



# COPPIN STATE UNIVERSITY

**College of Behavioral and Social Sciences**  
Department of Psychology, Counseling, and Behavioral Health

## **Clinical Mental Health Counseling (CMHC)** **STUDENT HANDBOOK**



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The CMHC Program Student Handbook is published by the College of Behavioral and Social Sciences and serves as a general source of information for the CMHC Program students. The information in the CMHC Program Student Handbook should not be regarded as a contract between the students and Coppin State University. All information is subject to change without notice.

# MISSION OF **COPPIN STATE UNIVERSITY**

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Coppin State University, a Historically Black Institution in a dynamic urban setting, serves a multi-generational student population and provides education opportunities while promoting lifelong learning. The university fosters leadership, social responsibility, civic and community engagement, cultural diversity and inclusion, and economic development.

## INSTITUTIONAL **IDENTITY**

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Founded in 1900, Coppin State University (CSU) is a comprehensive Historically Black Institution (HBI) originally founded for teacher education. Named in honor of Fanny Jackson Coppin, an outstanding African-American educator, Coppin has reaffirmed its dedication to excellence in teaching and student success. The Institution offers 53 academic programs: 32 baccalaureate, 11 masters, and 9 certificates programs, and one doctorate degree.

Coppin serves differently-prepared, multigenerational students, from a variety of cultural and racial backgrounds, with an age range that spans from 17 to 65 and older. The average age of the Coppin student is 26. Approximately 34 percent of the student population are between the ages of 30 and 59 and 75 percent are female. Seventy-three percent of the total student population are Pell grant recipients. Approximately 13 percent of Coppin's students are classified as first-time, full-time students who moved directly from high school to college. On the other end of the spectrum, 61 percent of Coppin's students are working adults with young children, while 68 percent are first-generation college students. Moreover, 19 percent are transfer students from other four-year institutions or community colleges.

Coppin State University is regionally accredited by Middle States Commission on Higher Education. The institution also ranks as a Carnegie master's Comprehensive (MA-I) institution. The University program reflects excellence in the discipline-specific accreditations from the National Council for Accreditation of Teacher Education (NCATE) the Commission on Nursing Education (CCNE), the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the Council on Social Work Education (CSWE), and the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM). Additionally, the Accreditation Council for Business Schools and Programs (ACBSP) accredits the College of Business.

Coppin State University provides programming related to the inclusion of those racial, cultural, and ethnic groups and individuals that are, or have been, underrepresented in higher education. The University is inclusive of persons regardless of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability,

marital status, sexual orientation, and military status. As required by the University System of Maryland, Coppin State has a diversity plan that enhances cultural diversity programming and sensitivity to cultural diversity through instruction and training of the student body, faculty, and staff.

*\*\*The full text of Institutional Identity may be viewed online at:*  
<https://www.coppin.edu/about/vision-mission-and-goals>.

## CMHC **MISSION STATEMENT**

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The Clinical Mental Health Counseling (CMHC) Program prepares a diverse population of students as life-long learners to function as effective caring counselors in a wide variety of mental health settings. The curriculum is an integrated theoretical-based, experiential-focused design helping students develop into ethical, professional, and compassionate counselors.

The CMHC Program emphasizes the client-counselor relationship and a thorough understanding of mental health issues across the lifespan to help students build a personal framework for professional practice.

## CMHC **GOALS AND OBJECTIVES**

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In alignment with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards, the Clinical Mental Health Counseling program has the following objectives:

- To facilitate the education and training of counselors who are clinically skilled and prepared to deliver ethical and effective services to clients in a variety of settings.
- To prepare students with the counseling skills to address the multidimensional needs of individuals from diverse cultural backgrounds.
- To provide a rigorous and comprehensive curriculum that prepares students to obtain national certification and/or state licensure upon successful completion of the program.
- To prepare students to engage in professional issues in clinical mental health counseling through publications, research, and active participation in professional associations and professional development.
- To equip students with the knowledge and skills needed to assess, to develop case conceptualizations, and to develop treatment plans for diverse populations.

# CRITERIA FOR **ADMISSIONS**

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- All graduate programs at Coppin State University require submission of an official transcript indicating a bachelor's degree from an accredited institution of higher education. Students apply to the School of Graduate Studies through the Office of Graduate Admissions.
- Applicants must submit a completed, signed admissions application; official transcripts from the undergraduate degree-granting institution and all other post-baccalaureate institutions attended; three (3) current letters of recommendation from current employer, instructors, or other persons who can attest to their character, integrity, and academic potential; resume; and statement of purpose. An interview, on-site testing, and writing sample may be required.
- All students are required to submit a résumé and Statement of Purpose. (*After initial review by the Graduate Admissions Committee, these documents will remain with the Program Coordinator to assist in interviewing and determining an appropriate plan of study for the applicant.*)
- The minimum standard for admission to the School of Graduate Studies is a cumulative grade point average (cGPA) of 3.0 on a 4.0 scale in a program of study resulting in the award of a baccalaureate degree from a regionally accredited institution of higher education or an equivalent degree from a comparable foreign institution. The last sixty (60) credit hours may be used to determine the cGPA. Program requirements for admission vary by department. (*See program of interest for details.*)

The Dean of the School of Graduate Studies, in consultation with the graduate Program Coordinators and Directors, make admission decisions. These persons constitute the Graduate Admission Committee.

Individuals representing diverse/disability groups are encouraged to apply.

*\*\*For additional information on criteria for admissions please visit our website at <https://catalog.coppin.edu/content.php?catoid=12&navoid=501>.*

## FINANCIAL **AID**

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### FINANCIAL AID APPLICATION PROCESS FOR GRADUATE STUDENTS

It is the policy of the Financial Aid office that students are awarded on a first come - first served basis upon receipt of a completed application. A completed application requires that the following items have been received in the Financial Aid office:

1. Electronic Student Aid Report (SAR) with a valid EFC
2. Verification documents (if required)
3. Any other documents requested on the SAR

All students must be officially admitted into a graduate program at Coppin State University in order to receive federal financial aid. Re-admission may be required for students returning following a period of non-enrollment.

Students must re-apply for Federal financial aid each year between January 1 and March 1 for priority processing for the upcoming academic year (example: apply between January 1, 2012 and March 1, 2012 for the 2012/2013 academic year). Applications received after March 1 are considered late.

*\*\*For additional information on financial aid please visit our website at:  
<https://catalog.coppin.edu/content.php?catoid=12&navoid=507>.*

# GRADUATE ACADEMIC **REGULATIONS** STUDENT **EXPECTATIONS** MATRICULATION **REQUIREMENTS**

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## **GRADING SYSTEM**

Unofficial transcripts may be viewed by the student at any time using their official Coppin password and EagleLinks. Grades are available from the Office of the Registrar approximately three weeks after the close of each semester. The grading system for graduate students, with the quality points assigned, is as follows:

A	4.0
B	3.0
C	2.0
F	0.0
I	Incomplete
W	Official Withdraw

## **ACADEMIC PROBATION**

Academic success in graduate study requires that the student maintain a minimum overall “B” average. Students who fall below the required 3.00 cGPA will be placed on academic probation the following semester. Failure to bring the cumulative grade point average to the mandated 3.0 level during the semester the student is on probation will result in dismissal from the University.

No student may accrue more than two (2) “C”s or one (1) “F” during their graduate career at the University. A second “C” will result in academic probation and must be

repeated. A third “C” will result in dismissal from the School of Graduate Studies. A course resulting in a grade of “F” must be re-taken the next semester when the course is again offered. Failure to do so may result in immediate dismissal from the University. Students on probation or dismissal will not be allowed to advance to degree candidacy, be approved for the comprehensive examination, or graduate.

### **ACADEMIC DISMISSAL**

Students who fail to meet the minimum academic standard of at least a 3.0 cumulative grade point average in the time allowed or have accumulated unsatisfactory grades in excess of the number allowed will be dismissed from their program of study. Appeals will be considered by the Graduate Council Appeals Committee when there exist documented mitigating circumstances. Appeals of this sort must be supported by the Program Advisor and Program Coordinator and accompanied by an action plan for completion of the program.

Students may apply for readmission after one calendar year [twelve (12) months] from the date of dismissal. An action plan must be developed in consultation with and approved by the Program Advisor, Program Coordinator and Chairperson and include a plan to overcome academic deficiencies and strategies for completing the program of study. The action plan and other supporting documents must be submitted with the application for re-admission to the Dean of Graduate Studies. Re-admitted students must meet requirements in the current catalog at the time of readmission

### **THE DEAN’S LIST**

Students who complete at least fifteen (15) graduate credit hours with a cGPA of 3.8 or higher will be recognized as meeting the criteria for graduate honors and may be nominated for inclusion on the National Dean’s List.

### **INCOMPLETE GRADES**

An instructor may enter a grade of “I” for students who have not, because of extenuating circumstances, completed all requirements at the end of the semester of involvement. If the “I” grade is not removed within eight (8) weeks into the following semester, the grade converts to an “F” or grade previously designated by the professor. No “I” grades are assigned for courses taken in the summer or winter sessions. Extensions of “I” grades will generally not be granted. In extenuating circumstances, a student who has received an “I” grade may petition the Dean for reconsideration provided there is sufficient documentation that extenuating circumstances exist.

### **ATTENDANCE**

Course attendance is an essential and intrinsic element of the educational process and a valid consideration in determining the grade a student receives. It is the responsibility of the instructor to stipulate the relevance of attendance to the evaluation process and final grade in the course at the beginning of each semester. Therefore, all students are expected to be in regular attendance at all class meetings throughout the semester.

## **PLAGIARISM**

It will be taken for granted that any work, oral or written that a student does for a course is his/her original work. Plagiarism includes any form of cheating on examinations, tests, or quizzes, and any unacknowledged/undocumented use of another's writing or ideas, published or unpublished. A student who plagiarizes may receive an "F" for the project. Plagiarism is a serious offense and may result in formal charges leading to permanent dismissal from the University.

## **FULL-TIME/PART-TIME STATUS**

Full-time graduate students pursue nine (9) credit hours of graduate course work during regular semesters. If a student desires to take more than nine (9) hours, he/she must obtain approval from the Dean of Graduate Studies. Part-time graduate students pursue three to eight (3-8) credit hours of graduate work during regular semesters.

*\*\*The information provided on graduate academic regulations was taken from the Graduate Catalog. For more information on graduate academic regulations please refer to the Graduate Catalog on our website at:*

<https://catalog.coppin.edu/content.php?catoid=12&navoid=502>

# **CMHC ACADEMIC REQUIREMENTS**

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A minimum of sixty (60) credit hours of graduate work is required to obtain a Master's of Science Degree (MS) in Clinical Mental Health Counseling (CMHC). The requirements include course work in three areas of study: academic study, clinical work, and practicum and internship experiences.

## **COURSE REQUIREMENTS**

### **CMHC Foundation (6 Credits)**

CORH 615 Introduction to Rehabilitation

CORH 624 Techniques of Counseling

### **CMHC Core (33 Credits)**

CORH 616 Medical & Psychosocial Aspects of Disabilities

CORH 617 Casework Management

CORH 618 Psychiatric Aspects of Disability

CORH 619 Professional Orientation and Ethics in Counseling

CORH 625 Multicultural Counseling

CORH 626 Group Counseling

CORH 629 Marriage and Family Counseling

CORH 630 Psychotherapy and Treatment Planning

CORH 631 Career Counseling and Career Development

CORH 632 Human Growth and Development

COUN 619 Treatment of Co-Occurring Disorders

### **CMHC Area/Measurement & Research (6 Credits)**

CORH 620 Vocational Appraisal and Evaluation  
CORH 627 Statistics in Research

### **CLINICAL PRACTICE**

#### **Practicum and Internship (9 Credits)**

CORH 621 Practicum\*\* (100 Clock Hours-Supervised Agency Training)  
\*\*Prerequisite to CORH 622  
CORH 622 Internship I (300 Clock Hours)  
CORH 623 Internship II (300 Clock Hours)

#### **Elective (3 Credits)**

Students select one elective. A list of recommendations is available.

### **PROFESSIONAL COUNSELOR LICENSURE**

CORH 618 Psychiatric Aspects of Disability  
CORH 619 Professional Orientation and Ethics in Counseling  
CORH 620 Vocational Appraisal and Evaluation  
CORH 624 Techniques of Counseling  
CORH 625 Multicultural Counseling  
CORH 626 Group Counseling  
CORH 627 Statistics in Research  
CORH 628 Theories of Counseling  
CORH 629 Marriage and Family Counseling  
CORH 630 Psychotherapy and Treatment Planning  
CORH 631 Career Counseling and Career Development  
CORH 632 Human Growth and Development  
COUN 619 Treatment of Co-Occurring Disorders

*\*\*Students are required to complete one of the following (3 Credits)*

*\*\*CORH 623 Internship II Field Experiences (supervised) or...*  
*\*\*CORH 528 Internship III Field Experiences (supervised) or...*  
*\*\*PSYC 645 Internship I Professional Counselor Licensure or...*  
*\*\*PSYC 646 Internship II Professional Counselor Licensure*

## **PRACTICUM & INTERNSHIP **EXPERIENCE****

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The determination of readiness of the student to begin supervised clinical practice is made by the clinical training coordinator and faculty of the Clinical Mental Health Counseling (CMHC) Program. Students assigned to clinical practice should have

acquired basic philosophy and principals, basic information, counseling theory, etc., from the CMHC before clinical assignment.

Prior to the completion of Internship I (CORH 621), the student shall have completed Practicum in CMHC (CORH 620). The clinical practice has been divided into three courses to facilitate the need of the student population. The activities of the clinical experience can be broadly grouped into three phases:

1. Orientation
2. Observation
3. Participation

## **PRACTICUM**

The Practicum includes instructional experiences (audio-video tape and individual and group interaction) dealing with counseling concerns and clinical experiences that facilitate the development of basic counseling skills.

Practicum experiences include an average of one (1) hour per week of individual and one-and-one-half (1½) hours per week of group supervision by a program faculty member or qualified individual working in cooperation with a program faculty member. Students in practicum have a minimum of 100 hours of supervised counseling practicum, with at least 40 hours of direct services to persons with disabilities.

## **INTERNSHIP**

Internship activities include orientation to program components, policies and procedures; introduction to staff and their role and function; identification of the expectations of interns, confidentiality and due process procedures, risk assessment, and the Code of Professional Ethics for Counselors.

Students in internship have a minimum of 600 clock hours of applied experience in an agency/program, with at least 240 hours of direct service to individuals with disabilities.

*\*\* For detailed information on Practicum and Internship requirements please refer to the Practicum and Internship Policy and Procedure Manual.*

# **RESEARCH AND EXAMINATION OPTIONS**

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Students enrolled in the CMHC may elect one of the following three options in partial fulfillment of the degree requirement:

### **OPTION I: Comprehensive Examination and Research Paper**

CMHC students may elect to take a comprehensive examination and complete a research paper as an integral part of the program.

## **OPTION II: THESIS**

CMHC students who elect to write a thesis must take six (6) credit hours in thesis research and writing. These two courses are: REHB 583 Thesis Project I (3 credits) and REHB 584 Thesis Project II (3 credits). Each student's major advisor will be the faculty supervisor for the thesis courses.

## **OPTION III: Comprehensive Examination only**

*\*\* For additional information on research and thesis please access the Graduate Catalog on our website at:*

*<https://catalog.coppin.edu/content.php?catoid=12&navoid=502#school-requirements>.*

# **INSTITUTIONAL REVIEW BOARD**

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Students conducting research must submit an application to the Institutional Review Board (IRB) for approval. The purpose of the IRB is to help ensure the protection of the right and welfare of human subjects. For more information on the IRB at CSU students should contact their advisor or research professor.

# **DEGREE CANDIDACY**

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Admission to graduate study does not imply automatic admission to candidacy for the master's degree. CMHC students must apply for admission to candidacy as soon as possible after earning twelve (12) credit hours and before earning more than twenty-one (21) credit hours. No more than twenty-one (21) hours of credit earned before acceptance to candidacy will apply toward the degree unless the Program Coordinator and the Dean of Graduate Studies grant special permission. The Program Coordinator forwards Advancement to Candidacy applications with the Plan of Study for approval by the Dean of Graduate Studies and the Graduate Council. Students must be enrolled at the University and in good academic standing.

*\*\*For additional information on degree candidacy please visit our website at:*

*<https://catalog.coppin.edu/content.php?catoid=12&navoid=503>.*

# **COMPREHENSIVE EXAMINATION**

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CMHC students who elect Option I Comprehensive Examination and Research Paper or Option III Comprehensive Exam only must apply by completing the required application within the designated deadline. The comprehensive exam is administered

twice a year in the Fall and Spring semesters. Students should consult with their advisors to receive additional information regarding this exam.

## STUDENT **ADVISEMENT**

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CMHC students are encouraged to contact their advisors to schedule an appointment to meet at least one time per semester. Students are advised to meet as necessary throughout the semester for assistance with academic planning, developing a planned program of study, course selections, and developing short and long-term career plans relating to their career in counseling. Additionally, CMHC faculty advisors assist students with learning about program resources, professional associations, student organizations, student services, and employment opportunities.

## POST-GRADUATE **QUESTIONNAIRE**

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Upon graduation, CMHC students are encouraged to complete a graduate exit survey. This survey gives students the opportunity to provide an assessment of the overall effectiveness of the CMHC. Information gathered is confidential and may be used to make improvements in the program to enhance educational experiences for future students. Please refer to the Appendices to view the Post-Graduate Questionnaire.

## CMHC STUDENT FEEDBACK **FORM**

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Students are encouraged and provided the opportunity to submit feedback regarding the effectiveness of the CMHC (this may be in the form of issues, concerns, and/or compliments). Drop-boxes are conveniently located in the Department of Psychology, Counseling, and Behavioral Health, HHSB Room #353. Comments are regarded as confidential and student identification is optional. Students may also send emails to the Program Coordinators or faculty to provide feedback regarding the CMHC Program.

## POST-MASTER'S PROFESSIONAL COUNSELOR **LICENSURE**

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The Post-Master's Professional Counselor Licensure (PMPCL) provides a structure in which those students who are preparing to apply for State of Maryland certification or licensure as a professional counselor can complete required courses. The PMPCL post-graduate option provides the opportunity for students with a master's degree to

complete the requirements needed to become licensed clinical professional counselors and independent providers of counseling services in the State of Maryland. The program course offerings of the PMPCL have been approved by the Maryland Board of Professional Counselors.

Students will be assigned a faculty advisor to assist with developing an individual program plan, which is designed based on previous qualifying coursework. Enrollment and acceptance into the PMPCL is open to individuals who have completed a master's degree from an accredited institution in a qualifying program of study. The course offerings cover all content areas required by the Maryland Board of Professional Counselors.

## CMHC ADVISORY **COUNCIL**

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The mission of the CMHC Advisory Council is to provide input and make recommendations to the Program Coordinator and faculty members on matters important to the CMHC (i.e.: Program Mission, Goals & Objectives, curriculum, practicum and internship, organizing special activities to promote the CMHC, student employment, and reviewing program publications).

The CMHC Advisory Council consists of scholars, business owners, students, consumers, employers, and counseling professionals who have an interest in the development and continued growth of the CMHC, student success, and the promotion of the clinical mental health counseling professions.

All Advisory Council members share with the CMHC, a common belief in the clinical mental health counseling professions as well as a commitment to promoting a better understanding of the field of counseling, and developing outstanding professionals.

## STUDENT **CONDUCT & EXPECTATIONS**

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Coppin State University is a community where people of diverse backgrounds and philosophy live in harmony, accept personal responsibility for their actions, and respect the rights of others. In order for this community to thrive, tenets of behavior must be strongly valued and clearly understood. To accomplish these goals, the University must require certain standards of behavior. The University standards of conduct do not replace or relieve the requirements of civil or criminal law. For a full copy of the Student Code of Conduct please visit:

<https://www.coppin.edu/eagle-guide-student-handbook>

## STUDENT **REMEDIATION PLAN**

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A referral for remediation may be made by program faculty if either faculty or site supervisors are concerned about a student's clinical competency, academic performance, or problematic behavior, either in the classroom or at the field site. Academic concerns include, but are not limited to GPA falling below 3.0, course failures, repeated course withdrawals, excessive absences, etc. Competency concerns include lack of adherence to the *ACA Code of Ethics* (ACA, 2014), concerns about professional disposition as identified on the Counselor Competency Scale – Revised (CCS-R), and other concerns identified by site supervisors or instructors. Problematic behaviors may also be identified by the CCS-R or by instructors or supervisors, and may include matters of professional responsibility, maturity, and integrity. If concerns arise in any of these areas, a faculty remediation committee will respond in accordance with the set procedures. Please refer to Appendix K for the Remediation Plan Procedures.

## STUDENT GRIEVANCE **PROCEDURE** ACADEMIC APPEAL **POLICY**

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Students may appeal to the Graduate Council, through the Graduate Dean, to address any grievance within the Graduate School. For detailed information on the steps for the appeals procedure process please consult with your CMHC Coordinator or with your faculty advisor.

## CERTIFICATION AND **LICENSURE**

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### **Procedures for recommending students for credentialing and employment:**

In order to expand and enhance professional competencies, students are encouraged to apply for licensure(s) and certification(s). Students are required to meet with their Program Coordinator or advisor and provide the necessary documents for assistance with meeting certification and licensing requirements. Information sessions are held with students, electronic information is provided, and guests are invited to campus to hold special sessions to inform students about certification and licensing requirements.

### **CERTIFIED REHABILITATION COUNSELOR (CRC)**

The Commission on Rehabilitation Counselor Certification (CRCC) is an independent, not-for-profit organization that sets the standard for quality rehabilitation counseling services through its internationally recognized certification program.

Students enrolled in the CMHC who successfully pass the CRC exam under Category G are eligible to use the CRC results in lieu of taking the comprehensive exam under Option I. For additional information on Category G please refer to the CRCC website at: <https://crccertification.com/crc-certification/>.

### **NATIONAL CERTIFIED COUNSELOR (NCC)**

The NCC is a voluntary national certification to identify those counselors who have met national standards set by the counseling profession. The National Board for Certified Counselors (NBCC) proves to the public and employers that the counselor has met the national standards set by the counseling profession. It is not a license to practice. In some states, holding a national certification can assist a counselor in obtaining a State license. National certification travels with the counselor no matter the state or country of residence. The basic national certification offered by NBCC is the NCC. For additional information please visit their website at: [www.nbcc.org](http://www.nbcc.org).

### **CERTIFIED VOCATIONAL EXPERT (CVE/FORENSIC COUNSELOR)**

The American Board of Professional Experts is dedicated to promoting forensic vocational credentialing, education, training and research through enhancing the competency of its members. For information on requirements to become certified as a vocational expert visit the website at: [www.abve.net](http://www.abve.net).

### **LICENSED CLINICAL PROFESSIONAL COUNSELOR (LCPC)**

An LCPC provides mental health and substance abuse care to millions of Americans. LCPCs are master's-degreed mental health service providers, trained to work with individuals, families, and groups in treating mental, behavioral, and emotional problems and disorders. LCPCs make up a large percentage of the workforce employed in community mental health centers, agencies, and organizations, and are employed within and covered by managed care organizations and health plans. LCPCs also work with active duty military personnel and their families, as well as veterans.

**\*\*Note: Some descriptions used are directly from the organization's website.**

## **PROFESSIONAL ASSOCIATIONS**

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Students are encouraged to apply for membership(s) in professional associations and organizations. Students have experienced memberships in the Maryland Rehabilitation Association (MRA), National Rehabilitation Association (NRA), and International Association of Rehabilitation Professionals (IARP). The CMHC has had graduate students serving as the Student Representative for the MRA, and had a student serving on the board for the IARP. Additionally, the CMHC had one (1) faculty member serving as the MRA Faculty Representative, and a faculty member served as the MRA President. The CMHC had an active Student Rehabilitation Association (SRA) and has one active student honors society (Chi Sigma Iota). Information on these membership opportunities is available to students through email, information sessions, guest presenters, and student orientations.

## **NATIONAL REHABILITATION ASSOCIATION (NRA)**

NRA members work to eliminate barriers and increase employment opportunities for people with disabilities. The members of NRA are provided with opportunities for advocacy and increased awareness of issues through professional development and access to current research topics. For additional information on the NRA and membership please visit their website at: [www.nationalrehab.org](http://www.nationalrehab.org).

## **CHI SIGMA IOTA (CSI)**

CSI is an international honor society that values academic and professional excellence in counseling. The mission of CSI is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. For additional information please visit their website at: [www.csi-net.org](http://www.csi-net.org).

## **DELTA ALPHA PI (DAPI)**

Delta Alpha Pi is an academic honor society founded to recognize high-achieving students with disabilities who are attending colleges (including community colleges) and universities as undergraduate or graduate students. This dynamic organization celebrates and supports academic achievement, leadership and advocacy for post-secondary students with disabilities. Over 150 institutions have established a chapter to recognize students' academic achievement.

**\*\*Note: Some descriptions used are directly from the organization's website:**  
<https://deltaalphapihonorsociety.org/>

# STUDENT ACCESSIBILITY **SERVICES**

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Coppin State University (CSU) supports all students in their academic endeavors. Should you need academic accommodation(s) because of a disability, please contact CSU's Office of Student Accessibility Services (SAS) to register for reasonable accommodations.

The process for applying for academic accommodation services will include filling out the online application on the Accommodate Platform.

The link to complete the application follows:  
[https://coppin-accommodate.symplicity.com/public\\_accommodation/](https://coppin-accommodate.symplicity.com/public_accommodation/)

An initial intake for new students or meetings to update previous accommodation(s) for returning students. The completion of this process may take place by in-person scheduled appointments, via phone, or skype.

If already registered with this program, please plan to meet with your professor immediately to discuss the Accommodations Form and to describe what accommodations you are requesting.

**For additional information about The Office of Student Accessibility Services and common questions asked, please visit the website at:**

<https://www.coppin.edu/student-accessibility-services>

## STUDENT SUPPORT **SERVICES**

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When you become part of the Coppin family, you have access to a wealth of resources designed to motivate, uplift, guide, and provide everything you need to make your journey through Coppin a successful one. The link to access these services follows:

<https://www.coppin.edu/student-life/student-support>

### **DR. LEROY FITZGERALD COMPUTER LAB & RESOURCE ROOM**

This computer lab and resource room is located on the 3rd floor of the Health & Human Services Building. It is dedicated to Dr. Leroy Fitzgerald for his service and commitment to the RCP as a founder of the program, former Chair of the Department of Applied Psychology and Rehabilitation Counseling, mentor, and devoted faculty member.

## RECRUITMENT AND **RETENTION**

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The goal of the CMHC Program recruitment and retention process is to attract and identify the student who has the interest and attributes for completing a Master's degree in Clinical Mental Health Counseling with the goal of becoming a professional trained and skilled to work with individuals with mental, physical, and emotional disabilities. Ensuring that all qualified individuals including applicants to the program with disabilities and minorities can participate in the educational and training process is key to meeting this goal. Additionally, students accepted into the CMHC Program will benefit from an educational environment that facilitates their success and retention through the support, accommodations as needed, and faculty involvement and effective engagement in academic learning and practical experiences.

For additional information refer to the Recruitment and Retention Policies and Procedures document in the Appendices section of this handbook.



# HANDBOOK

## **Appendices**



# APPENDIX: A

## CMHCR PROGRAM PLAN





**COPPIN STATE UNIVERSITY**  
**COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES**  
 Department of Psychology, Counseling, and Behavioral Health

**PROGRAM PLAN: Clinical Mental Health Counseling Program (60 Credit Hrs)**

Name \_\_\_\_\_ Expected Graduation \_\_\_\_\_

Telephone Number \_\_\_\_\_ E-Mail \_\_\_\_\_ Student ID# \_\_\_\_\_

**REQUIREMENTS:**

<b>COURSE NUMBER AND TITLE</b>	<b>Credits</b>	<b>Grade</b>	<b>Semester/Year</b>
<b>CMHC ( 9 Credit Hours)</b>			
CORH 615 Introduction to Rehabilitation	3		
CORH 624 Techniques of Counseling	3		
CORH 628 Theories of Counseling	3		
<b>CMHC (33 Credit Hours)</b>			
CORH 616 Medical and Psychosocial Aspects of Disabilities	3		
CORH 617 Casework Management	3		
CORH 618 Psychiatric Aspects of Disability	3		
CORH 619 Professional Orientation and Ethics in Counseling	3		
CORH 625 Multicultural Counseling	3		
CORH 626 Group Counseling	3		
CORH 629 Marriage and Family Counseling	3		
CORH 630 Psychotherapy and Treatment Planning	3		
CORH 631 Career Counseling and Career Development	3		
CORH 632 Human Growth and Development	3		
COUN619 Treatment of Co-Occurring Disorders	3		
<b>Measurement and Research (6 Credit Hours)</b>			
CORH 620 Vocational Appraisal and Evaluation	3		
CORH 627 Statistics in Research	3		
<b>Field Work and Internship Program (9 Credit Hours)</b>			
CORH 621 Practicum ( <i>Prerequisite for CORH 622</i> ) <i>[100 clock hours-supervised agency training]</i>	3		
CORH 622 Internship I	3		
CORH 623 Internship II	3		
<b>Recommended Electives (3 Credit Hours)</b>			
<b>SPECIAL NOTE:</b> Students are required to take one (1) elective for a total of three (3) credits.			
REHB 500 Sign Language I	3		
REHB 501 Sign Language II	3		
REHB 514 Independent Living	3		
**REHB 602 Foundations of Forensic Rehab Counseling I	3		
**REHB 603 Foundations of Forensic Rehab Counseling II	3		
**REHB 604 Law and Forensic Rehab Consultant	3		
**REHB 605 Orientation to Forensic Vocational Practice	3		
REHB 610 Organization and Administration of Counseling and Rehabilitation Programs	3		

<b>Recommended Electives (3 Credit Hours) Cont'd</b>			
REHB 620 Career Planning and Professional Development	3		
**PSCY 501 Assessment of Individuals with Disabilities	3		
PSYC 512 Mental Health	3		
PSYC 627 Counseling and Spirituality	3		
**PSYC 645 Professional Counselor Internship I	3		
**PSYC 646 Professional Counselor Internship II	3		

### CMHC OPTION I

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<b>COURSE NUMBER AND TITLE</b>	<b>Credits</b>	<b>Grade</b>	<b>Semester/Year</b>
CORH 627 Statistics in Research	3		

In addition to the above coursework:

Completion of Comprehensive Examination

### CMHC OPTION II

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<b>COURSE NUMBER AND TITLE</b>	<b>Credits</b>	<b>Grade</b>	<b>Semester/Year</b>
CORH 627 Statistics in Research	3		
REHB 582 Seminar Rehabilitation Research	3		
REHB 583 Thesis Project I	3		
REHB 584 Thesis Project II	3		

### CMHC OPTION III

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<b>COURSE NUMBER AND TITLE</b>	<b>Credits</b>	<b>Grade</b>	<b>Semester/Year</b>
CORH 627 Statistics in Research	3		
<b>** Completion of Comprehensive Exam or CRC Exam</b>			

### CMHC PROGRAM MILESTONES

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Degree Candidacy Approval Date: \_\_\_\_\_

Comprehensive Exam Date Passed: \_\_\_\_\_  
OR

CRC Exam Completion Date Passed: \_\_\_\_\_

### SIGNATURES

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\_\_\_\_\_  
Student Printed Name

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Faculty Printed Name

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

# APPENDIX: **B**

## LICENSURE PROGRAM PLAN





**COPPIN STATE UNIVERSITY**  
**COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES**  
 Department Psychology, Counseling, and Behavioral Health

**CERTIFICATE PROGRAM PLAN: Professional Counselor Licensure**

Name \_\_\_\_\_ Date of Admission \_\_\_\_\_

Telephone Number \_\_\_\_\_ E-Mail \_\_\_\_\_ Student ID# \_\_\_\_\_

**Requirements:**

COURSE STATUS Transfer	CSU	COURSE NUMBER AND TITLE	Credits	Grade	Sem/Year	Code
		CORH 632 Human Growth and Development	3			A
		CORH 625 Multicultural Counseling	3			B
		CORH 628 Theories of Counseling	3			C
		CORH 624 Techniques of Counseling	3			D
		CORH 626 Group Counseling	3			E
		CORH 631 Career Counseling and Career Development	3			F
		CORH 620 Vocational Appraisal and Evaluation -- OR -- PSYC 501 Assessment of Individuals with Disabilities	3			G
		CORH 627 Statistics In Research	3			H
		CORH 619 Professional Orientation & Ethics in Counseling	3			I
		CORH 629 Marriage and Family Counseling	3			J
		COUN 619 Treatment of Co-Occurring Disorders	3			K
		<b>** Students are required to complete one of the following **</b> CORH 622 Internship I Field Experiences (Supervised) or... CORH 623 Internship II Field Experiences (Supervised) or... PSYC 645 Internship I Professional Counselor Licensure or... PSYC 646 Internship II Professional Counselor Licensure	3			L
		CORH 618 Psychiatric Aspects of Disability	3			M
		CORH 630 Psychotherapy and Treatment Planning	3			N

**LICENSURE & CERTIFICATION CODES LEGEND:**

- |   |  |
|---|--|
| A-Human Growth & Development                  | H-Research & Evaluation  |
| B-Social & Cultural Foundations of Counseling | I -Professional, Legal & Ethical Responsibility                |
| C-Counseling Theory                           | J -Marriage & Family Therapy                                   |
| D-Counseling Techniques                       | K-Alcohol & Drug Counseling                                    |
| E-Group Dynamics                              | L-Supervised Field Experience                                  |
| F-Lifestyle & Career Development              | M-Diagnosis & Psychotherapy                                    |
| G-Appraisal & Diagnosis of Individuals        | N-Psychotherapy & Treatment of Mental<br>& Emotional Disorders |

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

Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_



# APPENDIX: C

**APPLICATION FOR DEGREE CANDIDACY**





Admit Status: _____
Credits: _____ GPA: _____
Enrolled: _____

**APPLICATION FOR ADVANCEMENT TO DEGREE CANDIDACY**

This application must be submitted to the Dean of Graduate Studies through the Department Chairperson/Dean of Nursing, after the student completes at least twelve (12) credit hours, and before he/she completes more than twenty-one (21) credit hours of graduate work.

1. ID: \_\_\_\_\_ Date: \_\_\_\_\_

2. Name: \_\_\_\_\_  
(Last, First, Middle)

Address: \_\_\_\_\_  
(Number and Street; City, State ZIP Code)

Telephone: Home and/or Mobile \_\_\_\_\_ Work \_\_\_\_\_

**3. Graduate program in which applicant is enrolled (please check):**

<b><u>Degree Sought</u></b>	<b><u>Major</u></b>	<b><u>Specialty (if any)</u></b>
<input type="checkbox"/> DNP	Doctor of Nursing Practice	
<input type="checkbox"/> M.A.	Teaching	
<input type="checkbox"/> MEd	Contemporary Educational Leadership	
<input type="checkbox"/> MEd	Curriculum and Instruction	
<input type="checkbox"/> MEd	Special Education	
<input type="checkbox"/> MEd	Teacher Leadership	
<input type="checkbox"/> M.S.	Addiction Counseling	
<input type="checkbox"/> M.S.	Adult and Continuing Education	
<input type="checkbox"/> M.S.	Applied Molecular Biology and Biochemistry	
<input type="checkbox"/> M.S.	Clinical Mental Health Counseling Rehabilitation (or MEd Rehabilitation Counseling)	
<input type="checkbox"/> M.S.	Criminal Justice and Law Enforcement	
<input type="checkbox"/> M.S.	Health Information Management	

<input type="checkbox"/> M.S.	Human Services Administration	
<input type="checkbox"/> M.S.	Nursing (Family Nurse Practitioner)	
<input type="checkbox"/> M.S.	Polymer and Materials Sciences	

4. Graduate hours completed at Coppin: \_\_\_\_\_ cGPA: \_\_\_\_\_

5. Research Option Selected:  OPTION I (Research paper and comprehensive exam)  
 OPTION II [Thesis]  
 OPTION III [Comprehensive Exam, **this option is only for students in the Addiction Counseling and Clinical Mental Health Counseling Rehabilitation programs**]  
 OPTION IV [DNP Project]

6. I took the course EDUC 581 on (date): \_\_\_\_\_ I received a Grade of \_\_\_\_\_

**Date officially admitted to Graduate School:** \_\_\_\_\_

Please submit a copy of your transcript.

7. For students seeking teacher certification, I took and passed (attach a copy of results):  
 Praxis CORE

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

**A CURRENT PROGRAM OF STUDY BY YOUR ADVISOR  
 MUST ACCOMPANY THIS APPLICATION  
 (DO NOT WRITE BELOW THIS LINE)**

Action of Department/College of Health Professions:      Applicant Recommended  Not Recommended

Comments: \_\_\_\_\_

\_\_\_\_\_  
 Advisor's Signature                      Date                      Chairperson/Dean of Nursing Signature      Date

Action of Graduate Council:               Approved               Not Approved

Reason(s) for Disapproval, if applicable:

Date: \_\_\_\_\_ Dean, Graduate School \_\_\_\_\_

# APPENDIX: D

**APPLICATION FOR THE COMPREHENSIVE EXAM**







# APPENDIX: **E**

**IRB APPLICATION**





Coppin State University Institutional Review Board (IRB) members and researchers share responsibility to ensure that human research conducted under the university’s jurisdiction meets the ethical principles of the Belmont Report and federal criteria for IRB approval of research and informed consent.

<b>Institutional Review Board (IRB) Application Checklist</b>	
This checklist outlines the criteria for IRB approval of research. <b>Note:</b> Some items may not be applicable to individual studies.	
Principal Investigator and Co-Investigator is identified      Yes <input type="checkbox"/> No <input type="checkbox"/>	
Student name (if applicable) _____	
Department: _____	
Submission <b>2 weeks</b> before IRB Board meeting      Yes <input type="checkbox"/> No <input type="checkbox"/>	
Project Title:	
Type of Project: <input type="checkbox"/> Faculty or Staff Research Project <input type="checkbox"/> Student Project or Thesis	
Area of IRB Application	Information provided
Brief Description	<input type="checkbox"/>
Methods and Procedures	<input type="checkbox"/>
Benefits of the Study	<input type="checkbox"/>
Risks of the Study	<input type="checkbox"/>
Description of study participants	<input type="checkbox"/>
Sample Size (10% - not be lower than 30 cases. Justification is required if the study utilizes a smaller sample)	<input type="checkbox"/>
Informed Consent Human Subject Protection discussed. How Confidentiality and/or Anonymity provided is discussed.	<input type="checkbox"/>
Questionnaire, Survey, Testing Instrument (copies provided as applicable). Instrument reliability and validity identified (as applicable)	<input type="checkbox"/>
Advertisements or Posters. A copy of any advertising that will be used to recruit subjects.	<input type="checkbox"/>
Letters of Approval to use instruments/tools (as applicable) Letters of approval from site/agency where research will be conducted (as applicable)	<input type="checkbox"/>
IRB Authorization Form	<input type="checkbox"/>

I acknowledge that all forms are included. Failure to include all forms may result in a delay or rejection of the application.

\_\_\_\_\_  
Principle Investigator Signature

\_\_\_\_\_  
Date



**COPPIN**  
STATE UNIVERSITY

## INSTITUTIONAL REVIEW BOARD

<https://www.coppin.edu/research/institutional-review-board>

The Coppin State University Institutional Review Board (IRB) reviews all human research conducted under the auspices of Coppin State University.

The protection of human Subjects is of utmost importance. As such, we believe it is important to provide a “user friendly” environment by which you can seek approval to conduct research using human subjects at Coppin State University.

The IRB will not review applications for projects that are already completed. If a project is already underway, research should be immediately suspended until the application has been reviewed.

### **Function**

The function of the IRB is to ensure adherence to all federal, state, local, and institutional regulations concerning the protection of human subjects in research. All human research conducted at CSU or associated with the university must receive IRB review and approval prior to conducting the research.

### **Application to Use Human Subjects in Research**

The [Application to Use Human Subjects in Research](#) and appropriate forms should be completed and submitted to [irb@coppin.edu](mailto:irb@coppin.edu). You will receive a response within 14 business days after the IRB has met.

The [CSU Human Subjects Handbook](#) provides guidance for applicants. Should you have questions, please do not hesitate to contact the IRB Chair at [irb@coppin.edu](mailto:irb@coppin.edu).

## **Begin Your Application**

### **Related Resources**

[Institutional Review Board Application Checklist](#)

[CSU Human Subjects Handbook](#)

### **Meeting Schedule**

IRB monthly meetings are held on the 4th Wednesday of each month from August to May.

### **Contact us**

In addition to the names you see below of the people in our Coppin community who are serving on the Institutional Review Board, we are grateful for our Community Member's service, Ms. Sharon Dow.

**Blessing Diala-Ogamba PhD**  
Chairperson And  
Professor/Coordinator World  
Literature Program  
FACULTY  
[bogamba@coppin.edu](mailto:bogamba@coppin.edu)

**Harry Legum PhD**  
Professor  
FACULTY  
[hlegum@coppin.edu](mailto:hlegum@coppin.edu)

**Michelle Pointer PhD**  
Professor  
FACULTY  
[mpointer@coppin.edu](mailto:mpointer@coppin.edu)

**Jennifer Pope D.N.P.**  
Assistant Professor  
FACULTY  
[jpope@coppin.edu](mailto:jpope@coppin.edu)

**James Stewart PhD**  
Associate Professor  
FACULTY  
[jstewart@coppin.edu](mailto:jstewart@coppin.edu)

**Jamal Uddin PhD**  
Professor Of Chemistry  
FACULTY  
[juddin@coppin.edu](mailto:juddin@coppin.edu)

**Claudia Thorne LCSW, LISW,  
PhD**  
Assistant Professor  
FACULTY  
[cthorne@coppin.edu](mailto:cthorne@coppin.edu)



Dear Researcher,

We are pleased by your plan to conduct research at Coppin State University. The Institutional Review Board (IRB) and entire Coppin Family are committed to the development and perpetuation of research that is grounded in conventional and accepted standards and practices. As such we believe it is important to provide a user friendly method by which you can seek approval to conduct research using human subjects at Coppin State.

This letter and attachments will provide you with the information required by Coppin and the Federal Government (U.S. Department of Health and Human Services, DHHS/Office of Human Research Protections/OHRP) to insure that your research does not present a risk to human subjects. To insure that we comply with federal regulations, please provide all of the requested information.

The "Application to Use Human Subjects in Research" and appropriate forms, should be completed and returned to the IRB office at [irb@coppin.edu](mailto:irb@coppin.edu). You will receive a response within 14 days for the date of receipt of the application packet. Should you have questions, please do not hesitate to contact us at [irb@coppin.edu](mailto:irb@coppin.edu).

Sincerely,  
IRB Chair

## Application Format and Contents

<https://www.coppin.edu/research/institutional-review-board/application-use-human-subjects-research>

The following information is included in the [electronic application](#). The headings are specified below and in the order presented below. Each item is to be identified and addressed separately, otherwise the application will not be reviewed.

1. **Brief Description.** A brief description (one paragraph) of the significance of this project in lay terms.
2. **Methods and Procedures.** Describe the methods and procedure to be used during the research project. Outline the sequence of events involving human subjects.
3. **Benefits.** Describe the benefits (if any) to the subjects involved in the research. (See [Human Subjects Handbook](#)).
4. **Risk.** Describe the risks (if any) to the subjects involved in the research. (See [Human Subjects Handbook](#)).
5. **Study Participants.** Describe the study participants, including number, characteristics, and method of participant selections. If a random sample is to be drawn, specify the specific random technique to be used. Justification is required if study participants is restricted to one gender or ethnic group.
6. **Sample Size.** A 10% sample frame is recommended for statistical analysis. In each independently drawn sample, the number of cases should not be lower than 30 cases. Justification is required if the study utilizes a smaller sample.
7. **Informed Consent.** A description of what the Principle Investigator will do to insure the study participants will be informed of all details of the study and consent to participate in the study.
8. **Confidentiality and/or Anonymity.** A description of how confidentiality and/or anonymity will be maintained.

Email your completed application, and any applicable attachments from the section below, to the IRB office at [irb@coppin.edu](mailto:irb@coppin.edu).

## Important Attachments

Applications must include each of the following items, if appropriate to the proposed research:

- **[Informed Consent Document](#).** The informed consent document must include the pertinent items from the Basic Elements of Informed Consent.
- **Questionnaire, Survey, Testing Instruments.** A copy of the questionnaire, survey, or testing instrument (if any) to be used in this project must be attached. There must be separate validation of instruments that are not established, not vetted, or not in the public domain.
- **[Institution Board Authorization Form](#)**
- **Advertisements or Posters.** A copy of any advertising that will be used to recruit subjects.
- **Telephone Scripts or Other Recruitment Scripts.** A copy of any telephone surveys or other recruitment scripts that will be used.
- **Debriefing Materials.** Any written or orally presented information indicating that study participants will have the opportunity to contact the Principal Investigator.

- **Letters of Approval.** Letters of approval from each cooperating school, hospital, organization, club or similar type of group. If subjects are obtained through this type of group or organization, a written letter of approval, from an individual authorized to approve such activities, is required. Projects that utilize Coppin's data (i.e. student records, names, etc. Must have the authorization of the appropriate person authorized to release such data.

# APPENDIX: **F**

**APPLICATION FOR GRADUATION**







# APPENDIX: **G**

## **CHANGE OF PROGRAM FORM**





**CHANGE OF PROGRAM/PLAN FORM**

**Instructions:** This form must be completed and submitted to the Graduate Studies Office for any change in program of study, academic plan, or research option and must bear signatures as indicated below. Changes are not effective until receipt of official notification from the Dean of Graduate Studies. A change in program may require the submission of additional information, which may include transcripts, resume, or statement of purpose. Please contact your advisor or Program Coordinator/Director for further information.

**PLEASE TYPE**

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

**Student Name:** \_\_\_\_\_  
(Last, First, MI)

**Address:** \_\_\_\_\_  
(Street; City, State ZIP Code)

**Contact Information:** Phone \_\_\_\_\_ CSU Email: \_\_\_\_\_

**I. Change Requested**

	<u>OPTION</u>	<u>CURRENT</u>	<u>REQUEST CHANGE TO</u>
<input type="checkbox"/>	Program of Study		
<input type="checkbox"/>	Academic Plan		
<input type="checkbox"/>	Research Option		

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**II. A request for change in program of study requires all signatures as listed below. Requests for changes in academic plan and research option require signatures of current advisor and Program Director/Coordinator.**

<u>SIGNATURE</u>	<u>DATE</u>	<u>APPROVAL</u>
Advisor		<input type="checkbox"/> Yes <input type="checkbox"/> No
Current Program Director/ Coordinator		<input type="checkbox"/> Yes <input type="checkbox"/> No
Newly Assigned Advisor		<input type="checkbox"/> Yes <input type="checkbox"/> No
New Program Director/ Coordinator		<input type="checkbox"/> Yes <input type="checkbox"/> No

**FOR OFFICE USE ONLY**

**SGS Dean Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Sent to Records:** \_\_\_\_\_



# APPENDIX: H

## STUDENT FEEDBACK FORM



# COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY, COUNSELING, AND BEHAVIORAL HEALTH



## CMHC STUDENT **FEEDBACK**

To Our Valued CMHC Students:

This student feedback card is provided as an opportunity for you to submit comments on the effectiveness of the Clinical Mental Health Counseling (CMHC) Program at Coppin State University. The information you provide will be used to make improvements in the CMHC that will enhance the educational experience for all students.

Your comments are regarded as confidential and your identifying information will be held in confidence. Your name and contact information is optional.

Please place your comments on the reverse side of this card and place it in the Feedback Drop Box located in the Department of Psychology, Counseling, and Behavioral Health HHSB Room 352 or HHSB Room 223.

*Thank You*



# CMHC STUDENT **FEEDBACK**

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Optional:

Name: \_\_\_\_\_ Phone/Email: \_\_\_\_\_

**COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES**  
DEPARTMENT OF PSYCHOLOGY, COUNSELING, AND BEHAVIORAL HEALTH

# APPENDIX: I

## POST-GRADUATE QUESTIONNAIRE





**COPPIN**  
STATE UNIVERSITY

EST. 1900

**College of Behavioral and Social Sciences**  
**Psychology, Counseling, and Behavioral Health**  
2500 West North Ave., Baltimore, MD 21216  
Phone (410) 951-3510 | Fax (410) 951-3511

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**RE: POSTGRADUATE QUESTIONNAIRE**

Dear Coppin Graduate:

On behalf of the faculty of the Clinical Mental Health Counseling (CMHC) Program at Coppin State University please accept our congratulations on your graduation. We trust that the time you have invested here has resulted in securing a most satisfying position within your discipline.

We are requesting your assistance in the completion of the postgraduate questionnaire. You will be providing our program with important information regarding the employment status of our students upon graduation and assisting us in the evaluation of our program's effectiveness in preparing professionals to serve in the field of counseling. Kindly complete the survey using the following link:

Thank you for choosing Coppin State University and the CMHC Program for your professional development and career advancement. Your valuable time and cooperation in completing and submitting this questionnaire is greatly appreciated.

Wishing you all the best with reaching your professional goals.



## DEPARTMENTAL GRADUATE'S QUESTIONNAIRE

PLEASE ANSWER EACH QUESTION COMPLETELY

**NAME:** \_\_\_\_\_

**GRADUATION YEAR:** \_\_\_\_\_

1. Are you currently employed?  NO  YES  Full-Time  Part-Time

Please indicate your current place of employment:

\_\_\_\_\_

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

\_\_\_\_\_

Title of Position: \_\_\_\_\_

Does your employment involve working in the field of mental health counseling and with individuals with disabilities?  Yes  No

2. Have you received or will you receive a promotion, new responsibilities, special recognition or awards for achievements as a result of your degree? Please explain: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Are you currently receiving clinical supervision?  Yes  No

If "YES" please provide the following information:

Supervisor's Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

Supervisor's Email Address: \_\_\_\_\_

Company/Agency Name: \_\_\_\_\_

Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip: \_\_\_\_\_

4. Are you a member of any professional organizations or associations (e.g. The American Counseling Association, National Rehabilitation Association, Chi Sigma Iota)? If "Yes" please list: Yes No \_\_\_\_\_

\_\_\_\_\_

5. Do you have any publications? Yes No

If "YES" please list: \_\_\_\_\_

\_\_\_\_\_

6. Are you engaging in any professional development activities (e.g. completing or completed any continuing education workshops, taking college courses, attending professional conferences)? If "YES" please list: Yes No

\_\_\_\_\_

\_\_\_\_\_

7. Have you assisted in planning professional conferences, participated on panels, presented at workshops, or professional conferences? If "YES" please list: Yes No

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Do you feel that Coppin's Clinical Mental Health Counseling Rehabilitation program has prepared you for employment in the fields of counseling? Please check one:

- |   |   |
|---|---|
| <input type="checkbox"/> High degree of preparation | <input type="checkbox"/> Moderate preparation |
| <input type="checkbox"/> Little preparation         | <input type="checkbox"/> No preparation       |

Please explain: \_\_\_\_\_

\_\_\_\_\_

- 
- 
9. Would you recommend others to pursue a Master's Degree in Clinical Mental Health Rehabilitation Counseling at Coppin State University? Yes No

Please explain: \_\_\_\_\_

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10. Have you taken the Certified Rehabilitation Counselor Exam? Yes No  
(If "YES" please indicate your CRC# \_\_\_\_\_ )

11. Have you taken the State of Maryland Professional Counselor Licensure Exam? Yes No  
(If "YES" please indicate your LGPC# or LCPC# \_\_\_\_\_ )

12. What changes or recommendations would you suggest to improve the current program?

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PLEASE SEND COMPLETED QUESTIONNAIRE TO:

DEPARTMENT OF PSYCHOLOGY, COUNSELING, AND BEHAVIORAL HEALTH

Coppin State University  
2500 West North Avenue  
Baltimore, MD 21216-3698

**Thank You For Your Participation!**

# APPENDIX: J

## **RECRUITMENT AND RETENTION POLICIES AND PROCEDURES**





**COPPIN STATE UNIVERSITY**  
**COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES**  
Department of Psychology, Counseling, and Behavioral Health

**RECRUITMENT AND RETENTION**  
**POLICIES AND PROCEDURES**

---

The goal of the Clinical Mental Health Counseling (CMHC) Program recruitment and retention process is to attract and identify the student who has the interest and attributes for completing a Master's degree in Clinical Mental Health Counseling with the goal of becoming a professional trained and skilled to work with individuals with mental health needs or disabilities. Ensuring that all qualified individuals including applicants to the program with disabilities and minorities can participate in the educational and training process is key to meeting this goal. Additionally, students accepted into the CMHC Program will benefit from an educational environment that facilitates their success and retention through the support, accommodations as needed, and faculty involvement and effective engagement in academic learning and practical experiences.

### **STUDENTS WITH DISABILITIES**

- Students with disabilities as well as all students are encouraged to identify barriers and educational concerns without fear or concern of reprisal and also providing the means to allow them to submit this information anonymously and confidentially. Information on disability support services is provided to students at the beginning of each semester during the general class orientation as well as in the course syllabus.
- Students are informed of the policies to voluntarily self-identify as a person with a disability.
- It is indicated on the recruitment announcement in the student handbook and the program brochure that the CMHC encourages applications by qualified individuals with disabilities.
- Orientation sessions are held providing information on the program requirements, the application process, recruiting literature, the acceptance process, and the discussion of career options upon successful completion of the CMHC.
- Opportunities are provided for students with disabilities to attend career and recruitment fairs.
- Students with disabilities are provided with opportunities to participate in CMHC orientations and campus-wide recruitment events.
- Veterans with disabilities, including wounded returning service members, are encouraged to meet with the CMHC Coordinator or graduate student recruitment specialist to discuss services and supports available to enhance educational success.

### **SERVICES**

The CMHC provides supportive academic assistance to its students in an effort to ensure that each of the students are successful and graduate. The CMHC also provides direction for academic advisement, financial assistance, test preparation, and workshops for students.

- Academic Advisements
- Scholarship and Financial Aid Information
- Career Guidance

- Leadership in Educational Workshops

## **RECRUITMENT AND RETENTION MATERIALS**

During each academic semester students are provided with information regarding special events, workshops, advisement sessions, financial aid information, and career guidance. Examples of some of the materials shared with students informing them of such activities include brochures, fliers, and emails regarding:

- Announcement of CMHC student orientation
- Comprehensive exam review sessions
- Annual Advisory Board meetings
- Information sessions conducted for students scheduled for graduation
- Chi Sigma Iota National Honor Society meetings
- Disability Awareness Month activities
- Student coffee and café hours

## **RECRUITMENT AND RETENTION POLICIES AND PROCEDURES**

The following is the recruitment and retention policies and procedures administered through the Graduate Studies office and the CMHC, which is consistent with the program's mission and general needs of the counseling field:

### **RECRUITMENT:**

1. The recruitment specialist who is assigned to the School of Graduate Studies is responsible for responding to student inquiries received through the internet, email, postal services, phone calls, and personal walk-ins.
2. CMHC information is sent to students and prospective students via email and postal service.
3. CMHC students and prospective students are referred to the program's web page.
4. Prospective CMHC students who visit the Graduate School are escorted or sent to the CMHC Coordinator's office for a personal meeting to receive program information.
5. The recruitment specialist attends college fairs to share information on the CMHC.
6. Information on the CMHC is shared at conferences and special workshops.
7. Community service providers receive information on the CMHC through the postal service and/or email.
8. Students are encouraged to share information on the CMHC.
9. Graduate program coordinators share information through presentations at the School of Graduate Studies orientation.
10. Information is shared on the CMHC during bi-monthly open houses, which are sponsored by the School of Graduate Studies.
11. Each semester the CMHC Coordinator co-sponsors the graduate Café Hour. This is an opportunity for students and prospective students to receive information on the CMHC.

**RETENTION:**

1. Students are encouraged to meet with their advisors during registration period and throughout the semester as needed.
2. The CMHC coordinator schedules meetings during each semester for current students to share information on the program, including program requirements, student expectations, and student resources. During the final student meeting at the end of the year, graduates of the program are recognized for their achievements.
3. During the student meetings the CMHC Coordinator provides information to students on the process for providing confidential feedback about faculty conduct.
4. During the annual graduate colloquium a graduate of the CMHC is selected to receive an award for their accomplishments and service to the CMHC program, the community, or the university.
5. CMHC students are provided information to assist them with preparing for the comprehensive exam.
6. CRC exam review information is provided to CMHC students preparing for this exam.
7. A comprehensive review of academic progress and career goals are reviewed prior to student submission of application for advancement to degree candidacy.

**COP-RECRUITMENT-RETENTION-POLICY-PROCEDURES-REV061025.DOC**



# APPENDIX: **K**

## **STUDENT REMEDIATION PLAN PROCEDURES**





**COPPIN STATE UNIVERSITY**  
**COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES**  
Department of Psychology, Counseling, and Behavioral Health

## STUDENT **REMEDICATION PLAN PROCEDURES**

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### **REMEDICATION PLAN**

CMHC faculty and supervisors accept responsibility for ensuring that the public is protected from potentially harmful practices or behaviors by the counselor trainees under our guidance. This responsibility is set forth in the *ACA Code of Ethics* (ACA, 2014), section F.6.b., “Gatekeeping and Remediation.” The CMHC program intends to provide counselors-in-training with counselor education that emphasizes best practice standards in both clinical skills and professional counseling dispositions and behaviors.

Students are advised that faculty and site supervisors continuously monitor adherence to these standards through classroom observation, written assignments, performance in practicum and internship, and administration of the CCS-R at specified intervals. Students are informed of this ongoing evaluative process via this handbook, at orientation meetings, in emails sent to all students, and in statements included in program syllabi (effective Fall 2026).

### **REMEDICATION PLAN**

A referral for remediation may be made by program faculty if either faculty or site supervisors are concerned about a student’s clinical competency, academic performance, or problematic behavior, either in the classroom or at the field site. Academic concerns include, but are not limited to GPA falling below 3.0, course failures, repeated course withdrawals, excessive absences, etc. Competency concerns include lack of adherence to the *ACA Code of Ethics* (ACA, 2014), concerns about clinical skill or professional disposition as identified on the Counselor Competency Scale – Revised (CCS-R), and other concerns identified by site supervisors or instructors. Problematic behaviors may also be identified by the CCS-R or by instructors or supervisors, and may include matters of professional responsibility, maturity, and integrity. A rating of below “3” in any area on the CCS-R would initiate referral of the student to the attention of a faculty remediation committee.

Faculty are continuously assessing students informally for adherence to professional and ethical practice and behavior. The CCS-R is administered by the faculty remediation committee at least twice during the CMHC program, for each student: following completion of CORH 624 Counseling Techniques; and following CORH 621 Practicum. Additionally, if concerns are raised about a student’s clinical skills and/or professional disposition outside of those scheduled assessments, the CCS-R will be administered in order to identify and formally document specific areas of concern.

### **Remediation Plan Procedures**

#### **First Steps**

When students are referred to the faculty remediation committee, the committee gathers all relevant information regarding the concerns or complaints that have been raised. If indicated, the referred student is asked to attend an initial meeting, consisting of the student and members

of the faculty remediation committee. A referred student's attendance at such meetings is required, and failure to respond or to attend the scheduled meeting may result in a hold being placed on the student's account.

At the initial meeting, the student is advised of the concern(s), and is invited to engage in discourse with the committee about the concern(s). The committee's goal is to provide a supportive, instructive environment that can facilitate learning and growth on the part of the referred student. Following this meeting, the faculty remediation committee may determine that a remediation plan for the student is indicated. The student's participation in designing a remediation plan will be encouraged, and students will have the opportunity to ask any questions or share any concerns at that time.

### **Remediation Plan**

If, after the initial meeting, the committee decides that a remediation plan is necessary, a written plan will be created. As part of the plan, the concern(s) will be assessed and categorized according to the following levels:

**Level I:** Concerns may fall under normal challenges in professional development that may be addressed through specific, targeted intervention and an increased level of supervision.

**Level II:** Concerns are recurrent and/or beyond the expectation of normal developmental challenges. An increased level of intervention is indicated, including a plan for accountability in addressing the concerns. Remedies may include but are not limited to additional assignments, increased supervision, referral for personal counseling, regular accountability meetings with designated faculty, etc.

**Level III:** Concerns are deemed pervasive in terms of counseling competence or academic performance, or professional concerns suggesting a potential lack of fit/suitability for the counseling profession. A remediation plan may include those remedies mentioned in Level II, as well as temporary withdrawal from/postponement of practicum or internship experiences. An egregious concern at this level, such as academic dishonesty, legal or ethical violations, and persistent behavioral issues that do not respond to remediation plans, may result in dismissal from the CMHCR Program, at the discretion of the faculty remediation committee.

### **Content and Administration of Remediation Plan**

In the written remediation plan, concerns are identified in detail, including whether the concern is related to counseling competency, academic performance, or professional disposition/suitability. The plan specifies the goals of remediation and the specific means of assessing when these goals have been met, allowing the student to return to customary participation in the program. The plan will specify the type of remedial support to be provided to the student, such as an increase in level and frequency of supervision, additional meetings with an advisor, additional assignments, additional training, and/or personal counseling.

The written remediation plan will be emailed to the student, with acknowledgment of receipt requested. The student will be offered the opportunity to meet to discuss any questions or concerns about the plan. If the student does not agree with the concern and/or is unwilling to follow the requirements of the remediation plan, the student will be instructed to appeal to the Department Chair, within one week of receiving the remediation plan. If the student is unsuccessful in the appeal, they will be required to follow the remediation plan in order to remain in the program. If the Chair accepts the student's appeal, the student may return to the normal participation in the program, barring additional concerns being raised.

If the student agrees to the remediation plan, or if they are unsuccessful in their appeal, they must sign the plan and return it to the faculty remediation committee within one week of receipt,

or of the Chair's decision, in the case of appeal. Once the student has signed and returned the remediation plan, the committee will provide guidance on following through with it, connecting the student with necessary resources and support. Dates for completion of remediation steps will be included in the plan. Failure to complete remediation requirements by the agreed upon dates will result in a hold being placed on the student's account, an increase in the severity level of the concern, or possible dismissal from the program.

### **Remediation Plan Follow-up**

The faculty remediation committee will review the student's compliance and success with the remediation plan at the following intervals: for Level I, 90 days; for Level II, 60 days; for Level III, 30 days. Plan reviews will include the committee collecting information from all involved parties, such as supervisors, advisors, instructors, personal counselors. Personal counselors, if involved in the plan, will be contacted following a signed consent for release of information from the student. Details of the student's counseling will not be requested nor disclosed; the disclosure will consist of the treating clinician's attestation of whether the student has attended sessions, has been compliant with treatment recommendations, and whether the treating clinician deems the student to be ready for return to a clinical training experience without risk to the wellbeing of the student or any clients under their care.

During this evaluation of compliance with the remediation plan, the faculty committee will determine if further remediation is needed, or if the remediation plan can be lifted, as having been fully satisfied. If another remediation plan is needed, the committee will follow the steps as previously outlined, to write and share that plan with the student. If no additional remediation is needed, the student may return to typical participation in the program. If a new remediation plan is needed, it may be at the same or a lesser level of severity, unless additional concerns have arisen during the remediation period, requiring an increase in severity level.

### **Conclusion of Remediation**

Review and revision of remediation plans will continue until all goals of the remediation have been met. If all goals are met, the student can resume normal engagement in the CMHCR program. However, if the remediation process results in the committee's determination that the initial concerns and the student's participation in the remediation indicate a problem of suitability/fit with the counseling profession, a student will be notified of dismissal from the program. Committee members will inform the student both in person and in writing, of this determination and the reasons for it. Guidance will be offered to the student on career paths that may be a better fit, and in which the student would likely be more successful. The student may appeal a decision of dismissal within ten days of notification. To appeal, the student must email the Department Chair. If the appeal to the Chair is successful, the student may remain in the program and must participate in ongoing remediation. If the student is unsuccessful in their appeal, they will be dismissed from the program.



COMMENTS & **NOTES**



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# COMMENTS & **NOTES**

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