

Counseling and Educational Psychology Student Handbook

Eastern Kentucky University
College of Education
Counseling and Educational Leadership Department
406 Bert Combs Building
521 Lancaster Avenue
Richmond, KY 40475-3102
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Effective for Students Admitted Fall, 2003 and later

INTRODUCTION

The purpose of the handbook is to provide students with information concerning the Counseling and educational Psychology 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, students admitted into the program are provided with information on how to access the handbook on our website; or, if necessary, provided a hard copy.

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 it to your instructor in COU 813 or to your advisor in your first semester for inclusion in your student file.

ADMISSIONS POLICIES AND PROCEDURES

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

All graduate school admissions requirements must be met which includes a minimum grade point average of 2.5 on a 4.0 scale 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: [Admissions Packet MS WORD](#), [Admissions Packet PDF](#)

Additionally, the applicant must meet **one** of the following requirements for admission to the programs:

- an undergraduate overall grade point average of 3.0 on a 4.0 scale **or**
- an undergraduate grade point average of 3.0 on a 4.0 scale on the last 60 hours **or**
- a minimum of 400 on the verbal section of the Graduate Record Exam (GRE) **or**
- a minimum of 400 on the performance section on the Graduate Record Exam (GRE) **or**

- a total raw score of 30 on the Miller Analogy Test (MAT) or an adjusted score of 375 on the new MAT.

School Counseling Students Only

Successful passing (as defined by your teaching certification) of the PLT portion of the PRAXIS exam has officially been approved and now will be considered as a substitute for the GRE or MAT. The PLT portion is the **ONLY** part of the exam that we will consider and this will **ONLY** apply to the students entering into the School Counseling Program.

Admission to the Master of Arts in Human Services:

All graduate school admissions requirements must be met which includes a minimum grade point average of 2.5 on a 4.0 scale 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: [Admissions Packet MS WORD](#), [Admissions Packet PDF](#)

Additionally, the applicant must meet **one** of the following requirements for admission to the program:

- a minimum of 300 on the verbal section of the Graduate Record Exam (GRE) **or**
- a minimum of 300 on the performance section on the Graduate Record Exam (GRE) **or**
- a total raw score of at least 30 on the Miller Analogy Test (MAT) and adjusted score of 365 on the new MAT.

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

1. Biographical/Philosophical Statement
2. 3 Structured References
3. Responses to 3 Visualizations
4. Structured Vita
5. Completion of Effective Counselor Characteristics Review
6. Agreement Contract (located at end of the Student Handbook)

PROGRAM OBJECTIVES

The Counseling and Educational Psychology unit offer Masters Degrees in School Counseling Mental Health Counseling, and Human Services with an emphasis in Community Agencies or in student personnel services in higher education. It also offers other certification and endorsement programs in school and mental health counseling. These programs are appropriate for counseling and human services work in community agencies, school systems, private practice, business settings, and college settings as well as other non-profit programs. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits the programs in School Counseling and Mental Health Counseling.

The overall philosophy of the Counseling and Educational Psychology program is to prepare master's level counselors and human service professionals 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 coursework and communication within the program.

Overall Objectives:

- ? To acquire a theoretical knowledge base from which individual counseling styles can be derived and human service work can be based.
- ? To become aware of ethical and legal issues concerning counselors and human services workers.
- ? 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 profession.
- ? To experience personal growth and a heightened sense of self-awareness.
- ? To understand research and evaluation procedures.
- ? To learn effective professional communication skills.

Specific Objectives

(Pertinent to the school and mental health counseling programs as outlined by CACREP standards.)

Professional Identity

- History and philosophy, including significant factors and events
- Professional roles and relationships with other human service providers
- Technological competence and computer literacy
- Professional organizations, primarily ACA
- Public and private policy processes, including role of counselor in advocacy
- Certification/licensure/credentialing
- Ethics

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
- Counselor's role in social justice, advocacy, and conflict resolution
- Theories of multicultural counseling and identity development
- Legal and ethical issues

Human Growth and Development

- Theories of individual and family development and transitions across life-span
- Theories of learning and personality development
- Situational and environmental factors that affect human behavior
- Strategies for facilitating optimum development over the life-span
- Ethical and legal considerations

Career Counseling

- Career development theories and decision-making models
- Labor market information resources and electronic career information

- 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

- Characteristics and behaviors that influence the helping process
- Understanding of basic interventions and counseling skills
- Awareness of different counseling theories in order to develop a consistent model
- Systems perspective
- Framework for practicing consultation
- Technological strategies
- Ethical and legal considerations

Group Counseling

- Principles of group dynamics
- Group leadership styles and characteristics
- Theories of group counseling
- Group counseling methods
- Types of groups
- Ethical and legal considerations

Assessment

- Historical perspectives
- Concepts of standardized and non-standardized testing as well as other assessment techniques
- Statistical concepts
- Reliability and validity information
- Factors relating to assessment
- Selecting, administering and interpreting assessment instruments
- Methods of case conceptualization and diagnosis
- Ethical and legal issues

Research

- Importance of conducting research
- Methods
- Technology and statistical methods
- Role of research in program modification
- Using research to improve counseling effectiveness
- Ethical and legal considerations

STATEMENT OF PROGRAM PHILOSOPHY

The Counselor Education faculty at ECU believes in adopting 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 and mental health practitioners. For this reason, 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.

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 perspective 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. 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.

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 ECU 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

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, and the [Ethical Standards of Human Service Professionals](#) as adopted by the National Organization for Human Service Education (NOHSE) has been adopted for human services degree 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 ECU 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 first floor of the Turley House or by telephone at (859) 622-1500 V/TTY. Upon individual request, this syllabus 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. It is recommended that students contact the advisor soon after being admitted to the program.

The advisor reviews the student's goals and they work together to complete a Planned Program by **the end of the second semester**. Students keep one copy of the plan, one is placed in their file, and one is kept in the Graduate School files. These Planned Programs are your contract with the university. Please be sure and keep a copy in case questions or concerns arise during your program.

If a student wants to change an advisor, the request is made to the Associate Chair.

If students wish to change or add a track, they must meet with their advisor to discuss the implications. A form, available from the Graduate School, must be completed and signed by the student's advisor.

Student Monitoring Process

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 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 therapy.** The ECU 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 ECU 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 skill building course or a "U" in Practicum or Internship will be required to retake the course and the student may be required to complete remedial work. Students are reviewed based upon the characteristics listed on the *Effective Counselor Characteristics Review Form (ECCR)*, which is located in the Admission Packet.

Students are discussed on a semester basis among the full faculty at a Student Review Committee Meeting. If a student's knowledge, skill or characteristics is found lacking as rated on the ECCR scale as 2 or below (e.g., lack of interest in and commitment to an understanding of the specialized knowledge of the field, noted inability to be insightful, introspective and reflective, questionable ethical behavior, inability to express feelings effectively and appropriately, etc.), the following process will be followed:

1. The student is presented in writing with a copy of the review form and the professor's comments. A copy of the form is also given to the full faculty and discussed in the next student review meeting. After the faculty discussion, the student and the professor will also meet to discuss the form and any recommended remediation deemed appropriate.
2. If a student receives more than one review form from a faculty member during any one semester **OR** receives a review form from more than one faculty member during his/her program, 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. A copy of the forms and any action taken will be given to the student and placed in the student's file.
3. If a student receives three review forms or more during their program, the student will be required to meet with his/her advisor and two other faculty members to discuss reconsideration of continuation in the counseling program. 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 ECU 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 packet on the Counseling and Educational Psychology website.

DEGREES AND PROGRAMS

Master of Arts in Education in School Counseling

This 48 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. Although teaching certification and one year of experience is not required for the degree, it is required for the Kentucky Elementary (K-8) or Secondary (5-12) School Counseling Certification (some exceptions are made through alternative certification routes).

Masters of Arts in Education in School Counseling Program

COURSE NUMBER	COURSE TITLE	PREREQUISITES	SEMESTER HOURS FOR MASTERS	SEMESTER HOURS FOR TEMP PROV CERT
COU 804	Counseling Diverse Populations	COU 813, 840, 846	3	
COU 813	Professional Orientation and Ethics in Counseling (SHOULD BE TAKEN IN FIRST SEMESTER)	None	3	3
COU 814	Organization and Administration of Counseling Services	COU 813, 840, 846	3	3
COU 820	Group Counseling	COU 813, 840, 846	3	3
COU 822	Lifestyle and Career Counseling	COU 813,840, 846	3	
COU 825	Developmental Guidance K-12	COU 813, 840, 846	3	3
COU 840	Counseling Theory and	COU 813 (may be pre or co-requisite)	3	3

	Practice			
COU 846	Process and Basic Techniques of Counseling	COU 813 and 840 (may be pre or co-requisites)	3	3
COU 847	Crisis and Abuse Counseling	COU 813, 840, and 846	3	3
COU 848	Child and Adolescent Counseling	COU 813, 840, 846, EPY 816	3	3
COU 855	Diagnosis and Treatment in counseling	COU 813, 840, 846, EPY 816	3	3
COU 880	Practicum	EPY 816, COU 813, 814, 820, 825, 840, 846, 847, 848, 855	3	3
COU 881	Internship	COU 880	3-6*	
EPY 816	Tests and Measurement	None	3	3
EPY 839	Human Development and Learning	None	3	
EPY 869	Research in Education	None	3	
	TOTAL HOURS FOR DEGREE		48 REQUIRED SEMESTER HOURS	33 REQUIRED SEMESTER HOURS

* If internship is taken over 2-3 semesters the additional hours can be used as electives on the standard certificate program. All hours for internship must be completed to earn the masters degree.

IMPORTANT NOTE: COU 813, 840, 846, AND EPY 816 ARE PREREQUISITES FOR THE MAJORITY OF YOUR OTHER COUNSELING COURSES. IT IS STRONGLY RECOMMENDED THAT YOU TAKE THESE COURSES EARLY IN YOUR PROGRAM IN ORDER TO AVOID COURSE CONFLICTS.

Sample program registration schedule (12 hours) :

First Enrollment:

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

Rank II

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.

Temporary Provisional Certification

A Temporary Provisional Certification may be obtained with the following:

1. 33 hours in a Planned Program. The required courses for this certification are:

- COU 813 Professional Orientation and Ethics in Counseling
- COU 814 Organization and Administration of Counseling Services
- COU 820 Group Counseling
- COU 825 Developmental Guidance
- COU 840 Counseling Theory and Practice
- COU 846 Process and Basic Techniques of Counseling
- COU 847 Crisis and Abuse Counseling
- COU 848 Child and Adolescent Counseling
- COU 855 Diagnosis and Treatment
- EPY 816 Test and Measurement
- COU 880 Practicum

2. A completed TC-1 form

3. A documented offer of employment as a counselor

4. Completion of the 48 hour Master's degree within 2 years of issuance of the Temporary Provisional Certificate

Rank I

The Rank I is earned with 60 graduate audit hours in education. If you come into the Masters in School Counseling program with previous graduate coursework relevant to education (course hours 10 years or less old) you can combine these on a planned program generated with your

adviser to earn the Rank I with the completion of 6 graduate hours.

The Standard Certification in School Counseling is earned with 60 graduate hours in planned program in School Counseling. If a candidate for this certification has taken all their graduate courses from this planned program they will earn the Standard Certificate in School Counseling and the Rank I at the same time.

Standard Certificate In School Counseling

Completion of the 48 hours of coursework listed as required for the M.A. Ed in School Counseling plus:

COURSE NUMBER	COURSE TITLE	PREREQUISITES	SEMESTER HOURS
COU 850	Family Counseling	COU 813, 840, and 846	3
Electives	3 Courses pre-approved by advisors.		9

Approved electives include: COU 803, 807, 826, 827, 856, EDF 855, ELE 810, ESE 863, EPY 842, 854, HEA 792, 793, 794, 795, 796, 797, SED 772, 776, 777, 778, 779, 781, 790, 800, 803. Other electives may be chosen with prior advisor approval.

Endorsements

Available to those who already hold either the provisional or standard school counseling certificate.

Endorsement from Elementary School Counseling to Secondary School Counseling: (resulting in a K-12 certificate)

Courses Needed:

COU 814	Org & Adm in Counseling
COU 825	Developmental Guidance K-12
COU 880/881	Practicum or Internship at the secondary Level
ESE 863	Secondary School Curriculum (may substitute K-12 or secondary curriculum class taken as undergraduate)

Endorsement from Secondary School Counseling to Elementary School Counseling: (resulting in a K-12 certificate)

Courses Needed

COU 814	Org & Adm in Counseling
COU 825	Developmental Guidance K-12
COU 880/881	Practicum or Internship at the elementary level.
ELE 810	Elementary School Curriculum (may substitute K-12 or secondary curriculum class taken as undergraduate)

Endorsement in Individual Intellectual Assessment : [Fact Sheet and Other Info](#)

Courses Needed

COU 826 (Summer Only)	Assessment in Counseling
COU 827(Fall Only)	Individual App. Of Intelligence
COU 856 (Spring Only)	Practicum in Intellectual Assessment
PREREQUISITES	
EPY 816	Tests and Measurement
COU 848	Child and Adolescent Counseling
COU 855	Diagnosis and Treatment in counseling

Master of Arts in Mental Health Counseling

This 60 hour program is designed to meet the curriculum requirements of the Kentucky Licensed Professional Clinical Counselor law as well as CACREP standards. The program has 51 hours of required courses and 9 hours of electives which must be approved by the advisor and are within the curriculum guidelines of the Council for the Accreditation of Counseling and Related Education Programs (CACREP) and the Kentucky Licensed Professional Clinical Counselor law.

Mental Health Masters of Arts in Counseling Program

COURSE NUMBER	COURSE TITLE	PREREQUISITES	SEMESTER HOURS
COU 803	Principles and Practices of Mental Health Counseling	None	3
COU 804	Counseling Diverse Populations	COU 813, 840, and 846	3
COU 813	Professional Orientation and Ethics in Counseling (SHOULD BE TAKEN IN FIRST SEMESTER)	None	3
COU 820	Group Counseling	COU 813, 840, and 846	3
COU 822	Lifestyle and Career Counseling	COU 813, 840, 846	3
COU 840	Counseling Theory and Practice	COU 813 (may be pre or co-requisite)	3
COU 846	Process and Basic Techniques of Counseling	COU 813 and 840 (may be pre or co-requisites)	3
COU 847	Crisis and Abuse Counseling	COU 813, 840, 846	3
COU 848	Child and Adolescent Counseling	COU 813, 840, 846, EPY 816	3
COU 850	Family Counseling	COU 813, 840, 846	3
COU 855	Diagnosis and Treatment	COU 813, 840, 846, EPY 816	3
COU 880	Practicum	EPY 816, COU 803, 813, 820, 840, 846, 847, 848, 855, HEA 794 OR 795	3
COU 881	Internship	COU 880	3-9*
EPY 816	Tests and Measurement	None	3
EPY 839	Human Development and	None	3

	Learning		
EPY 869	Research in Education		3
HEA 794 or HEA 795	Drug Abuse and Dependency Alcohol Abuse and Dependency	None	3
Electives	3 courses pre-approved by advisor		9
	TOTAL HOURS FOR DEGREE		60 REQUIRED SEMESTER HOURS

*If internship is taken over 2-3 semesters, the additional hours can be used as electives.

SAMPLE First Enrollment For either School or Mental Health:

- 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

The nine hours of electives on the Mental Health Counseling Program may be used toward the following additional credentials:

Electives may be taken in a specialty area which may lead to certification in the area. ECU has course work available to meet the curriculum requirements for certification in specialty areas by the National Board for Certified Counselors (NBCC) for certification as a Master Addictions Counselor (such as HEA 794, 795, 796, 797). Information about this certification can be found on the [NBCC](#) website.

Credentials in Chemical Dependency Counseling

Course Work Leading **Toward** Kentucky Certified Alcohol and Drug Counselor (CADC) and National Board of Certified Counselors Specialty Practice as a Master Addictions Counselor (MAC). ECU Inter-department Cooperative Agreements for the Following Electives (please check with Health Education for any changes in this coursework):

- ? HEA 794 Chemical Abuse and Dependency
- ? HEA 795 Alcohol and Alcoholism
- ? HEA 796 Approaches to Chemical Dependency Treatment I
- ? HEA 797 Approaches to Chemical Dependency Treatment I

Credential in Marriage and Family Therapy:

Cooperative Agreement with Western Kentucky University or Lindsay Wilson College for taking 9 hours of electives leading toward Kentucky License in Marriage and Family Therapy. Please check with the various colleges and universities for specific coursework.

Courses offered at ECU in the area of Family Counseling:

- ? COU 850 Family Counseling (ECU) [program requirement]
- ? HEA 792 Human Sexuality (ECU)

MASTERS OF ARTS HUMAN SERVICES

In this program, the student may choose one of two possible options:

The *Student Personnel Services in Higher Education* option is designed to prepare persons interested in various student personnel and student affairs functions inherent to institutions of higher education, search as in a technical school, junior college, or four year university.

The Community Agencies option is designed to prepare individuals for **non-counseling** types of employment in a variety of settings such as state employment agencies, community agencies, business and industry, federal programs, sheltered workshops, social welfare agencies and community employment and training projects.

Master of Arts in Human Services Program Core Requirements

COURSE NUMBER	COURSE TITLE	PREREQUISITES	SEMESTER HOURS
COU 804	Counseling Diverse Populations	COU 813, 840, 846	3
COU 813	Professional Orientation and Ethics in Counseling (SHOULD BE TAKEN IN FIRST SEMESTER)	None	3
COU 840	Counseling Theory and Practice	COU 813 (may be pre or co-requisite)	3

COU 846	Process and Basic Techniques of Counseling	COU 813 and 840 (may be pre or co-requisites)	3
EPY 816	Tests and Measurement	None	3
EPY 839	Human Development and Learning	None	3
EPY 869	Research in Education	None	3
		TOTAL CORE HOURS	21

Option 1 – Student Personnel Services In Higher Education

COURSE NUMBER	COURSE TITLE	PREREQUISITES	SEMESTER HOURS
COU 844	Student Personnel in Higher Education	COU 813 (may be pre or co-requisites)	3
COU 845	Internship in Student Personnel Services	COU 813 (may be pre or co-requisites)	3
POL 876	Public Personnel Administration	None (May substitute another pre-approved course if this course not scheduled)	3
POL 877	Public Finance Administration	None (May substitute another pre-approved course if this course not scheduled)	3
Elective	Pre-Approved by Advisor		3
		TOTAL FOR OPTION ONE	15 SEMESTER

			HOURS
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*Approved electives: COU 807, 822, EPY 854, HEA 792, 793, 795, POL 801, 875. Others may be chosen with advisors approval.

Option II: Community Agencies

COURSE NUMBER	COURSE TITLE	PREREQUISITES	SEMESTER HOURS
COU 803 Should this be EPY 854?	Principles and Practices of Mental Health Counseling		3
COU 847	Crisis and Abuse Counseling	COU 813, 840, 846	3
HEA 795	Alcohol and Alcoholism	None	3
MGT 860	Seminar in Human Resource Management	None (May substitute another pre-approved course if this course not scheduled)	3
Elective	Pre-Approved by Advisor		3
		TOTAL FOR OPTION II	15

*Approved electives: AHN 770, COU 807, 822, CDF 734, 831, EPY 854, HEA 792, 793, 794, NFA 709, POL 801, 875, OTS 720.

Others may be taken with advisors approval.

Sample First Enrollment for Student Personnel Services In Higher Education:

- ? COU 813 Professional Orientation and Ethics
- ? COU 840 Theory and Practice of Counseling
- ? COU 846 Techniques of Counseling

? COU 844 Introduction to Student Personnel FALL ONLY

Sample First Enrollment for Community Services Track:

- ? COU 813 Professional Orientation and Ethics
- ? COU 840 Theory and Practice of Counseling
- ? COU 846 Techniques of Counseling
- ? COU 803 Principles and Practices of Mental Health Counseling

See your advisor for approved electives that match your career goals.

Licensed Professional Clinical Counselor (LPCC)

For those individuals who earned the Masters of Arts in Community Counseling (33 hours) at EKU and who wish to pursue the Kentucky LPCC Certification the following coursework is recommended.

For specific requirements for licensure and updates, please see the website for the [Kentucky Board of Licensed Professional Counselors](#)

Master of Arts in Community Counseling (from EKU)	3
COU 804 Counseling Diverse Populations	3
COU 847 Crisis and Abuse Counseling	3
COU 848 Child & Adolescent Counseling	3
COU 850 Family Counseling	3
COU 855 Diagnosis & Treatment in Counseling	3
COU 826 Individual Appraisal of Intelligence I	3
COU 881 Counseling Internship	3
HEA 795 Alcohol and Alcoholism or HEA 794 Chemical Abuse and Dependency	3
Elective (with approval of advisor)	3
Total For Kentucky LPCC Certification	60

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, 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 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 Program Coordinator. 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.

Course Descriptions

The final description of each course is included in the course syllabus. What is listed below is updated regularly but may be different than what is listed in the courses current syllabus.

COU 813 Professional Orientation and Ethics In Counseling

Professional Orientation:

- Orientation to the program with the Virtual Student Handbook (www.education.eku.edu/cel/)
- History of the counseling profession
- Foundations of school and mental health counseling
- The counselor's role in providing professional leadership within the school, community, and education profession to improve such things as student learning and client well being
- Professional roles and functions of counselors
- Similarities and differences between types of counselors, and counselors and other types of mental health professional.

- The American Counseling Association (ACA)'s structure, its divisions, branches, and affiliates including membership benefits, activities, services to members, and current emphases
- Role of professional association membership in professional development
- National Board of Certified Counselors (NBCC) certifications and the National Counselor Examination (NCE)
- Council on Accreditation of Counseling and Related Educational Programs (CACREP) accreditation practices and standards
- Counselor Licensure and Certification
- Kentucky Licensed Professional Clinical Counselor (LPCC and LPCA)
- Kentucky Professional School Counselor Standards

Ethics:

- School Counselors use the Position Statements of ASCA and act within legal and ethical guidelines to accomplish educational purposes
- ACA Code of Ethics and Standards of Practice
- American Mental Health Counselors Association Code of Ethics
- American School Counselor Association Code of Ethics
- NBCC Code of Ethics.
- Kentucky Education Professional Standards Board Code of Ethics.
- Ethical Standards of Human Service Professionals (National Organization for Human Service Education, 1995).
- Assessment of personal values, attitudes, and beliefs regarding diversity issues.
- Ethical decision making model applied to counseling
- General ethical/moral principles
- Role of Professional Ethics Committees
- Confidentiality, privileged communication, and informed consent issues in counseling, testing, and record keeping.
- Dual relationships
- Professional responsibilities
- Ethical issues in evaluation, assessment, and diagnosis
- Ethical issues in teaching, training, and supervision
- Legal issues of abuse and neglect
- Ethical issues in research and publication
- ACA anti-discrimination statement and social advocacy

COU 840 Counseling Theory and Practice

- Counseling theories for individuals
- Counseling theories from a systems perspective
- Consultation theories
- Similarities and differences among theoretical approaches
- Integrated theoretical approaches
- Theories appropriate for school and mental health settings
- Personality theories relevant to school and mental health counseling

- Cultural experiences and characteristics that influence the helping process
- Ethical Considerations

COU 846 Process and Basic Techniques of Counseling

- Basic techniques are appropriate for both ends of the mental health continuum
- Process of building rapport
- Process of opening a session
- Process of problem identification, focusing, and establishing goals in counseling
- Process of closing a session
- Basic counseling skills with different cultural populations
- Ethical and legal issues
- Basic counseling skills that cross all theoretical orientations:
 - Attending
 - Observation
 - Questioning
 - Encouraging
 - Paraphrasing
 - Summarizing
 - Reflecting Feelings
 - Concreteness
 - Self Awareness
 - Non judgmental
 - Respectful
 - Genuine
 - Empathy
 - Rapport
 - Therapeutic Silence

EPY 816 Tests and Measurements

- Theoretical and historical bases for assessment technique
- Strategies for selecting, administering, interpreting, and using assessment and evaluation instruments and techniques in counseling
- Appraisal methods including environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods
- Psychometric statistics including types of assessment scores, measures of central tendency, indices of variability, standard errors, and correlations
- Age, gender, ethnicity, language, disability, and other multicultural factors related to the assessment and evaluation of individuals and groups
- Validity and reliability issues
- Coordinate, and evaluate the testing program by collaborating with school staff to help students identify their abilities, aptitudes, achievements, and interests
- Collaborate with staff concerning assessment of special needs students
- Coordinate school records to ensure confidentiality of assessment data

- Ethical issues in assessment

COU 848 Child and Adolescent Counseling

- Advanced techniques relative to counseling children and adolescents
- Solution focused counseling
- Brief counseling
- Cognitive skills
- Behavioral skills
- Conflict resolution skills
- Uses short term, individual and small group counseling to address the mental, physical, and emotional barriers to learning and to empower students
- Collaborates with school staff relevant to behavior management intervention strategies
- Appropriate screening and referral for children and adolescents in a school setting and assist students to use special programs
- DSM diagnosis and treatment planning of childhood and adolescent disorders
- Impact of culture on child and adolescent treatment issues
- Ethical Issues

COU 847 Crisis and Abuse Counseling

- Advanced techniques relative to counseling clients in crisis and with abuse issues
- Collaborate with school staff to provide support in a crisis situation
- Collaborates with school staff concerning assessment of special needs students to rule out abuse issues impacting on the child's cognitive achievement
- Cultural issues related to abuse
- Legal Issues
- Advocacy issues
- Crisis counseling
- Cycle of abuse
- Domestic violence
- Ethical Issues

COU 820 Group Counseling

- Advanced techniques relative to group counseling
- Principles of group dynamics including group process components, developmental stage theories, and group members' roles and behaviors
- Group leadership styles and approaches including characteristics of various types of group leaders and leadership styles
- Theories of group counseling including commonalities and distinguishing characteristics
- 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, prevention groups, support groups, and therapy groups
- Practice effective listening, conflict resolution, and group facilitation skills as a team member
- Experience group in class as a member
- Impact of culture on group issues
- Ethical Issues

COU 822 Lifestyle and Career Counseling

- Advanced techniques relative to counseling career clients
- Career development theories and decision-making models
- Career, a vocational, educational, and labor market information resources
- Career development program planning, organization, implementation, administration, and evaluation
- Interrelationships among work, family, and other life roles and factors including multicultural and gender issues related to career development
- Career and educational placement, follow-up, and evaluation
- Assessment instruments and techniques relevant to career planning and decision-making in helping to make informed choice based on aptitude, interests, learning styles, academics, and career
- Computer based career development applications and strategies, including computer-assisted career guidance systems
- Career counseling processes, techniques and resources including those applicable to specific populations
- Strong Interest Inventory (SII), Myers Briggs Type Indicator (MBTI), Self Directed Search (SDS), and other Holland career assessments
- Ethical Issues

COU 850 Family Counseling

- Advanced techniques relative to counseling families
- Assessment and interviewing
- Systems theory and application
- Family development cycles, normal and dysfunctional
- Techniques of counseling couples and families
- Treatment and research in family counseling
- Impact of culture on family issues
- Ethical Issues

COU 855 Diagnosis and Treatment in Counseling

- Advanced techniques relative to diagnosis and treatment
- Mental Health and Mental Illness Continuum
- Mental Health Professions
- Mental Status Examination

- Multimodal assessment
- Screening, assessment, and referral issues for school counselors
- DSM history, benefits, and limitations
- DSM Classifications
- Disorders of Children
- Substance Related Disorders
- Schizophrenia
- Psychotic Disorders
- Mood Disorders
- Anxiety Disorders
- Dissociative Disorders
- Sexual Disorders
- Eating Disorders
- Adjustment Disorders
- Personality Disorders
- Dementia
- Multi axial Assessment
- Psychopathology and Therapy
- Psychopharmacology
- Impact of culture on diagnosis and treatment
- Legal and Ethical Issues

HEA794 Chemical Abuse and Dependency

HEA 795 Alcohol and Alcoholism

- Theories of Addictions
- General Drug Terminology
- Specific Drug Information
- Medical Aspects of Addictions
- Psychological Aspects of Addictions
- Addictions Assessment
- Addictions Treatment
- Impact of culture on substance abuse issues
- Legal and Ethical Issues

COU 804 Counseling Diverse Populations

- Advanced techniques relative to counseling diverse populations
- Multicultural and pluralistic trends including characteristics and concerns of diverse groups
- Attitudes and behavior based on such factors as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, family patterns, gender, socioeconomic status, and intellectual ability
- Individual, family, and group strategies with diverse populations
- Understanding of ACA's anti-discrimination statement and Code of Ethics relative to multicultural issues

- Commitment to anti-discrimination issues in the workplace Impact of culture on mental health services
- Ethical and legal Issues applied to consultation and administrative services

COU 803 Community Agencies and Services

- Principles of program development and service delivery for clients based on assumptions of normal development, including, but not limited to prevention, implementation of support groups, peer facilitation training, parent education, career information and counseling and encouragement of self-help
- Theories and techniques of community needs assessment to design, implement, and evaluate community counseling interventions, programs, and systems
- General principles of community intervention, consultation, education, and outreach characteristics of human services programs and networks, public, private, and volunteer, in local communities
- The application of concepts of mental health education, consultation, outreach and prevention strategies, and of community health promotion and advocacy
- Client advocacy in public policy and promoting client understanding of and access to community resources
- Client characteristics of individuals served by institutions and agencies offering community counseling services, including, but not limited to the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence
- Theories and techniques of community needs assessment to design, implement, and evaluate mental health counseling interventions, programs, and systems
- Principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and after care, and the human services network in local communities
- Application of the community counseling model to schools
- Ethical and legal Issues

COU 825 Developmental Guidance K -12

- Individual and group counseling and guidance approaches, with a prevention and wellness orientation, appropriate for the developmental stage and needs of children and adolescents
- Develop a safe, confidential setting in which students present their needs and concerns and promotes diversity and anti-discrimination policies in the school
- Group guidance approaches that are systematically designed to assist children and adolescents with developmental tasks
- Approaches to peer helper and conflict resolution programs with a prevention emphasis
- Developmental approaches to assist students and parents at points of educational transition and school-to-work issues

- Methods of integration of a prevention and wellness guidance curriculum in the total school curriculum
- Methods of planning and providing guidance-related educational programs for school personnel and parents
- Collaborate with staff concerning assessment of special needs students
- Empower students to develop and use their resources and assist with referral to special programs
- Facilitate new students integration into the school environment
- Collaborate with staff relative to behavior management intervention strategies
- Functions in a cooperative process to assist others to effectively meet the needs of students and used consultation to advocate for students
- Ethical and Legal Issues
- Creative and Play therapies with children and adolescents

COU 814 Organization and Administration of Guidance Services

- Coordinate bring school and community resources together for the fullest academic, career, personal, and social development of the students
- Collaborates with school staff to design and coordinate a testing program that helps students identify their abilities, aptitudes, achievements, and interests
- History, philosophy, and trends in school counseling
- Role and function of the school counselor in conjunction with the roles of school personnel
- Promotion of the use of counseling, guidance activities, and programs by the total school community to enhance a positive school climate using a prevention model
- Methods of consulting with parents, teachers, administrators, support staff, and community agency personnel
- Methods of enhancing team work within the school community
- Design, implementation, and evaluation of a comprehensive, developmental school program
- Coordination efforts with resource persons, specialists, businesses, and agencies outside the school to promote program objectives
- Implementation and evaluation of specific strategies designed to meet program goals and objectives and the use of information systems and technology
- Functions in a cooperative process to assist others to effectively meet the needs of students and used consultation to advocate for students
- Preparation of a counseling schedule reflecting appropriate time commitments and priorities in a developmental school counseling program
- Promotes leadership potential in colleagues
- Promotes diversity and anti-discrimination policies in the school
- Ethical and Legal Issues

COU 844 Introduction to Student Personnel

- History and philosophy of student personnel services
- issues, problems, purpose, and functions in student personnel services
- Legal and ethical issues in student personnel services
- Models for designing, managing, and evaluating student personnel programs, including information management and computer applications
- Implications of sociocultural, demographic, lifestyle diversity, and other multicultural issues relevant to student personnel services
- Theories of student development that include: intellectual moral, ethical, ego, psychosocial, systems, and career development
- Characteristics and attitudes of traditional and nontraditional college students and the impact of different types of college environments
- Ethical and Legal Issues

COU 845 Internship in Student Personnel

- Theories and models of organizational behavior and consultation that include planning and evaluation of higher education programs
- Theories, models, and practices of leadership, organizational management, and program development
- Methods of and approaches to organizational change, decision-making, and conflict resolution
- Theories and methods of personnel selection, supervision, and performance evaluation
- History and current practices of policy making, budgeting, and finance in higher education
- Impact of culture on student personnel issues
- Ethical and Legal Issues

COU 880 Counseling Practicum

- Practicum site policies and regulations
- Range of duties of a counselor in that setting
- Uses Individual and small group counseling to address barriers to learning
- Diversity issues and harassment in the workplace
- Publication skills and presentation skills to enhance professional development
- Professional association involvement for professional development
- Ethical and legal Issues
- Advanced skills:
- Reflection of meaning
- Advanced accurate empathy
- Self disclosure
- Feedback
- Confrontation
- Immediacy
- Focusing
- Directives

- Role Play
- Deepening emotions
- Relaxation and meditation
- Paradoxical Instruction
- Imagery
- Interpretation
- Information, instruction, advice, opinion, suggestion
- Language change
- Interpretation
- Reframing
- Empty chair
- Homework
- Logical consequences
- Systematic desensitization
- Self monitoring and management
- Relapse prevention
- Termination

COU 881 Counseling Internship

- Internship Site Policies and Regulations
- Range of Duties of a Counselor in that Setting
- Uses of Individual and small group counseling
- Diversity issues and harassment in the workplace
- Publication skills and presentation skills to enhance professional development
- Professional association involvement for professional development
- Ethical and Legal Issues
- Supervision skills:
- Understands the critical need for supervision during the first 5 years of practice
- Role and function of supervision in counseling
- Implications for certification/ licensure
- Models of supervision
- Stages of supervision
- Modalities of supervision
- Ethical and legal issues in supervision
- Specialty Area Skill Building
- Chemical Dependency Assessment
- Mental Status Examination
- Intake Assessment
- Diagnosis of Mental Disorders
- Treatment Planning of Mental Disorders
- Psychopharmacology Assessment
- Creative Therapies
- Diversity Issues
-

EDF 839 Human Development and Learning

- Individual and family development and transitions across the lifespan
- Theories of learning and personality development
- Human behavior including an understanding of developmental crises, disability, addictive behavior, psychopathology, and environmental factors as they affect both normal and abnormal behavior
- Strategies for facilitating development and wellness over the lifespan
- Ethical considerations

EDF 869 Research in Education

Basic types of research methods to include qualitative and quantitative research designs

- Principles, practices, and applications of needs assessment and program evaluation
- Literature review skills
- Research proposal writing
- Computer skills for data management and analysis
- Problem identification
- Hypothesis development and testing
- Methodology and statistical analysis
- Publication skills to enhance professional development
- Ethical and legal issues in research

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 10
- COU 881 Internship 10

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 "U" in the above courses will require that the student retake the course.

New Requirements 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 students would be required to purchase professional liability insurance beginning in COU 846 through completion of internship. The motion was passed unanimously. Information will be posted this semester and instructors will note this requirement in classes and next semester all faculty teaching courses other than the EPY classes, COU 813 and COU 840 will verify that students have insurance before they allow students to proceed in their classes.

This requirement that students have professional Liability Insurance has always been a part of the Practicum and Internship requirements but is new to other classes. It was agreed upon based on the fact that our students in our skill classes beginning with COU 846 Techniques in Counseling, all have contact with others in a therapeutic manner and as such, even though it may only be in a role playing manner, run the risk of being seen as a professional therapist who is liable for their actions as such. 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.

In the past, students have also been allowed to use their professional association professional liability coverage (such as through KEA) in Practicum and Internship. This will no longer be allowed as our research has shown that most of these types of coverage's cover their members only in their regular duties as an employee but not specifically as a student counselor.

The department will accept any personal professional Liability Insurance that specifically says it covers student counselors/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.hpsso.com/pli/pliindex.php3> where a one year policy for a student clinical or school counselor is approximately \$32 and this plan is also endorsed by KCA and there is additional information on it available on the web at KYCA.org. If you have other questions contact any faculty member in the Counseling and Educational Psychology unit.

Practicum & Internship

- Internship Handbook
 - [MS Word Format](#)
 - [Adobe PDF Format](#)
 - Practicum Handbook
 - [HTML Format](#)
 - [Adobe PDF Format](#)
 - Internship Directory
- [Attention All Counseling Students](#)**
All students completing internship (what use to be called advanced practicum) after spring of 2003, regardless of the program they started under or whether they are finishing internship as part of their degree program or as part of post degree program

- [MS Word Format](#)
- [Adobe PDF Format](#)
- Printable Forms
 - Final Evaluation
 - [MS Word Format](#)
 - [Adobe PDF Format](#)
 - Hour Recording Forms
 - [MS Word Format](#)
 - [Adobe PDF Format](#)
 - Midterm Evaluation
 - [MS Word Format](#)
 - [Adobe PDF Format](#)
 - Application Materials
 - [MS Word Format](#)
 - [Adobe PDF Format](#)
 - Permission Form
 - [MS Word Format](#)
 - [Adobe PDF Format](#)
 - Site Evaluation
 - [MS Word Format](#)
 - [Adobe PDF Format](#)

requirements, will be required to complete the experience under the standards for the new masters programs. This will mean all students doing their internship in a school counseling setting will be required to complete 600 hours of internship experience and all individuals completing their internship in a mental health setting will be required to complete 900 hours of internship experience.

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.

Grading policies for Practicum and Internship are available in the [practicum and internship handbook](#) and vary slightly from the classroom grading policy.

Students receiving a C 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.

Student Recourse and Appeal in the Event of Institutional Failure

Subject to Faculty & Student Handbook Changes

Any student who has reason to believe that a member of the University faculty or staff has failed to carry out institutional responsibilities should discuss the matter with the person most directly involved. Almost all such problems can be resolved in this manner.

Recourse for Student Appealing a Grade:

V -11

Updated 12/03

Academic penalty should not be imposed upon the student for nonacademic infractions of University regulations.

This principle does not compromise the right of the University to suspend or dismiss a student for nonacademic reason.

A. Meeting course and degree requirements

Instructors have the responsibility to denote student failure to meet minimum course requirements by the assignment of a failing grade. College deans and faculties have the responsibility to refrain from recommending for a degree any student who does not meet the requirements thereof.

B. Academic Honesty Policy

Eastern Kentucky University faculty and students are bonded by principles of truth and honesty which are recognized as fundamental for a community of teachers and scholars. The University expects that students will honor and that faculty will honor and enforce these principles which contribute to a foundation upon which a quality education can be built. With this premise, the University affirms that it will not tolerate academic dishonesty

1. Plagiarism

Plagiarism is the act of presenting ideas, words, or organization of a source (published or not) as if they were one's own, without acknowledgment of the source. Since university instructors assume material presented by students is their own unless otherwise indicated, all quoted material must be in quotation marks, and all paraphrases, quotations, significant ideas, and organization must be acknowledged by footnotes or by some other form of documentation acceptable to the instructor for the course. Plagiarism also

includes presenting material which was composed or revised by any person other than the student who submits it, as well as the deliberate falsification of footnotes. The use of the term "material" refers to work in any form including written, oral, or electronic (as in the case of computer files).

2. Cheating

V-12

Updated 12/03

Cheating includes buying, stealing, or otherwise fraudulently obtaining copies of examinations or assignments for the purpose of improving one's academic standing. During examinations or in-class work, it includes receiving information from others and referring to unauthorized notes or other unauthorized information. In addition, copying from others, either during examinations or in the preparation of homework assignments, is a form of cheating.

Computers should not be used to acquire or provide information in conflict with the academic honesty policy. Furthermore, the Code of Ethics for Computing and Communications makes it the responsibility of computer users to keep information, data, and programs in their computer accounts secure from others.

3. Co-Responsibility

Anyone who knowingly assists in any form of academic dishonesty shall be considered as guilty as the student who accepts such assistance. Students should not allow their work to be copied or otherwise used by fellow students, nor should they sell or give unauthorized copies of examinations to other students.

4. Institutional Procedures

In instances of academic dishonesty, the instructor shall confront the student as soon as possible.

The instructor may take any of four sanctions, depending on the seriousness of the infraction:

- a. The instructor may assign a failing grade for the assignment;
- b. The instructor may assign a failing grade for the course, in which case the instructor shall notify the chair of the department, the dean of the college in which the course is offered, the dean of the college of the student's major, the Dean of Graduate Studies and Research, if appropriate, and the Registrar;
- c. The instructor may refer the matter to the departmental committee on academic practices for consideration and possible referral to the Student Disciplinary Council;
- d. If the student is assigned a grade of "F" and the instructor thinks the matter is serious enough, the instructor may submit the case to the departmental committee on academic practices with the recommendation that the student, if otherwise eligible, not be permitted to graduate with honors. This recommendation shall be made no later than the date on which the faculty member submits to the Registrar the grade report on which the "F" for plagiarism or cheating is assigned. At the time the recommendation is submitted to the academic practices committee, the Registrar shall be informed that the recommendation has been submitted.

If the departmental committee on academic practices decides that the offense is serious enough to prohibit the student from being graduated with honors, the case shall be submitted to the Student Disciplinary Council for review. If the Student Disciplinary Council concurs with the departmental academic practices committee that the student should be prohibited from being graduated with honors, the chair of the Student Disciplinary Council shall inform the Registrar in writing. The Registrar shall keep a list of students prohibited from being graduated with honors because of plagiarism or cheating and shall check the graduation list for names of such students.

5. Further Actions

Students who are assigned a grade of "F" in a course due to academic dishonesty will not be permitted to drop the course.

If a student fails more than one course as a result of academic dishonesty, the dean of the college of the student's major shall refer the case directly to the Student Disciplinary Council for further action.

Recourse in the Event of Other Institutional Failure:

V-13

Updated 12/03

Any student who has reason to believe that a member of the University faculty has failed to carry out institutional responsibilities should discuss the matter with the person most directly involved. Almost all such problems can be resolved in this manner.

A. Recourse for Student Appealing a Grade

1. If a student wishes to appeal a course grade, the procedure below should be followed:

a. The student should consult with the instructor, seeking a satisfactory explanation.

b. If, after consulting with the instructor, the student believes that a grievance exists, the student may present a complaint in writing outlining the basis of the grievance to the department chair within 30 days after the beginning of the next semester, exclusive of summer session. The department chair shall consider the matter in consultation with the instructor and the student and exercise influence towards mediation.

c. If the grievance remains unsettled, the department chair shall as soon as practicable refer the matter to the departmental committee on academic practices composed of the department chair, two members of the department elected by the faculty thereof (with one alternate member to serve in the event that one of the regular members is the person against whom the complaint has been lodged), and one student member chosen by the department chair. All members of the committee shall have voting privileges. In cases where the department has an insufficient number of faculty members to make the above procedure workable, the Provost and Vice-President for Academic Affairs and the dean of the college in which the course is offered shall appoint an appropriate committee.

2. Meetings of the departmental academic practices committee shall be scheduled at a mutually agreed upon time, when all relevant parties can reasonably be expected to

participate. A student who has agreed to a time for a meeting of the departmental academic practices committee and who does not appear at that meeting may forfeit the right to present evidence beyond that furnished in the original letter of appeal.

3. After considering the evidence and any rebuttals submitted by the student and/or the instructor, the committee shall make a decision which shall be binding. All parties shall be informed of this decision within ten working days.

4. Appeals from the committee's decision may be made on procedural grounds only and must be made within 20 days following notification of the departmental committee decision. Such an appeal should be made to the dean of the college in which the course is offered and, if necessary, then to the Provost and Vice- President for Academic Affairs.

B. Recourse in the Event of Other Institutional Failure

If a student believes there has been some type of breach of policy not covered above, the student should first attempt to resolve the matter with the person most directly involved. If the student is unable to gain satisfaction at this point, or if the matter so justifies, the student should register a detailed complaint, oral or written, with the immediate supervisor of the person in question.

In the event that satisfaction is not obtained, following established procedure, the student or faculty member may make a full report to the dean of the college or head of the other administrative unit and/or the Provost and Vice- President for Academic Affairs.

Orientation Meetings

COU 813 Professional *Orientation and Ethics* **is strongly recommended as your first course in the first semester.** During this class, the student will be given an in-depth orientation to the counseling profession and the Student 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 CEL 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 on file with the Counseling office by the end of the student's second admitted semester. Planned programs must be discussed with and signed by your advisor.

Student Milestones

1. ADMISSION TO THE PROGRAM
2. SUCCESSFUL COMPLETION OF COU 813
2. REQUEST FOR ADMISSION TO CANDIDACY
3. SUCCESSFUL COMPLETION OF COMPREHENSIVE EXAMS
4. NOTIFICATION OF INTENT TO GRADUATE

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](#).

5. APPLICATION FOR SCHOOL COUNSELING CERTIFICATIONS

Please contact the certification office in Combs 423 or call 859. 622.1047

Frequently Asked Questions about Counseling and Educational Psychology Programs

1. What programs are available in counseling?

We offer Master's degrees in School Counseling and Mental Health Counseling. We offer Elementary and Secondary Endorsements for school counselors who want to work in the full range of K-12, and an Individual Intellectual Assessment Endorsement for school counselors who are interested in assessment of intellectual functioning. We also offer a Master's in Human Services with an emphasis in Student Personnel Services in Higher Education or an emphasis in Community Agencies for students who work in related fields but are not interested in obtaining the LPCC and practicing as a third party reimbursable counselor.

2. What are the differences among the 3 Master's degrees offered at ECU?

The Master's in School Counseling prepares students with a valid Kentucky teaching certificate and one year of teaching experience to become a school counselor at either the elementary level (K-8) or secondary level in Kentucky (5-12). Students without a teaching degree, certificate of teaching experience may also be admitted to the Masters in School Counseling Program. Forty-two states other than Kentucky do not require

teaching certification for experience to be a school counselor and students who want to use the Masters in School Counseling in one of those states should contact the Department of Education in that state to see if they will qualify to be a school counselor in their state. The Master's in Mental Health Counseling prepares counselors to work in a variety of community agencies, and with certification as a LPCC they may also enter private practice. The Master's in Human Services prepares students for employment in the area of human services in a variety of university and community agency settings. However, this degree is not designed to prepare students as mental health therapy providers, school counselors, or to become Licensed Professional Clinical Counselors.

3. Am I required to schedule a face to face conference with my advisor?

No. A face to face conference is not required but may be requested by either the advisee or advisor. Otherwise many questions can be answered through telephone and written communication. Counseling and Educational Psychology programs operate on a self initiating advising model. If you need to talk with an advisor, please initiate the contact. You may also find the virtual Student Handbook very informative for your advising questions.

4. How do I make contact with my advisor?

Because EKU's Counseling and Educational Psychology Programs are offered on a night school basis, most of the counselor educator advisors work the evening shift, while most of their advisees work the day shift. This difference in work schedules may present some advising problems. All advisors post office hours or advisees may set an appointment at a more convenient time. Advisees are best advised to use email to communicate with their advisors or to set a face to face appointment. You may also leave a written detailed message with a day, time, and telephone number where you may be reached in their mailbox at 406 Combs.

Advisor	Office Tel.	Home Tel.	Email
Dr. Sue Strong	622-3515	859 277-3119	sue.strong@eku.edu
Dr. Neal Gray	622-8436		neal.gray@eku.edu
Dr. Murriel Stockburger	622-1134		muriel.stockburger@eku.edu
Dr. Connie Callahan	622-2166	859 224-0342.	connie.callahan@eku.edu
Dr. Ann Chapman	622-1131		ann.chapman@eku.edu
Dr. Kim Naugle	622-1863	859 626-1724	kim.naugle@eku.edu

5. Do I have to get advice only from my assigned advisor?

No. We all work together in advising and your assignment is more of a technicality. You may seek out advice from anyone who is available or anyone with whom you happen to have a relationship.

6. May I change advisors?

Yes. You may contact the chair of the Counseling and Educational Psychology Dr. Callahan (connie.callahan@eku.edu), to discuss any reassignments.

7. What are the employment opportunities of school counselors in Kentucky?

School counselors are in demand in Kentucky and have increased in numbers since KERA. However, there may be pockets of deficits and pockets of abundance of counselors depending where you live. If you are willing to move, a job is almost certain when you graduate. If you are restricted to a geographical area, please contact the school districts in your area to determine supply and demand. The school counseling advocate at the Kentucky Department of Education may have updated information regarding openings across the state (Angela Wilkins 502 564-3678).

8. What are the employment opportunities of mental health counselors in Kentucky?

Our Mental Health Counseling graduates have always found employment in a variety of community agencies such as social services, probation and parole, spouse abuse, rape crisis, nursing homes, comprehensive care centers, juvenile group homes, day treatment centers, chemical dependency treatment centers, juvenile justice programs, domestic violence programs, advocacy services, psychiatric hospitals, homeless shelters, prisons, family preservation programs, etc.

The passage of the Certified Professional Counselor (CPC) law in 1996 which became the Licensed Professional Clinical Counselor (LPCC) law in 2002, only increased the visibility, status, and employability of Mental Health Counseling graduates who obtain the LPCC. Also, private practice is available for those who hold the LPCC, and the department recommends that all Mental Health Counseling majors pursue the LPCC. Various career related publications list counseling as one of the fastest growing professions for the future.

9. What are the employment opportunities of those with the Masters in Human Services?

Those in the MA in Human Services with the student Personnel Services in Higher Education emphasis tend to be employed in various student services positions within post secondary institutions. These individuals find jobs in all areas of student services including such things as housing, Greek services, financial aid, cancer placement, judicial affairs and all other student services areas. As positions are generally limited to institutions of higher learning, if a student is not already in the employment of an institution they should be willing to relocate to an appropriate institution with an opening. Historically, all individuals willing to do this have found positions. Those in the MA in Human Services with the Community Agencies emphasis tend to be students who wish to work in the helping professionals without training to be third party reimbursable

therapists. They accept positions as case managers, psych techs and a mired of other private and public agency positions. Individuals with their degree have historically found positions relatively quickly after graduation.

The department also offers an alternative route to certification in the School Counseling program. This program is for those individuals who already hold a masters degree or higher in counseling or a related field and who have significant post degree therapeutic experience.

10. Are all the classes offered every semester?

All of the core classes are offered every fall, spring semesters as well as summer session, but some classes may only be offered one time a year or as needed. Check the schedule book, graduate catalogue, or with a program adviser.

11. What happens if I take an Incomplete in a class?

University policy is that you have one semester (excluding summer session) to finish the work before it turns into an F.

12. May I transfer any coursework from another university on my Master's degree?

Your advisor may grant a transfer up to 12 hours that will apply toward your Master's degree. Typically only the professional core of Research, Tests and Measurement, and Human Development are accepted by the Counseling and Educational Psychology Programs. Do not take courses at other universities without approval from your advisor and the Graduate School. All requirements for the Master's degree must be completed within 7 years from the date of beginning the first course work; therefore, all transfer work must fall within this 7 year period.

13. May I transfer any classes from another university on my Standard Certificate/Rank I Program (For those in School Counseling)?

The Standard Certificate\Rank I program has 9 hours of electives which may be transferred from another university with consent of the advisor. Transfer coursework must be consistent with curriculum guidelines for the Professional School Counselor Standards.

14. May I take an elective that is not on the approved list?

Yes. However, coursework must be consistent with curriculum guidelines for the Professional School Counselor Standards or Licensed Professional Clinical Counselor Board and should be pre-approved by your advisor. After approval, the advisor may need

to submit a Change in Planned Program form.

15. What are the maximum number of hours that I may enroll in for each semester, if I am working full time?

Typically, a student who is working full time takes a maximum of 6 hours of graduate coursework.

16. What are the maximum number of hours that I may enroll in for Summer Sessions?

You may enroll for a maximum of 12 hours during the summer sessions.

17. Are any counseling classes offered other than from 6:00-8:45 PM, weekly for the semester?

Although meeting one time per week from 6:00-8:45 PM is the traditional night school format, the program also offers courses that meet from 5:00-10:00 biweekly; weekend classes; interactive television classes; on-line classes; and both day and night classes are offered during summer session. We are committed to making our courses more accessible for students.

18. In general, what is expected of me in the counseling curricula?

The majority of the course work includes didactic and experiential components. Specifically, the technique classes and practicum/internship rely extensively on video taping of real and simulated counseling sessions where you are expected to apply the counseling course work and turn theory into therapy. You will need access to video taping equipment during this course work. Self discovery and disclosure is highly encouraged in the majority of the course work. You are the instrument of your work as a counselor. For this reason, it is recommended (but not required) that you experience counseling as a client before you begin to practice as a counselor.

19. How do faculty review my progress in the program, and how will that be communicated to me?

In each class, faculty will be offering formal and informal feedback regarding your progress. Particular attention to progress is noted in the technique classes, group, and practicum/internship. The Student Monitoring Process is outlined in the Virtual Student Handbook. Filing of the Admission to Candidacy by the counseling faculty indicates that you are progressing as expected. Delaying the filing of the Admission to Candidacy may indicate some concerns, and the faculty may meet with you to discuss a remediation plan.

20. May faculty recommend personal counseling if my personal issues impact my ability to become a competent counselor?

Yes. Faculties have an ethical responsibility to screen counseling candidates from the time of admission to graduation. Requiring remedial course work, dropping the program, taking time off, and personal counseling may be some of the options available to faculty should your competency become an issue.

21. How does the Provisional School Counseling Certificate differ from the Standard School Counseling Certificate?

The Provisional Certificate is earned with the Master's degree in school counseling after 48 hours. The Provisional Certificate is issued for 5 years and must be renewed at the end of the 5 year time. The Provisional Certificate allows you to seek employment as a school counselor. The certificate is renewed by taking a minimum of 9 graduate hours from a planned program for the Standard Certificate every 5 years. After completing your 48 hour Master's degree and obtaining your Provisional Certificate, school counselors begin their program for the Standard Certificate. This requires an additional 12 hours. The Standard Certificate requires a total of 60 hours in school counseling and may be issued after the student completes one year of counseling experience. You may apply for either the Provisional or Standard Certificate in school counseling or renew your Provisional Certificate at ECU's Teacher Certification office, 421 Combs, (859.622-1829).

22. What is the Temporary Provisional Certificate in School Counseling and how can it be earned?

Students admitted to the Masters in School Counseling program who hold a valid Kentucky teacher certification and who have at least one year of teaching experience may earn the Temporary Provisional Certification allowing them to practice as a school counselor on their way to earning the Masters in School counselor. To be eligible for this two year temporary certificate, a student must be in the masters program, have a valid teaching certificate and one year of teaching experience, have a qualifying job offer for a certified school counseling position and, finally, they must have completed the 33 hours specified in the "Degrees and Programs" section of the Counseling and Educational Psychology website.

23. How do Rank I and Rank II differ (for School Counselors)?

Rank II will be issued after the student completes 33 hours toward their Master's degree in school counseling.

Rank I requires 60 graduate hours related to education and your field of study. The Standard Guidance Certification requires 60 graduate hours in counseling and guidance. Those students who earned their Master's degree in school counseling may receive Rank I and the Standard Guidance Certificate simultaneously if no coursework outside the field of counseling is taken toward the 60 hours. If other course work in education outside the counseling area is taken, a student may earn the Rank I at the completion of 60 graduate hours if your advisor creates and files a Rank I planned program with teacher

certification.

24. How do I get the Endorsement in Elementary School Counseling if I hold the Secondary School Counseling Certificate?

Counseling certifications include: Elementary (K-8) and Secondary (5-12). An Elementary School Counseling endorsement to a Secondary School Counseling certificate allows an individual to be a counselor in a K-12 setting. You will need to fill out a planned program with your advisor. Generally you must complete COU 825 Developmental Guidance, a graduate level Elementary Curriculum theory course, and COU 880 Elementary Practicum. However, students who hold a K-12 teaching certificate will have the curriculum theory class waived.

25. How do I get the Endorsement in Secondary School Counseling if I hold the Elementary School Counseling Certificate?

A Secondary School Counseling endorsement to an Elementary School Counseling certificate allows an individual to be a counselor in a K-12 setting. You will need to fill out a planned program with your advisor. Generally you must complete COU 822 Lifestyle and Career Counseling, a graduate level Secondary Curriculum theory course, and COU 880 Secondary Practicum. However, students who hold a K-12 teaching certificate will have the curriculum class waived.

26. How do I get the Individual Intellectual Assessment Endorsement?

[Link to IIAE Fact Sheet](#)

27. How may I obtain certification in other counseling speciality areas?

The National Board for Certified Counselors (NBCC) certifies counselors in several specialty areas: school counseling, mental health counseling, and addictions counseling. You may contact NBCC at 901 547-0607, (nbcc@nbcc.org) for more information. At ECU, we offer courses in addition to the Master's work that fulfill the curriculum requirements for certification in substance abuse counseling by taking HEA 794, HEA 795, HEA 796, HEA 797 through the Health Department (622-1142). We also offer course work for those interested in gerontological counseling through various departments on campus which includes HEA 793 Death and Grief, AHN 770 Health Care of the Aged, and NFA 709 Nutrition and Aging. In addition, UNC offers a graduate certificate in Gerontological Counseling. We have collaborative agreements with WKU, U of L, and Lindsey Wilson College which offer certification curriculum for becoming a Certified Marriage and Family Therapist. U of L also offers a graduate degree in Expressive Art Therapy.

28. What is the process for getting a doctoral degree after I finish my Master's degree and does ECU have any joint doctoral programs in counseling?

The doctoral process differs greatly by institution and degree. Often the hours and course

work may be negotiated depending on your preparation, background and type of program. EKU does not have any joint doctoral programs in counseling. You must contact the doctoral program first and work out any arrangements for taking any of your course work at EKU or elsewhere. The most logical feeder program for the Master's in counseling at EKU may be U of L's Ed.D. in Counselor Education or their Ph.D. in Counseling Psychology. Contact Dr. Daya Sandhu (502 852-6646) for more information. The University of Kentucky Educational and Counseling Psychology Department offer the Ed. D. and Ph.D. in Counseling Psychology. The department can be contacted at 859-257-7404. Individuals completing the Masters in Human Services may want to explore UK's Ph.D. and Ed.D. in Educational Policy Studies and Evaluation. Contact the department at 859-257-2795. U of L has a Ph.D. in College Student Personnel Services that our Masters in Human Services, Student Personnel Services in Higher Education track may want to consider. You can contact the department for further information at 502-852-6646.

29. What is the Admission to Candidacy?

This is a form your advisor files with the Graduate School after full faculty review and indicates that you are progressing in the program as expected. You need to complete a [Request of Admission to Candidacy](#) form (available on the counseling and Educational Psychology website) and submit it to the Program Coordinator. The Coordinator presents your candidacy to the counseling faculty who make a determination on your Admission to Candidacy. This must be completed before entering your last 12 hours of the degree but after completing at least 15 hours (see the admission to candidacy form)

30. When and how do I apply for practicum/internship?

Seek out a practicum site 6 to 12 months before you plan to begin practicum. Community agencies may not be able to accommodate practicum/internship students without advance arrangements of several months. It is the responsibility of the student to secure agreements for a site and supervisor well in advance of the application deadlines for the Counseling and Educational Psychology Program. The Practicum/Internship Handbook on the web contains all the materials the student and site supervisor need for practicum/internship

Students who are enrolled in practicum to fulfill LPCC requirements, need to obtain a copy of the law and an application from the LPCC Board (502 564-3296).

31. Does EKU have 60 hours available that I will need to qualify for LPCC?

Yes. We have these [hours](#) in our department and through alliances we have built with other departments on campus.

32. What is the National Counselor Exam (NCE)?

This is the national examination in counseling and a passing score is required to become

a LPCC, a National Certified Counselor (NCC), or a specialist in one of the counseling areas. You may obtain information about the NCE through NBCC (901 398-5389). You may purchase a test guide through NBCC or more expensive test preparation kits offered through advertising in the American Counseling Association's monthly publication, Counseling Today, (800 347- 6647).

33. How do I get information about the Master's comprehensive examination?

See information provided in the Comprehensive Exam section on the web. This includes information on the Counselor Preparation Comprehensive Examination (CPCE) which is a multiple choice exam over the core functions of counseling and information on the department development for Human Services.

34. How do I register for classes?

You may register on line through the EKU web page. Register early in case classes become closed or cancelled.

35. May I take a class off the main campus at one of EKU's extension centers in Corbin and Danville?

Yes. These classes are the same as taking them on campus but all courses will not be offered on all extension campuses.

36. How will I be oriented to the counseling profession and program at EKU?

A thorough orientation is available via the Virtual Student Handbook on-line through the department web site. Counseling and Educational Psychology faculty are available to advise and consult regarding the program. COU 813 Professional Orientation and Ethics is scheduled your first semester of enrollment and a substantial part of the course deals with these issues.

37. Where can I get personal counseling, career counseling, and/or career information on campus?

Personal counseling and career counseling are available on a short term, limited basis at the Counseling Center at EKU (859. 622-1303). A list of other counseling services is listed in the Virtual Student Handbook. Your advisor is also available to offer career information in counseling. The Office of Career Services assists all students and alumni who are seeking employment and/or clarifying their career direction at Coates Bldg. (622-2765).

38. What is Chi Sigma Iota (CSI)?

CSI is the international counseling honor society. EKU's local chapter is Epsilon Kappa Upsilon. Students are encouraged to join before they graduate. Applications are

available through your advisor, on the CSI website (www.csi-net.org), and/or on the CSI table located outside of Combs 406. Dr. Neal Gray is the faculty advisor. Please return your membership application to Dr. Gray or to Combs 406 so that the faculty advisor can verify that all criteria have been met.

39. How do I get involved with the Kentucky Counseling Association (KCA)?

KCA's Executive Director is available at (800) 350-4522 or bradenkca@aol.com. KCA sponsors an annual fall conference in mid October. Professors encourage students to become members, present at conferences, and prepare for leadership positions in state associations. Application's and information are available on the [KCA](#).

40. How can I find out about the preparation, experience, and research interests of the counseling faculty?

A brief faculty vita of preparation, experience, and research interests are available on the department web site.

41. How can I obtain information on the Director of Pupil Personnel and School Administration programs?

Contact the Associate Chair of the Department or the Counseling and Educational Leadership Department at (859-622-1124).

42. How does a LPCC become a Certified School Counselor?

School counselor certification requires a valid Kentucky teaching certificate, one year of full time teaching experience, a Master's degree in school counseling or a Masters degree plus a provisional school counseling certificate from the Kentucky Department of Education (KDE). Not all states require a teaching certificate to be a school counselor. Check with a particular states Department of Education for certification requirements. Also, please stay in contact with KDE and the departments website regarding alternative certification for school counseling.

43. How does a Certified School Counselor become a LPCC?

The LPCC law requires a minimum of a Masters degree in Counseling (School Counseling is accepted) and 60 graduate hours of course work in the 9 core areas of counseling; practica/internship experiences of at least 400 hours; passing score on the National Counselor Examination; and 4,000 hours of post degree supervised work experience with 100 hours of face-to-face, individual supervision by an approved supervisor as outlined in the LPCC law. I

44. If I have a 33 hour (or any other number of hours below 60) masters degree in counseling, do I start obtaining my hours of post master's experience after I

complete my masters or after I complete my 60 hours in the counseling area?

You may begin to obtain hours after completion of the masters degree even if it is less than a 60 hours degree.

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 of approximately 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. Applications for graduate assistantships are available from the Dean of the Graduate School, Coates, Box 5-A, 414 Jones Building, Eastern Kentucky University, Richmond, KY 40475-3101.

If you are interested in a graduate assistantship, you must contact the Graduate School as above. You may also want to contact the Department Chair Dr. Callahan, at connie.callahan@eku.edu 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. They are also available outside the CEL office in Combs 406. Applications are also available on each organization's websites. Most of our faculty are members of numerous professional organizations such as ACA, KCA, AAMFT, and/or APA (American Psychological Association). Some hold offices in the professional organizations or are on boards and committees of these organizations.

NATIONAL ORGANIZATIONS (Primary Relevant Examples)

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)
- AMERICAN PSYCHOLOGICAL ASSOCIATION (APA)
- AMERICAN ASSOCIATION FOR MARRIAGE AND FAMILY THERAPY (AAMFT)
- NATIONAL ORGANIZATION FOR HUMAN SERVICE EDUCATION (NOHSE)

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.

Regional Chapters

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

UCCA Upper Cumberland Counseling Association

GRCA Green River Counseling Association

Divisions

OVCA Ohio Valley Counseling Association

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 and Aging

KCA Interest Sections

JCCA Jefferson County Counselors Association
Kentucky Counseling Alumni Association

Other Information

PROFESSIONAL LICENSURE AND CERTIFICATION

School counselors in Kentucky may become certified by the 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.

Additional information may be found by visiting the [LPCC](#) website.

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 is active in sponsoring guest lecturers, participating in community service activities, and holding special events for counseling students. Applications for membership can be obtained at the Chi Sigma Iota table located on the fourth floor of Combs, outside of the counseling office, or 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.

Dr. Neal Gray is the Faculty Liaison for our Chi Sigma chapter and can be reached at neal.gray@eku.edu or 859.622.8436.

FOLLOW UP STUDIES

The Counseling and Educational Psychology unit conducts follow-up studies with students and employers every three years and provides results to students, faculty, administrators, and advisory board members. The first of these follow-up studies was completed in Fall, 2001. Information about these studies are available by request from the department office.

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.

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.