willingness to embrace risks and present themselves in an open manner
 - c. Effective use of self as agents of change in the process of counseling
 - d. Candidates' awareness of the needs of others and their appreciation of the worth, dignity, potential, and uniqueness of each individual
- V. Ability to complete the academic requirements of the program
- VI. Personal qualifications necessary for success in the counseling profession
- VII. Appropriate professional goals
- VIII. Compliance with remedial plans proposed by the faculty
- IX. Writing skills
- X. Personal integrity and commitment to ideals (ethical standards and personal qualities of the counseling profession).



CANDIDACY DECISION OPTIONS

Evaluations of Applications for Candidacy will result in one of four recommendations including the following coded categories of candidacy status:

- Recommended to candidacy
- Recommended to candidacy with risk (provisional admission)
- Recommended to not continue in the program
- Deferred for additional information

COMPREHESIVE EXAMINATION POLICIES AND PROCEDURES

A comprehensive exam and/or thesis are required of all Counselor Education students. The examination is written and consists of several different formats. The first format consists of 70 multiple choice items comprised of the core areas of the program (human development, counseling theories, professional issues, career counseling, group counseling theories, assessment techniques, and multicultural counseling). There are another 5 multiple choice items that are option specific to clinical mental health or school counseling. The second part of the first comprehensive format is a case study that is also option specific. The second format of the comprehensive examination is 150 multiple choice items only (no case study) comprised of the core areas of the program. The Comprehensive Exam Committee of the department reserves the right to modify and/or change the specific format of the exam. Students will be notified of any changes prior to administration of the exam.

Any student intending to take the comprehensive examination must complete a Comprehensive Exam Application Form. This form consists of two parts; the first part contains program core information, and the second part is a Comprehensive Exam Informed Consent form that the comprehensive exam applicant must read and is required to sign. It summarizes the Comprehensive Exam Retake Policy.

Students must submit the Comprehensive Exam Application Form to the Counselor Education department office (administrative assistant) no later than one week prior to the exam. Additionally, the student must submit a recent transcript and current program of study that is attached to the Comprehensive Exam Application Form. Any student who shows up to take the Comprehensive Exam without having properly registered for it will be ineligible to take the exam.

As indicated in the most current Radford University Graduate Catalog, “Students are eligible to take the examination as of the semester in which they complete all required coursework.” Additionally, all students who register to take the comprehensive exam must have an approved letter of candidacy and have a signed copy of their program of study on file.

Time of Administration of the Comprehensive Exam: Comprehensive exams will be administered on the second Friday of October in the fall semester and the first Friday of March in the spring semester.

COMPREHENSIVE EXAM RETAKE POLICY

Any student who takes the exam for the first time and does not pass (passing is achieving a score of 70% or higher) is not eligible to retake the exam until the next semester the comprehensive exam is offered. Note that the comprehensive exam is administered in the fall and spring semesters only, not in any summer sessions. There is no opportunity for remediation after taking the exam for the first time. Students are recommended to meet with their advisors to discuss the results of the failed comprehensive exam and receive feedback and suggestions as to how to prepare for their retake.

If a student does not pass the second administration of the comprehensive exam, then there will be one oral remediation opportunity. The oral exam will consist of two faculty members comprising the oral committee who will schedule a time with the student for the remediation administration of the comprehensive exam. If the student does not pass the remediation oral comprehensive exam, they are dismissed from the program.

The student is required to complete a Comprehensive Exam Application Form for the retake exam and submit it to the Counselor Education Department office (Administrative Assistant) no later than one week prior to the exam for the second administration of the exam.

RATIONALE FOR THE COMPREHENSIVE EXAM RETAKE POLICY

In the past the department has not had clearly defined and consistent policies and procedures for retaking the comprehensive exam. By having the student wait until the following semester to retake the comprehensive exam, it allows for adequate preparation time to meet with his/her advisor and fully prepare. The intent is to support the student for success rather than set her/him up for failure.

THESIS OPTION

A thesis may be written in lieu of the comprehensive examination. A student planning to write a thesis should first meet with a department faculty member to discuss the thesis process and selection of a specific thesis topic. Once a topic has been selected the student should submit a proposal to the Dean of the Graduate College at least two weeks prior to the registration of the semester the thesis work is to begin.

This proposal is submitted on a form available on-line or in the Graduate College Office in Lucas Hall, and must be signed by the student's advisor, by the graduate faculty member who will direct the work, by the other members of the student's committee, and by the Dean of the Graduate College. For full information regarding the thesis option, see the Graduate Catalog.

PLAN FOR IMPROVEMENT AND CONTINUAL EVALUATION

After admission to candidacy, all students are continually assessed concerning their personal and professional growth as it relates to the counseling process. The assessment process provides each student with continuous information about his/her progress in the program. Students should discuss their progress and development with their advisor and instructional faculty.

Students must see their advisor if they are considered “at risk” or deferred” to determine conditions that must be satisfied to complete candidacy requirements. If the advisor or Counselor Education faculty determines that a student is “at-risk,” then a formal Plan for Improvement will be developed. The plan will include a statement of concerns, expectations and conditions to be met by the student, outcome options, and if necessary, resources and referrals for remedial services (see Appendix C).

If a student is recommended to be dismissed from the program, the student must schedule a meeting with their advisor to discuss possible appeal procedures and suitable alternatives.

GRADE APPEALS

Students wishing to appeal grades received in courses should refer to the Radford University Procedures for Formal Grade Appeals. These procedures are listed in the Student Handbook and in the most recent Graduate Catalog.

The following courses must be completed with a B or better: COED 610: Human Growth and Development; COED 611: Introduction to Theories and Techniques; COED 612: Professional, Ethical, and Legal Issues in Counseling; COED 614: Group Counseling Theories and Techniques; COED 641, Practicum: Individual Counseling Techniques; and COED 642: Practicum: Group Counseling Techniques. Furthermore, any student receiving more than two C’s or lower in graduate courses attempted at Radford University will be dismissed from the Counselor Education program.

GRADUATE COLLEGE GRIEVANCE PROCEDURE

The College of Graduate and Professional Studies requires that graduate programs develop and disseminate department-level graduate student grievance policies and procedures based on standards of practice, professional codes of ethics, and accreditation standards. Administrative due process is assured by the establishment of department-level policies and procedures which are reviewed by Academic and Graduate College deans.

The most current Graduate Catalog provides information regarding Graduate Grievance Procedures. For additional information and associated forms, see the Graduate College website:

[HTTP://WWW.RADFORD.EDU/CONTENT/GRAD/HOME/FORMS-POLICIES/STUDENT-FORMS.HTML](http://www.radford.edu/content/grad/home/forms-policies/student-forms.html)

ADMINISTRATIVE DUE PROCESS

The Counselor Education faculty believes that most student difficulties, once detected, can normally be resolved with a discussion between the faculty member and the student. If difficulties cannot be resolved through discussion, then the following procedures will be implemented:

1. The faculty member will notify the student in writing of the problems identified and the consequences if the problems are not remedied. The student will be given a specific time frame within which to remedy the problem;
2. If the problem is not remedied within the time specified, the student will again be notified in writing and will then have five working days to appeal. The request for an appeal must be in writing, must be presented to

the department chairperson, and must contain reasons for the appeal;

3. Within five working days following receipt of the appeal, the department chairperson will schedule a hearing with the student and the faculty member. If the student is not satisfied with this decision, he or she will have two working days to request further appeal;
4. Within two working days, the department chairperson shall notify the senior faculty, not involved in the initial appeal, of the request for further appeal; and
5. The appeal must be heard by the faculty within five working days. The student, the faculty member initiating the case, and the department chairperson shall be notified in writing of the time and date of the hearing. The student and faculty member may be present when the appeal is heard;
6. The student will be notified in writing of the decision within two working days; and If the student is not satisfied with the decision of the faculty, the student may appeal in writing to the Dean of the College of Education and Human Development.

TERMINATION FROM THE PROGRAM

Students may be removed from a practica, internships or the program for difficulties in academic performance. Academic performance includes demonstrated knowledge, technical and interpersonal skill, attitudes, and professional character. Students may be removed from practica, internships and the program based on evidence of incapacity, incompetence, or unethical behavior. These are defined as:

- Persistent limitations in interpersonal or social relationships characterized by frequent disruptions in collegial and/or client-therapist relationships, due to factors such as withdrawal, conflicts, inappropriateness, aggressiveness, or hostility; and
- Persistent inability to carry out the professional functions of a counselor, characterized by frequent inability to be able to complete complex skills and techniques of the profession without assistance or direction.

GRADING SYSTEM

- A is earned for excellent work
- B is earned for work that meets Graduate College expectations
- C indicates work below Graduate College expectations
- D is earned for work of significantly below average quality and indicates the course must be retaken
- F indicates failure and means the class must be taken again with a passing grade before credit is allowed
- AU indicates the student audited the course
- I indicates work is incomplete.
- IP indicates the course is in progress
- NG indicates non-graded
- NR indicates no grade was recorded by instructor
- P indicates passed with satisfactory work of "B" or better
- W indicates that a student withdrew, without penalty, from the course after schedule adjustment but before the end of the 12th week and that no credit was obtained

To graduate in a graduate degree program, the student must have a minimum 3.0 grade point average overall and in the program of study. Grades in transfer courses are not used in calculating grade point averages. Only courses graded B or higher can be transferred. **Courses graded C or lower will not be accepted for transfer credit. In addition, COED 611, 641, and 642 must be completed with at least a grade of B. Only two grades of C are permitted in the program of study. Students receiving a third grade of C will be dismissed from the program.**

MASTER OF SCIENCE IN COUNSELOR EDUCATION

Outlines of Curricula

The following core courses are required of students in all concentrations, with additional requirements following for each of the concentrations.

PROGRAM REQUIREMENTS FOR THE MASTERS OF SCIENCE DEGREE IN COUNSELING AND HUMAN DEVELOPMENT

The following core courses are required of students in all concentrations. Additional course requirements for each of the concentrations are listed below:

- **Program Requirements**
 - 48 hrs. (School Counseling)
 - 60 hrs. (Clinical Mental Health Counseling)

Common Core of Required Courses **30 hrs.**

COED 606. Research in Counseling and Program Evaluation	3
COED 610. Human Growth and Development	3
COED 611. Introduction to Counseling Theories and Techniques	3
COED 612. Professional, Ethical, and Legal Issues in Counseling	3
COED 613. Career Counseling and Development	3
COED 614. Group Counseling Theories and Techniques	3
COED 615. Assessment and Appraisal Techniques in Counseling	3
COED 616. Cultural and Diversity Counseling	3
COED 641. Practicum: Individual Counseling Techniques	3
COED 642. Practicum: Group Counseling Techniques	3

Total Credit Hours Required for Common Core of Courses 30 hrs.

- **School Counseling (K-12) Concentration - Required Courses** **18 hrs.**
 - COED 620. Psychopathology, Diagnosis, and Treatment Planning 3
 - COED 670. Counseling Children and Adolescents 3
 - COED 671. Secondary School Counseling 3
 - COED 691. Internship in Elementary School Counseling 3*
 - COED 692. Internship in Middle School Counseling, or 3*
 - COED 693. Internship in High School Counseling 3*
 - Electives approved by Faculty Advisor 3

*Internships: Students must enroll in an internship in elementary school for three credit-hours and enroll in either a three credit-hour internship in middle school or high school.

• Clinical Mental Health Counseling Concentration - Required Courses	30 hrs.
COED 620. Psychopathology, Diagnosis, and Treatment Planning	3
COED 650. Introduction to Clinical Mental Health Counseling	3
COED 680. Couples and Family Counseling: Theory and Methods	3
COED 686. Overview of Substance Abuse and Addictive Disorders	3
COED 688. Crisis Intervention and Trauma Counseling	3
COED 690. Internship in Clinical Mental Health Counseling	3, 3
COED XXX. Electives*	3, 3, 3

*Three electives are selected by the student in consultation with their advisor.

GRADUATING WITH MULTIPLE AREAS OF SPECIALIZATION

Students who would like to develop more than one counseling specialty will need to complete additional courses for additional specializations. For example, a school counseling major would need to take COED 650: Introduction to Community Mental Health Counseling, COED 680: Couples and Family Counseling: Theory and Methods, COED 686: Overview of Substance Abuse and Addictive Disorders and two internships in clinical mental health counseling to develop specialties in both school and clinical mental health counseling.



Clinical mental health counseling majors would need to complete both of the school counseling specialty courses: COED 670: Counseling Children and Adolescents and COED 671: Secondary School Counseling and six credit hours of school internships. Students must complete degree requirements in one major before initiating study in another area of specialization.

PRACTICA AND INTERNSHIP POLICIES AND PROCEDURES

In order to accomplish program goals, the Counselor Education faculty, individually and collectively, screen and evaluate students as they move through the program. When difficulties are detected, they are initially handled addressed in informal discussions between the student and the student's professor or advisor. If at any time during the course of study a student is considered at-risk, the student will be asked to meet with the faculty to discuss and develop a remedial course of action. In addition to criteria communicated to students in course descriptions, students are expected to meet the following professional criteria:

1. Completion of all advanced prerequisites, be in good academic standing and have no "Incomplete" grades;
2. Behavior that is consistent with the Ethical Standards of the American Counseling Association;

3. Psychological well-being in professional interactions with faculty, students, and clients;
4. Appropriate self-understanding and knowledge about how one's self influences work with clients;
5. Embrace and trust the ambiguity of learning and expanding new skills so as to individualize counseling approaches to diverse clients and client problems;
6. Ability to handle the stress inherent in a professional helping position;
7. Willingness to be referred for counseling when academic progress or clinical practice is impaired by unresolved issues; and
8. Professional behavior that is consistent with the anticipated professional position or intern placement, including oral presentation and writing ability and the ability to manage administrative aspects of counseling and student affairs administration.

This program teaches students how to be effective and competent counselors through the learning and practice of clinical skills. The clinical courses must be taken in progression and specifically teach the mastery of these skills:

1. COED 611 – Introduction to Counseling Theories and Techniques
2. COED 641 – Practicum: Individual Counseling Techniques
*Prerequisites are COED 610, 611, and 612
3. COED 642 – Practicum: Group Counseling Techniques
* Prerequisites are COED 641 and 614, and
4. COED 690's – Internships in the Areas of Concentration (2 semesters).

SIMULTANEOUS INTERNSHIP ENROLLMENT

The Department endorsed the following policies on “simultaneous internships,” where students desire to complete two internships in one semester:

Internship is a sequence of culminating clinical challenges, instructional and supervisory communication, and mentoring to promote experience, applied knowledge, understanding, self-awareness, professional responsibility and know-how. Internships are also sequential and developmental in promoting optimal competence of interns. Professional development and clinical competence are acquired over time with prescribed and supervised clinical experiences involving not less than 600 hours of supervised clinical practice.

The department affirms that the optimal course of professional development is over a two-semester period involving two 300 clinical hours per three-credit hour internship, preferably at varying sites. Concurrent enrollment in

internships of more than three-credits is an exception to departmental policy. Exceptions to this academic policy will require:

- Achievement of an “A” in all clinical courses (COED 611, COED 641, COED 642);
- Recommendations from prior clinical instructors, the faculty advisor, and the chair justifying exceptional clinical proficiency and professional development; and
- Internship Committee approval of the site and supervisor specifically for simultaneous internship.

APPLICATION FOR INTERNSHIP

Internship Site Supervisors must qualify as an appropriate supervisor. Site Supervisors must have a minimum of a Masters Degree in the Behavioral Sciences and a minimum of two years of clinical experience. This applies to all internships sites.

The department must have accurate and complete information about your site and on-site supervisor. Therefore, a complete and timely Application for Internship must be completed. The Internship Committee requires an Application for Internship and a Clinical Faculty-Supervisor Resume Brief be submitted a semester prior to internship. Resume Briefs are required of site supervisors who have not previously submitted their credentials and a Resume Brief. Also, during the first week of internship, you are required to complete the on-line Student Internship Data Form. Specific instruction for submission of this required information will be provided by faculty. Since they are continually being updated, please check the Internship page of the department website (<http://www.radford.edu/~edcs-web/>) for the most current version of the Application for Internship and Clinical Faculty-Supervisor Resume Brief.

Deadlines for Internship Applications are: the first Friday in September for spring and summer internship sites and the first Friday in February for fall internship sites. These deadlines will be strictly adhered to with no exceptions made for students who turn in the application form late.

PROFESSIONAL LIABILITY INSURANCE APPLICATION

Students must have obtained professional liability insurance prior to beginning any practica and internship activity. The American Counseling Association (ACA) student membership now includes liability insurance to ACA student members enrolled and engaged in a master’s degree counseling curriculum at a post secondary institution. Coverage is solely for performing counseling services (e.g. practicum and internship) related to such curriculum. Professional Liability Insurance is available to ACA members at: <http://www.hpsoc.com/profession/counselor.jsp?refID=WL9ACi> .

GRADUATION INFORMATION

First Semester of Enrollment:

1. Meet with your advisor to finalize program requirements. Ensure that the Graduate College has an official copy of those requirements.
2. If you applied to the Graduate College before your undergraduate degree was conferred, it is your responsibility to ask your undergraduate institution to send a final transcript verifying degree conferred to the Graduate College before the end of the first term of enrollment
3. Make up as many undergraduate deficiencies as possible.

End of First Semester of Enrollment:

1. Request change to regular status (if applicable) if 9 hours of graduate work have been taken at Radford University with at least a B average, all deficiency/supporting courses have been taken, and application is complete including final transcript with undergraduate degree.

Last Semester of Enrollment:

1. Make application for the degree **no later than the second week of the semester in which the student expects to graduate**. Deadlines are provided and on the Graduate College website (<http://www.radford.edu/content/grad/home.html>). Information about commencement and graduate hooding ceremonies will be sent after the completed application has been received by the Graduate College.
2. Check that all necessary program changes have been made.
3. Submit two copies of the completed thesis to the Graduate College office no later than the last day of classes. See “Thesis Manual” on the website for complete instructions.
4. Request an approval form for your final comprehensive examination and/or thesis defense at least five days in advance of the examination date and return the signed form to the Graduate College office no later than the last day of classes.

PROFESSIONAL ENDORSEMENTS AND LICENSURE

Information for Students Seeking Special Professional Development Goals

The Counselor Education program continually responds to changes in professional licensure and certification requirements. We welcome professionals who seek to upgrade professional credentials and expanded competencies. Faculty in the department will endorse its students and graduates for positions for which they are trained, qualified for or otherwise suited or capable of performing. Graduates should refrain from requesting recommendations and endorsements for positions not consistent with their education and training.

The following information addresses concerns of students who desire licensure as an enhancement to their professional development and employability.

WHAT ABOUT LICENSURE?

Licensure is the highest form of professional credential issued by a state. There is no licensure for professional counselors on a national level. Benefits of licensure include: providing protection of a professional title such as “Licensed Professional Counselor” (LPC), defining the scope of practice, and restricting unlicensed persons from practicing counseling without a license. Requirements for licensure are usually high, typically higher than those for certification.

Radford University’s Department of Counselor Education provides academic course work in areas required by the Virginia Board of Counseling for licensure as a Licensed Professional Counselor or as a Substance Abuse Counselor and by the Department of Education for licensure as a School Counselor. A master’s degree from the counseling program is acceptable to meet academic education and degree requirements established by the Board of Counseling and other state boards of counseling in the nation.

PREPARING FOR LICENSURE AS A LICENSED PROFESSIONAL COUNSELOR (LPC)

Requirements for licensure in Virginia and most other states in the nation are fairly uniform; however there are important variations in requirements. Typically, a person who meets requirements for licensure as a Licensed Professional Counselor in Virginia will meet general requirements for licensure in all other states in the nation that have a counseling licensure statute.

Virginia’s requirements are high. Current regulations governing the practice of counseling (Title of Regulations: 18 VAC 115-20-10 et seq.; Regulations Governing the Practice of Professional Counseling; Statutory Authority: § 54.1-2400 and Chapter 35 of Title 54.1 of the Code of Virginia – Revised Date: July 25, 2007; Laws as of July 1, 2008) can be found at the following web link: http://www.dhp.virginia.gov/Counseling/counseling_laws_regs.htm .

To be licensed in Virginia, a candidate must have a master’s degree in counseling, including 60 semester hours of graduate course work in counseling, 4000 hours of supervised experience (approximately two years of full-time experience), 200 hours of clinical supervision, and pass the licensure examination.

A degree in the Counselor Education program is acceptable to meet academic education and degree requirements established by the Virginia Board of Counseling which determines licensure for professional counselors in Virginia. The state of Virginia requires that the applicant for licensure shall have completed 60 semester hours of graduate study in the following core areas, with a minimum of 3 semester hours in each of the following areas:

- Professional identity, function and ethics;
- Theories of counseling and psychotherapy;
- Counseling and psychotherapy techniques;
- Human growth and development;
- Group counseling and psychotherapy, theories, and techniques;

- Career counseling and development theories and techniques;
- Appraisal, evaluation, and diagnostic procedures;
- Abnormal behavior and psychopathology;
- Multicultural counseling, theories, and techniques;
- Research;
- Diagnosis and treatment of addictive disorders;
- Marriage and family systems theory; and
- Supervised internship of 600 hours to include 240 hours of face-to-face client contact.

COURSES TYPICALLY TAKEN FOR LICENSURE

The Department of Counselor Education has identified courses which may be taken to satisfy the core areas listed above. Core Area courses identified for licensure includes:

COED 606. Research in Counseling and Program Evaluation
COED 610. Human Growth and Development
COED 611. Introduction to Counseling Theories and Techniques
COED 612. Professional, Ethical, and Legal Issues in Counseling
COED 613. Career Counseling and Development
COED 614. Group Counseling Theories and Techniques
COED 615. Assessment and Appraisal Techniques in Counseling
COED 616. Cultural and Diversity Counseling
COED 620. Psychopathology, Diagnosis, and Treatment Planning
COED 641. Practicum: Individual Counseling Techniques
COED 642. Practicum: Group Counseling Techniques
COED 650. Introduction to Clinical Mental Health Counseling
COED 680. Couples and Family Counseling: Theory and Methods
COED 686. Overview of Substance Abuse and Addictive Disorders
COED 688: Crisis Intervention and Trauma Counseling
COED 690. Internship in Clinical Mental Health Counseling
COED 699. Research and Thesis

RECOMMENDED ELECTIVE COURSES FOR LICENSURE

Students desiring licensure for private practice in Virginia as a Licensed Professional Counselor should consult with his or her adviser in planning a program of study. The following are suggested elective courses leading to licensure in Virginia.

COED 600. Current Issues in Counselor Education
Understanding the Addictive Process
Family Systems Therapy for Substance Abuse and Addictions

Supervision in Counseling
Mindfulness, Meditation and Counseling
COED 633. Gender Issues in Counseling
COED 635. Human Sexuality Issues in Counseling
COED 637. Death, Loss, and Grief Counseling
COED 639. Counseling and Spirituality
COED 670. Counseling Children and Adolescents
COED 685: Foundations of Play Therapy
COED 688: Crisis Intervention and Trauma
Counseling



Students with master's degrees who seek endorsements in school counseling, specialized courses, or who desire to enroll in supervised clinical practica, or internships in clinical mental health counseling leading to licensure as a Licensed Professional Counselor, must complete the following advanced level course sequence prior to enrolling in any of the department's clinical internships.

The sequence of required courses is:

COED 641. Practicum: Individual Counseling Techniques
COED 642. Practicum: Group Counseling Techniques

COED 641 and COED 642 must be completed in the department prior to enrolling in any counseling internships. Other courses offered by the Department can be taken for the purpose of professional endorsement or licensure with approval of the Chair.

All students taking practica or internships should note that Professional Liability Insurance is required prior to beginning practica and internships. Insurance application forms can be obtained from your advisor, the Department of Counselor Education, the American Counseling Association at (<http://www.counseling.org>), or by calling 800 347-6647, Ext. 342.

POST-MASTER'S DEGREE CLINICAL EXPERIENCE THROUGH ACADEMIC INTERNSHIPS IN COUNSELOR EDUCATION AT RADFORD UNIVERSITY

1. The residency shall include a minimum of 200 hours of supervision between supervisor and resident occurring at a minimum of one hour and a maximum of four hours per 40 hours of work experience during the period of the residency. No more than half of these hours may be satisfied with group supervision. One hour of group supervision will be deemed equivalent to one hour of individual supervision. Supervision that is not concurrent with a residency will not be accepted, nor will residency hours be accrued in the absence of approved supervision.
2. The residency shall include 2,000 hours of face-to-face client contact.

3. A graduate-level internship completed in a program that meets the requirements set forth in 18VAC115-20-49 may count for no more than 600 hours of the required 4,000 hours of experience. The internship shall include 20 hours of individual on-site supervision, and 20 hours of individual or group off-site supervision. In order to count toward the residency, internship hours shall not begin until completion of 30 semester hours toward the graduate degree.
4. A graduate-level degree internship completed in a CACREP- , CORE- or COAMFTE-approved program may count for no more than 900 of the required 4,000 hours of experience.
5. In order for any graduate-level internship to be counted toward a residency, either the clinical or faculty supervisor shall be licensed as set forth in subsection C of this section.
6. The board may consider special requests in the event that the regulations create an undue burden in regard to geography or disability, which limits the resident's access to qualified supervision
7. For applicants enrolled in an integrated course of study in an accredited institution leading to a graduate degree beyond the master's level, supervised experience may begin after the completion of 30 graduate semester hours or 45 graduate quarter hours, including an internship, and shall include graduate course work in the core areas as prescribed in 18VAC115-20-50 or 18VAC115-20-51.

(Regulations Governing the Practice of Professional Counseling, Virginia Board of Counseling;
Title of Regulations: 18 VAC 115-20-10- et seq.; Statutory Authority: §§ 54.1-2400 and
Chapter 35 of Title 54.1 of the Code of Virginia; Revised Date: April 14, 2010)

Clinical Mental Health Counseling faculty in the department are licensed as Professional Counselors and/or Licensed Marriage and Family Counselors and are qualified to provide clinical supervision. Therefore, all clinical placements associated with post-master's degree academic internships can be counted as a part of the residency requirements. All clinical internship placements need prior approval by a Faculty Advisor and the Commonwealth of Virginia Board of Counseling.

Students should consider the cost savings and high quality of supervision accompanying clinical experience through post-master's academic internships in the Department of Counselor Education. Training facilities available to advanced-level students are outstanding. The Roanoke Higher Education, Pulaski and Montgomery County High Schools' clinical training facilities are exceptional. These training centers provide outstanding opportunities for post-masters degree students to engage in clinically supervised practice that meet clinical practice requirement for licensure.

PREPARING FOR LICENSURE AS A LICENSED SUBSTANCE

ABUSE TREATMENT PRACTITIONER

To be recognized as a Licensed Substance Abuse Practitioner in Virginia, a candidate must have a master's degree in counseling and 15 semester hours of course work in substance abuse counseling, including 600 hours of clinical internship, 4000 hours of supervised experience, and pass a substance abuse licensure examination.

A degree in the Counselor Education program and additional selected course work from the substance abuse curriculum is acceptable to meet the educational requirements established by the Virginia Board of Counseling. The Virginia Board of Counseling requires that the applicant for licensure as a substance abuse practitioner shall have completed 60 semester hours of graduate general core curriculum containing a minimum of three semester hours in each of the following areas:

- Professional identity function and ethics;
- Theories of counseling and psychotherapy;
- Counseling and psychotherapy techniques;
- Group counseling and psychotherapy, theories and techniques;
- Appraisal, evaluation and diagnostic procedures;
- Abnormal behavior and psychopathology;
- Multicultural counseling, theories, and techniques;
- Research; and
- Marriage and family systems theory.

COURSES TYPICALLY TAKEN FOR SUBSTANCE ABUSE LICENSURE

In addition to the course work listed above, applicants must complete 15 semester hours selected from the following courses (courses designated with an asterisk are required):

- COED 686. Overview of Substance Abuse Counseling
- COED 600. Understanding the Addiction Process
- COED 600. Advanced Multicultural Counseling With Substance Abusers
- COED 600. Family Systems Therapy With Substance Abusers
- COED 600. Internship in Substance Abuse and Addictions Counseling
- PSYC 670. Child and Adolescent Drug Abuse: Assessment, Diagnosis, Treatment and Prevention.
- PSYC 773. Assessment and Treatment of Addictive Disorders in Rural Settings

PREPARING FOR LICENSURE AS A SCHOOL COUNSELOR

Licensure as a Virginia school counselor requires that the candidate have a master's degree from a state approved program in counseling. The school counseling concentration requires 48 semester hours of course work and is

CACREP accredited. It prepares students for state license as school counselors in Virginia and similar states. Graduates of the program are prepared to be licensed by the state at the K-12 grade levels. Students seeking licensure in School Counseling should consult resources provided by the American Counseling Association (<http://www.counseling.org>), the American School Counseling Association (<http://www.schoolcounselor.org/>) and the National Board of Certified Counselors.

WHAT ABOUT CERTIFICATION?

The National Board of Certified Counselors (NBCC) is an affiliate of the American Counseling Association and supervises certification of counselors, nationally. It is recognized as the only national organization to offer such a certification. Their web address is: www.nbcc.org.

Counselors in both concentrations, clinical mental health counseling, and school counseling, can earn the national certification of the National Certified Counselor (NCC) to indicate their completion of certain education and training requirements. This national certification benefits individuals in both concentrations.

In Virginia, the NCC does not help you to obtain licensure. A National Certified Counselor still has to apply for licensure in any state, including Virginia. The designation does provide national certification, which indicates a commitment to professionalism, and provides an opportunity to obtain other certifications as listed below. The National Counselor Examination (NCE) is also required for individuals who wish to seek additional national certifications from the National Board of Certified Counselors (NBCC). Specialty certifications include:

- The Certified Clinical Mental Health Counselor (CCMHC) Credential (Particularly useful for clinical mental health counselors)
 - The Master Addictions Counselor (MAC) Credential (particularly useful for community counselors)
 - The National Certified School Counselor (NCSC) Credential (Particularly useful for school counselors)

Also, most states require the NCE for state licensure. (However, Virginia does not use the NCE for state licensure, but has developed its own instrument). Even if you are licensed in the state of Virginia, you will still need to take and pass the NCE to obtain certification as a NCC, CMHC, NCCC, NCGC and NCSC.

Standards for certification require three thousand (3000) hours of counseling experience with 100 hours of face-to-face supervision and two academic semesters of internship. Students who graduate from CACREP-accredited programs can take the NCE at the completion of their graduate program and be nationally certified as a counselor prior to completion of the 3000 hours of experience.

MORE INFORMATION ON COUNSELOR CREDENTIALS

Students may find the following website useful regarding licensure and certification requirements.

National Board for Certified Counselors, Inc.
3 Terrace Way, Suite D
Greensboro, NC 27403-3660
Phone: 336-547-0607
Fax: 336-547-0017
<http://www.nbcc.org/>

Virginia Board of Professional Counselors Perimeter Center
9960 Mayland Drive, Suite 300
Henrico, VA 23233-1463
Phone: (804) 367-4610
Fax:(804) 527-4435
Email: coun@dhp.virginia.gov
<http://www.dhp.virginia.gov/counseling/>

PROFESSIONAL ORGANIZATIONS

The following is a list of major professional organizations that support professional development in the Counseling field.

American Counseling Association and Virginia Counselors Association

Students are encouraged to join national, state, and local professional counseling organizations while they are students in the Counselor Education Department and to continue this involvement after graduation. Professional organizations provide useful information by publishing newsletters and journals and hosting conferences. National, state, and local conferences provide valuable continuing education for counseling professionals and those training to be counseling professionals. Two professional organizations that students are encouraged to join are the American Counseling Association (ACA - <http://www.counseling.org>) and affiliates and the Virginia Counselors Association (VCA - <http://www.vcacounselors.org/>) and the state branch affiliates. The Virginia Counselors Association is a state branch of ACA. Nearly all states have a branch of ACA. Each national and state organization is composed of several divisions. One can join one or many divisions, depending upon one's counseling interests. Divisions and Affiliates of ACA include:

- American School Counseling Association (ASCA)
- American College Counseling Association (ACCA)
- American Mental Health Counseling Association (AMHA)
- Association for Specialists in Group Work (ASGW)
- International Association of Marriage and Family Counselors (IAMFC)
- Counseling Association for Humanistic Education and Development (CAHEAD)
- Association for Gay and Lesbian Bisexual Issues in Counseling (AGLBIC)
- Association for Counselor Education and Supervision (ACES)
- Association for Adult Development and Aging (AADA)
- American Rehabilitation Counseling Association (ARCA)
- National Career Development Association (NCDA)
- Association for Assessment in Counseling (AAC)

Association for Counselors and Educators in Government (ACEG)
Association for Multicultural Counseling and Development (AMCD)
Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)
International Association of Addiction and Offender Counselors (IAAOC)
National Employment Counseling Association (NECA)
Counselors for Social Justice (CSJ)

Students can join ACA and a division or affiliate at a special student rate. Students can also join VCA at a special student rate. Applications are available in the main office of the Counselor Education Department. Applications are also available online at www.counseling.org (American Counseling Association) and www.vcacounselors.org (Virginia Counselors Association).

Rho Chi Epsilon Chapter of Chi Sigma Iota

Students are encouraged to join Chi Sigma Iota, the Counseling Academic and Professional Honor Society International, while they are students in the program. This is a professional organization with members in both academic and clinical settings. The Radford University chapter of Chi Sigma Iota is Rho Chi Epsilon. To join, students must have completed nine hours of course work in their graduate program with at least a 3.5 grade point average.

Chi Sigma Iota is an international organization of counselors, with over 9,000 members. The Radford chapter plans social events and professional programs for students and faculty in the Department of Counselor Education. The organization also provides leadership opportunities for students who are officers or committee members in the organization. Applications are available in the Counselor Education office and can also be downloaded from Chi Sigma Iota at: www.csi-net.org/.

Consult the Counselor Education web site (www.radford.edu/~edcs-web/) for other membership information and links to professional organizations.

TEACHING FACULTY & STAFF

Your Personal Contacts for Information and Assistance:

Department of Counselor Education

P. O. Box 6994

Radford University

Radford, VA 24142

www.radford.edu/~edcs-web

(540) 831-5206

(540) 831-6755 FAX

DEPARTMENT CHAIR:

Dr. Alan Forrest, Professor

E-mail: aforrest@radford.edu

PROGRAM COORDINATOR, SCHOOL COUNSELING:

Dr. Jim Gumaer, Professor

E-mail: dgumaer@radford.edu

CLINICAL MENTAL HEALTH COUNSELING:

Dr. Wally Scott, Assistant Professor

E-Mail: wscott@radford.edu

ADMINISTRATIVE ASSISTANT:

Carolyn Quesenberry

E-mail: cquesenb@radford.edu

Carolyn Quesenberry has been the Administrative Assistant in the Counselor Education Department for seven years. Her previous work experience at Radford University has been with the Graduate College. Carolyn has served as an assistant to two department chairs and nine faculty members in her current position. Carolyn is married and lives in Draper, Virginia. Her hobbies include reading and gardening. In March 2006 Carolyn was awarded a Meritorious Service Award by the Department of Counselor Education and in May 2007 she was awarded the Outstanding Performance Award by the College of Education and Human Development. She can be contacted at cquesenb@radford.edu.



The following information summarizes the professional achievements and qualifications of the Counselor Education faculty.



Wendy Eckenrod-Green, Ph.D. (University of North Carolina at Charlotte) is an Assistant Professor in the Department of Counselor Education. Dr. Eckenrod-Green is a Nationally Certified Counselor, North Carolina Licensed School Counselor, and is bi-lingual with fluency in Spanish. Her dissertation topic was: *Developing an Instrument that Measures High School Student's Perceptions of Their High School Counselor's Multicultural Competence and Social Justice Action*. Professor Eckenrod-Green also has numerous experiences that include teaching graduate Master's level counseling courses, clinical supervision, counseling at several clinical settings, and serving as a school counselor. She has several articles under review for publication and other articles currently in progress. Professor Eckenrod-Green has made professional presentations at the national, regional, and state levels and has been the recipient of several academic honors. She is a member of the American Counseling Association, North Carolina Counselor Association, Chi Sigma Iota and other state and national organizations. Professor Eckenrod-Green will teach basic foundation courses, clinical practica and internships, and school focused courses. She can be reached at weckenrodgre@radford.edu.

James Gumaer, Ed. D. (University of Florida) is a Professor in the Department of Counselor Education. He has held a variety of counseling positions in both student affairs and school systems. Dr. Gumaer has written books in the area of group counseling and child therapy as well as serving as President of the Association for Specialists in Group Work. As a licensed professional counselor, licensed marriage and family therapist, and board-approved supervisor, Dr. Gumaer has been involved with counselor supervision and training for over 25 years and is a consultant to agencies and school systems. His teaching and research interests include internship and practicum supervision, group counseling and child and adolescent counseling. Contact him at dgumaer@radford.edu.



Carla Henderson Emerson, Ph. D. (The University of North Carolina at Greensboro) is an Assistant Professor in the Department of Counselor Education. Dr. Emerson is a Nationally Certified Counselor, North Carolina Licensed Professional, and North Carolina Licensed School



Counselor. She has a dual specialty background and received her master's in community counseling and specialist degree in school counseling. Her dissertation topic was: *Counselor Professional Identity: Construction and Validation of the Counselor Professional Identity Measure*. Dr. Emerson has numerous professional experiences including teaching at both the undergraduate and graduate levels, clinical supervision, working as an elementary school counselor, and working with children, adolescents, and their families in various clinical settings. She has a broad range of research interests including counselor professional identity development and

counselor self-care, wellness, and stress management. Dr. Emerson has made professional presentations at the state, regional, and national levels and currently has several articles in progress. She can be reached at cemerson@radford.edu.

Alan Forrest, Ed.D. (College of William & Mary) is Chair and Professor in the Department of Counselor Education. Over the past 30 years he has held a variety of positions in both inpatient and outpatient mental health and substance abuse settings. Dr. Forrest is a Licensed Professional Counselor, Licensed Marriage & Family Therapist, and Nationally Certified Counselor who has extensive clinical experience in individual, couples, family, and group counseling. He has facilitated training seminars, workshops, and retreats in the areas of loss, grief and bereavement; chemical dependency and family therapy; couples communication skill training; men's issues in counseling; gender issues in counseling and psychotherapy; and meditation/mindfulness practices in counseling. Dr. Forrest has been a consultant and trainer for various mental health centers, school districts, hospices, businesses, and organizations. Dr. Forrest has served as President of the Virginia Association of Marriage & Family Counselors, Board Member of the State Board of Professional Counselors, and continues to maintain involvement in the field of family therapy on both the state and national levels. Teaching and research areas of interest include marriage/couples and family counseling, substance abuse counseling, the study of loss responses, gender issues in counseling, and mindfulness/meditation practices. Dr. Forrest is affiliated with a private counseling practice. Contact him at forrest@radford.edu.



Nadine Hartig, Ph.D. (University of North Colorado) is an Assistant Professor in the department of Counselor Education. Dr. Hartig has experience working in the areas of student affairs and clinical counseling. While completing her doctoral work, Dr. Hartig taught graduate courses in Group Dynamics and the Practicum in Individual Counseling. Also, she served as the Community Counseling and Marriage and Family Internship Seminar Coordinator. She has worked as an Assistant Director of Residential Life and as a Mental Health Therapist. Dr. Hartig is a Licensed Professional Counselor and Licensed Clinical Worker in Colorado. Areas of research and professional interest include examining the supervisory relationship in counseling, assisting college students with mental health needs, and crisis intervention. Dr. Hartig has been an active advocate and mentor for children and families in the community. She has a broad range of interest that include play therapy, diversity issues in counseling, crisis, and trauma concerns, and strength based treatment and wellness. Dr. Hartig can be contacted at nhartig@radford.edu.



Cathy M. Hudgins, Ph.D. (Virginia Tech) is an Assistant Professor in the Department of Counselor Education. Dr. Hudgins provides counseling students with emergent, experiential learning opportunities by drawing on her past and present experiences in private and public mental health. She has experience in crisis assessment and intervention, community-based and college-based outpatient counseling, in-patient assessment and intervention, and community mental health consulting. She has also held a variety of posts in higher education administration and student affairs. Her research and practice interests include integrated mental health, rural mental health, addictions, crisis, couples issues related to technology, care giving, and art therapy. Dr. Hudgins is the Media Editor for the Journal of Family Psychotherapy and is an active member of a variety of state and national associations related to mental health practice. In addition to her teaching, research, and outreach, she also maintains a small private practice as a licensed professional counselor and a licensed marriage and family therapist. She can be contacted at cmhudgins@radford.edu.



William (Wally) Scott, Ph.D. (Virginia Polytechnic Institute and State University) is an Assistant Professor in the Department of Counselor Education. He has worked in the counseling field for over 30 years in various professional settings, e.g., Social Services, residential care, community mental health, Court Services and Family Services. Dr. Scott received the Distinguished Service Award from the Allegheny Roundtable in 2002 for his work in the area of children's mental health. He is both a Licensed Professional Counselor and Marriage and Family Therapist in Virginia. He is a Clinical Member and Approved Supervisor for the American Association for Marriage and Family Therapy (AAMFT). He was the chair of the Family Violence Coordinating Council in Roanoke, VA from 1995 - 1996. Dr. Scott has regularly presented at international (Poland, Finland, Netherlands, Canada, Portugal), national, state and local conferences and workshops and has routinely consulted with organizations in the Roanoke and New River Valley areas. Dr. Scott has been involved in the supervision, education, and training of students and professionals for over 20 years. Prior to joining the Counselor Education department in 2003, he was adjunct professor since 1993 in the School of Social Work, Counseling Psychology and Counselor Education departments. Additionally, he served for nearly two years as the Director of the Center for Counseling and Student Development at Radford University. Dr. Scott's teaching and research interests include: narrative, collaborative and systemic counseling approaches; use of technology in counseling and supervision; trauma counseling; community mental health; and practicum and internship supervision. He is the father of three children. He can be reached at wscott@radford.edu.



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COURSE DESCRIPTIONS AND PREREQUISITES

- **COED 600. Current Issues in Counselor Education (Topic).** (1-4)
Prerequisite: Faculty Approval One to four hours per week.

Examines a major problem in the counseling field; its implications and possible alternative solutions.

- **COED 606. Research in Counseling and Program Evaluation** (3)
Three hours lecture. Prerequisites: None

The purpose of this class is to provide students the opportunity to learn, understand, and apply statistical procedures to research theories related to the counseling profession. Students will learn the foundational principles of research and put research theory into practice. In addition to learning discipline-relevant educational research practices, an essential feature of the course is increased competence in the use of statistical procedures and research methodologies.

- **COED 610. Human Growth and Development** (3)
Three hours lecture. Prerequisites: None

Covers the nature and range of human characteristics and individual differences. Centers on three areas: human behavior, interpersonal life styles and human interaction systems and social support systems. The course adopts a case study approach to learning.

- **COED 611. Introduction to Counseling Theories and Techniques.** (3)
Three hours lecture. Prerequisites: None

This course is designed to introduce students to the variety of theoretical models that underlie the practice of counseling and techniques associated with them. Theories and techniques that provide a framework for the process of counseling will be explored. The course will provide a systematic, comprehensive and balanced overview of the leading theories and techniques of counseling and psychotherapy. Students will be provided the opportunity to put theory into practice through small supervised experiences using counseling techniques to help focus on three domains: thinking, feeling, and behaving.

- **COED 612. Professional, Ethical, and Legal Issues in Counseling.** (3)
Three hours lecture. Prerequisite: None

This course is designed for mental health practitioners involved in the helping professions. An introduction and overview of the counseling profession is presented including an examination of legal and ethical issues. Material discussed in class is applicable to counselors in training in all settings.

- **COED 613. Career Counseling and Development.** (3)
Three hours lecture. Prerequisite: COED 610, 611 or faculty approval

Emphasizes the understanding of theoretical approaches to career development, and development and coordination of services to help individuals achieve career maturity. Includes activities to promote self-understanding, educational and vocational information services, decision making and placement skills.

- **COED 614. Group Counseling Theories and Techniques.** (3)
Two hours lecture; two hours laboratory. Prerequisite: COED 610 and 611 or faculty approval

Introduction to small group counseling. Didactic and experiential learning in group theory and practice. Involves group participation to develop self awareness, acceptance and effective interpersonal skills.

- **COED 615. Assessment and Appraisal Techniques in Counseling.** (3)
Three hours lecture. Prerequisite: COED 610, 611 or faculty approval

This course is designed to provide counselors and other behavioral science helping professional's knowledge, skills, and abilities in educational, occupational, and mental health assessment. The course objective is to aid students in becoming knowledgeable, skillful, and thoughtful in the exercise of professional judgment based assessment derived from clinical observations, consultation, and objective assessments. The course also instructs counselors in assessment procedure to evaluate current functioning of a client in varying settings including schools, colleges or universities and mental health treatment facilities. The course addresses professional issues related to the ethical use of assessment tools and strategies in a culture of diversity.

- **COED 616. Cultural and Diversity Counseling.** (3)
Three hours lecture. Prerequisite: COED 610, 611

Designed to provide an overview of human behavior including human diversity and cultural pluralism. Multicultural theories and models of counseling and consulting are presented and examined. Students also experience multicultural relationship differences.

- **COED 620. Psychopathology, Diagnosis, and Treatment Planning.** (3)
Three hours lecture Prerequisites: COED 610, 611, and 615 (or faculty approval)

The course integrates theory and practice of assessment, evaluation, diagnosis, treatment planning and case management to achieve developmental and remedial counseling and psychotherapy goals and objectives. The course examines current classifications of psychopathology signs, symptoms, and syndromes and integrates developmental and remedial assessment of patients, clients or students with case conceptualization, treatment planning and case management.

• **COED 633. Gender Issues in Counseling.** (3)

Three hours lecture. Prerequisites: None

This course provides an exploration of gender within the context of counseling and psychotherapy. Specifically, this course examines how gender, as both a social construct and a core identity, shapes psychosocial development. A primary emphasis consists of students becoming more knowledgeable about the impact of gender on their personal lives and the impact of gender in their role as a counselor and their work with clients.

• **COED 635. Human Sexuality Issues in Counseling.** (3)

Three hours lecture. Prerequisites: COED 610, equivalent course, (or concurrently) or permission of instructor.

This course is designed to explore the importance of human sexuality issues in the counseling of children, adolescents, and adults. Areas explored include basic human sexual functioning and sexual expression, gender identity development, gender issues in counseling men and women, and the effects of sexual abuse on personality development and functioning. Other issues considered will include current topics such as sexual harassment and date rape.

• **COED 637. Death, Loss and Grief Counseling.** (3)

Three hours lecture. Prerequisites: COED 610 and 611 or faculty permission

This course provides students with a personal and professional understanding of death, grief and loss responses. Theories and models of death and loss will be presented. Both didactic and experiential methods of instruction will be utilized.

• **COED 639. Counseling and Spirituality.** (3)

Three hours lecture. Prerequisites: COED 610 and 611 or with permission of instructor

This course will examine the interface of counseling and spirituality. Spirituality will be examined from multiple perspectives and orientations. Students will become aware and develop an understanding of counseling and spirituality. Topics to be explored will include religion and spirituality in the client assessment process, mental health and guilt, suffering, spiritual dynamics that interact in health, pathology and development, intervention methods, counselor belief systems, mindfulness, and counseling and spirituality.

• **COED 640. Counseling Techniques.** (3)

Three hours lecture. Prerequisites: COED 610 and 611

Development and mastery of basic counseling skills through a combination of didactic and experiential approaches. Video and audio tapes, role playing, simulation and practice in procedures utilized.

• **COED 641. Practicum: Individual Counseling Techniques. (3)**

One hour lecture; four hours laboratory. Prerequisite: *COED 611 with a grade of "B" or higher and approval; pre- or co-requisites COED 610 and COED can be taken concurrently with COED 641, but if taken prior to COED 641 must have a grade of "B" or higher*

This course integrates varying theoretical approaches to counseling through clinical practice. It also requires progressive clinical proficiency in the assessment, diagnosis, planning and execution of counseling, while demonstrating effectiveness in the use of the behavioral sciences and theory, tools and techniques of counseling and psychotherapy.

• **COED 642. Practicum: Group Counseling Techniques. (3)**

One hour lecture; four hours laboratory. Prerequisite: *COED 610, 611, 612, 614 and 641 with grades or higher.*

Three integral components of the course include first, the development of group counseling skills; second, organizing, implementing and evaluating counseling groups; third, the acquisition and demonstration of advanced group counseling skills through clinical practice; and fourth the enhanced use of self as a helping agent as a result of personal and professional growth and development associated with group participation.

• **COED 650. Introduction to Clinical Mental Health Counseling. (3)**

Three hours lecture. Prerequisite: None

A course that examines the basic assumptions which underlie the community counseling model, conceptions of social intervention, implications for the counseling process, the role of the community counselor, prevention in the community and current controversies and issues.

• **COED 660. Introduction to Student Affairs in Higher Education. (3)**

Three hours lecture. Prerequisite: None

Introduces role and philosophy of student affairs in higher education. Students examine professional journals and organizations associated with higher education, philosophical issues in the field and research in a problem area in higher education.

• **COED 661. The College Student and Developmental Theories. (3)**

Three hours lecture. Prerequisite: COED 660 or Concurrently

This course is comprised of two components. One examines the developmental needs of today's college students. This in-depth examination covers characteristics, demographics, culture, challenges, and needs of the college students in today's institutions of higher education. The second component is studying the process of human growth and development during the college years. Students' intellectual, moral, ethical, ego, psychosocial, identity, and career development is examined. Linking theory to the concerns facing college students is the foundation of the course.

• **COED 662. Student Affairs Administration and Practicum. (3)**

Three hours lecture. Prerequisite: COED 660 or Concurrently

This course provides the student with an overview of the areas of importance in the administration of a college student affairs division. Areas included are budgeting, finance, management, legal and ethical concerns, assessment, and supervision. Linking current research to practice in higher education is addressed through a 100 hour practicum.

• **COED 663. Leadership and Organizational Behavior.** (3)

Three hours lecture. Prerequisite: COED 660 or permission of instructor.

COED 663 is intended to provide in depth knowledge regarding organizational behavior and the psychological and managerial aspects of leadership behaviors. This course will look at institutions of higher education as the primary context for examining these two critical areas.

• **COED 670. Counseling Children and Adolescents.** (3)

Three hours lecture. Prerequisite: COED 610, 611 or faculty approval

This course examines developmental patterns and counseling needs of children and adolescents. Covers planning, implementation and evaluation of school-related helping services. Includes recognition of the rights of special student populations and counseling needs.

• **COED 671. Secondary School Counseling.** (3)

Three hours lecture. Prerequisite: COED 610 or faculty approval

The course focuses on the functions, roles, and current issues of secondary school counselors. Content areas include foundations of secondary school counseling, knowledge and practice of school counseling, assessment, and consultation. Major concerns of adolescents and counseling approaches to assist these concerns are also included.

• **COED 680. Couples and Family Counseling: Theory and Methods.** (3)

Three hours lecture. Prerequisite: COED 610 and 611

This is a survey course that examines the historical antecedents, philosophical assumptions, and theoretical rationale of the major approaches to marital and family therapy.

• **COED 681. Couples and Family Counseling: Strategies and Techniques.** (3)

Two hours lecture; two hours laboratory. Prerequisites: COED 680

This course is designed to provide an overview of the techniques and skills associated with the practice of couples, marriage and family therapy.

• **COED 685. Foundations of Play Therapy.** (3)

Three hours lecture. Prerequisite: COED 610 and 611, or permission of instructor.

This course includes an overview of essential elements and principles of play therapy, including: history, theories, techniques, modalities, and applications. The course features an experiential element during which students conduct play therapy sessions under supervision of the instructor.

• **COED 686. Overview of Substance Abuse and Addictive Disorders.** (3)

Three hours lecture. Prerequisites: COED 610 and COED 611

This course is intended to provide an overview of the strategies, goals, methodologies, programs and types of knowledge and skills necessary for effective identification and treatment of substance abuse.

• **COED 688. Crisis Intervention and Trauma Counseling.** (3)

Three hours lecture. Prerequisite: COED 610, 611, and 612, or permission of instructor.

This course will provide students to opportunity to learn, understand, implement, and experience the theories and helping skills that guide the practices of crisis intervention and trauma counseling. Students will begin to learn how to put theory into practice in this critical area of counseling.

• **COED 690. Internship in Clinical Mental Health Counseling.** (3-12)

Prerequisites: Thirty semester hours completed in good academic standing including COED 620, 650 (or concurrent), 641, 642 and approval of chairperson one semester prior to registration.

This course requires that each semester hour of credit is the equivalent of 100 contact hours. The Counselor Education faculty will determine credit hours available to each student. Students may register for an internship in three semester hour increments up to the total number of semester hours available for each internship. This course provides clinical experience providing counseling services in a human service agency.

• **COED 691. Internship in Elementary School Counseling.** (3)

Prerequisites: Completion of thirty-three semester hours in good academic standing including COED 670 and COED 671 (or concurrently), 641, 642, and permission of the chairperson at least one semester prior to registration.

This course requires 300 contact hours to include 120 direct contact hours with clients. Three hours can be distributed among: individual counseling, group counseling, consultation and classroom guidance.

- **COED 692. Internship in Middle School Counseling. (3)**

Prerequisites: Completion of thirty-three semester hours in good academic standing including COED 670 and COED 671(or concurrently), 641, 642, and permission of the chairperson at least one semester prior to registration.

This course requires 300 contact hours to include 120 direct contact hours with clients. Three hours can be distributed among: individual counseling, group counseling, consultation and classroom guidance. Students may register for either this internship or COED 693.

- **COED 693. Internship in High School Counseling. (3)**

Prerequisites: Completion of thirty-three semester hours in good academic standing including COED 670 and COED 671 (or concurrently), 641, 642, and permission of the chairperson at least one semester prior to registration.

This course requires 300 contact hours to include 120 direct contact hours with clients. Three hours can be distributed among: individual counseling, group counseling, consultation and classroom guidance. Students may register for either this internship or COED 692.

- **COED 694. Internship in Student Affairs Services. (3-6)**

Prerequisites: Completion of thirty semester hours in good academic standing including COED 660, 661, 641, 642, and approval of chairperson one semester prior to registration.

This course requires that each semester hour credit is the equivalent of 100 contact hours. The Counselor Education faculty will determine credit hours available to each student. Students may register for an internship in three semester hour increments up to the total number of semester hours available for each internship. The course provides practical experience in student personnel service areas.

- **COED 698. Directed Study. (1-4)**

Hours and credit to be arranged. Prerequisite: Approval of Advisor and Department Chair

- **COED 699. Research and Thesis. (1 - 6)**

Hours and credit to be arranged.

Program of Studies and Course Sequence Charts

SCHOOL COUNSELING	FIRST YEAR		
	FALL 1	SPRING 1	SUM 1
	COED 610: Human Growth & Dev. COED 611: Theories & Techniques COED 612: Professional Issues	COED 614: Group Counseling COED 615: Assessment & Appraisal COED 641: Practicum: Indiv. Couns.	COED 606: Research COED 642: Pract: Group COED 670: Child/Adolescent
	SECOND YEAR		
	FALL 2	SPRING 2	SUM 2
	COED 613: Career Counseling COED 616: Diversity Counseling COED 691/693/693: Internship Optional Elective	COED 620: Psychopathology/Diagnos. COED 671: Secondary School Couns. COED 691/693/693: Internship Optional Elective	

CLINICAL MENTAL HEALTH COUNSELING	FIRST YEAR		
	FALL 1	SPRING 1	SUM 1
	COED 606: Research in Counseling COED 610: Human Growth & Dev. COED 611: Theories & Techniques COED 612: Professional Issues	COED 615: Assessment & Appraisal. COED 620: Psychopathology/Diagnos. COED 641: Practicum: Indiv. Couns. COED 650: Intro. CMHC	COED 614: Group Counseling COED 686: Addiction Counsel. COED 688: Crisis & Trauma Optional Elective
	SECOND YEAR		
	FALL 2	SPRING 2	SUM 2
	COED 642: Pract.: Group COED 616: Diversity Counseling COED 613: Career Counseling Optional Elective	COED 690: CMHC Internship COED 680: Couples & Family Couns. Optional Elective	COED 690: CMHC Internship Optional Elective

***Note: The above sequence of courses may be subject to change due to enrolment.**

**** The COED department is currently in the process of developing an Advanced Clinical Mental Health Counseling: Supervision and Administration course.**

**PROGRAM OF STUDY COUNSELOR EDUCATION MASTER OF SCIENCE IN
SCHOOL COUNSELING (K - 12)**

INSTRUCTIONS: Please complete this form and submit it to your academic adviser upon completion of 9 to 15 semester hours of graduate course work.					
1. NAME (Last) (First) (Middle)				2. SOCIAL SECURITY NO.:	
3. PRESENT ADDRESS (Street) (City) (State) (Zip)				4. PHONE:	
5. DATE OF START OF GRADUATE COURSE WORK: Month: Year:			6. CATALOG YEAR:		7. EMAIL:
DEPT.	NO.	COURSE TITLE	CREDITS	SEM/YR	GRADE
CORE COURSES: 30 S.H.					
COED	606	RESEARCH IN COUNSELING AND PROGRAM EVALUATION	3		
COED	610	HUMAN GROWTH AND DEVELOPMENT	3		
COED	611	INTRODUCTION TO COUNSELING THEORIES AND TECHNIQUES	3		
COED	612	PROFESSIONAL, ETHICAL, AND LEGAL ISSUES IN COUNSELING	3		
COED	613	CAREER COUNSELING AND DEVELOPMENT	3		
COED	614	GROUP COUNSELING THEORIES AND TECHNIQUES	3		
COED	615	ASSESSMENT AND APPRAISAL TECHNIQUES IN COUNSELING	3		
COED	616	CULTURAL AND DIVERSITY COUNSELING	3		
COED	641	PRACTICUM: INDIVIDUAL COUNSELING TECHNIQUES	3		
COED	642	PRACTICUM: GROUP COUNSELING TECHNIQUES	3		
CONCENTRATION COURSES (ELEMENTARY): 18 S.H.					
COED	620	PSYCHOPATHOLOGY, DIAGNOSIS AND TREATMENT PLANNING	3		
COED	670	COUNSELING CHILDREN AND ADOLESCENTS	3		
COED	671	SECONDARY SCHOOL COUNSELING	3		
COED	691	INTERNSHIP IN ELEMENTARY SCHOOL COUNSELING	3		
COED	692	INTERNSHIP IN MIDDLE SCHOOL COUNSELING	3		
COED	693	INTERNSHIP IN HIGH SCHOOL COUNSELING	3		
ELECTIVE:					
		ELECTIVES	3		
TOTAL CREDITS: 48 S.H.					
COMPREHENSIVE EXAM IS REQUIRED. EXPECTED DATE OF COMPLETION:			ADVISER'S SIGNATURE: DATE:		
OTHER DEPARTMENTAL REQUIREMENTS:			DEPT. CHAIR/PROG. COORD. SIGNATURE: DATE:		
STUDENT'S SIGNATURE: DATE:			DEAN, GRADUATE COLLEGE, SIGNATURE: DATE:		

**PROGRAM OF STUDY COUNSELOR EDUCATION MASTER OF
SCIENCE IN
CLINICAL MENTAL HEALTH COUNSELING**

INSTRUCTIONS: Please complete this form and submit it to your academic adviser upon completion of 9 to 15 semester hours of graduate course work.					
1. NAME (Last) (First) (Middle)				2.RU ID #.:	
3. PRESENT ADDRESS (Street) (City) (State) (Zip)				4. PHONE:	
5. DATE OF START OF GRADUATE COURSE WORK: Month: Year:		6. CATALOG YEAR:		7. EMAIL ADDRESS:	
DEPT.	NO.	COURSE TITLE	CREDITS	SEMESTER	GRADE
CORE COURSES: 30 S.H.					
COED	606	RESEARCH IN COUNSELING AND PROGRAM EVALUATION	3		
COED	610	HUMAN GROWTH AND DEVELOPMENT	3		
COED	611	INTRODUCTION TO COUNSELING THEORIES AND TECHNIQUES	3		
COED	612	PROFESSIONAL, ETHICAL, AND LEGAL ISSUES IN COUNSELING	3		
COED	613	CAREER COUNSELING AND DEVELOPMENT	3		
COED	614	GROUP COUNSELING THEORIES AND TECHNIQUES	3		
COED	615	ASSESSMENT AND APPRAISAL TECHNIQUES IN COUNSELING	3		
COED	616	CULTURAL AND DIVERSITY COUNSELING	3		
COED	641	PRACTICUM: INDIVIDUAL COUNSELING TECHNIQUES	3		
COED	642	PRACTICUM: GROUP COUNSELING TECHNIQUES	3		
CONCENTRATION COURSES: 30 S.H.					
COED	620	PSYCHOPATHOLOGY, DIAGNOSIS AND TREATMENT PLANNING	3		
COED	650	INTRODUCTION TO COMMUNITY MENTAL HEALTH COUNSELING	3		
COED	680	COUPLES AND FAMILY COUNSELING: THEORY AND METHODS	3		
COED	686	OVERVIEW OF SUBSTANCE ABUSE AND ADDICTIVE DISORDERS	3		
COED	688	CRISIS AND TRAUMA COUNSELING	3		
COED	690	INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING	3		
COED	690	INTERNSHIP IN CLINICAL MENTAL HEALTH COUNSELING	3		
COED		ELECTIVE 1	3		
COED		ELECTIVE 2	3		
COED		ELECTIVE 3	3		
TOTAL CREDITS: 60 S.H.					
COMPREHENSIVE EXAM REQUIRED; EXPECTED DATE OF COMPLETION:			ADVISER'S SIGNATURE: DATE:		
OTHER DEPARTMENTAL REQUIREMENTS:			DEPT. CHAIR/PROG. COORD. SIGNATURE: DATE:		
STUDENT'S SIGNATURE: DATE:			DEAN, GRADUATE COLLEGE, SIGNATURE: DATE:		

APPENDICES

APPENDIX A

TIMELINE OF GRADUATE STUDIES

APPENDIX B

RADFORD UNIVERSITY FOUR-YEAR ACADEMIC CALENDAR

APPENDIX C

PLAN FOR IMPROVEMENT

APPENDIX D

CRITERIA FOR PROFESSIONAL PERFORMANCE

APPENDIX E

ORGANIZATIONS

APPENDIX F

LIBRARY SERVICES

APPENDIX G

DESIRE TO LEARN (D2L)

APPENDIX H

CLASS INFORMATION

APPENDIX I

COUNSELOR SELF-CARE

APPENDIX J

COUNSELING SERVICES FOR STUDENTS

APPENDIX A

TIMELINE OF GRADUATE STUDIES

STARTING GRADUATE SCHOOL

BEFORE AUGUST

- Acceptance into the Counseling and Human Development Program
- Student picture ID & parking permit can be obtained from Parking Services, 1st floor Walker Hall.
- E-Mail registration web site: <https://dataweb.portal.radford.edu/Activate>. It is important to activate your RU e-mail account. The RU account will be the e-mail address that the department uses to send out student messages and information.
- “Student Information” should be regularly checked at the department website: <http://www.radford.edu/~gradcoll/programs-degrees/index.html>, keeping you updated on COED news and deadlines.
- Contact your advisor to discuss what classes you need to take your first semester. COED 610, 611, and 612 are first basic fall classes.
- Registration and class schedule can be accessed online: http://www.radford.edu/~registra/Web_Registration.htm. If a student has trouble registering online, contact the department, (540) 831-5214 or the Registrar’s Office, (540) 831-5271.

FIRST YEAR, FIRST SEMESTER

AUGUST

- Purchase textbooks: Radford University Bookstore has a list of all books needed for your classes.
- Attend New Student Orientation during the first week of classes.
- Focus on the APA Writer’s and Research workshops.
- Download a departmental “Bluebook” handbook for student orientation.
- Meet your student mentor at orientation.
- Set up an appointment with your advisor during the first quarter to discuss and complete your “Program of Study” (POS). This is a requirement for COED 612.
- Student department mailboxes are located in the Counselor Education Office, Peters Hall. Mailboxes are grouped alphabetically. Use your last name initial.

SEPTEMBER – NOVEMBER

- Meet with advisor to complete your Program of Study. (Have an outline of course sequence and semesters). The signed POS will be filed with the Graduate College by your advisor and you will retain a copy for your records. (Your POS will also need to be filed with the Candidacy and Internship applications.) To make a change in your POS during the semester, see your advisor.
- Student Mentor – if you have not been assigned a student mentor, see your CSI president.
- In September/October register for spring semester classes. Watch for date and time.
- Know the course sequence: COED 641: Practicum: Individual Counseling Techniques requires completion of COED 610, COED 611, and COED 612.
- COED 642: Practicum: Group Counseling Techniques requires COED 614 and COED 641.

Blue Book: COED Student Manual, 2011-2012

- The COED 610 research paper is required for candidacy in the program. A grade of 80% or higher on your research paper is necessary for candidacy.
- Consider membership in student organizations. CSI (Chi Sigma Iota) is for all Counseling majors (membership information located in Peters Hall).
- MALPRACTICE INSURANCE is required for clinical classes, COED 641,642, and Internships. See pg. 14 of Bluebook for additional details. Insurance must be purchased before counseling sessions begin. **Plan ahead.**

DECEMBER

- Finals

FIRST YEAR, SECOND SEMESTER

JANUARY – APRIL

- COED 641 – Practicum: Individual Counseling Techniques is usually taken during 2nd or 3rd semester. COED 642 – Practicum: Group Counseling Techniques will require you to find your own groups for Counseling. **Plan ahead the semester before!**
- CANDIDACY: After completing 9 credit hours of course work and successfully completing your writing sample/research paper (with grade of 80% or higher), submit a letter of request and a copy of your POS for candidacy to your advisor.
- If contemplating a Thesis option in lieu of comprehensive examination begin early and check with your advisor.
- Begin discussing Internship preferences and sites with your advisor.
- The First Friday of February is the deadline for Fall Internship Application (see info below)
- In February/March register for summer and fall semester classes. Watch for date and time.

MAY

- Finals

SUMMMER

- Summer classes are necessary to complete the program in 2 years.

SECOND YEAR

(Semesters for classes and internships can vary by concentration and student.)

- Internships are 2 semesters (6 total credit hours).
- Application for Internship: http://www.radford.edu/~gradcoll/programs_degrees/, click on Counseling & Human Development, go to Student Information, go to Internship Information. Your Program of Study must be submitted with your Internship application. **Applications for Internships are submitted the first Friday of October - for spring and summer semester internships and the first Friday of February - for fall semester internships. Early application** is necessary since both your application for internship and your site placement need to be approved by the Internship Committee. School Counseling track students need to advise the Internship Chair of your preference of schools. Clinical Mental Health Counseling students must

secure their own placement for internship. Site sources are available from the Internship Chair. Discuss with your advisor what kind of clinical experiences you want.

- Register your internship site and supervisor with the department – using online forms (see website listed above for forms).
- Comprehensive Exams are taken in the last semester (Fall and Spring semesters) and a Comp. application must be submitted to the department (forms available in COED office). Watch COED website for exam dates. Comps are during the second week of October and the second week in March.
- Application for Graduation is made by the second week of the semester before graduation. **DEADLINES MUST BE HONORED.** Applications available on Graduate College web page – see above website.
- See the RU Bookstore to order cap, gown, and hood for graduation.
- Students wishing to participate in the hooding ceremony should first ask a faculty member to hood them and then notify the Graduate College which faculty member will perform the hooding.



APPENDIX B

RADFORD UNIVERSITY FOUR-YEAR ACADEMIC CALENDAR

Fall Semester	2010-11	2011-12	2012-13	2013-14	2014-15
Residence Halls Open	8/27-8/28	8/26-8/27	8/24-8/25	8/23-8/24	8/22-8/23
Fall classes begin	8/30 (M)	8/29 (M)	8/27 (M)	8/26 (M)	8/25 (M)
Labor Day - Classes in Session	9/6 (M)	9/5 (M)	9/3 (M)	9/2 (M)	9/1 (M)
Last day for UG students to Add/Drop	9/5 *(Su)	9/4 *(Su)	9/2 *(Su)	9/1 *(Su)	8/31 * (Su)
Last day to Change P/F or Audit Options	9/13 (M)	9/12 (M)	9/10 (M)	9/9 (M)	9/8 (M)
Last day for GR students to Add/Drop	9/13 (M)	9/12 (M)	9/10 (M)	9/9 (M)	9/8 (M)
Census Date	9/13 (M)	9/12 (M)	9/10 (M)	9/9 (M)	9/8 (M)
Last day for GR students to apply for Fall Graduation	9/13 (M)	9/12 (M)	9/10 (M)	9/9 (M)	9/8 (M)
Last day for UG to apply for Spring Graduation	9/17 (F)	9/16 (F)	9/14 (F)	9/13 (F)	9/12 (F)
Mid-Semester grades due by 10:00 a.m.	10/13 (W)	10/12 (W)	10/10 (W)	10/9 (W)	10/8 (W)
Family Weekend	10/1 - 10/3	TBA	TBA	TBA	TBA
Last day for Individual Class Withdraws (from One or More Classes-Not All Classes) with grade of "W"	10/22 (F)	10/21 (F)	10/19 (F)	10/18 (F)	10/17 (F)
Registration for Spring/Summer semester begins	10/25 (M)	TBA	TBA	TBA	TBA
Last day for University Withdraw (from all classes) with grade of "W"	11/16 (T)	11/15 (T)	11/13 (T)	11/12 (T)	11/11 (T)
Thanksgiving break	11/20-11/28	11/19-11/27	11/17-11/25	11/16-11/24	11/15-11/23
Last day of classes	12/10 (F)	12/9 (F)	12/7 (F)	12/6 (F)	12/5 (F)
Fall Exams	12/13-12/16	12/12-12/15	12/10-12/13	12/9-12/12	12/8-12/11
Winter Commencement	12/18 (Sa)	12/17 (Sa)	12/15 (Sa)	12/14 (Sa)	12/13 (Sa)
Grades due by 10:00 a.m.	12/20 (M)	12/19 (M)	12/17 (M)	12/16 (M)	12/15 (M)
Spring Semester	2010-11	2011-12	2012-13	2013-14	2014-15
Residence Halls open	1/16 (Su)	1/15 (Su)	1/20 (Su)	1/19 (Su)	1/18 (Su)
Martin Luther King, Jr. Day - Classes NOT in session	1/17 (M)	1/16 (M)	1/21 (M)	1/20 (M)	1/19 (M)
Spring classes begin	1/18 (T)	1/17 (T)	1/22 (T)	1/21 (T)	1/20 (T)

Last day for UG students to Add/Drop	1/25 (T) - noon	1/24 (T) - noon	1/29 (T) - noon	1/28 (T) - noon	1/27 (T) - noon
Last day to change P/F or Audit options	2/1 (T)	1/31 (T)	2/5 (T)	2/4 (T)	2/3 (T)
Last day for GR students to Add/Drop	2/1 (T)	1/31 (T)	2/5 (T)	2/4 (T)	2/3 (T)
Census Date	2/1 (T)	1/31 (T)	2/5 (T)	2/4 (T)	2/3 (T)
Homecoming Weekend	1/28-1/29	TBA	TBA	TBA	TBA
Last day for UG to apply for Fall Graduation	2/4 (F)	2/3 (F)	2/8 (F)	2/7 (F)	2/6 (F)
Last day for GR students to apply for Spring Graduation	1/31 (M)	1/30 (M)	2/4 (M)	2/3 (M)	2/2 (M)
Mid-Semester grades due by 10:00 a.m.	3/2 (W)	2/29 (W)	3/6 (W)	3/5 (W)	3/4 (W)
Spring Break (Sat. - Sun.)	3/5-3/13	3/3-3/11	3/9-3/17	3/8-3/16	3/7-3/15
Registration for Fall Semester begins	TBA	TBA	TBA	TBA	TBA
Last day for Individual Class Withdraws (from One or More Classes-Not All Classes) with grade of "W"	3/18 (F)	3/16 (F)	3/22 (F)	3/21 (F)	3/20 (F)
Last day for University Withdraw (from all classes) with grade of "W"	4/12 (T)	4/10 (T)	4/16 (T)	4/15 (T)	4/14 (T)
Last day of classes	4/29 (F)	4/27 (F)	5/3 (F)	5/2 (F)	5/1 (F)
Spring Exams	5/2-5/5	4/30-5/3	5/6-5/9	5/5-5/8	5/4-5/7
Spring Commencement	5/7 (Sa)	5/5 (Sa)	5/11 (Sa)	5/10 (Sa)	5/9 (Sa)
Grades due by 10:00 a.m.	5/9 (M)	5/7 (M)	5/13 (M)	5/12 (M)	5/11 (M)
Maymester Semester	2010-11	2011-12	2012-13	2013-14	2014-15
Maymester begins	5/16 (M)	5/14 (M)	5/20 (M)	5/19 (M)	5/18 (M)
Last day to Add /Drop for UG students	5/16 (M)	5/14 (M)	5/20 (M)	5/19 (M)	5/18 (M)
Census Date	5/18 (W)	5/16 (W)	5/22 (W)	5/21 (W)	5/20 (W)
Last day to Add /Drop for GR students	5/18 (W)	5/16 (W)	5/22 (W)	5/21 (W)	5/20 (W)
Last day to change P/F or Audit options	5/18 (W)	5/16 (W)	5/22 (W)	5/21 (W)	5/20 (W)
Last day for Individual Class Withdraws (from One or More Classes-Not All Classes) with grade of "W"	5/26 (Th)	5/24 (Th)	5/31 (F)	5/30 (F)	5/29 (F)
Memorial Day - Classes NOT in session	5/30 (M)	5/28 (M)	5/27 (M)	5/26 (M)	5/25 (M)
Last day for University Withdraw (from all classes) with grade of "W"	6/1 (W)	5/30 (W)	6/5 (W)	6/4 (W)	6/3 (W)
Classes end	6/3 (F)	6/1 (F)	6/7 (F)	6/6 (F)	6/5 (F)
Final Exams	6/4 (Sa)	6/2 (Sa)	6/8 (Sa)	6/7 (Sa)	6/6 (Sa)

Grades due by 10:00 a.m.	6/7 (T)	6/5 (T)	6/11 (T)	6/10 (T)	6/9 (T)
Degrees Conferred	8/1 (M)	7/30 (M)	8/5 (W)	8/1 (Th)	7/31 (F)
Summer Session I	2010-11	2011-12	2012-13	2013-14	2014-15
Summer Session I begins	5/16 (M)	5/14 (M)	5/20 (M)	5/19 (M)	5/18 (M)
Last day to Add/Drop for UG students	5/17 (T)	5/15 (T)	5/21 (T)	5/20 (T)	5/19 (T)
Census date	5/20 (F)	5/18 (F)	5/24 (F)	5/23 (F)	5/22 (F)
Last day to Add /Drop for GR students	5/20 (F)	5/18 (F)	5/24 (F)	5/23 (F)	5/22 (F)
Last day to change P/F or Audit options	5/20 (F)	5/18 (F)	5/24 (F)	5/23 (F)	5/22 (F)
Last day for UG/GR to apply for graduation for Summer sessions	5/20 (F)	5/18 (F)	5/24 (F)	5/23 (F)	5/22 (F)
Memorial Day - Classes NOT in session	5/30 (M)	5/28 (M)	5/27 (M)	5/26 (M)	5/25 (M)
Last day for Individual Class Withdraws (from One or More Classes-Not All Classes) with grade of "W"	6/3 (F)	6/1 (F)	6/7 (F)	6/6 (F)	6/5 (F)
Last day for University Withdraw (from all classes) with grade of "W"	6/10 (F)	6/8 (F)	6/14 (F)	6/13 (F)	6/12 (F)
Summer Session I classes end	6/16 (Th)	6/14 (Th)	6/20 (Th)	6/19 (Th)	6/18 (Th)
Summer Session I Final Exams	6/17-18 (F-Sa)	6/15-16 (F-Sa)	6/21-22 (F-Sa)	6/20-21 (F-Sa)	6/19-20 (F-Sa)
Summer Session I grades due by 10:00 a.m.	6/21 (T)	6/19 (T)	6/25 (T)	6/24 (T)	6/23 (T)
Degrees Conferred	8/1 (M)	7/30 (M)	8/5 (W)	8/1 (Th)	7/31 (F)
Summer Session II	2010-11	2011-12	2012-13	2013-14	2014-15
Summer Session II begins	6/27 (M)	6/25 (M)	7/1 (M)	6/30 (M)	6/29 (M)
Last day to Add/Drop for UG students	6/28 (T)	6/26 (T)	7/2 (T)	7/1 (T)	6/30 (T)
Census date	7/1 (F)	6/29 (F)	7/5 (F)	7/7 (F)	7/6 (M)
Last day to Add /Drop for GR students	7/1 (F)	6/29 (F)	7/5 (F)	7/7 (F)	7/6 (M)
Last day to change P/F or Audit options	7/1 (F)	6/29 (F)	7/5 (F)	7/7 (F)	7/6 (M)
Independence Day - Classes NOT in session	7/4 (M)	7/4 (W)	7/4 (W)	7/4 (Th)	7/3 (F)
Last day for Individual Class Withdraws (from One or More Classes-Not All Classes) with grade of "W"	7/15 (F)	7/13 (F)	7/19 (F)	7/18 (F)	7/17 (F)
Last day for University Withdraw (from all classes) with grade of "W"	7/22 (F)	7/20 (F)	7/26 (F)	7/25 (F)	7/23 (F)
Summer Session II classes end	7/28 (Th)	7/26 (Th)	8/1 (Th)	7/30 (Th)	7/29 (W)
Summer Session II Final Exams	7/29-30 (F-Sa)	7/27-28 (F-Sa)	8/2-3 (F-Sa)	7/31-8/1 (F-Th)	7/30-31 (Th-F)

	Sa)	Sa)	Sa)	Sa)	F)
Summer Session II grades due by 10:00 a.m.	8/2 (T)	7/31 (T)	8/6 (T)	8/4 (T)	8/3 (M)
Degrees Conferred	8/1 (M)	7/30 (M)	8/5 (M)	8/1 (F)	7/31 (F)
Summer Session III	2010-11	2011-12	2012-13	2013-14	2014-15
Summer Session III begins	5/16 (M)	5/14 (M)	5/20 (M)	5/19 (M)	5/18 (M)
Memorial Day - Classes NOT in session	5/30 (M)	5/28 (M)	5/27 (M)	5/26 (M)	5/25 (M)
Last day to Add/Drop for UG students	5/20 (F)	5/18 (F)	5/24 (F)	5/23 (F)	5/22 (F)
Census date	5/27 (F)	5/25 (F)	5/31 (F)	5/30 (F)	5/29 (F)
Last day to Add /Drop for GR students	5/27 (F)	5/25 (F)	5/31 (F)	5/30 (F)	5/29 (F)
Last day to change P/F or Audit options	5/27 (F)	5/25 (F)	5/31 (F)	5/30 (F)	5/29 (F)
Last day for Individual Class Withdraws (from One or More Classes- Not All Classes) with grade of "W"	6/29 (W)	6/27 (W)	7/3 (W)	7/1 (W)	6/30 (T)
Independence Day - Classes NOT in session	7/4 (M)	7/4 (M)	7/4 (W)	7/4 (Th)	7/3 (F)
Last day for University Withdraw (from all classes) with grade of "W"	7/14 (Th)	7/12 (Th)	7/18 (Th)	7/17 (Th)	7/15 (Th)
Summer Session III classes end	7/28 (Th)	7/26 (Th)	8/1 (Th)	7/30 (W)	7/29 (W)
Summer Session III Final Exams	7/29-30 (F-Sa)	7/27-28 (F-Sa)	8/2-3 (F-Sa)	7/31-8/1 (Th-F)	7/30-7/31 (Th-F)
Summer Session III grades due by 10:00 a.m.	8/2 (T)	7/31 (T)	8/6 (T)	8/4 (T)	8/3 (M)
Degrees Conferred	8/1 (M)	7/30 (M)	8/5 (W)	8/1 (Th)	7/31 (F)

Last Revised 2/26/2010

APPENDIX C

PART 1: PLAN FOR IMPROVEMENT WORKSHEET



Counselor Education Program

PLAN FOR IMPROVEMENT WORKSHEET

Student _____ Course _____

Semester (check one) _____ Fall _____ Spring _____ Summer _____ Academic Year _____

Student's Name _____

RUID# _____ Program Option _____

Course Instructor _____ Advisor _____

I. Overview of Concerns (address specifically concerns related to the standards for admission and retention).

II. Expectations and Conditions to be Met (Identify performance expectations related to all the concerns above. Describe expectations in ways that allow judgments to be made as to whether or not expectations have been met. Include dates by which desired behavior change should be demonstrated)

III. Outcome Options (state potential outcomes if the student does not meet expectations).

IV. Resource and Referrals (the student must provide written evidence of following up on referrals).

V. Student Response (student may respond and/or comment on this plan).

VI. Signatures

Student: _____ Date: _____

Instructor: _____ Date: _____

Advisor: _____ Date: _____

Chairperson: _____ Date: _____

Copies are to be distributed to all involved participants and student's academic file.

APPENDIX D

PART 2: PLAN FOR IMPROVEMENT/DESCRIPTIVE CRITERIA FOR PROFESSIONAL PERFORMANCE REVIEW POLICY STANDARDS (REVISED 5/07)

1. Openness to new ideas

1	2	3	4	5
Closed				Open
<p>Was dogmatic about own perspective and ideas. Ignored or was defensive about constructive feedback. Showed little or no evidence of incorporating constructive feedback received to change own behavior.</p>	<p>Was amenable to discussion of perspectives other than own. Accepts constructive feedback without defensiveness. Some evidence of effort to incorporate relevant feedback received to change own behavior.</p>	<p>Solicited others' opinions and perspectives about own work. Invited constructive feedback and demonstrated interest in others' perspectives. Showed strong evidence of incorporation of feedback received to change own behavior.</p>		

2. Flexibility

1	2	3	4	5
Inflexible				Flexible
<p>Showed little or no effort to recognize changing demands in the professional & interpersonal environment. Showed little or now effort to flex own response to changing environmental demands. Refused to flex own response to changing environmental demands despite knowledge of the need for change. Was intolerant of unforeseeable or necessary changes in established schedule or protocol.</p>	<p>Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. Efforts to flex own response to new environmental demands was evident but sometimes inaccurate. Flexed own response to changing environmental demands when directed to do so. Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.</p>	<p>Showed accurate effort to recognize changing demands in the professional & interpersonal environment. Showed accurate effort to flex own response to changing environmental demands as needed. Independently monitored the environment for changing demands and flexed own response accordingly. Attempts to understand needs for change in established schedule or protocol to avoid resentment. Accepted necessary changes in established schedule and attempted to discover the reasons for them.</p>		

APPENDIX D (Continued)

3. Cooperativeness with others

1	2	3	4	5
Uncooperative				Cooperative
<p>Showed little or no engagement in collaborative activities.</p> <p>Undermined goal achievement in collaborative activities.</p> <p>Was unwilling to compromise in collaborative activities.</p>	<p>Engaged in collaborative activities but with minimum allowable input.</p> <p>Accepted but rarely initiated compromise in collaborative activities.</p> <p>Was concerned mainly with own part in collaborative activities.</p>		<p>Worked actively toward reaching consensus in collaborative activities.</p> <p>Was willing to initiate compromise in order to reach group consensus.</p> <p>Showed concern for group as well as individual goals in collaborative activities.</p>	

4. Willingness to accept and use feedback

1	2	3	4	5
Unwilling				Willing
<p>Discouraged feedback from others through defensiveness and anger.</p> <p>Showed little or no evidence of incorporation of supervisory feedback received.</p> <p>Took feedback contrary to own position as a personal affront.</p> <p>Demonstrated greater willingness to give feedback than receive it.</p>	<p>Was generally receptive to supervisory feedback.</p> <p>Showed some evidence of incorporating supervisory feedback into own views and behaviors.</p> <p>Showed some defensiveness to critique through “over-explanation of own actions” – but without anger.</p> <p>Demonstrated greater willingness to receive feedback than to give it.</p>		<p>Invited feedback by direct request and positive acknowledgement when received.</p> <p>Showed evidence of active incorporation of supervisory feedback received into own views and behaviors.</p> <p>Demonstrated a balanced willingness to give and receive supervisory feedback.</p>	

APPENDIX D (Continued)

5. Awareness of own impact on others

1	2	3	4	5
Unaware				Aware
<p>Words and actions reflected little or no concern for how others were impacted by them.</p> <p>Ignored supervisory feedback about how words and actions were negatively impacting others.</p>	<p>Effort to determine how own words and actions impacted others was evident but sometimes inaccurate.</p> <p>Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.</p>		<p>Effort toward recognition of how own words and actions impacted others.</p> <p>Initiates feedback from others regarding impact of own words and behaviors.</p> <p>Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.</p>	

6. Ability to deal with conflict

1	2	3	4	5
Unable				Able
<p>Was unable or unwilling to consider others' points of view.</p> <p>Showed no willingness to examine own role in a conflict.</p> <p>Ignored supervisory advisement if not in agreement with own position.</p> <p>Showed no effort at problem solving.</p> <p>Displayed hostility when conflicts were addressed.</p>	<p>Attempted but sometimes had difficulty grasping conflicting points of view.</p> <p>Would examine own role in a conflict when directed to do so.</p> <p>Was responsive to supervision in a conflict if it was offered.</p> <p>Participated in problem solving when directed.</p>		<p>Always willing and able to consider others' points of view.</p> <p>Almost always willing to examine own role in a conflict.</p> <p>Was consistently open to supervisory critique about own role in a conflict.</p> <p>Initiated problem-solving efforts in conflicts.</p> <p>Actively participated in problem-solving efforts.</p>	

7. Ability to accept personal responsibility

1	2	3	4	5
Unable				Able
<p>Refused to admit mistakes or examine own contribution to problems.</p> <p>Lied, minimized, or embellished the truth to extricate self from problems.</p>	<p>Was willing to examine own role in problems when informed of the need to do so.</p> <p>Was accurate and honest in describing own and others' roles in problems.</p>		<p>Monitored own level or responsibility in professional performance.</p> <p>Invited constructive critique from others and applied it toward professional growth.</p> <p>Accepted own mistakes and</p>	

Consistently blamed others for problems without self-examination.	Might blame initially, but was open to self-examination about own role in problems.	responded to them as opportunity for self-improvement. Avoided blame in favor of self-examination.
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8. Ability to express feelings effectively and appropriately

1	2	3	4	5
Unable				Able
<p>Showed no evidence of willingness and ability to articulate own feelings.</p> <p>Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others.</p> <p>Acted out negative feelings (through negative behaviors) rather than articulating them.</p> <p>Expressions of feeling were inappropriate to the setting.</p> <p>Was resistant to discussion of feelings in supervision.</p>	<p>Showed some evidence of willingness and ability to articulate own feelings, but with limited range.</p> <p>Showed some evidence of willingness and ability to acknowledge others' feelings – sometimes inaccurate.</p> <p>Expressions of feeling usually appropriate to the setting – responsive to supervision when not.</p> <p>Willing to discuss own feelings in supervision when directed.</p>		<p>Was consistently willing and able to articulate the full range of own feelings.</p> <p>Showed evidence of willingness and accurate ability to acknowledge others' feelings.</p> <p>Expression of own feelings was consistently appropriate to the setting.</p> <p>Initiated discussion of own feelings in supervision</p>	

9. Attention to ethical and legal considerations

1	2	3	4	5
Inattentive				Attentive
<p>Engaged in dual relationships with clients.</p> <p>Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self.</p> <p>Endangered the safety and the well-being of clients.</p> <p>Breached established rules for protecting client confidentiality.</p>	<p>Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients.</p> <p>Was responsive to supervision for occasional insensitivity to diversity in professional interactions.</p> <p>Used judgment that could have put client safety and well-being at risk.</p> <p>Used judgment that could have put client confidentiality at risk.</p>		<p>Maintained clear personal-professional boundaries with clients.</p> <p>Demonstrated consistent sensitivity to diversity.</p> <p>Satisfactorily ensured client safety and well-being.</p> <p>Appropriately safeguarded the confidentiality of clients.</p>	

APPENDIX D (Continued)

10. Initiative and motivation

1 Poor	2	3	4	5 Good
Often missed deadlines and classes. Rarely participated in class activities. Often failed to meet minimal expectations on assignments. Displayed little or no initiative and creativity in assignments.	Missed the maximum allowable classes and deadlines. Usually participated in class activities.	Met only the minimal expectations in assigned work. Showed some initiative and creativity in assignments.	Met all attendance requirements and deadlines. Regularly participated in class activities. Met or exceeded expectations in assigned work. Consistently displayed initiative and creativity in assigned work.	

Note.

Column 1 = unacceptable professional performance;

Column 2 = acceptable professional performance;

Column 3 = excellent professional performance

Descriptive Criteria for Professional Performance Review Policy Standards (Revised 5/07)

APPENDIX E

ORGANIZATIONS

American Counseling Association

<http://www.counseling.org/>

2005 ACA Code of Ethics

<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Chi Sigma Iota

<http://www.csi-net.org/displaycommon.cfm?an=5>

Virginia Board of Counseling

<http://www.dhp.state.va.us/counseling/>

Virginia Counselors Association

<http://www.vcacounselors.org/>



AMERICAN COUNSELING
ASSOCIATION



APPENDIX F

LIBRARY SERVICES

1. <http://lib.radford.edu/information/new.asp>
2. <http://lib.radford.edu/information/students.asp>
3. <http://lib.radford.edu/Extended/>
4. <http://lib.radford.edu/faq/index.cfm>



APPENDIX G

DESIRE TO LEARN (D2L)

Lore Knowledge Base - D2L Tutorials

Desire to Learn (D2L) is Radford University's new Learning Management System replacing Web/CT Blackboard.

If you need assistance in utilizing the tools in D2L, [click here](#). This will connect you to the Lore Knowledge Base and will give you access to a series of D2L tutorials. The link for D2L is in the menu list on the left side of the screen. As you will see, this site contains tutorials and information for a number of other applications. Thus, you may find this resource to be helpful to you beyond D2L.



APPENDIX H

CLASS INFORMATION, EXPECTATIONS, PROTOCOL & CIVILITY

Academic Integrity

Dishonesty of any kind in relation to academic work threatens the integrity of the academic enterprise and is prohibited at Radford University. Such dishonesty includes plagiarism, ghost writing, and falsifying official information concerning one's academic background or status.

Plagiarism is the unacknowledged use of another person's work or ideas. Any passage copied verbatim, with small changes, or in paraphrase must be acknowledged with a citation. Ghost writing is preparing work for another or having another prepare one's own work.

When a student is found to be in violation of the academic dishonesty policy, academic penalties may be prescribed by the instructor of the course in question, including but not restricted to, the requirement of additional work, an assignment of a failing grade on the work in question, or a failing grade for the entire course. When a student is found to have falsified official information, the administrative official responsible will determine whether the violation merits suspension from the University.

Attendance and Assignments

Students are expected to attend all course meetings and to turn in all course work as assigned. Students who are unable to attend a class or submit an assignment in a timely manner should inform their instructor in advance. Academic penalties, including failure of a course, may be imposed for missing class meetings or late assignments.

Students who miss class to observe religious holidays or to attend political caucuses will not be penalized if arrangements are made with the instructor in advance. If class assignments include group work, each student in the group must contribute his or her fair and proportionate share to the project.

Students may not submit substantially similar work or material for more than one course unless they obtain permission from the instructors of all applicable courses. This applies to courses taken simultaneously or in different terms.

Excessive Tardiness/Arriving Late to Class/Leaving Class Early

Students who are excessively tardy, late to classes and/or leave class early will experience academic penalties as determined by individual course instructors. If the tardiness, late arrival and/or early departure persists or becomes a pattern in several courses, then a formal plan for improvement will be initiated.

Textbooks

Textbooks for each course are ordered by the course instructor and there is an expectation that course assignments are read prior to class. If you are interested in specific books for a particular course or would like to purchase books prior to the beginning of a semester, contact the Radford University Bookstore at 540-831-5144 or through the Radford University Bookstore website.

Course Syllabi

All course syllabi will be distributed by course instructors at the beginning of each semester. Do not contact professors prior to the beginning of the course to request a syllabus. All syllabi will be distributed electronically, e.g. e-mail or D2L.

Computers in the Classroom

Some modern communications technologies may be useful in class, but may also be disruptive if misused.

Students will want to use their computers to check e-mail and perform other routine communications activities. Doing so prior to class beginning is acceptable. Use of computers for any other purpose or at any other time is not acceptable and will not be tolerated. Any student using a computer at an inappropriate time or for inappropriate purposes will be asked to leave the class.

Cell Phones/Beepers/Text Messaging/Tweeting

It is inappropriate to have cell phones or beepers turned on during class. There is an expectation that cell phones and beepers will be either turned off or placed on silence mode. It is recognized that some students who are working at mental health or other facilities may be “on-call” and will need to have their cell phones or beepers turned on to respond to emergencies; if this is necessary, then the electronic device needs to be on the vibrate mode.

Social Media Sites

Social media are defined as media designed to be disseminated through social interaction and created using highly accessible and scalable publishing techniques. Examples include but are not limited to LinkedIn, Twitter, Facebook, YouTube, and MySpace.

Best Practices:

- **Think twice before posting:** Privacy does not exist in the world of social media. Consider what could happen if a post becomes widely known and how that may reflect both on you and as a student in the department.. Search engines can turn up posts years after they are created, and comments can be forwarded or copied. If you wouldn't say it in a class or directly to another person, consider whether you should post it online.
- **Be respectful:** Understand that content contributed to a social media site could encourage comments or discussion of opposing ideas. Responses should be considered carefully in light of how they would reflect on you as a person and a future counseling professional.
- **Remember your audience:** Be aware that a presence in the social media world is or easily can be made available to the public at large. This includes prospective and current employers, prospective and current clients, colleagues, and peers. Consider this before publishing to ensure the post will not alienate, harm, or provoke any of these groups.
- **On personal sites,** identify your views as your own. If you identify yourself as a counseling student or a student in the department at RU online, it should be clear that the views expressed are not necessarily those of the department or institution.

Many of students have their own Facebook profile that can reveal everything from the admirable to the ordinary. Putting too much personal information out there such as cell phone numbers, posting risqué or teasing photographs, provocative comments about drinking, recreational drug use and sexual exploits or inappropriate pictures are entirely unprofessional.

More and more employers are not only doing criminal background checks on applicants, they are also doing online “character checks.” The best practice here is common sense; using the site's privacy controls so profiles are not open to everyone and keeping the mundane to a minimum.

Civility in the Classroom

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave the class. Disruptive behavior includes, but is not necessarily limited to: leaving cell phones and beepers on, excessive tardiness, leaving the class early, making offensive remarks, missing deadlines, prolonged chattering, reading newspapers during class, sleeping, talking out of turn, shuffling backpacks or notebooks, demanding special attention.

Holy Day Observance

A student who is absent from class for the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence with no penalty.



APPENDIX I

The Importance of Counselor Impairment and Self-Care

One of the most central skills counselors can learn in guarding against impairment is the regular practice of self-monitoring and self-care activities. In the Radford University Counselor Education program we identify, emphasize, and support wellness and self care activities as a way of promoting and maintaining emotional (and physical, social, psychological, and spiritual) health and balance. Self-care activities are important for counselors and counselor trainees wherever they may find themselves on the spectrum from impairment to wellness.

It is an ethical and professional imperative to practice self-care. The following essential information is provided to you for the purpose of better understanding what you need to do to take care of yourself.

Clinical Definition of Impairment

- Therapeutic impairment occurs when there is a significant negative impact on a counselor's professional functioning which compromises client care or poses the potential for harm to the client.
- Impairment may be due to:
 - Substance abuse or chemical dependency
 - Emotional problems or mental illness
 - Personal crisis (traumatic events or vicarious trauma, burnout, life crisis)
 - Physical illness or debilitation
 - Compassion fatigue/secondary trauma

American Counseling Association (ACA) Website Resource

http://www.counseling.org/wellness_taskforce/index.htm

Stress in the Counseling Profession

- Counseling can be a hazardous profession
- Some sources of stress for counselors
 - Feeling they are not helping their clients
 - The tendency to accept full responsibility for clients' progress
 - Feeling a pressure to quickly solve the problems of clients
 - Having extremely high personal goals and perfectionist strivings

Counselor Impairment

- Impaired counselors struggle to resolve stressful events and are not able to function professionally
- Shared characteristics of impaired counselors:
 - Fragile self-esteem
 - Difficulty establishing intimacy in one's personal life
 - Professional isolation
 - A need to rescue clients
 - A need for reassurance about one's attractiveness
 - Substance abuse
 - Others?

Signs of Unhealthy Professional Boundaries

- Inadequate boundaries
- Not noticing boundary invasion
- Over-responsible for client
- Over-involvement with client
- Over-identification with client
- Role/confusion/reversal
- Inappropriate touch
- Being manipulated by client demands
- Responding to inappropriate personal questions
- Acting on sexual attraction

Maintaining Vitality as a Counselor

- Counselors are often not prepared to maintain their vitality
- Sustaining the personal self is an ethical obligation
- Personal vitality is a prerequisite to functioning in a professional role
- The main challenge is to create a balanced life in spirituality, self-direction, work and leisure, love, and friendship

Going Within/Expanding Out

Going Within	Expanding Out
Quieting	Getting silly
Peaceful	Being playful
Gathering wisdom	Spontaneity
Inner strength	Laughter
Centering	Enjoying life
Rejuvenating	Social activities

Mindfulness

An operational definition of mindfulness is:

The awareness that emerges through paying attention on purpose,
in the present moment, and nonjudgmentally
to the unfolding of experience moment by moment.
~Jon Kabat-Zinn (2003)~

Mindfulness: Why is it important?

It helps you:

- focus on one thing at a time in the present moment, thereby helping to manage and soothe overwhelming emotions
- learn to identify and separate judgmental thoughts from your experiences
- develop the *wise mind* and connect with your inner wisdom
- with balance and connection

Self-Care Strategies

- Assess your wellness holistically
- Make room for mindfulness
- Take time to laugh, have fun and socialize
- Seek spiritual renewal
- Emphasize self-care and nurturing activities
- Consider personal counseling
- Take sabbaticals from trauma work
- Take purposeful mental health breaks
- Develop hobbies, sports, creative interests
- Develop restful meditative activities (yoga, music, reading, gardening)
- Nurture supportive relationships and roles for yourself outside of work
- Guard against addictive behaviors
- Be restful, fit, eat well
- Nurture a sense of joy, grace, beauty and connection in your life
- Connect with community and friends
- Seek out experiences which seek comfort and hope
- Set clear boundaries between home and work
- Others?

What counselors have told us works for them

- Running
- Walking the dog
- Gardening
- Long baths with candles and bubbles
- Reading
- Biking
- Hiking
- Singing
- Long showers
- Love making
- Massage

- Community service
- Baking
- Workshops
- Camping
- Engaged in social action
- Martial arts
- Planned vacations
- Taking classes
- Time with friends
- Personal counseling

Mindfulness

Every morning, when we wake up, we have twenty-four brand new hours to live.
What a precious gift! We have the capacity to live in a way that these
twenty-four hours will bring peace, joy and happiness to ourselves.
~Thich Nhat Hanh~



APPENDIX J

Counseling Services for Students

The Office of Student Counseling Services
Tyler Hall, Lower Level | Box 7023 | Phone (540) 831-5226 | Fax (540) 831-6031 |

Student Counseling Services Purpose

Why have Student Counseling Services (SCS) at the University? Because you, as a student, are typically going through adult developmental stages during which assistance is sometimes very helpful. While pursuing your academic career, developing your own interpersonal skills will be just as important to your future as the grades you make. Some of your developmental tasks will include dealing with emotions, becoming more independent and interdependent, continuing to discover who you are (identity issues), managing interpersonal relationships, clarifying career and lifestyle goals, and developing a sense of confidence and competence. Whatever assistance you need in these, or other areas, we are here to help you.

Eligibility for Services

- All currently enrolled Radford University undergraduates and graduate students are eligible for counseling services at the Student Counseling Services for **free of charge**.
- Full-time students are eligible to receive brief term counseling services.
- Partial Services are available to part-time students.

Appointments

- **To schedule an appoint at Student Counseling Services, call (540) 831-5226**
- Our Office is Open Monday - Friday - 7:30 AM - 12 PM and 12:30 PM - 4 PM

For after hours crises and emergency services call:

- CONNECT at (540) 731-7385 or (800) 284-8898
- RAFT (24 Hour Hotline) or ACCESS at (540) 961-8400

Services

Personal Counseling - You are not odd or abnormal if you find the college experience stressful. Whatever your level of tolerance for stress, the college experience is apt to test it. You may come to college with some unresolved issues that you would like to get worked out to maximize your growth and development. While a student, new personal issues may arise which you would like to discuss. Any concern you have is appropriate to discuss privately with a motivation, home and relationship concerns, bereavement and grief and loneliness.

Consultation - As needed, the Student Counseling Services staff can provide consultation to residential staff, administrators, faculty, parents and others who might be in a position to help you. Be assured that we will in no way divulge any information about you, including whether or not you have visited Student Counseling Services without your permission.

Referrals - If you should be in need of specialized services that are not offered by Student Counseling Services, or if your needs extend beyond the scope of our short-term counseling model, we will assist you in connecting with an appropriate professional/agency outside the University.

Health Education Services - All Health Education programs that we offer share a common goal of improving the quality of campus life. We are here to help students in gaining skills required to overcome health-related barriers. We organize and conduct on-campus prevention and education programs covering topics such as smoking, STD's, eating disorders, women's healthcare, stress management, anxiety, depression, colds and flu, hand washing and infection control

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