

STUDENT HANDBOOK

M.S. in Counseling



UNIVERSITY OF
SOUTHERN MAINE

Counselor Education Program
Department of Human Resource Development
College of Education and Human Development
University of Southern Maine
400 Bailey Hall
Gorham, ME 04038

<http://www.usm.maine.edu/cehd/Counselor-Education/>

PREFACE

On behalf of the faculty and staff in the Counselor Education Program, we wish to extend to you a very special welcome to graduate study at the University of Southern Maine. The program has been preparing counselors for over 40 years. We hope that your pursuit of the M.S. in Counseling will be enjoyable and rewarding, as well as educational.

This handbook was prepared to help you plan and complete your program. We hope it will answer your questions as you progress through your degree. Some specific points may not be covered in this handbook and policies and procedures in the Program, College and University are continually changing. Therefore, it is important that you work closely with your advisor and the program office as you use this handbook.

We are pleased that you have selected the University of Southern Maine to pursue your master's degree. We hope that you will find it to be a positive experience and we wish you success.

Counselor Education Faculty & Staff

In complying with the letter and spirit of applicable laws and in pursuing its own goals of diversity, the University of Maine System shall not discriminate on the grounds of race, color, religion, sex, sexual orientation, national origin or citizenship status, age, disability, or veteran's status in employment, education, and all other areas of the University. The University provides reasonable accommodations to qualified individuals with disabilities upon request. Questions and complaints about discrimination in any area of the University should be directed to the executive director, Office of Campus Diversity and Equity, **780-5094**, TTY **780-5646**.

The University of Southern Maine reserves the right to revise, amend or change items set forth in this handbook from time to time. Accordingly readers of this handbook should inquire as to whether any such revisions, amendments or changes have been made since the date of publication. The University reserves the right to cancel course offerings, to set minimum and maximum size of classes, to change designated instructors in courses and to make decisions affecting the academic standing of anyone participating in a course or program offered by the University.

12/08

TABLE OF CONTENTS

| | |
|---|----|
| Academic Calendar | 5 |
| Times to Remember Throughout Your Program | 5 |
| Faculty & Staff Contact Information | 6 |
| Mission Statement, Philosophy, Description, Goals, and Objectives | 6 |
| Rehabilitation Specialty Program Mission and Philosophy | 7 |
| Overview of the Counselor Education Program | 7 |
| General Information and Policies | |
| Academic Grade Appeal Policy | 8 |
| Advising Advice Sheets | 9 |
| Academic Support | 9 |
| Attestation – Code of Ethics | 9 |
| Background Checks and Fingerprinting | 9 |
| Campus Communication & Email Policy | 10 |
| Clinical Experiences | 10 |
| Continuous Enrollment | 10 |
| Counselor Preparation Comprehensive Examination (CPCE) | 10 |
| Course Descriptions | 12 |
| Course Registration – Using Maine Street | 12 |
| Course Registration – Priority for Wait Lists | 12 |
| Dual Degrees | 12 |
| Endorsement of Counselor Education Students | 12 |
| Enrollment of Undergraduate Students in Graduate Courses | 13 |
| Evaluation, Remediation, and Withdrawal Policies | |
| Routine Bi-Annual Evaluation of Student Progress | 14 |
| Qualitative Assessment of Students' Counseling Skills | 14 |
| Withdrawal from Program | 14 |
| Extramural Credit | 15 |
| Independent Study | 16 |
| Leave of Absence | 16 |

| | |
|---|----|
| Liability Insurance | 16 |
| National Certification, Examinations & Credentialing | |
| Certified Rehabilitation Counselor Examination (CRCE) | 17 |
| Maine Licensure | 17 |
| National Counselor Exam (NCE) | 17 |
| School Counselor Certification | 17 |
| New Student Orientation | 17 |
| Personal Counseling | 17 |
| Petitions for Exceptions to Regulations | 18 |
| Portfolios | 18 |
| Praxis II School Guidance & Counseling Examination | 18 |
| Prior Experience | 18 |
| Professional Identity and Affiliation | 18 |
| Program Advisors | 19 |
| Program of Study | 19 |
| Program Requirements | 19 |
| Substance Abuse Expertise | 19 |
| Substitutions and Waivers | 20 |
| Thesis | 20 |
| Three-Year Schedule for Course Planning | 20 |
| Time Limits | 20 |
| Transfer Credits from another University | 20 |
| Transfer from Similar Programs at another University | 20 |
| Transfer between Specialty Areas within the Counselor Education Program | 21 |
| USM Policy on Disposition of Written, Graded Material | 21 |
| USM Storm Line | 21 |
| Writing Style | 21 |
| Attestation – Code of Ethics Form | 22 |
| Student Acknowledgement of Receipt of Counselor Education Handbook | 23 |

ACADEMIC CALENDAR

FALL SEMESTER 2008

| | |
|------------------------------|---|
| Classes Begin | 8 a.m., Tuesday, September 2 |
| October Vacation Begins | After all classes, Sunday, October 12 |
| Classes Resume | 8 a.m., Wednesday, October 15 |
| Election Day (no classes) | Tuesday, November 4 |
| Thanksgiving Vacation Begins | After all classes, Tuesday, November 25 |
| Classes Resume | 8 a.m. Monday, December 1 |
| Last Day of Classes | Friday, December 19 |

SPRING SEMESTER 2009

| | |
|------------------------------|--|
| Classes Begin | 8 a.m. Tuesday, January 20 |
| Winter Vacation Begins | After all classes, Sunday, February 15 |
| Classes Resume | 8 a.m. Monday, February 23 |
| Spring Vacation Begins | After all classes, Sunday, March 22 |
| Classes Resume | 8 a.m. Monday, March 30 |
| Last Graduate Day of Classes | Friday, May 15 |
| Commencement | Saturday, May 16 |

This schedule can also be found at: <http://www.usm.maine.edu/reg/calendar.html>.

TIMES TO REMEMBER THROUGHOUT YOUR PROGRAM

- Meet regularly with your advisor
- Meet with your advisor the first semester of your program
- Register for classes as soon as possible
- Obtain a parking permit each year
- Obtain professional liability insurance coverage prior to HCE 621, 622, 627, 690/691, 692, and 686
- Hand in applications at the following deadlines
 - HCE 621 Fundamentals of Counseling Skills (pre-approval form): 6 months prior to semester
 - HCE 690/691 Individual Counseling Practicum Seminar/Lab in the fall: December 1
 - HCE 690/691 Individual Counseling Practicum Seminar/Lab in the spring: April 1 of the previous spring
 - HCE 686 Internship in Counselor Education in the fall: December 1 of the previous fall
 - HCE 686 Internship in Counselor Education in the spring: April 1 of the previous spring
 - HCE 686 Internship in Counselor Education in the summer: September 1 of the previous fall
- Apply for graduation the first week of your last semester

FACULTY & STAFF CONTACT INFORMATION

| | | |
|---|----------|--|
| Robert Atkinson , Associate Professor | 780-5078 | atkinson@usm.maine.edu |
| Adele Baruch-Runyon , Assistant Professor | 780-5317 | abaruch@usm.maine.edu |
| Kerry Bertalan , Administrative Associate | 780-5316 | bertalan@usm.maine.edu |
| Tammy Guitard , Administrative Assistant I | 780-5862 | tguitard@usm.maine.edu |
| Susan Jones , Clinical Lecturer | 780-5221 | sjones@usm.maine.edu |
| Bette Katsekas , Associate Professor | 780-5578 | katsekas@usm.maine.edu |
| Stephen Murphy , Professor | 780-5319 | smurphy@usm.maine.edu |
| H. Lori Schnieders , Assistant Professor | 780-5071 | lschnieders@usm.maine.edu |
| Reid Stevens , Associate Professor | 780-5079 | stevens@usm.maine.edu |
| Lori Tully , Field Placement Coordinator | 780-5461 | ltully@usm.maine.edu |
| Zark VanZandt , Professor | 780-5950 | zark@usm.maine.edu |

Faculty bios are available online at the program's website: <http://www.usm.maine.edu/cehd/Counselor-Education/bios.htm>

The Counselor Education Program is located on the fourth floor of Bailey Hall, Gorham campus. Fax: (207) 780-5043. For general inquiries, send an e-mail to Kerry Bertalan, Administrative Associate, bertalan@usm.maine.edu, (207) 780-5316.

GENERAL INFORMATION

Mission Statement

The primary mission of the Counselor Education Program is to prepare counselors for ethical practice.

Philosophy

The Counselor Education Program prepares its graduates to act as facilitators of change in the lives of individuals at all developmental levels. By modeling high standards of professionalism and offering a foundation of knowledge, skills, self awareness, and practice, the program aspires to prepare counselors of the highest quality to work in schools, mental health agencies, businesses, hospitals, rehabilitation organizations, private practice and other settings.

Program Description

The master's program in Counselor Education provides its graduates with counseling knowledge and skills used in school, agency, private practice and rehabilitation settings. Students study human development and behavior, individual counseling theory and skills, group theory and dynamics, research methodology, psychological measurement and evaluation, as well as courses in the individual specialty areas of school counseling, clinical mental health counseling, and rehabilitation counseling. Program training includes traditional university-based courses, distance education, and clinical instruction.

Goals

1. To provide an integrated and conceptually sound framework of knowledge, skills and dispositions as a foundation for ethical practice with diverse populations in the fields of counseling and rehabilitation.
2. To provide leadership for the counseling profession at the state, regional, and national levels.

Program Objectives

Students in the Counselor Education Program will be able to competently:

1. demonstrate knowledge of the core curriculum.
2. demonstrate an integration and application of their knowledge and skills in the specialty areas in counseling (school, clinical mental health, and rehabilitation).
3. demonstrate knowledge and skills in addressing issues of diversity.
4. apply individual and group counseling skills and techniques.
5. reflect on their personal and professional strengths, weaknesses, abilities and challenges to identify professional development needs.
6. analyze and apply relevant technologies for the growth and practice of counseling and rehabilitation.
7. apply ethical decision-making in counseling situations.
8. articulate how their professional identity is grounded in their personal identification with the standards and ethical practices of the counseling profession.

Mission and Philosophy of the Rehabilitation Counseling Specialty

The mission of the USM Rehabilitation Counseling program is to promote quality rehabilitation services to persons with disabilities through: (1) educating qualified rehabilitation professionals; (2) providing services to rehabilitation organizations; and (3) sponsoring rehabilitation-related research and training. This mission is achieved through pursuit of the following objectives:

To teach students the basic philosophic tenets of rehabilitation, specifically: (1) the value, worth, dignity and capabilities of all people; (2) the right of all people to full societal participation with individuals and in settings of their choice; (3) the treatment of persons with disabilities as equal partners in the rehabilitation process; (4) an emphasis on societal, community, and professional change as much as individual change; (5) the importance of hope, individual capacity, community inclusion, support, education; and (6) the adherence to the Code of Professional Ethics for Rehabilitation Counselors.

To provide the practical knowledge and skills so that students become competent rehabilitation counselors in a wide variety of settings through the use of class and community experiences to acquaint students with rehabilitation philosophies, methods, and organizations and the exposure to varied, experiential and field-based learning in a rehabilitation setting.

To offer services, training, and research to area rehabilitation agencies, consumer groups, and professional organizations through faculty and students participation on local professional and consumer boards and committees, presentation at local and regional conferences, and provision of local in-service training and consultations.

The Counselor Education Program at USM is located in the College of Education and Human Development. At the master's degree level, the program focuses on three areas: Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling. The program also offers a post-masters Certificate of Advanced Study (C.A.S.) in Counseling.

The Clinical Mental Health Counseling and School Counseling concentration areas are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). The rehabilitation counseling concentration is accredited by the Council of Rehabilitation Education (CORE). CACREP and CORE are national accrediting bodies representing standards of excellence in the counseling profession.

Counseling at USM has its roots in over 40 years of history, having been instituted in 1965 when the Elementary School Counselor Education degree program was approved by the State Board of Education. We are proud of our history and graduates. Many have distinguished themselves as counselors, supervisors, leaders, and university professors throughout Maine and the United States.

GENERAL POLICIES

Academic Grade Appeal Policy

The purpose of the academic grade appeal policy is to provide a fair and speedy review of all student appeals of academic grades in graduate/professional programs at the University of Southern Maine; this policy will permit such appeals to be determined in a manner that reflects the interests of both the student and the instructor. The only matters reviewable under this policy are claims of prejudice on the part of an instructor in an academic exercise or activity for which a grade leading to academic credit is awarded, and/or evident and prejudicial error in the administration or grading method used for any paper, examination, performance, or other exercise or activity for which a grade leading to academic credit is awarded, provided that the academic judgment used in determining the merits of the grade to be awarded to such exercise or activity shall not be reviewable.

An appeal under this policy shall be carried out according to the following procedures:

1. The student should present his or her claim, in writing, to the instructor involved and shall seek to have the matter resolved by the instructor. In no event shall there be a right of appeal hereunder for a claim presented to the instructor more than 30 days after a final grade is posted to the student's record. The instructor must respond within 14 days of receiving the appeal.
2. If the student remains aggrieved by the decision of the instructor under step (1), he or she may, within 14 days after formal receipt of the instructor's final decision, appeal, in writing, to the chairperson of the department or program director of the college in which the course or other exercise or activity is offered. The chairperson/program director must respond within 14 days of receiving the appeal.
3. If the student remains aggrieved by the decision of the chairperson or program director of the department under step (2), he or she may, within 14 days after formal receipt of the chairperson's or program director's final decision, appeal, in writing, to the dean of the college in which the course or other exercise or activity is offered.
4. The dean, after discussion with the student and instructor, may resolve the grievance by agreement or render a decision within 21 days of receipt of the written appeal. The decision may be (a) that the appeal be dismissed or (b) that a grade be changed or the student be allowed an opportunity to retake an examination or other exercise or (c) that another appropriate remedy be administered.
5. The student or the instructor may, within 14 days of the receipt of the decision of the dean, appeal to the associate provost and dean of Graduate Studies in writing, stating the reason for the appeal and delivering a copy of the writing to the opposing party and the dean. The opposing party may, within 10 days of receipt of the reasons for appeal, reply in writing to the associate provost and dean of Graduate Studies. The associate provost and dean of Graduate Studies shall review the original claim, the written decision of the chairperson or program director and dean, and the written reasons for the appeal and reply. The associate provost and dean of Graduate Studies shall, within 28 days of receipt of the appeal and after reviewing the

matter, prepare a written decision which shall uphold the decision of the chairperson, program director, or dean, or prescribe any other appropriate remedy. The associate provost and dean of Graduate Studies' decision shall be final and not subject to further review. Copies of the decision of the associate provost and dean of Graduate Studies shall be delivered to the student, the instructor, and the chairperson or program director and dean. The total time for resolution from the first appeal to the final decision shall be less than 120 days. If a faculty member/administrator fails to address the appeal within the specified time frame, the student may take the appeal to the next level.

Appeals of Dismissal or Withdrawal. All appeals of dismissal or withdrawal must follow the appeals process defined by the program's school or college. The dean of the school or college must be included in this process. Within 14 days following the student's receipt, in writing, of the decision by the department/dean, the student may appeal in writing to the associate provost and dean of Graduate Studies. The decision of the associate provost/dean of Graduate Studies shall be rendered within three weeks and shall be final.

If a student withdraws or is withdrawn from the University during the first two weeks of the semester, there will be no courses or grades recorded. A student withdrawing or being withdrawn after the second week through the eighth week will receive a W grade for each course in which the student was enrolled. A student withdrawing or being withdrawn after the eighth week will receive regular grade designations as determined by the instructor(s). Under unusual circumstances, grades of W can be assigned after the eighth week if approved by the instructor and the director of the program, and with final approval of the associate provost and dean of Graduate Studies.

Advising Advice Sheets

Since some courses are not offered all semesters, it will be important for you to carefully select one of the prepared plans of study on the Advising Advice Sheet for your particular specialty area. It is crucial to your success in the program that courses follow a logical sequence outlined in one of the plans of study. Advising advice sheets for each specialty area are found in the appendices of this handbook.

Academic Support

If you need course adaptations or accommodations because of a disability, please contact the instructor as soon as possible. Also make an appointment with the Office of Support for Students with Disabilities. The OSSD office is located 242 Luther Bonney Hall on the Portland campus (780-4706; TTY (207) 780-4395; Fax (207) 780-4403; or ossd@usm.maine.edu). At any point in the semester, if you encounter difficulty with the course or feel you could be performing at a higher level, consult with the instructor. Students experience difficulty in courses for a variety of reasons. For problems with writing skills and time management, make an appointment to see a student tutor at The Learning Center, 253 Luther Bonney (780-4228) <http://www.usm.maine.edu/lap/>. Help is also available through University Counseling Services, 105 Payson Smith, Portland campus (780-4050) and Upton Hall, Gorham campus (780-5180) <http://www.usm.maine.edu/ucs/>.

Attestation – Code of Ethics

While in this program, students are considered to be acting as a professional counselor. This means that they are responsible for knowing of and abiding by the Code of Ethics of the American Counseling Association. The consequence for failure to comply with the ethical codes may be dismissal from the program. Students must review the 2005 ACA Code of Ethics <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx> and sign the attestation statement found in the back of this handbook.

Background Checks and Fingerprinting

Students who are pursuing professional licensure or certification, and/or who will be participating in clinical placements or practica, should be aware that their host facility may require a criminal background check, fingerprinting, or drug screening. In such situations, each student is responsible for obtaining and paying for the background check or other screening process and for delivering required documentation to the facility. Although the University will make reasonable efforts to place admitted students in internships, it will be up to the host

facility to determine whether a student will be allowed to work at that facility. Students should further be aware that a criminal record may jeopardize licensure by the state certification body. Students may consult the certification body corresponding to their intended occupation for more details. Successful completion of a USM program does not guarantee licensure, certification, or employment in the relevant occupation.

Campus Communication and E-mail

USM uses email as an official and primary means of communication to all of its students, accepted and/or enrolled. In some cases, email may be the only form of communication. Official University assigned email accounts are created for all accepted and/or enrolled students usually in the form of FirstName.LastName@maine.edu. Students are responsible to read all information sent to them via their University assigned email account. The University has the right to expect that such communications will be received and read in a timely fashion. It is imperative that students understand that a majority of University information will be communicated to them via their University assigned email account. Activate your UMS e-mail account at <https://mail.maine.edu>. The complete Email Communication Policy can be found online at <http://usm.maine.edu/doiit>.

While the University strongly advises that students not redirect email that is sent to their University email account, students may have their University email redirected from their official @maine.edu address to another email address, such as @hotmail.com or @aol.com, but at their own risk. Having email redirected does not release a student from the responsibilities associated with the official communication sent to their @maine.edu account.

Clinical Experiences

The counseling faculty believes that the practicum and internship courses are among the most important experiences in our graduate program. Every effort will be made to enable students to have a range of experiences that will enhance their personal and career development.

The practicum, required of all Counselor Education students, provides opportunities for students to demonstrate their counseling skills under close supervision in a laboratory setting. Clients should come from the environment in which the students are preparing to work. The primary goal of the practicum course is to develop the expertise of counselor trainees to do individual counseling in a professional setting. This is accomplished by helping a student combine her/his counseling skills and personality into an effective therapeutic style, while enhancing the student's growth as a person and as a professional counselor.

The internship provides on the job experience under the supervision of a member of the counseling faculty and a qualified professional at the designated placement site. As a culmination of the graduate program, it provides an opportunity for the student to demonstrate the knowledge and skills gained over the entire program. Detailed information on the practicum is available from the web at <http://www.usm.maine.edu/cehd/Counselor-Education/690.htm> and <http://www.usm.maine.edu/cehd/Counselor-Education/686.htm>.

Continuous Enrollment

A matriculated graduate student must complete six (6) credit hours of coursework each year. A year begins on the date of matriculation. Failure to comply may result in "dis-enrollment." In extenuating circumstances a student may petition for exception to the continuous enrollment policy. See "Leave of Absence" for the procedure.

Coursework included in a student's program of study taken at any university other than USM may satisfy the continuous enrollment requirement provided the student's advisor has approved the registration in advance and in writing.

CPCE - Counselor Preparation Comprehensive Examination

The purpose of the CPCE is to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs. The CPCE will cover the eight common-core areas as defined by the CACREP Standards for Preparation:

1. Human growth and development
2. Social and cultural foundations
3. Helping relationships
4. Group work

5. Career and lifestyle development
6. Appraisal
7. Research and program evaluation
8. Professional orientation and ethics

Prior to taking the CPCE, students should have completed the following courses:
 HCE 500 Orientation to the Counseling Profession (or HCE 607, HCE 610, or HCE 641)
 HCE 604 Career Development (or HCE 615)
 HCE 605 Psychological Measurement & Evaluation
 HCE 621 Fundamentals of Counseling Theories
 HCE 620 Fundamentals of Counseling Skills
 HCE 626 Group Process & Procedures
 HRD 668 Human Development
 HRD 664 Culture, Tradition & Diversity (or HCE 612)
 EDU 600 Research Methods & Techniques

The CPCE consists of 160 multiple-choice items, with 20 items per each of the eight CACREP areas. Of the 20 items per sub-test, 17 will be scored items and the remaining 3 will be pretest items that are not identified to the student. Pre-testing allows the test publisher to select items for future test construction that have the most desirable psychometric attributes. Scores for each sub-test and a total score will be reported to us for each student. USM Counselor Education faculty will be responsible for determining minimum passing total scores. Results will be available three weeks after the date of the administration.

Students will be allowed four hours to complete the examination, including the demographic questionnaire. The cost of the CPCE is \$40.00 per student. Each student will be responsible for the cost of the examination and any subsequent retake of the examination.

The CPCE will be offered three times a year:

| <u>Examination Date:</u> (1st Friday) | <u>Application Deadline Date:</u> |
|---------------------------------------|-----------------------------------|
| April | March 1 |
| August | July 1 |
| December | November 1 |

Passing the CPCE. Passing the CPCE can be attained by either receiving a passing total score on a given administration or passing all sub-tests within three administrations

A student will initially be given two opportunities to pass the CPCE. If the student fails to receive a passing total score on their first attempt, they must retake the exam a second time. On their second attempt the student must receive either a passing total score or pass all subtests failed on the first administration.

If a student fails to pass the CPCE on the second attempt, he or she will be given three options. Within 14 days of being notified, students must submit, in writing, their selected option to their advisor.

Option 1: Retake courses reflective of all failed sub-tests and pass all courses. (A passing grade is a grade of B- or better.) A failing grade on any course will result in termination from the program.

Option 2: Write and defend an in-depth research paper in response to a question created by a committee of three counselor education faculty. (The question will be presented to the student within 14 days following the notification by the student of this option. The student will then have 14 days to review the question and set a date for completion of their research paper and defense of its' content.) Paper and defense must be completed prior to the administration of the next CPCE. Following the paper's defense, the committee will determine whether the student was successful or unsuccessful.

A successful defense would entitle the student to continue with the program. An unsuccessful defense would entitle the student to select between Option 1 or Option 3. Failure to pass Option 1 or Option 3 will result in termination from the program.

Option 3: Retake the CPCE for the third time. If a student fails to obtain a passing total score or pass all sub-tests previously failed they will be terminated from the program.

Students cannot enroll in the internship until the CPCE is passed satisfactorily.

For more information on the CPCE, go to: <http://www.usm.maine.edu/cehd/Counselor-Education/CPCE.htm>

Course Descriptions

Course descriptions are published in the USM graduate catalog under the College section. The link is: <http://www.usm.maine.edu/catalogs/graduate/index.htm>. For older catalogs go to: <http://www.usm.maine.edu/catalogs/archives.htm>

Course Registration – Using MaineStreet

MaineStreet is your access to student registration and records. Follow the following quick instructions: 1. Go to the USM homepage (<http://www.usm.maine.edu>) and click on “Current Students.” Once in Current Students click on “Logon to Mainestreet.” 2. Log in to MaineStreet. If you’ve never logged into MaineStreet or don’t know what your ID and password are, click on “Accepted Students and Current Students” under “To Learn How to Login.” 3. Once in MaineStreet, you can search for classes and register. For a step-by-step instruction booklet, logon to MaineStreet and click on “Links to all student self-service training guides.” The direct link to the PDF is <http://usm.maine.edu/erp/EnrollforclassesviaStudentCenter.pdf>.

Course Registration – Priority for Wait Lists

When a course fills to capacity, the program will maintain a wait list. The wait list will be prioritized as follows:

1. Matriculated M.S. and CAS counseling students
2. Matriculated SPY (if program requirement)
3. CEHD matriculated graduate students
4. Alumni who are taking courses for school counseling certification or LCPC licensure
5. USM matriculated graduate students
6. Non-alumni taking courses for certification or licensure.
7. Students who are matriculated at another graduate counseling program (i.e. Orono/Husson).
8. Potential applicants

Dual Degrees

Occasionally, students in the College of Education and Human Development wish to pursue dual graduate degrees. The policy for pursuing dual degrees includes the following criteria:

1. Students in one graduate program may take a concentration in another graduate program within the College of Education and Human Development. The number of credits required for the concentration will be determined by the student's degree program.
2. If the student chooses to apply for another degree program, the applicant must meet all admission requirements and be accepted according to the admissions credit of each program.
3. When admitted to the new program, all credits from the concentration in the previous program will be applied to the credit requirements of the new degree, in accordance with levels of acceptable performance determined by the program.
4. The student must satisfy all credit and credentialing requirements of the new program.
5. Upon completion of both programs, the student will have been granted two separate masters degrees.

Endorsement of Counselor Education Students

Students who have successfully completed all requirements for the Master of Science degree in school, clinical mental health, and rehabilitation counseling will receive full endorsement in the area of specialization by the faculty of the program. The following endorsement includes: recommendation for certification and/or licensure, as well as employment for those students successfully completing the program (by request). The students will receive formal program endorsement only in that program for which they have met all training requirements. Successful completion

of a program means completion of all didactic and experiential coursework, including practicum and internship, and marked by performance proficient to insure the candidate possesses the minimum skills and competencies necessary for ethical provision of services to clients in the setting for which endorsement is made. Completion of all requirements means that the individual has completed the 54 credit hour (rehabilitation), 60 credit hour (school), or the 63 credit hour (clinical mental health) masters degree. In those cases when an individual with an appropriate graduate degree takes courses for licensure or certification, completion of all specified coursework identified by the faculty must be accomplished with at least a 3.0 (B average), with no grade lower than a B in the Practicum or Internship.

Enrollment of Undergraduate Students in Graduate Courses

An undergraduate student may be permitted to enroll in graduate courses if the following conditions are met:

1. The student is a junior or senior in an approved undergraduate program.
2. The student has an earned GPA of 3.0.
3. The student has met all course prerequisites or programmatic restrictions.
4. The student has received prior approval to enroll in the course from his/her advisor, course instructor and department chairperson.
5. The student is not displacing a graduate student in the course; that is, an undergraduate student may enroll in a course only after all qualified graduate students have had an opportunity to enroll in the course.
6. The student may not enroll in courses that are restricted to matriculated graduate students only.

Evaluation, Remediation and Withdrawal Policies

▪ Routine Bi-Annual Evaluation of Student Progress

Student progress is assessed bi-annually at faculty meetings in October and February. The standard for satisfactory performance is regular progress through the program. Students can assume that their performance is satisfactory – and that they are *in good standing* in the program – if they receive no written notification to the contrary after the bi-annual review. Student successes will also be noted at the bi-annual evaluation.

If, in the bi-annual review, the faculty determines any deficiency in a student's progress or performance, the advisor will inform the student verbally and in writing. The advisor will describe the deficiency and its consequences to the student. The consequences are determined on a case by case basis, but there are three possibilities:

1. If the deficiency is determined to be minor and easily remediable, the student remains *in good standing*. The student is required to pursue a course of action, monitored by the advisor.
2. If the deficiency is due to the student not meeting USM's standard for adequate academic progress (i.e., grade of F or GPA below 3.0), the student will be placed *on probation*. The student will be notified in writing by the Dean of Graduate Studies. The student is considered *not in good standing* and will be *on probation* until the terms are met. The notification will state the deficiency and what is required to remediate the deficiency, and specify a timeframe for completion. A copy of this letter will be placed in the student's program file. The student should meet with his or her advisor to discuss the terms. The advisor will monitor the student's progress.
3. If the terms of the probation have been met, the student is placed *in good standing* and removed from *probation*. This decision will be communicated, in writing, by the Office of Graduate Studies to the student and a copy is placed in the student's program file. If the terms of the probation are not met within the specified time period, the student will be withdrawn from the program. A copy of the student's notification will be forwarded to the program.

The faculty could determine the academic or professional deficiency to be so substantial as not to warrant remediation but rather a withdrawal from the program. This is described in the section, "Withdrawal from the Program" below.

▪ Qualitative Assessment of Students' Counseling Skills

Although many courses in the Counselor Education program rely on content knowledge and demonstration of skills through projects, several of the courses are what we refer to as *Skill Intensive*. Such courses are designed to help students develop critical skills that will be needed and applied in higher level courses, or more importantly, in their future work as professional counselors. Students are regularly engaged in hands-on opportunities in these courses so that they are initially introduced to new skills, then they gradually move toward further refinement of those skills. Learning experiences in such courses often include skill-based assignments, checklists and protocols, journaling, observations, and individualized critique of student work. Learning activities are carefully sequenced and students are provided with regular feedback to foster growth and development. These classes will also regularly involve small group role-playing and peer feedback activities.

Assessment in these skill-intensive courses is usually more qualitative, as it focuses primarily on levels of attainment, depth of reflection and understanding, and overall facility in the use of the counseling skills. The final grade is determined by qualitatively assessing the student's appropriate use of counseling micro-skills and the facility with which those skills are used in an integrated way to create an emerging counseling style that is facilitative and helpful. These skills should also reflect the statements students have made in their papers about their philosophical and/or theoretical frameworks.

A grade of A means that the student has performed at an outstanding level of skill, integration, and competence. The instructor has full confidence that the student has mastered the essential skills so that he or she is ready to practice those skills at the next developmental level in the program.

A grade of B means that the student has sufficiently and satisfactorily performed the required skills, but is still experiencing challenges that need attention and/or refinement. The B grade may also reflect a need for a deeper understanding of the counseling process, a greater awareness of self in the counseling process, and/or deeper reflection and insight about the needs of those being counseled. A grade of B means the student is doing good work, and it should *not* be considered a poor grade for this course.

A grade of C means that the student has done the required work for the course but his or her skills are not at an obvious level of minimum competence and/or he or she is difficulty fully integrating those skills according to the standards of the profession. Students receiving a grade of C in the Counseling Skills course may not proceed into the Practicum classes. The course must be repeated.

▪ Withdrawal from the Program

A withdrawal of a student represents a determination by the faculty that the student has not demonstrated an expected level of performance in academic work (including clinical work) or in other critical areas of professional conduct and that the student is not to be given an opportunity (or an additional opportunity) to remediate the deficiency. Withdrawal may follow a period of probation, but it does not have to.

Rules regarding withdrawal of a student from the program include the following:

The withdrawal discussion is confidential.

The student may, but is not required to, appear before the faculty or provide the faculty with a written statement, or both. Any oral or written statement is expected to focus solely on the behavior at issue.

Performance standards on which a withdrawal could be based are found in a variety of sources: internal program documents include course syllabi, practicum and internship criteria, and comprehensive examination standards. Documents external to the program include ACA's (2005) Code of Ethics, university regulations concerning academic misconduct, and Federal regulations regarding the conduct of research with human subjects, as administered by the USM Institutional Review Board. Documents external to the program, being subject to change at any time, always supersede internal documents when there are discrepancies between them.

The withdrawal recommendation is made by the faculty as a whole on a majority vote, based on examination of evidence. If the faculty's decision is in favor of withdrawal, the recommendation to *withdraw* the student is communicated, in writing, to the student by the Dean of Graduate Studies.

The following describes three circumstances that might be the basis for withdrawal:

1. Failure to maintain minimum academic standards. Students are placed on academic probation whenever their cumulative graduate GPA drops below 3.0. Students on academic probation have one semester to raise the graduate GPA to 3.0 or above. Students in the program may also be placed on program probation. Permission to enroll while on program probation is determined by the faculty on a case by case basis. No grades of Incomplete may accrue while a student is on probation, and Incompletes received prior to the probationary period must be completed by the end of the probationary period. Students on probation may not participate in practicum, internship, or any other clinical experience. Registration for any such clinical experience is contingent upon maintaining a GPA of 3.0 or above.
2. Unethical or unprofessional conduct. Students are referred to ACA's (2005) Code of Ethics, as well as to university regulations concerning academic misconduct and Federal regulations regarding the conduct of research with human subjects, as administered by USM Institutional Review Board. Substantial violation of any of these documents or other applicable professional standards, as determined by the faculty, may result in dismissal from the program. As noted above, documents external to the program, being subject to change at any time, always supersede internal documents when there are discrepancies between them.
3. Behavior that interferes (or potentially interferes) with training or threaten client welfare. Student conduct that, in the opinion of faculty, obstructs or threatens the training of fellow students or the welfare of clients, students, faculty, or supervisors may result in student withdrawal from the program.

Extramural Credit

A graduate student in the Department of Human Resource Development may arrange to take coursework at another accredited institution. This work may be taken at any accredited institution providing the following conditions are met:

1. PRIOR TO REGISTRATION, the student must obtain the proper form from the Registrar's Office, consult with her/his advisor, complete the form and submit it to the Program Coordinator for approval.
2. The Program Coordinator then must file the request with the Graduate Admissions Office.
3. A grade of "B" or better must be received for the coursework.
4. Extramural credit cannot be approved for: (1) courses which would not have received graduate credit if taken at USM; (2) courses which are inappropriate for inclusion into the student's program of study; and (3) courses in which a grade lower than "B" was received. No more more than six (6) credit hours will be approved for extramural credit.
5. USM College of Education graduate courses, approved for delivery through another University of Maine campus, will not be considered as part of the six (6) credit hour limit in the extramural credit policy. Yet, permission must be obtained from your advisor prior to registration for a UM course. It is the student's responsibility to have an official transcript forwarded to the program office upon completion of the UM course so that the final grade will be transferred to the student's official USM transcript.
6. At least one field experience course must be taken at USM prior to the Internship.

APPROVAL FOR EXTRAMURAL CREDIT MUST BE COMPLETED PRIOR TO REGISTRATION!

Independent Study

Independent studies are available for students who wish to explore content knowledge and skills that are not part of the existing curriculum. Independent study projects cannot exceed six credit hours. Only matriculated students or those who have a USM-approved program of studies for licensure or certification may enroll in independent study. Independent study must be approved by the supervisory faculty member, advisor, and the Department Chairperson. Approval forms are available from http://www.usm.maine.edu/cehd/Adult-Education/files/proposal_form.pdf

Leave of Absence

In extenuating circumstances, students may petition for exception to the continuous enrollment policy. Students should submit the request, in writing, to their advisor for faculty action. The request should contain an explanation for such a request and the estimated semester when enrollment will be resumed.

Liability Insurance

Students are required to obtain professional liability insurance when enrolled in the following courses:

HCE 621 Fundamentals of Counseling Skills
HCE 622 Counseling Children and Adolescents
HCE 627 Group Counseling
HCE 690/691 Individual Counseling Practicum Seminar/Laboratory
HCE 692 Advanced Individual Practicum
HCE 686 Internship in Counselor Education

A copy of the insurance binder should be forwarded to the HRD Office (400 Bailey Hall) prior to the first class meeting. **Students cannot begin seeing clients until the binder is on file in the HRD Office.** Some suggested sources for this insurance are:

American Counseling Association Student Liability

The American Counseling Association Insurance Trust, Inc. has partnered with Healthcare Provider Service Organization (HPSO) to provide a comprehensive professional liability insurance program.

[ACA Student Membership](#): \$88/year

[HPSO](#) Liability Insurance: \$20/year

American School Counselor Association Liability Insurance

The ASCA insurance program, National Professional Group, is backed by Lloyd's of London. Lloyd's affordable coverage for school counselors is exactly the protection you need. For membership information: [ASCA](#)

For insurance information, please call (888) 301-2722; or [ASCA-insurance online](#)

National Rehabilitation Association

The National Rehabilitation Association has partnered with Healthcare Provider Service Organization (HPSO).

[NRA Student Membership](#): \$20/year

[HPSO](#) liability insurance: \$20/year

American Professional Agency Inc.

Call 1-800-421-6694 or 1-631-691-6400

The costs quoted for each policy consist of \$1 million per incident and \$3 million aggregate. You may choose a lesser amount which may reduce your costs. If you have questions regarding this requirement, please contact your advisor.

Once you have obtained the insurance, please forward your insurance binder to: Kerry Bertalan, HRD, 400 Bailey Hall, Gorham, ME 04038. FAX: (207) 780-5043

CPH & Associates

Student rate: \$25/year

They are endorsed by the American Mental Health Counselor Association and do not require association membership to be eligible for the coverage. www.cphins.com

National Certification, Examinations & Credentialing

Certified Rehabilitation Counselor Examination (CRCE) – Students who earn a master’s degree in rehabilitation counseling from USM are eligible to take a national exam that qualifies them as Certified Rehabilitation Counselors (CRC). For more information on CRC exam, go to: <http://www.crccertification.com> Rehabilitation counseling students are also eligible for state certification as Mental Health Rehabilitation Technician (MHRT/Community). And, graduates are eligible to sit for the National Counselor Examination (NCE) and prepared to be licensed as a professional counselor (LPC and LCPC) in Maine (with additional coursework and field experience).

Maine Licensure - Students who earn a master’s degree from USM’s CACREP-accredited clinical mental health counseling concentration automatically meet the *educational requirements* for licensure in the State of Maine as a clinical professional counselor (LCPC). Students in the school counseling concentration meet the educational requirements for the LPC, but must take additional coursework and field experience to qualify for the LCPC. Students are encouraged to *request an application packet* from the state where they intend to work and in which they would like to be licensed at least 3 months prior to their graduation from USM. Students who familiarize themselves with the requirements for licensure will be in a better position to seek employment and obtain licensure in a timely manner.

National Counselor Exam (NCE) – Being a Nationally Certified Counselor (NCC) by the National Board of Certified Counselors (NBCC) means that you have been assessed for having the minimal knowledge of counseling information and skills viewed as important for providing appropriate counseling services. Students who are within 6 months of graduation from a CACREP-accredited program at USM may apply for and take the NCE on campus. More information about the benefits of this certification can be found on the NBCC web site. <http://www.nbcc.org/>

School Counselor Certification – In order to practice school counseling, individuals need to meet the requirements for certification as a school counselor in the state in which they will be working. Students who earn a master’s degree in school counseling from USM are eligible for certification from the Maine Department of Education as a Professional School Counselor, levels K-12. Certified graduates are qualified to become employed in elementary, middle, and secondary schools in Maine. In addition, graduates are eligible to sit for the National Counselor Examination (NCE) and prepared to be licensed as a professional counselor (LPC or LCPC) in Maine (if all other coursework and clinical requirements are met).

New Student Orientation

Each academic year (usually in April), an orientation for new students is held. The aim of the orientation is to provide an overview of the department/college/university, its’ policies, procedures, and resources. In addition, an opportunity is provided for new students to meet faculty and other students within and outside of their responsive program areas. Students then begin the initial steps in creating a sequenced course selection plan.

Personal Counseling

Students in the Counselor Education program are strongly encouraged to engage in their own personal counseling and related growth experiences, using multiple ways of exploring their strengths and challenges, needs and values, and other individual issues and experiences. Participating in personal counseling can provide insights about both the counseling process and the unique contributions that each individual brings to that process. The University Health & Counseling Services (UHCS) has qualified counselors and psychologists who provide confidential counseling services on all three campuses to students taking six or more credits. UHCS also has a professional counselor who serves as a multicultural specialist. Go to <http://www.usm.maine.edu/ucs/> to obtain more information about the Counseling Services and how to take advantage of this service.

Petitions for Exceptions to Regulations

A student has the privilege of petitioning for exceptions to the regulations to the department faculty by submitting in writing convincing evidence that the exception is needed and warranted. A petition is to be submitted to the Program Coordinator who will notify the student when the faculty will review the request. The student has the right to be present during the review of the request. A student wishing to appeal a decision by the program faculty may do so by contacting the Chair of the Department of Human Resource Development.

Portfolios

The School Counseling concentration currently uses a portfolio to engage those students in a process of collecting, reflecting upon, and refining a compilation of materials and personal statements that synthesize the knowledge, skills, and dispositions that help to comprise their professional identities. A scoring rubric is used for assessing the various components of the portfolio, and they are reviewed in the HCE 607, HCE 609, and HCE 686 classes. A final presentation of the professional portfolio is one of the culminating activities in the Internship Seminar.

The Clinical Mental Health Counseling concentration is developing a similar portfolio for students in that concentration.

PRAXIS II School Guidance and Counseling Exam

To be certified as a professional school counselor students must successfully complete the Praxis II School Guidance and Counseling exam. For information: <http://www.ets.org>

Prior Experience

Students entering the Counselor Education masters program frequently have had work experience in the field. It is the department's policy to recognize this work experience through its inclusion, in digested form, in the student's graduate file and personal portfolio. The development of such a digest or portfolio may occur as part of coursework or in conjunction with an advisor.

On the basis of this analysis of a student's prior work and life experiences, a student may request a waiver of some required courses. This is most often done after matriculation with the advice and counsel of a faculty advisor. However, equivalency credit requests (graduate credit for life experiences) will not be entertained or granted. Coursework that is waived must be replaced with elective credits.

Professional Identity and Affiliation

Matriculated students in the counselor education program are urged to consider affiliation with the professional association and its divisions serving the counseling profession. The organization is the AMERICAN COUNSELING ASSOCIATION (ACA) and its various divisions. Benefits of membership include receiving the professional journal(s) published by ACA, identification with current professional issues, opportunity to attend state, regional, and national meetings, and professional liability insurance. The student membership in ACA is available at a reduced membership cost. Applications require a faculty member's endorsement and are available in the department office, 400 Bailey Hall. Students are also encouraged to join the Maine Counseling Association and its school counseling, mental health affiliates, career, and group work.

Rehabilitation counseling graduate students also are urged to apply to the NATIONAL REHABILITATION ASSOCIATION, which has a Maine chapter serving the rehabilitation counseling profession. Benefits of membership include receiving professional journal(s) published by NRA and its divisions, identification with current disability and rehabilitation issues, opportunities to attend state, regional, and national conferences and workshops, monthly newsletter(s), affordable professional liability insurance and other discounts. The student membership with NRA is offered at a reduced rate than the professional level for the same membership benefits.

Professional association links are available from: http://www.usm.maine.edu/cehd/Counselor-Education/Helpful_links.htm

Program Advisors

Upon admission to the Counselor Education Program, each student is assigned a faculty advisor. The role of the faculty advisor is to sustain a working relationship with the advisee (student) through the duration of the student's plan of study. The advising process entails the following:

- A group orientation meeting will be held for new students in the early part of April. All new students are strongly encouraged to attend.
- The advisee is expected to schedule a meeting with his/her advisor early in the first semester of enrollment to plan the student's courses in the appropriate sequence.
- It is the responsibility of the advisee to maintain regular contact with his/her faculty advisor. These regular meetings are recommended to determine needs, suggest improvements, update program plan, and develop clinical experience possibilities.

Program of Study

The program of study is an outline of all academic work to be undertaken by a graduate student and includes all required and elective courses taken while enrolled. It is planned by the student and her/his advisor as early as possible in the student's course of study. Program sheets can be found in the handbook appendices or from <http://www.usm.maine.edu/cehd/Counselor-Education/ProgramForms.htm>. These forms should be completed in duplicate with the original being placed in the student's file. Minor changes may be made by the student with approval from his/her advisor.

Program Requirements - Counselor Education Program

1. Completion of the minimum of 54 credit hours for rehabilitation counseling students and 60-63 credit hours for school and clinical mental health counseling students. Credits toward graduation are given only for graduate level courses (numbered 500 or above at USM). All courses completed must be passed with a minimum of "C". However, no graduate student will be allowed to apply more than six (6) hours of "C" grades and must attain a 3.0 GPA at graduation.
2. In any semester in which the cumulative GPA falls below 3.0 (B average), the student will be placed on academic probation and must bring the cumulative GPA to 3.0 level within 9 credit hours or will be withdrawn from the program and must apply for readmission (see Evaluation, Remediation, and Dismissal Policies).
3. No student will be allowed to apply more than six (6) hours of "C" grades toward graduation. A "C" grade in HCE 621 Fundamentals of Counseling Skills, HCE 627 Group Counseling, HCE 686 Internship in Counselor Education, or Individual Counseling Practica (HCE 690/691/692) will not be accepted for graduation. The course may be repeated only once.
4. A student receiving more than two "C" grades, one "D" grade, or one "F" grade at any point of his/her program will be evaluated by the program faculty (see Evaluation and Withdrawal Policies).
5. Successful completion of the CPCE before enrollment in the Internship.
6. Completion of the program must be accomplished within six years. This time limit is interpreted to be the time in years between the date of matriculation and the date the last requirement is completed. Transfer credits are not considered in determining the time limitation.

Substance Abuse Expertise

For those persons interested in working in the area of substance abuse, the program offers coursework which enables students to obtain an expertise in substance abuse counseling within their master's degree. Students who complete this certificate as part of their master's degree meet all academic requirements necessary to become a licensed alcohol and drug counselor (LADC) in Maine.

The following courses are required for the certificate:

HCE 642 Perspectives in Chemical Dependency
HCE 643 Psychopharmacology and Substance-Related Disorders
HCE 644 Crisis Intervention
HCE 650 Basic Concepts in Couple and Family Counseling
HCE 686 Internship in Counselor Education (6 credits, 600 hours in an in-patient/out-patient substance abuse facility)

Substitutions and Waivers

Graduate students may petition in writing to the Program Coordinator for substitutions and waivers. The student must assume responsibility for supplying all documentation which is relevant to the request. After receiving the student's written request, the Program Coordinator will consult with a faculty member in the student's area of study and review the evidence provided. This review will be presented to the program faculty for a decision. When the request involves a requirement established by the program faculty, the faculty vote is final. The student will be notified in writing of the decision.

Thesis

A master's thesis is an available component of all graduate programs. The thesis is a delimited research project, of some originality, which seeks to make a contribution to the student's particular field. A master's thesis is not required. Those students interested should contact the HRD Office (207-780-5316) for information.

Three Year Schedule for Course Planning

The program has developed a three year schedule to assist students in course planning. This schedule is available for viewing from www.usm.maine.edu/cehd/counseloreducation/Certification_Licensure.htm

Time Limits

A matriculated graduate student in counseling must complete the program and earn a degree within six (6) years of the date of matriculation. Exceptions must be submitted in writing and approved by the program faculty.

If requirements for the master's degree are not completed within the time period specified, application for an exception must be made before the student is allowed to continue the work for the degree.

Transfer Credits from Another University

If the student has taken an equivalent graduate course at another college or university, and has passed the course with a grade of B or better, and has taken the course within the past three years, a request for transfer credit may be made. Students must submit an official grade transcript including the course(s) for which transfer credit is being requested and a detailed course description or syllabus to verify course equivalency to a HRD/HCE graduate course. Students may transfer in a maximum of 6 credits from another institution.

Transfer from Similar Program at Another University

A graduate student in a masters program in counseling at another university may transfer into our program bringing all of their credits, under the following conditions:

1. The program from which the student is transferring is an approved program from an accredited university.
2. The student is in good standing and comes with the recommendation of the program coordinator.
3. The student undergoes a successful interview process with our faculty.
4. The student would agree to take the final 21 hours and internship requirement in the counselor education program.

Transfer between Specialty Areas within the Counselor Education Program

Transfer from one specialty to another within the counselor education program is permissible only if re-application and admission is made to the specialty of interest during the regular admissions process. Multiple specialties are permissible upon consultation with one's advisor.

USM Policy on Disposition of Written, Graded Material

1. Faculty members giving students any type of test, quiz, exam, research or other type of paper or any type of written proficiency exam which affects the student's final (cumulative) grade shall be required to:
 - a. Return the written, graded material to the student within fifteen (15) days (including the day which the faculty member receives the material) in which the University has classes; or
 - b. Hold the written, graded material for the period of thirty (30) days in which the University has classes. The material must be available for inspection by the students who did the work on the material. The day on which the material is due is included in the 30-day period.
2. In the case of final (end-of-semester) written, graded material, the instructor shall:
 - a. Offer to mail the corrected (graded) material to the student provided the student supplies the instructor with a stamped, self-addressed envelope. Exams that are to be mailed must be postmarked within fifteen (15) calendar days of the last day of the semester. The day all classes and exams cease is the last day of the semester. This day shall be included in the 15-day mailing period.
 - b. Instructors who do not wish to mail the graded material or who cannot return the material because of standardized testing shall make the graded material available for inspection by the student who did the work for a period no shorter than thirty (30) days into the next semester in which the University has classes.

USM Storm Line

In case of inclement weather, information on campus closing will be announced on local radio and television, as well as on the USM Storm Line at (207) 780-4800 or 780-5034 (TTY). If you have a cell phone, you can sign up for a text message to be delivered to your cell phone. In order to sign up, simply text the word "storm" to the following cellular number: 207-239-2880. NOTE: You must use the entire phone number including area code when sending the message. Within a few minutes you will receive a confirmation message that your phone has been subscribed to the Storm Line. In the event of a general campus (Portland or Gorham) closure, you will receive a text message announcement to your phone. In an effort to get this notice out quickly we have not cleared up the details with the Lewiston-Auburn Campus. If you have any problems with this service, please contact the USM HelpDesk at 780-4029.

Writing Style

All formal papers written for courses in the department are to be prepared according to the style presented in the Publication Manual of the American Psychological Association (5th ed.). This style manual is available in most libraries and in the USM Bookstores. Program faculty recommends that those admitted to the program purchase this Publication Manual, since it will be used in several courses throughout the masters program.

All written papers in a graduate program are expected to be typed and double spaced, unless otherwise specified by individual course instructors.

Attestation Form

While you are in USM's counselor education program, you are considered to be acting as a professional counselor. This means that you are responsible for knowing of and abiding by the Code of Ethics of the American Counseling Association. The consequence for failure to comply with the ethical codes may be dismissal from the program.

Before signing the statement below, please review the 2005 ACA Code of Ethics
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

.....

I reviewed the ACA code of ethics and understand that I am to conduct myself as an ethical counselor at all times during my master's program. I am responsible for knowledge of and agree to abide by the ACA Code of Ethics.

Please print name _____

Signed _____ Date _____

Please return to:

Kerry Bertalan
Dept. of Human Resource Development
400 Bailey Hall
University of Southern Maine
Gorham, ME 04038

Fax: (207) 780-5043

UNIVERSITY OF SOUTHERN MAINE
Counselor Education Program
400 Bailey Hall
Gorham, ME 04038
(207) 780-5316

**STUDENT ACKNOWLEDGEMENT OF RECEIPT OF
COUNSELOR EDUCATION HANDBOOK**

By signing below, I acknowledge that I have received a copy of the **Counselor Education Student Handbook**.

I understand that it is my responsibility to read and become familiar with all of the policies and procedures within the Student Handbook. I understand that if I have questions about the program, I will first consult the Student Handbook. If I cannot find an answer there, I will consult with my faculty advisor.

I will read and thoroughly familiarize myself with the **Counselor Education Student Handbook** so that I will not miss out on important information and timelines.

Student's Signature

Date

Student's Name (please print)

Date

11/08

This handbook, including all forms, is available on the program's website:
<http://www.usm.maine.edu/Counselor-Education>