INTRODUCTION

The purpose of the handbook is to provide students with information concerning the Counseling and Educational Psychology School and Mental Health Counseling Programs at Eastern Kentucky University. It is intended to clarify relevant information, policies, procedures, requirements, and expectations. At either a student orientation, through faculty advisement and/or in COU 813 Professional Orientation and Ethics, students admitted into the program are provided with information on how to access the handbook on our website; or, if necessary, are provided a hard copy. Although this handbook is intended to be as complete as possible, it is not a replacement for faculty advising and all students are urged to ask questions and seek advice on any unclear issue.

It is the responsibility of the student to read and become familiar with the information in this handbook. To confirm that you have read this handbook and have understood the responsibilities, policies and procedures outlined herein, please sign the Agreement Contract included on the last page of this handbook and submit to your instructor in COU 813 in your first semester for inclusion in your student file.

It is also advisable that students read and keep the Advising Letter.Rev 2.8.11.doc that will be mailed to all students admitted to a program in the department. This resource will be useful to you throughout the program.

ADMISSIONS POLICIES AND PROCEDURES

Admissions to the MAED in School Counseling and MA in Mental Health Counseling:

All graduate school admissions requirements must be met which include an overall undergraduate grade point average (UGPA) of 2.5 or of 2.75 (4.0 = A) on the last 60 semester hours of the baccalaureate program (all hours attempted in the semester in which the 60th hour occurs will be counted) and completion of the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). The applicant must also submit documentation as described in the admissions packet: MS-Word Format -- PDF Format

Additionally, the applicant must meet one of the following requirements for admission to either the school or mental health counseling programs:

- an undergraduate overall grade point average of 3.0 on a 4.0 scale
- an undergraduate grade point average of 3.0 on a 4.0 scale on the last 60 hours
- a minimum of 400 on the verbal section of the Graduate Record Exam (GRE)
• a minimum of 400 on the quantitative section on the Graduate Record Exam (GRE)
• a score of 375 on the Miller Analogy Test (MAT)
• School Counseling Students Only (paperwork has been initiated and is going through the curricular approval process to NOT accept the PLT)

Successful passing (as defined by your teaching certification) of the PLT portion of the PRAXIS exam has officially been approved as a substitute for the GRE or MAT. The PLT portion is the ONLY part of the exam accepted for admissions that we will consider for students entering the School Counseling Program.

If the student meets the above criteria, they must then complete the departmental application process which requires:

1. Vita/Resume (complete educational, work, and professional history)
2. Neukrug’s 8 Counselor Characteristics Cultural Writing Sample
3. Three Letters of Endorsement/Reference (including the structured reference checklist)

Please review the Steps for Admission in the Admission Handbook for further guidance.
PROGRAM OBJECTIVES

The Counseling and Educational Psychology Department (CEPY) offers Masters Degrees in School Counseling (SC), Mental Health Counseling (MHC), and Human Services with an emphasis in Student Personnel Services in Higher Education (HS). It also offers an endorsement in Individual Intellectual Assessment (IIA). This is an endorsement built upon the student’s basic certification as a School Counselor. The purpose of this endorsement is to allow counselors to do individual intelligence testing. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the programs in School Counseling and Mental Health Counseling.

NOTE: Department of Counseling and Educational Psychology (CEPY) and the Department of Educational Leadership and Policy Studies (ELPS) have proposed to move the HS degree from CEP to ELPS and final university approval is expected in 2012. All individual student contracts and requirements for the HS degree will remain unchanged during this process. The rationale for this move is a better fit for students. The focus of CEPY is on certification and licensure issues for professional counselors and the student handbooks and website information will primarily focus on the counseling programs.

The overall philosophy of the Counseling and Educational Psychology program is to prepare master's level counselors with academic, professional, and personal credentials to perform effectively in their anticipated work setting. Individual, systems, and integrated training are emphasized with a focus on research supported skills shown to be essential in effective counseling and human services work.

Current objectives of the programs are reflected in the core requirements as dictated by national accreditation standards, state standards, and licensure requirements. Through coursework, clinical experiences, and successful completion of the comprehensive examination, students are expected to satisfy overall program objectives and specific course objectives. Students should be prepared to meet course objectives and attend classes as scheduled.

In addition, students must have access to computer technology in order to participate in on-line and web assisted coursework and communication within the program. The email address assigned to the student by EKU is the official means of communication for the university and for the department and will be the means of communication used by faculty and the department.

Overall Objectives:

- To acquire a theoretical knowledge base from which individual counseling styles can be derived.
- To become aware of ethical and legal issues concerning counselors.
- To develop basic and advanced individual counseling skills.
- To become an effective group facilitator.
• To develop an awareness and respect of cultural differences, and be able to apply this to the counseling professions.

• To experience personal growth and a heightened sense of self-awareness.

• To understand research, assessment and evaluation procedures.

• To learn effective professional communication skills
Specific Objectives for School and Mental Health Counseling include: (From CACREP)

**Professional Identity**

- history and philosophy of the counseling profession, including significant factors and events;
- professional roles, functions, and relationships with other human service providers;
- technological competence and computer literacy;
- professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
- professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
- advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
- ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

**Social and Cultural Diversity**

- Multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups
- Attitudes, beliefs, understandings and acculturative experiences, including specific experiential learning activities
- Individual, couple, family, group and community strategies for working with diverse populations and ethnic groups
- Counselors’ roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
- Theories of multicultural counseling, theories of identity development, and multicultural competencies; and
- Ethical and legal considerations.

**Human Growth and Development**

- Theories of individual and family development and transitions across life-span
- Theories of learning and personality development
- Human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
strategies for facilitating optimum development over the life-span; and ethical and legal considerations

**Career Development**

- Career development theories and decision-making models
- Career, vocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
- Career development program planning, organization, implementation, administration, and evaluation
- Interrelationships among work, family, and other life roles and factors, including the role of diversity and gender in career development
- Career and educational planning, placement, follow-up, and evaluation
- Assessment instruments and techniques that are relevant to career planning and decision making
- Technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide sites
- Career counseling processes, techniques, and resources
- Ethical and legal considerations

**Helping Relationships**

- Counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills
- An understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences will include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
- a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;
- A general framework for understanding and practicing consultation. Student experiences will include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;
- integration of technological strategies and applications within counseling and consultation processes and Ethical and legal considerations

**Group Counseling**

- Principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work
- Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
- Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
- Approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;
- Professional preparation standards for group leaders; Ethical and legal considerations

**Assessment**

- Historical perspectives concerning the nature and meaning of assessment;
- Basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
- statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
• Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
• Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity
• Age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
• Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
• An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status;
• Ethical and legal considerations

Research and Program Evaluation

• The importance of research and opportunities and difficulties in conducting research in the counseling profession,
• Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
• Use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
• Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
• Use of research to improve counseling effectiveness;
• Ethical and legal considerations
STATEMENT OF PROGRAM PHILOSOPHY

The Counselor Education faculty at EKU has adopted national and state standards for our training programs, so that our degrees may be more portable to all credentialing bodies. In addition we want to make our graduates competitive with other Professional Counselors, mental health practitioners and human service professionals. For this reason, for example, we are committed to maintaining our CACREP accreditation of the School and Mental Health Counseling Programs.

We believe that graduate students in Counselor Education are responsible and growth oriented. By admission to the program, they seek to extend their competencies as persons and as professionals as they prepare to engage in helping relationships with others. To facilitate this process we use a variety of delivery systems for instruction including distance-delivered, web based, web assisted and traditional face to face contact.

We understand that counseling is a continuous, learning-oriented, helping process involving interpersonal relationships between counselor and client. The aim of counseling is to explore the client’s perspectives of themselves and their environment, to enable them to see how they can utilize their personal resources for growth, and to help them learn to take responsibility for their thoughts, feelings, and behavior. The outcome we would expect from counseling is that clients take constructive action on their own behalf.

We believe the role of the counselor should be that of a human relationship specialist within the school or mental health agency or setting. This role implies a commitment on the part of a counselor to act within their work and social environments as agents for constructive change of attitudes and practices which demean or oppress individuals or groups.

In order to establish and implement a quality educational program that is in accord with these basic beliefs and purposes, appropriate assumptions have been identified and specific related goals stated.

These assumptions are as follows:

Preparation as a counselor should include a mixture of didactic and experiential activities. Training components that encourage self-growth and/ or self-disclosure are an integral part of the program. These components of the program should be presented in such a way that their relevance to counseling effectiveness may be readily previewed by students. These components of the program should be presented in such a way that their relevance to counseling effectiveness may be readily previewed by students.

A basic emphasis of the training program should be on the self-examination and self-evaluation of the student on both academic and personal levels. The assumption is that a meaningful program of counselor education must facilitate this process, provide opportunities for continuous evaluation, and appropriate alternatives for those choosing not to continue in the program.
Opportunities are provided for counselor candidates to participate in group and individual counseling. Opportunities may be available at EKU’s Counseling Center in the Student Services Building, The Psychology Clinic in Camack, the Comprehensive Care Centers, or through private practitioners. We believe that self-understanding contributes to personal and professional maturity as well as to the capacity for good judgment. WHO the counselor is as a person (i.e. her/his interpersonal warmth, sensitivity, acceptance, values, ethics, and ways of relating to others) is perceived as being as essential to effective counseling as WHAT the counselors knows or has achieved. Furthermore, we believe it is vital to the congruency and integrity of counselors that they do not perceive themselves as being above the very process they use to help others grow. Consequently, participation in various opportunities to examine personal values, traits, strengths, defenses, stresses, needs, and ways of relating to others is essential. Counselor candidates should be committed to such self-exploration throughout their program and in their career as a counselor. Candidates indicate their acceptance of the importance of this aspect of the program by applying for formal admission, and by signing the Agreement Contract.

Interaction between students, between faculty, and between students and faculty is encouraged and facilitated. Through such interaction, channels of communication are opened, concepts are crystallized and personal and program growth is facilitated. In addition to classroom experiences, the Counselor Education faculty views the EKU Chapter of Chi Sigma Iota as another logical vehicle for such interaction, and encourages all eligible students to join and be active members.

Since a number of reputable approaches to the conceptualization and treatment of client concerns have been developed, no one theoretical approach should be imposed upon students. Rather, certain theoretical knowledge relevant to the development of individual counseling styles is essential, and basic and advanced counseling skills that cross many theoretical orientations will be developed throughout the program.

Students assume a major share of responsibility for their learning. Faculty provide the guidance and environment, students provide the motivation and work commensurate with the graduate level of study.

All Counselor Education faculty are credentialed and experienced as a professional counselor. In addition, they maintain contact with practicing counselors and other helping professionals. Such contacts should enable the faculty to serve as a source of information, consultation and support to workers in the field, and maintain a realistic counselor educational program.

Counselor Education faculty will be actively involved in their national and state counseling association. They encourage networking and adoption of national standards by all Counselor Education programs in Kentucky.
Current Counseling and Educational Psychology Department Mission Statement:
(Revised and approved by the department effective 2/2/11)
The mission of the Counseling and Educational Psychology Department, at Eastern Kentucky University is to prepare effective professional counselors who will lead productive, responsible and enriched lives.

They will accomplish this by learning to become critical and creative thinkers who can communicate effectively and who have the knowledge, pedagogy, dispositions, technology skills and respect for diversity needed to succeed as professional counselors. These skills and attributes will be learned through a program that is designed around national and state standards, including those of the Council for Accreditation on Counseling and Related Educational Programs (CACREP), the National Council for Accreditation of Teacher Education (NCATE), the Education Professional Standards Board (EPSB), and the Kentucky Board for Certified Professional Counselors (KBCPC).

The Counseling and Educational Psychology faculty place priority on the application aspect of counseling. Each student is expected to be knowledgeable of counseling theories, intervention techniques, research skills, and to be committed to their own personal growth.

Current EKU Mission Statement
Mission Statement: As a comprehensive public institution, Eastern Kentucky University prepares students to lead productive, responsible, and enriched lives. To accomplish this mission, the University emphasizes:

Values: Eastern Kentucky University values
☐ intellectual vitality, which is characterized by knowledge, scholarly inquiry, creativity, critical thinking and curiosity;
☐ sense of community, which is characterized by a supportive environment with strong relationships and a commitment to service, shared governance, collaboration, and unity of purpose;
☐ diversity, which is characterized by equitable opportunities and treatment, mutual respect, and the inclusion and celebration of diverse peoples and ideas;
☐ stewardship of place, by which the University enhances the intellectual capacity, economic vitality, environmental sustainability, and quality of life of the communities it serves;
☐ accountability, which is characterized by fiscal responsibility and responsiveness to the needs of internal and external stakeholders; and
☐ excellence, which is achieved through integrity, continuous quality improvement, and a focused emphasis on the personal and professional growth of students, faculty, and staff.

Vision: Eastern Kentucky University will be an accessible, nurturing, and academically rigorous center of learning and scholarship that transforms lives and communities and enables them to adapt and succeed in a dynamic, global society.
Current COE Mission Statement
Mission Statement: Preparing Effective Professional Educators*

The most important element in fostering meaningful learning is an effective professional educator. We define that person as a unique amalgam of at least five elements: strong dynamic understanding of content, significant pedagogical skills, and dispositions that foster growth and learning in others, broad skills in technology and an acknowledgement of the proposition that ALL Children, whatever their diverse background, can learn.

Our mission is: To “Prepare Effective Professional Educators” while enhancing the proficiencies of our candidates in the areas of Knowledge, Pedagogy, Dispositions, Technology and Diversity. We expect our colleagues to be absolutely committed to individualized teaching and learning. We are “a school of opportunity,” and we emphasize giving each individual student opportunities to move from where he or she is to where he or she needs and wants to be.

Our plan is to build a “seamless model” for recruiting, educating, retaining, and renewing Kentucky’s educators and create a site for developing the next generation of educator preparation programs founded upon collaboration among all education stakeholders. We expect all of our colleagues to be active scholars. This means staying current in professional fields via participation in state, regional and national professional organizations and being actively involved in the creation of new knowledge that strengthens teaching and enhances our professions.

Our operational philosophy is based on cooperation, trust, and interdependence among faculty, staff, administrators, P-12 and helping-profession partners, and students. We are building a vibrant learning community whose members respect, depend upon, and cooperate with one another. This system allows us to make decisions effectively and inclusively promote the mission.

*Professional Educators include Teachers, Counselors and Administrators

Motto: To teach, to learn, to help others teach and learn.
Ethical Standards

The Counselor Education faculty subscribe to the American Counseling Association’s (ACA) Code of Ethics and Standards of Practice as the ethical code governing the professional behavior of students and faculty members. In addition, the American School Counselor Association (ASCA) Code of Ethics has been adopted for school counselor candidates; the American Mental Health Counselor Association (AMHCA) Code of Ethics has been adopted for mental health counselor candidates.

It is acknowledged that students are in preparation to become helping professionals; therefore, students are expected; particularly in their client contacts, field practice assignments, research activities, and other experiences involving contact with the public, to conduct their work in accord with all standards set forth by these ethical codes. Failure to do so may result in expulsion from the program.

A copy of the codes and standards are found on the websites (see above) of the professional organizations. Further, these codes are made available in the textbooks and other resources in many counseling classes including COU 813 Professional Orientation and Ethics.

The EKU Counselor Education faculty is in agreement with the ACA Preamble. We are dedicated to the enhancement of human development throughout the life-span. We recognize diversity in our society and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of each individual. Therefore, in accordance with the ACA ethical code, neither our Counselor Educator faculty, nor counselor candidates, shall condone or engage in discrimination based on age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status, or socioeconomic status in our faculty hiring practices or student acceptance policies. We respect and encourage diversity among both faculty and students in our training program.

Any student with a "qualifying disability" or who suspects they qualify should contact the counseling faculty upon admission. If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office directly either in person on the third floor of the Student Services building, room 361 or by telephone at (859) 622-2933. Staff Interpreters are located on the second floor of the Case Annex, room 204 and 205, TTY 859-622-2934 and 622-2935. Upon individual request, syllabi can be made available in alternative forms.
Degree Plans and Advisement

Each applicant admitted into the graduate programs in Counselor Education is assigned an advisor. The name of the advisor is included in the applicants’ letter informing them of their admission to the program. However, the Counselor Education Program operates on a self-initiating advising model and you may consult with any Counselor Education faculty member regarding your program needs. It is recommended that students complete the planned program in Degree Works within the first semester.

The advisor reviews the student's goals and planned program in Degree Works. These Planned Programs are your contract with the university. If you would like to make any changes or add a track, you must speak with the advisor to discuss the implications and approve the change. A form, available from the Graduate School, must be completed and signed by the student’s advisor. Please be sure and keep a copy in case questions or concerns arise during your program.

Student Monitoring Procedures
(Revised and approved by the department on 2/16/11)

Students are expected to conduct themselves in an ethical, responsible and professional manner. The student must be familiar with the Code of Ethics of the American Counseling Association (ACA), the American School Counselors Association (ASCA), the American Mental Health Counselors Association (AHMCA), and students in the Human Services program must be familiar with the National Organization for Human Service Education (NOHSE). These codes serve as guidelines for students and professionals in the field and should be adhered to at all times. Please consult the websites for each association for a current copy of their ethical codes of conduct (See links in the Ethical Standards section).

As trainers of student counselors and human service professionals, the faculty of Eastern Kentucky University (EKU) expects our students to be concerned about other people, to be stable and psychologically well-adjusted, to be effective in interpersonal relationships, and to be able to receive and give constructive feedback. Further, we expect the student to be committed to personal growth and professional development through opportunities such as those provided in course work, group labs, supervision, self-selected readings, and personal counseling. The EKU faculty believes that it is ethically imperative that counselors and human service professionals be willing to do in their own lives what they ask their clients to do.

EKU faculty believe a component of their responsibility to the student, the profession, and the eventual consumers of services provided by EKU graduates, is the necessity to monitor not only students' academic progress but also students' personal and professional characteristics that will affect their performance in the field. These characteristics should be of a quality as to NOT interfere with the professionalism or helping capacity of the student.

All students in training are subject to review each semester by all faculty members. Students receiving a "C" in any course may be asked to repeat the course and or complete additional remediation. Students who receive a D of F in any course or a "U" in Practicum or Internship will be required to retake the course and will be required to complete remedial work. Students
are reviewed based upon the characteristics listed on the Professional Counselor Performance Evaluation Form (PCPE), which is located in the Admission Packet.

Student’s progress is discussed each semester by the Clinical Review Committee. If a student's knowledge, skill or characteristics is found lacking as rated on the PCPE scale as 0 (0 - Does not meet criteria for program level), the following process will be followed:

The student will be presented with a copy of the PCPE form and the professor's comments. A copy of the form is also given to the faculty in the Clinical Review Committee and discussed in their next meeting. After the committee discussion, one of the following steps will be taken depending on the nature and severity of the Clinical Committees concerns:

a) The student and the professor will meet to discuss the form and any recommended remediation deemed appropriate,

b) The student will be required to meet with his or her advisor and at least one other faculty member to discuss remediation or possible reconsideration of continuation in the program,

c) If the committee determines that the student's personal or professional behavior is inappropriate to the field of counseling, and such behaviors would be a detriment in working with others, the student will be denied continuance in the EKU program.

Policies for review of students during Practicum and Internship include the above criteria as well as additional criteria appropriate to the clinical experience. Information concerning this process is included in your Practicum/Internship Handbook on the Counseling and Educational Psychology website.

Possible Referral for Personal Counseling

Please note that in addition to the other requirements stated above, that the Clinical Review Committee may request or require that a student seek their own personal counseling to address issues they feel are keeping them from being as effective as they should be and this may be a condition of continuing in the program. This is outlined in the Agreement Contract all students must complete in COU 813 and a copy of this is included below.

In addition to the ongoing review described above, a specific review of all students will be completed by the instructor of the following courses identified as critical evaluative points in the program. These are:

COU 813________ student must have turned in a signed agreement contract (copied below for reference)

COU 846________ faculty member must have completed a PCPE form on each student (example follows below)
COU 820 faculty member must have completed a PCPE form on each student
(example follows below)

COU 880 faculty member must have completed a PCPE form on each student
(example follows below)

COU 881 faculty member must have completed a PCPE form on each student
(example follows below)

Any failure to meet the expected level of performance (failure to turn in Agreement Contract or
score of 0 on the PCPE form) will result in referral to the Clinical Review Committee and will be
asked to meet with faculty to discuss remediation or possible reconsideration of continuation in
the program.

The Counseling and Educational Psychology Department also follows all policies and
procedures outlined in the Student Handbook
(http://www.studentaffairs.eku.edu/studenthandbook/) including but not limited to policies on
academic integrity and grade appeals policies. Students should review these first if they have
any questions about policies or procedures.
Agreement Contract

(To be completed during first semester of program)

I, _______________________________________________ (Please Print Name)

have accessed a copy of the Student Handbook for the Counseling and Educational Psychology program at Eastern Kentucky University. I have read, understand, and agree to abide by the policies, and fulfill the requirements stated forth therein. I further agree that the Counselor Education Faculty of Eastern Kentucky University has the right and responsibility to monitor my academic progress, my professional and ethical behavior, and my personal counselor characteristics as they relate to competency as a counselor.

I understand that if in the judgment of the Counselor Education Faculty of Eastern Kentucky University, my academic progress, professional and ethical behavior, and personal characteristics relative to competency as a counselor are in question, I may be subject to remediation or removal from the program. They also may request or require I seek my own personal counseling to address issues they feel are keeping me from being as effective as I should be and this may be a condition of continuing in the program.

Signature of Student _____________________________ Date__________________

Please complete your Planned Program with your Advisor by the end of your second semester in the program.

Both the agreement and your Planned Program will be placed in your student file and you should also keep a copy of both.
In this program, you will have numerous experiences that involve a certain degree of self-disclosure, role-playing and/or practice interviewing. You will be asked to self-reflect and to disclose about yourself in the program as well as to practice and experience what it feels like to be in the role of a client. In the course of discussion and in activities within these courses, it is possible for a student peer to say something personally important and confidential. It is your, each student in the program, ethical responsibility to maintain confidentiality and trust and it is your right to expect the same from other students in the program.

Please be aware in all courses where you work with peers, volunteers or real clients that informed consent is always required. When working with a peer in class, when audio or video taping a role-playing session with a peer or with a volunteer who is not a student in the counseling programs, or when working with a real client as you will in practicum and internship, be sure you have permission, on tape if recorded, for that interview to proceed. If your client, volunteer or role play partner wishes; stop the conversation or tape at any time it is requested. When you present a transcript or tape, be sure that the identity of your client, volunteer or role play partner is disguised if possible and that you have indicated in your case notes or report that you have permission to use the material. In courses such as Practicum and Internship more specific requirements and procedures will be required but, even in early classes when working with peers or volunteers, remember to maintain confidentiality to the degree possible in that class.

While it is essential that you maintain the confidentiality of what is communicated by your peers in coursework where they may disclose personal information, it is also essential that you keep in mind the limits of confidentiality we all can expect. To this end, it is your responsibility to study the ACA ethics code, particularly paying attention to issues of confidentiality and client's rights. With that in mind and concerning your own disclosures in class or in a role play situation where you are acting as a client, be aware that you have the right to limit the personal disclosures you make to that which you are comfortable. You have the right and personal responsibility to only share of yourself what you want to talk about. You may stop participating in any experiential exercise you wish at any time but be aware that if participation in such an exercise is a course requirement, failure to participate may result in a failing grade in the class. If you find yourself not wishing to engage in the exercises that are a part of the class, you may prefer to drop the
course and to reconsider the counseling profession for your career. In addition, you have the right to know that what you reveal could be discussed by other faculty in the department as part of the student monitoring process to improve your personal and professional development and to evaluate your fitness to continue in the program.

Additional more detailed confidentiality requirements may also be applied in any of the courses you take within the program. This statement serves as a minimum expectation related to maintaining confidentiality and as an agreement between the signing student and the department as to what to expect and what is required in relation to minimum expectations and rights associated with confidentiality.

Instructor: __________________________________________

Student Name (Printed and Signed): __________________________

Date: ___________________
### Professional Counseling Performance Evaluation

**PLEASE PRINT**

Student: _____________________________   Student ID #: ____________________

Semester & Yr: ____________________   Course #: ______________

Faculty : _____________________________

### Rating Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>No Opportunity to observe</td>
</tr>
<tr>
<td>0</td>
<td>Does not meet criteria for program level</td>
</tr>
<tr>
<td>1</td>
<td>Meets criteria minimally or inconsistently for program level</td>
</tr>
<tr>
<td>2</td>
<td>Meets criteria consistently at this program level</td>
</tr>
</tbody>
</table>

### Communication Skills and Abilities

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.</td>
<td>N 0 1 2</td>
</tr>
<tr>
<td>2. The student demonstrates effective communication skills including:</td>
<td>N 0 1 2</td>
</tr>
<tr>
<td>a. Creating appropriate structure –setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.</td>
<td>N 0 1 2</td>
</tr>
<tr>
<td>b. Understanding content –understanding the primary elements of the client’s story.</td>
<td>N 0 1 2</td>
</tr>
<tr>
<td>c. Understanding context –understanding the uniqueness of the story elements and their underlying meanings.</td>
<td>N 0 1 2</td>
</tr>
<tr>
<td>d. Responding to feelings –identifying affect and addressing those feelings in an therapeutic manner.</td>
<td>N 0 1 2</td>
</tr>
<tr>
<td>e. Congruence –genuineness; external behavior consistent with internal affect.</td>
<td>N 0 1 2</td>
</tr>
<tr>
<td>f. Establishing and communicating empathy –taking the perspective of the individual without over identifying, and communicating this experience to the individual.</td>
<td>N 0 1 2</td>
</tr>
<tr>
<td>g. Non-verbal communication –demonstrates effective used of head, eyes, hands, feet, posture, voice, attire, etc.</td>
<td>N 0 1 2</td>
</tr>
<tr>
<td>h. Immediacy –communicating by staying in the here and now.</td>
<td>N 0 1 2</td>
</tr>
<tr>
<td>i. Timing –responding at the optimal moment.</td>
<td>N 0 1 2</td>
</tr>
<tr>
<td>j. Intentionality –responding with a clear understanding of the therapist’s therapeutic intention.</td>
<td>N 0 1 2</td>
</tr>
<tr>
<td>k. Self-disclosure –skillful and carefully –considered for a specific strategic purpose.</td>
<td>N 0 1 2</td>
</tr>
<tr>
<td>3. The student demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively.</td>
<td>N 0 1 2</td>
</tr>
<tr>
<td>4. The student collaborates with an individual to establish clear therapeutic goals.</td>
<td>N 0 1 2</td>
</tr>
<tr>
<td>5. The student facilitates movement toward the individual’s goals.</td>
<td>N 0 1 2</td>
</tr>
<tr>
<td>6. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner.</td>
<td>N 0 1 2</td>
</tr>
<tr>
<td>7. The student creates a safe environment.</td>
<td>N 0 1 2</td>
</tr>
</tbody>
</table>

### Professional Responsibility

<table>
<thead>
<tr>
<th>Professional Responsibility</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession.</td>
<td>N 0 1 2</td>
</tr>
<tr>
<td>2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.</td>
<td>N 0 1 2</td>
</tr>
</tbody>
</table>
3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships. 

4. The student demonstrates application of legal requirements relevant to counseling training and practice. 

### Competence

1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise. 

2. The student takes responsibility for compensating for her/his deficiencies. 

3. The student takes responsibility for assuring other’s welfare when encountering the boundaries of her/his expertise. 

4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience. 

5. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond to others. 

### Maturity

1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others. 

2. The student demonstrates honesty, fairness, and respect for others. 

3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work. 

4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers and Supervisors. 

5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability. 

6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists. 

### Integrity

1. The student refrains from making statements which are false, misleading or deceptive. 

2. The student avoids improper and potentially harmful dual relationships. 

3. The student respects the fundamental rights, dignity and worth of all people. 

4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self determination and autonomy. 

5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. 

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Master of Arts in Education in School Counseling

This 48-54 hour program is designed to meet the curriculum requirements of the Kentucky Professional School Counselor Standards as well as Council for the Accreditation of Counseling and Related Education Programs (CACREP) standards. Teaching certification and experience is not required for the degree. Requirements: COU 804, 813, 814 820 822, 825, 840, 846, 847, 848, 855, 880, 881*; EPY 816, 839, 869; GRD 877l or 878u.

If you would like to review the School Counseling Planned Program, please click here. Adobe Acrobat Reader is required. A free download is available at www.addobe.com.

*3-9 hours if internship is taken over 2-3 semesters. If internship is taken more than 1 semester, the additional credit hours earned can be used for electives. All required hours for internship must be completed to earn the masters degree and all hours for internship must be completed in a 12 month period.

Important Note: COU 813, 840, and 846 are prerequisites for other counseling courses. You must take these three courses in your first semester(s).

Rank II (School Counseling Only)
Individuals holding a Kentucky teaching certificate will be awarded Rank II at the end of the first 33 hours in a planned program in education. Earning a Rank in school counseling does not qualify you for certification to work as a school counselor. Certification as a School Counselor requires the completion of the Masters degree in School Counseling.

Rank I (School Counseling Only)
The Rank I is earned with 60 graduate hours in a planned program in education. If you come into the Masters in School Counseling program with previous graduate coursework relevant to education you can combine these on a planned program generated with your advisor to earn the Rank I with the completion of 60 graduate hours. Earning a Rank in school counseling does not qualify you for certification to work as a school counselor. Certification as a School Counselor requires the completion of the Masters degree in School Counseling.

Rank I and Standard Certificate in School Counseling
Completion of the 48-54 hours of coursework as listed for the MA in School Counseling plus 6 additional hours of electives are required for the Standard Certificate. Electives must be approved by your advisor. These electives can also be used toward the Rank I if needed.

Endorsements:

P-12 Certificate: (available to those who already hold either the provisional or standard elementary OR secondary counseling certificate) requires the following:
- COU 814 Org & Adm in Counseling
- COU 825 Developmental Guidance K-12
- 6 hrs electives approved by advisor
Individual Intellectual Assessment: Provides an opportunity for certified school counselors to be endorsed to do individual intellectual assessment upon the completion of a minimum of twelve specific graduate hours. Prerequisites include provisional counseling certification and EPY 839, COU 855. Courses required for endorsement: COU 826, 827, 856, EPY 816. Click here for additional information.

Masters of Art in Mental Health Counseling

This 60 hour program is designed to meet the curriculum requirements of the Kentucky Licensed Professional Clinical Counselor as well as the Council for the Accreditation of Counseling and Related Education Programs (CACREP) standards. The program has 51 hours of required courses and 9 electives which must be approved by an advisor and are within the curriculum guidelines of CACREP and the Kentucky Licensed Professional Clinical Counselor law. Requirements: COU 803, 804, 813, 849, 820, 822, 840, 846, 847, 848, 850, 855, 880, 881*; EPY 816, 839, 869; 9 hours approved electives; GRD 877j or 878s.

If you would like to review the Mental Health Planned Program, please click here. Adobe Acrobat Reader is required. A free download is available at www.addobe.com.

*3-9 hours if internship is taken over 2-3 semesters. If internship is taken more than 1 semester, the additional credit hours earned can be used for electives. All required hours for internship must be completed to earn the masters degree and all hours for internship must be completed in a continuous 12 month period.

Important Note: COU 813, 840, and 846 are prerequisites for other counseling courses. You must take these three courses in your first semester(s).

SAMPLE First Semester full time Enrollment for either School or Mental Health Counseling:

- COU 813 Professional Orientation and Ethics
- COU 840 Theory and Practice of Counseling
- COU 846 Process and Basic Techniques of Counseling
- EPY 816 Tests and Measurement
Course Sequencing

- Courses in the graduate programs in Counseling and Educational Psychology at Eastern Kentucky University are designed to provide a gradual and stratified skill-building experience, beginning with the introductory courses COU 813, COU 840, COU 846 (for School and Mental Health students), EPY 816, and culminating with the internship experience.
- With this in mind, course sequencing is utilized to maximize the learning and skill-building process. Students are responsible for reviewing the catalog and handbook to be certain that all prerequisites for courses have been taken. Some required courses may be offered only once per year, or every other year.
- Students are discouraged from taking courses out of sequence. Students will not be allowed to take courses out of sequence without permission of the instructor and the advisor or chair. Any student who has not followed the above procedure and has registered for a class out of sequence will be required to drop the class.
- PLEASE READ CAREFULLY THE PREREQUISITES FOR PRACTICUM IN EACH PROGRAM. MOST COURSES ARE REQUIRED TO BE COMPLETED BEFORE REGISTRATION FOR PRACTICUM. IT IS ALSO WISE TO REVIEW THE Suggested Steps for Practicum and Internship.docx

Limited Enrollment Courses

There are several courses in the curriculum for which we feel a limited enrollment is essential to maintaining a high quality learning experience for students. Those courses are:

**COURSE MAXIMUM PER SECTION**

- COU 846 Process and Basic Techniques of Counseling 20
- COU 820 Group Counseling 15
- COU 880 Practicum 6
- COU 881 Internship 12

These maximum enrollments are monitored very closely. Students are expected to register early in order to secure a place in these classes.

A grade of "C" or below in COU 820 or COU 846 or a grade of “U” in Practicum or Internship will require that the student retake the course and will trigger a student review by the department.
Requirement for Students to have Professional Liability Insurance

On August 18th of 2004 the Faculty unanimously voted that beginning in the Spring semester of 2005, all School and Mental Health students would be required to purchase professional liability insurance beginning in COU 846 and to maintain active insurance coverage through completion of internship.

The Professional Liability Insurance requirement is based on the fact that students in our skill classes (beginning with COU 846 Techniques in Counseling) all have contact with others in a therapeutic manner and as such, run the risk of being seen as a professional counselor who is liable for their actions. In order to cover our students and the university, we decided to follow the model of most other counselor training programs nationwide and adopt this policy.

The department will accept any personal Professional Liability Insurance that specifically says it covers counselors in training in their role as a student counselor. An example of this type of insurance plan is available via the web at [http://www.hpso.com/professional-liability-insurance/index.jsp](http://www.hpso.com/professional-liability-insurance/index.jsp) where a one year policy for a student clinical or school counselor is currently less than $50 per year.

Grading Policies

The standard letter grade policy is used in the Counseling and Educational Psychology program. If a student receives a grade of "I" (incomplete), he or she is responsible for completing work within the next semester in order to receive a grade other than "failure" (F). The student receiving financial aid should consult with a financial aid advisor before making the decision to take an "incomplete", as this may affect the student's financial aid eligibility status. Students receiving a C or below in any of the clinical skill building courses will be automatically reviewed to determine continuation in the program and will be required to repeat the course. [Class Grading Rubric here?](#)

Student Orientation

COU 813 Professional Orientation and Ethics is the first course in the sequence for School and Mental health counseling and is taken the first semester. During this class, the student will be given an in-depth orientation to the counseling profession and the Student Handbook and an introduction to the Practicum and Internship Handbook. Students will be exposed to a variety of experiences that will assist the student and the faculty in determining if this program is suited for the student.

The student must sign the Agreement Contract, located in the Student Handbook, which states that the student is familiar with the program requirements and agree with all policies and procedures of the program. This agreement contract will be filed in the student's academic file in the Counseling and Educational Psychology office. The student must also pass the ethics examination in COU 813 in order to successfully complete the course and to continue in the counseling program.
A Planned Program Form must be completed in degree works by the end of the student’s first semester.

Student Milestones

1. ADMISSION TO THE PROGRAM (Please review (Suggested Steps for Admission.docx)

2. SUCCESSFUL COMPLETION OF COU 813 (student must turned in a signed agreement contract)

3. SUCCESSFUL COMPLETION OF COU 846

4. SUCCESSFUL COMPLETION OF COU 820

5. SUCCESSFUL COMPLETION OF COU 880  (Please review (Suggested Steps for Practicum and Internship.docx)

7. SUCCESSFUL COMPLETION OF COU 881 (Please review (Suggested Steps for Practicum and Internship.docx)

8. SUCCESSFUL COMPLETION OF COMPREHENSIVE EXAMS (Suggested Steps for Graduation.docx)

9. NOTIFICATION OF INTENT TO GRADUATE  (Please review the (Suggested Steps for Graduation.docx)

Graduation upon completion of the course requirements is NOT automatic. AT THE BEGINNING OF THE SEMESTER PRIOR TO WHICH GRADUATION IS EXPECTED YOU MUST COMPLETE AN APPLICATION TO GRADUATE. (For example, if you intend to graduate in the spring, the application must be completed in the previous fall semester). Students should obtain an Application for Graduation from the Graduate School.

Please review the Suggested Steps for Graduation.docx for further guidance on graduation.

REMINDER: Students are subject to review each semester by all faculty members.

GRADUATE ASSISTANTSHIPS

The Counseling and Educational Psychology unit, within the College of Education at Eastern Kentucky University, have a limited number of graduate assistantships available. You must have applied for and been admitted to a degree program in the Graduate School. You must have a high academic standing with an overall undergraduate grade point average of approximately 3.0 (B) or higher and satisfactory GRE/MAT scores. In addition, you must enroll as a full-time graduate student while on an assistantship. Information and applications for graduate assistantships are available from the Graduate School website at http://gradschool.eku.edu/.
If you are interested in a graduate assistantship, you must contact the Graduate School. You may also want to contact the Department of Counseling and Educational Psychology Chair at 859-622-1124 and express your interest and qualifications for a position.

Formal notification of receipt of a graduate assistantship will be sent by the Graduate School.

**PROFESSIONAL ORGANIZATIONS**

To enhance graduate education and set the foundation for full participation in the counseling profession, it is strongly recommended that all graduate students become members of the professional organizations or associations, which represent their area(s) of special interest. Most professional organizations offer reduced membership rates to students. Typically, students are required to obtain a faculty signature verifying student status in order to receive a student rate when joining any of these organizations.

Because we realize that financial resources are limited, students are NOT REQUIRED to become a member of one or more professional organizations. However, membership in a professional organization is an important aspect of professionalism, and therefore, students are STRONGLY ENCOURAGED to join one or more of those professional organizations.

Benefits of membership may include:

- Receipt of professional publications (journals and newsletters) published by the organization and divisions in which membership is held.
- Reduced registration fees for professional meetings (seminars, conventions, workshops) sponsored by the organization.
- Eligibility for member services (library resource use, legal defense funds and services, group liability insurance).
- Involvement with activities and issues, which are directly or indirectly pertinent to their profession (legislation and professional credentialing, including licensure, certification and program accreditation).
- Affiliation with other professionals having interests and areas of expertise similar to their own.

Most professional organizations have both state and national affiliations. Students may join one without joining the other in most cases. Divisions within the professional organizations serve specific areas of interest (e.g., marriage and family counseling, mental health counseling, or school counseling). These divisions can usually only be joined if one already belongs to the parent organization (usually at a small additional cost).

Students will be given applications to join the American Counseling Association (ACA) and the Kentucky Counseling Association (KCA) in COU 813. Applications are also available on each organization’s websites. Most of our faculty are members of numerous professional organizations such as ACA and or KCA. Some hold offices in the professional organizations or are on boards and committees of these organizations.
NATIONAL ORGANIZATIONS (Primary Relevant Example)

AMERICAN COUNSELING ASSOCIATION (ACA)

Divisions and interest groups of ACA

- American Mental Health Counselors Association (AMHCA)
- American School Counselor Association (ASCA)
- International Association of Marriage and Family Counselors (IAMFC)
- Association for Specialists in Group Work (ASGW)
- National Career Development Association (NCDA)
- Association for Counselor Education and Supervision (ACES)
- Association for Multicultural Counseling and Development (AMCD)
- National Employment Counseling Association (NECA)
- International Association of Addictions and Offender Counselors (IAAOC)
- American College Counseling Association (ACCA)
- Association for Adult Development and Aging (AADA)
- American Rehabilitation Counseling Association (ARCA)
- Counseling Association for Humanistic Education and Development (C-AHEAD)
- Association for Assessment in Counseling (AAC)
- Association for Spiritual, Ethical and Religious Values in Counseling (ASERVIC)
- Association for Counselors and Educators in Government (ACEG)
- Association for Gay, Lesbian and Bisexual Issues in Counseling (AGLBIC)
- Counselors for Social Justice (CSJ)

STATE ORGANIZATIONS

Kentucky Counseling Association (KCA)

KCA Chapters and Divisions

Membership requirements and types of membership are defined by each group. In general, Regional Chapter members are employed in a counseling position within the geographical area of the Chapter. Division membership is statewide and is based on a specific area of interest in counseling.

FDCA  Fourth District Counseling Association
CKCA  Central Kentucky Counseling Association
EKCA  Eastern Kentucky Counseling Association
WKCA  West Kentucky Counseling Association
NKCA  Northern Kentucky Counseling Association
SCCA  South Central Counseling Association
SECA  Southeast Counseling Association
MCCA  Mid-Cumberland Counseling Association
Divisions

KACES  Kentucky Association for Counselor Education and Supervision
KASCAC Kentucky Association of Secondary and College Admissions Counselors
KSCA Kentucky School Counselor Association
KECA Kentucky Employment Counselors Association
KCDA Kentucky Career Development Association
KRCA Kentucky Rehabilitation Counselor Association
KASGW Kentucky Association of Specialists in Group Work
KAMCD Kentucky Association for Multicultural Counseling and Development
KMHCA Kentucky Mental Health Counselors Association
AACK Association for Assessment in Counseling in Kentucky
AGLBIC Association for Gay, Lesbian and Bisexual Issues in Counseling of Kentucky
KAADA Kentucky Association for Adult Development

Other Information

PROFESSIONAL LICENSURE AND CERTIFICATION

School counselors in Kentucky may become certified by the Kentucky Education Professions Standards Board through guidelines developed by the KY Department of Education. Mental Health Counselors (and school counselors with 60 appropriate graduate hours) may become Licensed Professional Counseling Associates (LPCA) or Licensed Professional Clinical Counselors in the state of Kentucky. The Certified Professional Counselor (CPC) law has been in effect since 1996 and in 2002 the state legislature approved licensure for counselors, thus changing the CPC to LPCC. In the same legislative session, LPCC’s were given the opportunity to become Qualified Mental Health Providers or QMHP’s.
CHI SIGMA IOTA – Counseling Honor Society

The Counseling and Educational Psychology unit at Eastern Kentucky University has a local chapter of Chi Sigma Iota (Epsilon Kappa Upsilon), the Counseling Academic and Professional Honor Society International.

The Epsilon Kappa Upsilon Chapter participates in community service activities and holds special events for counseling students. Applications for membership can be obtained on the web at www.csi-net.org Eligibility criteria include completing at least 12 hours in the counseling program and a 3.50 graduate GPA.

For additional information on Chi Sigma Iota and the faculty liaison for the EKU chapter, contact the Counseling & Educational Psychology department chair at 859-6221124.

**Delivery Systems Used for Instruction:**

The “Delivery Systems Used for Instruction” is located in the Admissions/Advising Handbook and Student Handbook on the department website at www.education.eku.edu/cep under the section with the same title.

The SC and MHC programs at EKU are offered primarily in a night school, graduate school format on the main campus in Richmond, Kentucky. The department operates under a rolling admission policy, not a cohort model, and students are admitted each semester. Occasionally a beginning level class may be offered at one of the extended campus sites, but there are no cohorts at any of the extended campus sites. EKU and the College of Education have encouraged the department to consider developing cohorts to take at least a portion of our programs to our extended campus sites. Prior to developing and implementing such a model, the department would file a substantive change report for CACREP pre-approval.

The department offers a few classes that are fully online, but generally the fully online classes are elective not required courses for the programs. Some of the classes are offered in a traditional night school format from 6:00-8:45 one night a week. However, most of the classes are offered in a hybrid format of some online component and some on campus component. Many classes meet on an intensive schedule from 5-10pm every other week. Occasionally a class may be offered on a weekend format.

The department and university rely on BlackBoard to assist delivery of instruction and learning in all classes on campus and each class has a BlackBoard section utilized by faculty. In the past the department delivered a small portion of their classes via ITV (interactive TV), but this modality of instruction is not currently being used by the department. Faculty are also available
for additional individualized instruction in a face to face or online video format as requested by students or required by faculty.