



**MA in Clinical Mental Health Counseling Student Handbook**

**Franklin Pierce University**

## Table of Contents

Mission Statement.....	3
Objectives.....	3
Degree Requirements.....	4
Expectations and Required Competencies of Students.....	9
Required Student Technology Resources.....	12
Individual Student Assessment Procedures.....	13
Student Retention, Remediation, and Program Dismissal Policies.....	19
Academic Appeal Policy and Potential Outcomes.....	28
Diversity, Equity, Inclusion, and Accessibility Policies.....	31
Disability Services and Reasonable Accommodation Processes.....	35
Personal Counseling Services Information.....	36
Professional Counseling Organizations, Opportunities for Professional Involvement, and Activities Appropriate for Students.....	37
Professional Counseling Certification and Licensure Requirements.....	39
Endorsement Policy for Recommending Students for Credentialing and Employment.....	39

**Mission Statement**

The mission statement of the FPU CMHC program is to develop compassionate and competent clinical mental health counselors who are prepared to meet the diverse and unique mental health needs of their communities through quality clinical services, advocacy, and collaborative efforts with other allied health professions.

**Objectives**

The FPU CMHC program has the following objectives:

- Students will be able to utilize ethical decision-making models to make sound decisions regarding ethical dilemmas across different service delivery modalities and specialized areas of practice.
- Students will be able to identify the various intersecting identities of the clients they work with and discuss how these identities impact mental/physical health, wellness, coping strategies, and help seeking behaviors.
- Students will accurately conceptualize clients based on relevant theories of individual and family development across the lifespan.
- Students will be able to assess and conceptualize how work environment conditions impact client life experiences and overall wellness.
- Students will develop and consistently implement a personal model of counseling grounded in theory and research.
- Students will demonstrate the knowledge, skills, and dispositions to develop and implement a successful group counseling session.

- Students will be able to utilize current diagnostic classification systems to provide accurate diagnoses to clients.
- Students will be able to critically review counseling and counseling-related research to inform their counseling practice.

## **Degree Requirements**

### ***Admissions Requirements***

Prior to admission, prospective students must first apply to the program. The FPU CMHC application can be completed by clicking the appropriate link on the FPU website. In addition to the application, prospective students must provide the following documentation as part of the admissions process:

- All transcripts, including a transcript that confirms the prospective candidate has completed a bachelor's degree from an accredited institution with a GPA of 3.0 or higher
- Three letters of recommendation
- A 250-500 word essay that answers the question: How does a degree in Clinical Mental Health Counseling fit into your career goals?
- Current resume or CV including any clinical experience

Once the prospective candidate has submitted the application and all supplementary materials, they are required to have an interview with the CMHC Program Director.

### ***Mental Health Counseling Curriculum***

In accordance with the Council for Accreditation of Counseling and Related Educational Programs (CACREP), students must complete curriculum that cover eight core areas. These are all covered within the current FPU CMHC curriculum. The eight core areas are:

- Professional Counseling Orientation and Ethical Practice
- Social and Cultural Diversity
- Human Growth and Development
- Career Development
- Counseling and Helping Relationships
- Group Counseling and Group Work
- Assessment and Testing
- Research and Program Evaluation

### ***Program of Study***

Students must complete a total of 60 credit hours across a minimum of eight terms. Students may choose to complete the curriculum at a part-time pace, which will increase the number of terms a student must complete in order to obtain the required 60 credit hours.

As part of the 60 credit hours, students must complete a total of four field experience courses. In addition to the required course curriculum, each of these field experience courses require a set number of field experience hours. These hour requirements are outlined in the chart below. For additional information on the field experience courses, please consult the Field Experience Handbook.

Course	Hour Requirements
--------	-------------------

COUN 514: Practicum	100 hours (40 hours direct/60 indirect)
COUN 516: Internship I	200 hours (80 hours direct/120 indirect)
COUN 518: Internship II	200 hours (80 hours direct/120 indirect)
COUN 519: Internship III	200 hours (80 hours direct/120 indirect)

These field experience courses are imbedded into the eight terms. The full 24-month curriculum is outlined in the chart below.

<b>Course</b>	<b>Term/Year</b>	<b>Number of Credit Hours</b>
COUN 501: Orientation to the Counseling Profession	Term One/Year One	3
COUN 502: Skills and Techniques in Counseling	Term One/Year One	3
COUN 503: Theories of Counseling and Psychotherapy	Term One/Year One	3
COUN 504: Multicultural Counseling	Term Two/Year One	3
COUN 505: Counseling Ethics	Term Two/Year One	3
COUN 506: Advanced Counseling Skills	Term Two/Year One	3

COUN 507: Counseling Children and Adolescents	Term Three/Year One	3
COUN 508: Developmental Theories and Applications	Term Three/Year One	3
COUN 509: Group Process and Dynamics	Term Three/Year One	3
COUN 510: Mental Health Diagnosis	Term Four/Year One	3
COUN 511: Counseling Families	Term Four/Year One	3
COUN 512: Substance Use and Treatment	Term Four/Year One	3
COUN 513: Crisis, Trauma Theory, and Counseling	Term One/Year Two	3
COUN 514: Practicum	Term One/Year Two	3
COUN 515: Appraisal and its Application in Counseling	Term Two/Year Two	3
COUN 516: Internship I	Term Two/Year Two	3
COUN 517: Applied Research Methods for Counselors	Term Three/Year Two	3
COUN 518: Internship II	Term Three/Year Two	3
COUN 519: Internship III	Term Four/Year Two	3

COUN 520: Career Development and Life Planning	Term Four/Year Two	3
		<b>Total:</b> 60 credit hours

### ***Hybrid Curriculum***

The FPU CMHC program is a hybrid program that blends online learning with two five-day intensive on-site immersions throughout the course of the program. The five-day intensives are a required part of the curriculum. Both must be attended by FPU CMHC students. The first intensive will occur in term four/year one, with grading components connected to the COUN 509: Group Process and Dynamics course. The second intensive will occur in term four/year two, with grading components connected to the COUN 519: Internship III course.

### ***Comprehensive Exam***

In the final semester of the FPU CMHC program, students must complete and pass a two-part comprehensive exam. The first part of the comprehensive will require students to review a number of case studies provided by the FPU CMHC faculty. Each case study will have a series of questions, both multiple choice and short answer that must be answered correctly by the student. This is designed to assist students prepare for the licensing exam post-graduation.

The second part of the exam will require the students to present a case conceptualization of a client, video of the client session, and feedback regarding the successes and areas of improvement for future sessions. These materials will be presented to the faculty, who will ask questions and provide feedback. Additional details will be provided closer to the exam date.



Both components of the comprehensive exam will take place during the second on campus-intensive in the second year of the program. Failure to complete and/or pass either component will prohibit the student from graduating the FPU CMHC program. Should this occur, the student will meet with the student's advisor and the CMHC Program Director to determine next steps.

## **Expectations and Required Competencies of Students**

### ***Expectations and Competencies***

Students are expected to have the following skills, abilities, and behaviors while in the FPU CMHC program.

<b>Learning</b>	<b>Self-Management/Self-Care</b>	<b>Social/Communication</b>
Critical thinking skills	Accountable and responsible for actions	Effective oral and written communication and listening skills in both face-to-face and online settings
Time management, organizational, and study skills	Accept and integrate feedback without becoming defensive or hostile	Respectful and supportive relationships with peers who come from diverse backgrounds different from/similar to the student
Technology skills for online learning	Engage in self-care on a consistent basis and use positive coping skills	Respectful and collaborative relationships with faculty, staff, supervisors, and other

		professionals supporting the student in the program
Active engagement in all coursework and field experiences	Ability to identify and overcome barriers	Ability to empathize with others
Participation in professional development activities	Ability to adapt to transitions and unexpected changes	Ethical and professional decision-making
	Ability to work independently; knowing when to ask for help when needed	Teamwork skills to effectively work with others in a group setting
	Self-discipline and self-control in a variety of settings and situations	Social and emotional maturity; engage in behaviors appropriate for the situation and environment
		Cultural awareness and sensitivity to others from diverse backgrounds

### *Attendance*

Students must be able to prioritize their coursework and attendance. While the majority of coursework is asynchronous, students must complete the assigned work for the week within the allotted time frame. Simply logging on to Canvas does not count as attendance. Students

must complete the assigned components to count as having attended for that week. Failure to complete all components assigned for that week will count as an absence. Students may miss no more than three classes in a single course. Students who miss more than three classes will be given an F for the course.

### ***Late Assignments***

It is expected that students turn in assignments and module components in a timely manner. However, the program does understand that circumstances do arise which may occasionally prevent this from occurring. Students who feel they may need additional time due to extenuating circumstances, must reach out to the course instructor to request additional time. The course instructor may allow additional time at their discretion. Additional time may be extended no longer than seven days past the original due date. For each day an assignment is late, course instructors will reduce the grade by 10 percent for each day it is late up to seven days. Failure to turn in the assignment after seven days will result in a zero for that assignment.

### ***Academic Performance***

Students are expected to maintain a term grade point average (TGPA) and cumulative grade point average (CGPA) of 3.0 (B). Students who do not maintain this TGPA/CGPA should refer to the policies listed in this handbook. These are listed under the section titled: Student Retention, Remediation, and Program Dismissal Policies.

### ***Wensberg Writing Center***

Students who need assistance with writing assignments are encouraged to utilize the FPU Wensberg Writing Center. Students may utilize this resource for writing assistance or for

assistance with APA formatting. This resource can be found on the Franklin Pierce University website under Academic Supports.

### ***DiPietro Library***

Students are expected to utilize peer-reviewed and evidence-based research when writing assignments, doing presentations, and exploring/implementing new skills and techniques in counseling sessions. FPU offers students access to the DiPietro Library, which offers online databases, research guides, physical books, and more. Access to the online library resources may be found on the Franklin Pierce University website.

### ***Field Experiences***

Students in the FPU CMHC program are expected to engage in behaviors that are consistent with that of a licensed professional counselor at all times, including at their practicum and internship sites. For more information pertaining specifically to expectations surrounding the field experiences, students should refer to the Field Experience Handbook.

### **Required Student Technology Resources**

FPU CMHC students are required to have access to the following technology resources:

- Laptop or desktop computer
- Reliable internet connection
- Microsoft software: Word and Power Point
- Ability to access and utilize Canvas
- Ability to access, send, and respond to emails on Outlook; this is the only means by which email should be exchanged between, faculty, staff, and students

- Zoom and Teams accounts
- Ability to provide digital signature on Adobe or similar platform

For technology support, FPU CMHC students may contact the Department of Information Technology. Students may contact the help desk by calling 603-899-4214 or by emailing [ithelpdesk@franklinpierce.edu](mailto:ithelpdesk@franklinpierce.edu). The Department of Information Technology is available Monday-Friday 8am-4:30pm.

Students in the FPU CMHC program are expected to have and further develop competencies in three key areas

### **Individual Student Assessment Procedures**

#### ***Key Performance Indicators***

Students of the FPU CMHC program will be systematically assessed as they matriculate throughout the program. Below, is a chart that provides information related to each Key Performance Indicator (KPI) that the FPU CMHC programs utilizes to assess student knowledge, skills, and dispositions.

<b>KPI</b>	<b>Assessment</b>	<b>Knowledge/ Skills/ Dispositions</b>	<b>Course</b>	<b>Semester</b>	<b>Number of Times Completed</b>
1	Candidate Interview and Application	Knowledge/ Dispositions	N/A	N/A	One

2	Clinical Skills Evaluation	Dispositions/ Skills	COUN 502: Skills and Techniques in Counseling	One	Two
3	Theoretical Orientation Paper	Knowledge	COUN 503: Theories of Counseling and Psychotherapy	One	One
4	Exploring a Different Culture Immersion and Paper	Knowledge/ Dispositions	COUN 504: Multicultural Counseling	Two	Two
5	Ethical Decision- Making Model Papers	Knowledge	COUN 505: Counseling Ethics	Two	Two
6	Clinical Skills Evaluation	Dispositions/ Skills	COUN 506: Advanced Counseling Skills	Two	Two
7	Personal Lifespan Development Presentation	Knowledge	COUN 508: Developmental Theories and Applications	Three	One

8	Group Proposal	Knowledge	COUN 509: Group Process and Dynamics	Three	One
9	Clinical Skills Evaluation	Dispositions/ Skills	COUN 509: Group Process and Dynamics	Three	One
10	Diagnosis and Treatment Plan Paper	Knowledge	COUN 510: Mental Health Diagnosis	Four	One
11	Site Supervisor Mid Semester Evaluation	Knowledge/ Skills/ Dispositions	COUN 514: Practicum	Five	One
12	Site Supervisor End of Semester Evaluation	Knowledge/ Skills/ Dispositions	COUN 514: Practicum	Five	One
13	Clinical Skills Evaluation	Dispositions/ Skills	COUN 514: Practicum	Five	Two
14	Assessment Report	Knowledge/ Skills/ Dispositions	COUN 515: Appraisal and its Application in Counseling	Six	One

15	Site Supervisor Mid Semester Evaluation	Knowledge/ Skills/ Dispositions	COUN 516: Internship I	Six	One
16	Site Supervisor End of Semester Evaluation	Knowledge/ Skills/ Dispositions	COUN: 516 Internship I	Six	One
17	Clinical Skills Evaluation	Dispositions/ Skills	COUN: 516 Internship I	Six	Two
18	Develop a Research Proposal	Knowledge	COUN 517: Applied Research Methods for Counselors	Seven	One
19	Site Supervisor Mid Semester Evaluation	Knowledge/ Skills/ Dispositions	COUN 518: Internship II	Seven	One
20	Site Supervisor End of Semester Evaluation	Knowledge/ Skills/ Dispositions	COUN 518: Internship II	Seven	One
21	Clinical Skills Evaluation	Dispositions/ Skills	COUN 518: Internship II	Seven	Two



22	Site Supervisor Mid Semester Evaluation	Knowledge/ Skills/ Dispositions	COUN 519: Internship III	Eight	One
23	Site Supervisor End of Semester Evaluation	Knowledge/ Skills/ Dispositions	COUN 519: Internship III	Eight	One
24	Clinical Skills Evaluation	Dispositions/ Skills	COUN 519: Internship III	Eight	Two
25	Career Assessment Report	Knowledge	COUN 520: Career Development and Life Planning	Eight	One
26	Comprehensive Final	Knowledge/ Skills/ Dispositions	N/A	Eight	One
27	Student Evaluation Scale	Dispositions	At the end of each course	One-Eight	Twenty

### ***Professional Dispositions***

Students in the FPU CMHC program will be systematically assessed for professional counselor dispositions throughout the duration of the program. Students will be formally assessed at the end of each course by the course instructor. This will provide a total of 20 disposition

assessments by the end of the program. The Student Evaluation Scale measures a total of nine dispositions:

- Potential as a graduate student and counselor
- Identifiable interest in the welfare of others
- Receptivity to feedback
- Academic potential
- Interpersonal skills
- Acceptance of diverse ideas and values
- Professionalism and ethical behavior
- Social/emotional capacity to work with others in a helping capacity
- Ability for self-awareness

In addition to assessing these nine areas, the course instructor will be asked to indicate the following based on their clinical judgment:

- I support this student's continuation in the program
- I do not support this student's continuation in the program
- Insufficient information to render judgment

### ***Procedures***

It is expected that FPU CMHC students maintain, at minimum, an average rating on all assessment measures. Students who fall below the average rating will be contacted by either the professor of the course and/or their faculty advisor to discuss the assessment measure.

If deemed necessary, students who fall below the average rating may be placed on a Learning Contract. The Learning Contract will serve as a formal document which will outline the following:

- Observed Performance Concerns
- How Observed Concerns Relate to Evaluative Criteria
- Remedial Goals
- Methods to Achieve Goals
- Consequences of Not Achieving Remedial Goals

The Learning Contract may be utilized for both academic and professional integrity concerns. The signed Learning Contract will remain in the student's file for the duration of the program. In extreme cases, the behavior of the student may supersede the benefit of a Learning Contract. In this case, students may be dismissed from the FPU CMHC program.

### **Student Retention, Remediation, and Program Dismissal Policies**

#### ***Academic Integrity Policy***

The Academic Integrity Policy defines the University's expectations for academic honesty and our procedures for addressing academic misconduct. When we as a member of the university community maintain the highest standards of academic integrity, we ensure the value of our educational process and the credibility of a Franklin Pierce University education.

Academic integrity is built upon the values of honesty, fairness, social responsibility, and ethical behavior. These principles are at the core of a Franklin Pierce education. Academic misconduct is an action or attempted action that violates those values and creates an unfair advantage for a student; such an action strikes at the heart of the academic enterprise. The

Academic Integrity Policy, below, defines academic misconduct and the procedures for responding to such misconduct. This includes when and how an instructor should report a violation of the Academic Integrity Policy, penalties that will be applied when a student is found responsible for academic misconduct, and the appeal process if a student wishes to contest a report or a sanction for alleged academic misconduct.

#### Consequences for Academic Misconduct:

- The penalty for a student's first incident of academic misconduct will be decided by the instructor, with mandatory reporting to the University Provost.
- After a second incident of academic misconduct, a student will be suspended for one semester or one term. The suspension begins at the start of the semester or term following the conclusion of the process resulting in the finding of academic misconduct.
- After a third incident of academic misconduct, a student will be dismissed (permanently separated) from the university.

#### ***Definitions Of Academic Misconduct***

Academic misconduct is any dishonest or disruptive act that occurs in relation to an academic exercise, such as cheating, plagiarism, misrepresentation, or misuse of academic materials. Definitions for these acts are provided below. A student who has been found to responsible for an act of academic misconduct is subject to disciplinary action.

**Cheating:** Cheating is an attempt or act to give, obtain, receive, or use unauthorized assistance on any academic exercise. Examples of cheating include:

- getting answers from an unauthorized internet or other source to complete an exam.

- sharing materials such as textbooks, notes or other materials during an exam without the instructor's permission.
- having someone else complete a paper, research, project, test, or any other academic assignment for you.
- collaborating on any academic work unless specifically authorized by the course instructor.

Plagiarism: Plagiarism is a form of theft where a student acquires and reproduces another's intellectual property and presents it as their own. Plagiarism applies to any form of communication or texts—spoken or written words, numbers, visual images, designs, objects, and sounds—from any source, including the Internet. Diana Hacker identifies three specific acts that constitute plagiarism: “(1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks and (3) failing to put summaries and paraphrases in your own words” (Hacker, 359 and 418). Examples of plagiarism include:

- copying the printed words or ideas of a writer without giving credit to the author.
- using, borrowing, stealing, presenting another's ideas or writing and submitting them as one's own.
- paraphrasing excessively without appropriate citation.
- providing inaccurate or insufficient citation of sources.
- “mosaic,” or “patch” plagiarism: substituting some of the words in a source material and presenting the product as one's own work
- resubmitting work (in whole or in part) that has previously been submitted in another course, without permission from both current and former instructors.

**Misrepresentation:** Misrepresentation is an intentional or negligent act or omission to deceive an instructor for the purpose of obtaining an unfair academic advantage. Examples of misrepresentation include:

- presenting false or misleading information to an instructor concerning an academic exercise.
- changing responses on an exam after the examination period concludes, unless specifically allowed by the instructor.
- lying to an instructor to positively affect one's grade.
- providing a false excuse or false claim when an assignment has not been submitted.
- lying to an instructor or other University official when confronted with a charge of academic misconduct.
- giving false information, or withholding relevant information, to an investigation by a University official, faculty member or office.

**Misuse of Academic Materials:** Misuse of academic material is an intentional act that prevents an instructor's fair assessment of a student's work, or prevents other students from completing their work. Examples of misuse include:

- possessing or using exams or answer keys to exams.
- unauthorized selling or purchasing of exams, papers, or assignments.
- willfully disrupting the academic work of others.
- preventing other students or instructors from accessing course material (e.g. mutilating or stealing library material or disabling computer equipment).

- stealing or destroying another student's notes or materials.

Disruptive Behavior: Any behavior that interferes with the teaching or learning process.

Complicity in Academic Misconduct: Any intentional act or omission to act that assists another's academic misconduct or their attempts at misconduct. Examples of complicity include:

- allowing another student to copy from one's own work during an exam or academic exercise.
- sharing answers or other substantive information about an academic assignment or exam without the instructor's permission.
- providing another student with course materials or answers, from a prior semester or from a different section of the course, without instructor permission.
- collaborating on an academic exercise or exam, when such collaboration is not allowed.
- representing oneself as another student in order to take an exam.
- signing another student's name on any academic assignment, official document, or communication.
- entering an agreement with other students to commit an act of academic misconduct.

### ***Academic Standing Policy***

In addition to academic expectations regarding Academic Standing, recipients of all forms of financial assistance are expected to meet Satisfactory Academic Progress. Although Franklin Pierce University expects every graduate student to strive for academic excellence, at a minimum, all graduate students must achieve a term grade point average (TGPA) and a cumulative grade point average (CGPA) of 3.0 (B) or higher to remain in good academic

standing. Graduate students may have no more than two grades below a B- factored into the calculation of the CGPA at the time of graduation. Only grades of C+ or lower may be repeated.

### ***Warning***

Warning letters are issued to students who receive course passing grades (C or greater) but:

- Earn a single grade below (B-) during the term or
- Earn a term GPA below 3.00, when taking a single course.

### ***Probation***

If a student fails to achieve a 3.00 term GPA and/or CGPA then that student is deemed to be not in good academic standing. Students on academic probation must improve their academic standing during the next term. Students may be placed on Academic Probation if they earn a:

- Term GPA below 3.00, when taking more than one course that term or
- Second grade below B- or
- CGPA below 3.00 or
- Single grade of F in a term (grades of C-, D+, D and D- do not apply to the graduate programs)

### ***Deferred Suspension***

Students may be placed on Deferred Suspension if:

- Their CGPA is below 2.00, or
- Earn a third grade below B-, or



- Have previously been placed on Academic Probation without demonstrating satisfactory academic progress, and follow-through on their Learning Contract.

### ***Academic Suspension***

A temporary separation from the University is required when a student's academic record does not give evidence of satisfactory progress toward meeting degree requirements. Students may apply for readmission after a suspension by complying with reinstatement criteria (outlined as follows). Students may be placed on Academic Suspension if:

- Their CGPA is below 2.00, or
- Earn a third grade below B-, or
- Have previously been placed on Deferred Suspension without demonstrating satisfactory academic progress, and follow-through on their Learning Contract.

### ***Academic Dismissal***

Academic dismissal is permanent separation from the University. The student may not apply for reinstatement or readmission to any Franklin Pierce University program. A student may be academically dismissed when that student has been academically suspended from Franklin Pierce University on two or more separate occasions.

### ***Repeating Courses***

Students may repeat only those graduate courses taken at Franklin Pierce University from which they have earned a grade of C+, C or F. Courses with an earned grade of C+, C or F may be repeated once; withdrawn courses may be repeated without limit\*. However, since course repeats may impact financial aid eligibility, students are highly encouraged to contact the Office

of Student Financial Services (OSFS) prior to repeating a course. Note: grades of C-, D+, D and D- do not apply to the graduate programs.

Students choosing to repeat a course should thoroughly review their course history, including transfer credits, with their advisor before registering. The student is ultimately responsible for the decision to repeat a course. Once a course has been repeated at Franklin Pierce University, the grade received on the repeat becomes the final grade and replaces the other grades for that course in the cumulative GPA. All final grades will appear on the student's transcript. The repeated course will be noted with an asterisk (\*) and the new grade will be followed by an (R). A student may elect to take an equivalent course, with permission, at another college and receive credit for that course, but the course grade will not alter the student's cumulative grade point average and the original grade will remain as part of their GPA.

Graduate students are expected to complete all requirements for graduation within six years of enrolling in the graduate program.

\*All withdrawn courses count as attempted credits and will not replace an earned grade.

### ***Leave of Absence***

It is expected that students enrolled in a graduate program will work diligently to complete the requirements of the degree. The University recognizes, however, that there may be extenuating circumstances why a student does not continuously enroll in graduate coursework due to disruptions caused by life events.

If a graduate student expects to have an interruption in their course of study for greater than twelve consecutive months, they should request a formal Leave of Absence (LOA) in order to remain active in the program. Only students in good academic and financial standings are

eligible to request a leave, which must be recommended by their Academic Director and approved by the applicable Dean. An approved leave, in most cases, will not exceed one year. If the student has been absent for twelve or more consecutive months, through inactivity and/or LOA, they must meet the Catalog requirements in effect at the time of reinstatement.

Please contact your academic advisor for more information about a LOA. An approved LOA does extend the time limit to complete the graduate degree by one year.

### ***Withdrawal from the University***

It is expected that students enrolled in a graduate program will work diligently to complete the requirements of the degree. The University recognizes, however, that there may be extenuating circumstances why a student does not continuously enroll in graduate coursework due to disruptions caused by life events.

Withdrawing from the University after the add/drop period will result in a W grade on the transcript for each course in which the student is enrolled. The W will not affect the student's grade point average. All withdrawn courses count as attempted credits. This will be the case for the first 60% of a term. Any student who withdraws from the University during the final 40% of a term will receive grades as assigned by their instructors for all courses in which they are currently enrolled. These grades will be recorded on the student's official academic record and will be included in the student's grade point average.

If a student wishes to return to the University after withdrawing, he/ she is required to apply for reinstatement through the Academic Director. Reinstatement is not automatic.

### ***Graduate Transfer Credit Policy***

Following evaluation by the Academic Director and approval by the applicable Dean or designee, students may receive transfer credit for grades of “B” or better from regionally accredited institutions. The determination of transfer credits will be based, in part, on the compatibility with courses in the program and is limited to 12 credits. Students must be fully admitted to the program to be eligible to transfer credit.

Students must submit an official transcript and course descriptions. Once matriculated, all coursework is expected to be completed at the University. Courses taken at Franklin Pierce University take precedence over transfer courses. In the event that the student has an overabundance of transfer credits, credits that apply to one’s degree requirements will be posted first while nonessential credits will be held separately. If the student changes programs, the student’s transfer credits may be adjusted to reflect the new program(s).

When the student has a break of more than 12 consecutive months, the student’s transfer credits will be reevaluated based upon current program requirements and policies.

## **Academic Appeal Policy and Potential Outcomes**

### ***Graduate Student Initiated Appeal Process***

The graduate student should go to the faculty member of the course to request a grade change or to present the grievance to the faculty member.

If the student is dissatisfied with the faculty member’s decision, they may petition the Graduate Program Director to intervene no later than 30 days into the following semester/term after which the grade was submitted. The Program Director will seek a mutually acceptable resolution. The Program Director will ask the Faculty member to submit a letter explaining the grade or event that caused the petition/ grievance.

If the student is still dissatisfied, they may then petition the Graduate Academic Standards Committee (GASC) by completing the Graduate Student Appeal Form, which will list the course, instructor, and a description of the grievance or reason for the grade appeal.

The petition should be submitted to the applicable Dean who will forward it to the Chair of the GASC. This form must be submitted no later than 8 weeks into the following semester/term after which the grade was submitted or the unresolved situation occurred.

The Chair of GASC will contact the Program Director and ask for a one page letter explaining the situation that caused the grievance, including the Learning Contract and recommendation of the Program.

The student may submit additional supporting material with the above letter and petition.

GASC will recommend a decision to applicable Dean, who will notify the student of the final decision.

### ***Academic Appeal Policy***

Students wishing to appeal an academic suspension or dismissal may do so in writing within the term following the action. The student discusses the suspension or dismissal first with the Program Director. If agreement is not reached at that level the student may appeal to the appropriate Dean to appeal the sanction or for reinstatement into the program. The Dean will forward the appeal to the Graduate Academic Standards Committee. The GASC will consider such appeals and make recommendations to the applicable Dean, who will render final decisions. A student remains on suspension for at least one term and until the student applies for reinstatement. The timing of the suspension may be longer based on the program requirements.

Students wishing to apply for appeal of an academic sanction or reinstatement following suspension or dismissal, prepare an appeal. The following must be prepared for this appeal:

- Graduate Student Appeal Form
- A Learning Contract prepared with the Academic Advisor that addresses the reason(s) the student desires to return to Franklin Pierce
- University, a reflection on why the student did not do well in the past, and the strategies the student plans to employ to bolster future
- academic success; develop an educational plan of study for the terms of the suspension/dismissal
- Submit the Learning Contract to the Program Director
- Meet with the Program Director to discuss the Learning Contract and the possibility of reinstatement. If there is not agreement
- reached at this level the student appeals to the Dean.

The Dean forwards this appeal to the Chair of the GASC who will request a letter from the Program Director regarding the situation that has led to this suspension/dismissal. The GASC makes a recommendation to the appropriate Dean.

The Dean may act on that recommendation or have a follow-up conversation with the student before making a determination. In either case, the Dean's decision is final, and the student will be notified in writing by the Dean's office. The Dean's office will also alert the following: the Academic Advisor, the Program Director, the Registrar, and Student Financial Services.

If students have an outstanding financial obligation to the University, that account will need to be brought current before the student may return to classes. Reinstatement to the University

with a cumulative grade point average less than 3.00 will result in the placement of the student on Academic Probation.

Students who are suspended or dismissed for disciplinary reasons will receive AW grades, reflecting an Administrative Withdrawal, effective on the date of suspension or dismissal.

Dismissal is a permanent action. Details are noted in the Student Code of Conduct.

### ***Potential Outcomes***

While this is not an exhaustive list, below are potential outcomes that may result from an academic appeal.

- Academic sanction may be overturned
- Suspension from the program
- Dismissal from the program
- Additional coursework
- Requirement to retake the course
- Additional supervision from the faculty and/or site supervisor
- Additional field experience hours
- Removal from the field experience site

### **Diversity, Equity, Inclusion, and Accessibility Policies**

#### ***Diversity, Equity, and Inclusion Statement***

We Believe:

- In the intrinsic worth of every person.
- In the value of diversity and inclusion.

- That our differences – perspectives, experiences, backgrounds – strengthen our community.
- That Franklin Pierce University is a place where all are welcome.

**We Are Dedicated To:**

- Embracing every person for who they are and who they wish to become.
- Addressing inequality while promoting equity and accessibility.
- Fostering a culture of care, respect, and safety within and outside the University.
- Nurturing the self-discovery and self-worth of every student.

***Notice of Non-Discrimination***

Franklin Pierce University, in recognition of its obligation under Title VII of the Civil Rights Act of 1964, as amended, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act (ADA), and the Age Discrimination Act (ADEA), has established the following policy on non-discrimination: Franklin Pierce University does not discriminate on the basis of sex (including sexual harassment and sexual violence in accordance with Title IX requires that the University not discriminate in this manner), race, color, religion, age, disability, national or ethnic origin, sexual orientation, marital status or other legally protected classification in hiring, promotion and terms and conditions of employment and/or administration of educational policies, admissions policies, scholarship or loan programs, athletic and other University administered programs and activities.

***Title IX Grievance Policy***

As an institution of Higher Education based in the liberal arts tradition, Franklin Pierce is



committed to creating a community of living and learning that is free from discrimination, harassment, and violence. Franklin Pierce University prohibits discrimination and harassment on the basis of race, color, nation origin, sex, ethnicity, pregnancy or parenting status, sexual orientation, gender identity or expression, religion, disability, age, or other characteristics protected under applicable federal or state law. The University does not discriminate in its educational programs or activities and as a community is committed to equal opportunity and affirmative action. Sexual misconduct, as defined by University policies and/or State and Federal laws, will not be tolerated at Franklin Pierce University.

The University remains committed to addressing any violations of its policies, including violations of the University's Title IX Grievance Policy and violations and violations not meeting the narrow standards defined under the Title IX Final Rule. All members of the Franklin Pierce community share a responsibility for upholding this policy as we strive to reach our goal of creating a violence-free community. This Policy is intended to provide the University Community with clearly defined behavioral standards, definitions, and prohibited conduct. The procedures described below apply to all complaints involving Students, Staff, and Faculty, as well as any other members of the University Community.

### ***Documentation Requirements for Accommodations***

In accordance with the Americans with Disabilities Act as amended and Section 504 of the Rehabilitation Act of 1973, students with documented disabilities will be provided with

reasonable accommodations to provide equal access to Franklin Pierce's housing, meals, activities and academic programs.

For accommodations, the student must supply the following documentation from an appropriate, licensed professional submitted on letterhead, dated and signed to the Office of Student Accessibility Services, [studentaccessibility@franklinpierce.edu](mailto:studentaccessibility@franklinpierce.edu)

- Documentation should be no more than 3 years old for educational or psychological testing and less than a year for medical conditions.
- Documentation contains the name and birth date of the student.
- Specify whether the student is classified as having a disability or a temporary impairment
- If it is disability, please cite the diagnosis and include what major life activities are substantially limited by the disability. Where appropriate, include the DSM V classification. Be sure to include how the diagnosis was determined, including specific results of diagnostic procedures and dates diagnostic evaluations were administered, triennial evaluations (where applicable), and complete copies of evaluations pertaining to the student's requested accommodations. If the documentation pertains to a medical condition, please write what treatments have been/are being employed and recent information regarding the efficacy of the treatments.
- Specify what accommodation(s) are recommended for the student. For housing and meal plan accommodations, documentation should address why standard housing and meals plans are insufficient to address the student's needs.
- If there are co-occurring conditions that require additional consideration, appropriate documentation from qualified practitioners must be submitted for each area of disability under consideration.

- Finally include any additional information you think might help us work with this student.

All information received regarding a disability is kept confidential and is only used to determine appropriate and reasonable accommodations.

This is not intended to be an exhaustive list or to restrict assessment in other pertinent areas. Acceptable alternative evaluations may be determined by the Office of Student Accessibility Services.

### **Disability Services and Reasonable Accommodation Processes**

The Office of Student Accessibility Services, located in Peterson Manor, second floor, assists students who qualify for accommodations. All students seeking accommodations are required to fill out the Accommodations Request Form and the Coordinator of Accessibilities will contact you to discuss eligible accommodations. The Accommodations Request Form can be located on the Student Accessibility Services section of the FPU website. The use of self-advocacy is required, and the Coordinator of Student Accessibility will work with students on the development of these skills.

Students requesting accommodation based on specific disabilities or neurodiversities should schedule an appointment with the Coordinator of Student Accessibility Services early in the semester or term. Please email [studentaccessibility@franklinpierce.edu](mailto:studentaccessibility@franklinpierce.edu) to make an appointment. In accordance with the Americans with Disabilities Act as amended, any student who presents documentation of a disability, or a condition warranting accommodations, will be provided with reasonable accommodations. University policy is considered in the decision-making process.

Before academic accommodations can be offered, it is the responsibility of the student to submit documentation for review. The Coordinator of Student Accessibility Services will guide the student toward what documentation is required for academic, dietary or housing needs.

The Office of Student Accessibility Services is open Monday-Friday 8am-4:30pm. They may be contacted via phone at 603-899-4104 or via email at [studentaccessibility@franklinpierce.edu](mailto:studentaccessibility@franklinpierce.edu).

### **Personal Counseling Services Information**

The FPU CMHC program recognizes that a student may be in need of and benefit from personal professional counseling. The FPU CMHC program encourages all students who are in need of mental health treatment to seek out appropriate care by a licensed professional.

FPU CMHC faculty, though licensed professional counselors, cannot provide counseling services to students in need. Students may seek out counseling services via FPU's Center for Outreach and Counseling Education. The Counseling and Outreach team provide a variety of confidential mental health services to current FPU students during the fall and spring semesters. They offer short-term individual and group therapy, and treat depression, anxiety, domestic and sexual violence survivors, the LBGTQIA+ community, and more. To make an appointment, please email them at [counseling@franklinpierce.edu](mailto:counseling@franklinpierce.edu). Students may also obtain further information regarding the Center for Outreach and Counseling Education via the FPU website.

In case of a mental health emergency, students should reach out to one of the following:

- 988 Suicide and Crisis Lifeline; dial 988 or text 988 to be connected.
- 911 Emergency Number; dial 911 to be connected.

## **Professional Counseling Organizations, Opportunities for Professional Involvement, and Activities Appropriate for Students**

### ***Professional Counseling Organizations***

The counseling profession is vast and has a multitude of professional counseling organizations. While this is not an exhaustive list, below are several of the most recognized professional counseling organizations. The importance and value of professional counseling organizations will be discussed in more depth throughout the course of the program.

- American Counseling Association (ACA)
- American Mental Health Counselors Association (AMHCA)
- National Board of Certified Counselors (NBCC)

### ***Professional Student Involvement***

Students are encouraged to engage with the professional community in order to build a strong counselor identity. Students who wish to become involved with the professional community may do so in a variety of ways, including:

- Professional organization membership
- Conference attendance/volunteering
- Publishing in journals, newsletters, and other counseling related published works (in conjunction with faculty)
- Present at local, state, national, and international conferences (in conjunction with faculty)
- Conduct IRB approved research (in conjunction with faculty)

- Serve on student led boards and committees in the counseling profession
- Participate in counseling research
- Attend webinars hosted by counseling related organizations

It is important that students note that, while student involvement is encouraged when possible, this should not be at the expense of a student's studies. It is also important to note that several of these items must be done in conjunction with the support and guidance of a faculty member in the FPU CMHC program. Students who are interested in this will need to reach out to the faculty prior to ensure the faculty member has the capacity to engage in additional professional development. The FPU CMHC program will periodically share professional development opportunities for students to engage in.

### ***Activities Appropriate for Students***

Students in the FPU CMHC program are not licensed counselors and are not able to practice independently. Students who are in the field experience courses must be under supervision with both a faculty supervisor and site supervisor at all times. Students should speak with their supervisors on a consistent basis to ensure they are engaging in professional activities appropriate for counselors-in-training. This will be discussed in more depth in the Field Placement Handbook.

At no point in the program should students present themselves as licensed professional counselors; students must inform individuals that they are counselors-in-training. Students must also refrain from engaging in services deemed inappropriate by their faculty supervisor and/or site supervisor. If a student has concerns about activities and services they are being asked to

provide, they need to speak with their faculty supervisor or the CMHC Program Director immediately.

### **Professional Counseling Certification and Licensure Requirements**

Professional counseling certification and professional licensure are different. Certifications are designed to show that an individual has achieved a level of competence in one or more specific areas within counseling. Certifications are often provided at the national level and are not required to provide professional counseling services. Professional licensure is determined at the state level and is required to practice as a professional counselor. Students will need to seek out licensure post-graduation.

Educational requirements to become a licensed counselor vary by state. Licensure for professional counselors is not regulated by a national board, but rather by each individual state. It is encouraged that students who desire to become licensed post-graduation contact the state licensing board for the state(s) in which they intend to obtain licensure to determine those specific state requirements. Students may visit the NC-SARA website to obtain a directory for state licensing boards.

Currently, students who wish to obtain licensure in New Hampshire post-graduation from Franklin Pierce's CMHC program are able to do so, per the most recent 2024 review of the New Hampshire Office of Professional Licensure and Certification website.

### **Endorsement Policy for Recommending Students for Credentialing and Employment**

Students who wish to utilize FPU CMHC program faculty as professional recommendations for licensure, certification, employment, and/or additional education will need to speak with each faculty member they wish to utilize to ensure they are able to provide a good

recommendation. If a student lists a faculty member as a recommender prior to speaking with the faculty member, that faculty member may choose to not complete the recommendation form or may not be able to provide a recommendation that is complete and/or favorable.

Faculty members have an ethical and professional obligation to share any concerns they may have about a student being a professional counselor. It is important that students consider this as they matriculate through the program.