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Statement of Program Philosophy

The Counselor Education faculty at EKU has adopted national and state standards for our training programs, so that our degrees may be more portable to all credentialing bodies. In addition, we want to make our graduates competitive with other professional counselors, clinical mental health practitioners, and human service professionals. For this reason, we are committed to maintaining our CACREP accreditation of the School and Clinical 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 believe the role of the counselor should be that of a human relationship specialist within the school or mental health agency or setting. This role implies a commitment on the part of a counselor to act within their work and social environments as agents for constructive change of attitudes and practices which demean or oppress individuals or groups.

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

These assumptions are as follows:

- Preparation as a counselor should include a mixture of didactic and experiential activities. Training components that encourage self-growth and/or self-disclosure are an integral part of the program.
- 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 for personal support at no cost to students is available at EKU’s Counseling Center in the Whitlock Building. We believe that self-understanding contributes to personal and professional maturity as well as to the capacity for good judgment.

Furthermore, we believe it is vital to the congruence 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 Program Disclosure Agreement.

The Counselor Education faculty views the EKU Chapter of Chi Sigma Iota as another logical vehicle for such interaction, and encourages all eligible students to join and be active members.

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

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

All Counselor Education faculty are eligible for credentialing or credentialed and experienced as a professional counselor. In addition, they maintain contact with practicing counselors and other helping professionals. Counselor Education faculty will be actively involved in their national and state counseling associations.
Mission Statement: Eastern Kentucky University

Vision
Eastern Kentucky University will be a premier university dedicated to innovative student engagement and success, advancing Kentucky, and impacting the world.

Mission
As a school of opportunity, Eastern Kentucky University fosters personal growth and prepares students to contribute to the success and vitality of their communities, the Commonwealth, and the world. Eastern Kentucky University is committed to access, equal opportunity, dignity, respect, and inclusion for all people, as integral to a learning environment in which intellectual creativity and diversity thrives.

Values
Eastern Kentucky University’s values shall permeate the mission and will be the fiber of the institution for it to achieve its vision.

- **Intellectual vitality**, which is characterized by knowledge, scholarly inquiry, creativity, critical thinking and curiosity;
- **Sense of community**, which is characterized by a supportive environment with strong relationships and a commitment to service, shared governance, collaboration, and unity of purpose;
- **Diversity**, which is characterized by equitable opportunities and treatment, mutual respect, and the inclusion and celebration of diverse peoples and ideas;
- **Stewardship** of place, by which the University enhances the intellectual capacity, economic vitality, environmental sustainability, and quality of life of the communities it serves;
- **Accountability**, which is characterized by fiscal responsibility and responsiveness to the needs of internal and external stakeholders, and
- **Excellence**, which is achieved through integrity, continuous quality improvement, and a focused emphasis on the personal and professional growth of students, faculty, and staff.
Mission Statement: College of Education

About
At Eastern Kentucky University, we strive to continuously learn and develop the most effective ways to prepare teachers, leaders, and other professionals for the variety of school and professional settings that exist today. Our strategic initiatives and strategies define the primary goals, outline our work for the next five years, and ensure we achieve our primary goals.

Vision & Values
The College of Education will be a premier college dedicated to innovative student engagement and success, advancing Kentucky, and impacting the world. The EPPs values permeate the mission and allow the EPP to achieve its vision: ethical decision-making, which is characterized by integrity, intentional stewardship of resources, and social responsibility; intellectual vitality, which is characterized by quality instruction and research, critical and innovative thinking, and on-going assessment; equity, which is characterized by sensitivity, respect, fairness, accommodation, and impartiality for all; collaboration, which is characterized by respectful, reciprocal accountability and service to local and global communities; and reflective practice, which is characterized by goal setting, self-evaluation, and a deep understanding of critical concepts and principles within one’s discipline.

Mission
As a school of opportunity, the EPP prepares and empowers learners to become dynamic partners in diverse communities.

Strategic Plan
To achieve our Vision for 2016-2020, the EPP will focus on four Strategic Goals: Academic Excellence; Cultural Competency; Stewardship of Place; and Experiential Education. Additionally, the strategic plan identifies initiatives, performance indicators outcomes and measurements.
Mission Statement: Counselor Education Program

The Mission Statement of the Counselor Education Program at Eastern Kentucky University is to prepare effective professional counselors who will lead productive, responsible, and enriched lives.

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

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

“To teach, to learn, to help others teach and learn.”

Ethical Standards

Clinical Mental Health Counseling & School Counseling

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 clinical mental health counselor candidates.

We are dedicated to the enhancement of human development throughout the lifespan. 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.
PART ONE: ADMISSIONS

Clinical Mental Health Counseling & School Counseling

Adopted April 2018

Introduction

The information provided in this handbook is intended to assist perspective and present students with the admissions process and orientation to the profession and programs at Eastern Kentucky University. The materials provide the student with information for the process of choosing the field of counseling and choosing a counseling program at EKU.

The student must begin the process of admission to the counseling programs at EKU, by FIRST completing an application for admission to the EKU Graduate School. The student must meet the minimum Graduate School requirements, in order to be considered for admission by the Department Admissions Committee. After the student has applied and met the minimum Graduate School requirements, completed all of department admissions requirements (Group Interview process), provided all official transcripts and graduate exam score reports, the Department Admissions Committee will make a decision regarding acceptance of the student to the program. The Graduate School will send the student an official letter of acceptance into the program. The department has a rolling admission policy, not a cohort model, and students are admitted each semester.
Admission Policies and Procedures

M.A. in Clinical Mental Health Counseling
M.A.Ed in School Counseling

All Graduate School admissions requirements must be met and completion of the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). The GRE/MAT requirement is waived if your undergraduate GPA is 3.0 or greater. The applicant must meet one of the following requirements for admission to the Clinical Mental Health Counseling or School Counseling program:

- an undergraduate overall grade point average of 3.0 on a 4.0 scale
- an undergraduate grade point average of 3.0 on a 4.0 scale on the last 60 hours
- a minimum score as determined by the department on the verbal section of the Graduate Record Exam (GRE)
- a minimum score as determined by the department on the quantitative section on the Graduate Record Exam (GRE)
- a minimum score as determined by the department on the Miller Analogy Test (MAT)

If the student meets any of the above criteria, they may then complete the departmental application, which is submitted online and requires:

1. Three Recommendations
2. Resume (complete educational, work, and professional history)
3. Counselor Characteristics/Cultural Writing Sample
## Admission Application Checklist

<table>
<thead>
<tr>
<th>Item</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate School Application</td>
<td>Non-refundable processing fee – Please check with the <a href="#">Graduate School</a> for fee amount.</td>
</tr>
<tr>
<td>Three Recommendations</td>
<td>Applicants will submit the email addresses of their recommenders during the online graduate application process. The recommender will not receive notification until the graduate application is filled out. Applicants may choose whether or not to waive their right of access to the recommendations.</td>
</tr>
<tr>
<td>Resume</td>
<td>Your resume should exhibit your complete work and education history, as well as career goals.</td>
</tr>
<tr>
<td>Writing Sample</td>
<td>Self-review of counselor characteristics; 1500-2500 word writing sample (Neukrug prompt)</td>
</tr>
<tr>
<td>Transcripts</td>
<td>Official transcripts are required. Please provide official undergraduate transcripts if not an EKU graduate. Typically, transcripts are mailed directly from the student’s undergraduate institution.</td>
</tr>
<tr>
<td>Examination Scores (GRE or MAT)</td>
<td>Scores must be sent directly from the testing institution to the Graduate School Office to be official. No waivers will occur until official transcripts are received by the Graduate School verifying the credentials.</td>
</tr>
</tbody>
</table>
Steps for Admissions
Clinical Mental Health Counseling (CMHC) Program
School Counseling (SC) Program

Below is a description of the suggested steps one can follow if interested in admission to the Clinical Mental Health Counseling (CMHC) Program at EKU. Additional information on the program and admission criteria are available on the Department of Educational Leadership and Counselor Education website and on the EKU Graduate School website.

Suggested Steps for Admission:

1. Gather information about the counseling profession at various websites, such as American Counseling Association, American School Counselor Association, American Mental Health Counselor Association, and National Board of Certified Counselors, Council for the Accreditation of Counseling and Related Educational Programs, Kentucky Counseling Association, Kentucky School Counselor Association, Kentucky State Board of Professional Counseling, Education Professional Standards Board.

2. Self-reflect on the gathered information to determine if you desire to pursue a career as a counselor and in which setting.

3. Gather information on financial aid through online sources or visiting the financial aid office at Eastern Kentucky University. Gather information on Graduate Assistantships through the Graduate School and the Department Chairs.

4. Review website information for the Graduate School and for the Department of Educational Leadership & Counselor Education. The planned programs outlining all coursework required for both the SC and CMHC degrees and a general advising letter are posted on the program website. You may also contact the Unit Coordinator for an appointment to discuss the program at 859.622.1124.

5. Gather information about the graduate examination process (Graduate Record Exam - GRE or Miller Analogies Test-MAT) through their websites and through the Testing Center at EKU. Schedule your GRE or MAT exam and have the official score results sent to EKU’s Graduate School.

6. Arrange to have official transcripts and verification of degrees (sent directly from institution to Eastern Kentucky University Graduate School) to the EKU Graduate School for all undergraduate and graduate colleges/universities that you have attended.

7. Submit online both your Graduate School complete application materials and the Department of Educational Leadership & Counselor Education complete application
materials. Acceptance to both the Graduate School and the Department of Educational Leadership & Counselor Education is required. Make sure you have completed all parts of the application including:

- Three Recommendations (to be submitted when filling out online Graduate School application process)
- Resume (complete educational, work, and professional history)
- Counselor Characteristics/Cultural Writing Sample (Neukrug prompt)
- Final Group Interview (Organized with Unit Coordinator)

If you do not receive a response regarding your application status within 10 days, contact the **Unit Coordinator** at 859.622.1124.

9. Your application will receive an initial review by the Unit Coordinator to confirm that you have met the Graduate School requirements. Next, your application will be submitted for final review, and the Unit Coordinator will contact you for a group interview. The Department Admissions Committee meets regularly throughout the semester and students may be admitted for fall, spring, and summer semesters.
Admission Requirements

Counselor Characteristics/Cultural Writing Sample

Source

The department believes that the following 8 characteristics are important aspects of professional counseling. Consider the descriptions of the 8 characteristics listed below and use the directions to provide a writing sample to be included with your application materials.

**Neukrug’s 8 Characteristics of an Effective Counselor**

1. Relationship Building (ability to build rapport and trust with a client)
2. Empathy (ability to understand a client’s feelings and world)
3. Genuineness (ability to be authentic and monitor one’s emotions)
4. Acceptance (ability to regard all people unconditionally despite differences in race, religion, sexual orientation, disability, cultural heritage, etc.)
5. Open Mindedness (ability to reduce and work toward being free from preconceptions, stereotypes, and prejudices regarding issues involving race, religion, sexual orientation, disability, cultural heritage, etc.)
6. Cognitive Complexity (ability to be self-aware and receive feedback)
7. Psychological Adjustment (ability to work on your own psychological issues so they do not negatively impact your role as a counselor)
8. Competence (ability to maintain competence through lifelong learning)

**First: Self-Review of the Characteristics**
Rate yourself on the degree that you possess each of these 8 characteristics on a scale of 1-10, with 1-3 representing a low amount of this characteristic, 4-7 representing a moderate amount of this characteristic, and 8-10 representing a high amount of this characteristic.

**Second: Criteria for the Writing Sample**
Construct a 1500-2500 word writing sample answering the following questions about these 8 characteristics:

1. Begin this paper with a brief introductory, biographical paragraph telling the department something about yourself and your culture (e.g. where did you grow up, describe the diversity of your and your family’s friends, discuss the positives and negatives of your cultural background, and discuss what groups of people you would find the most challenging to work with as a counselor).
2. Give yourself a numerical rating in each of the 8 areas and provide concrete examples from your life on 2 of Neukrug’s 8 Characteristics listed above that represent your strengths. Then pick 2 of Neukrug’s 8 Characteristics listed above that you might be able to improve, and state what could you do and how do you think the program, classes, and faculty could help you improve in these areas? This will be part of your personal growth plan for improvement over the course of the program.

3. Discuss Items 4 and 5 of Neukrug’s 8 Characteristics listed above (Acceptance and Open-Mindedness), explaining how you are continuing to improve in your ability to regard all people unconditionally and reduce your preconceptions, stereotypes, and prejudices regarding issues involving race, religion, sexual orientation, disability, cultural heritage, etc. This will be part of your personal growth plan for improvement over the course of the program.
Admissions Requirements

Writing Sample Scoring Rubric

Scoring Rubric for Counselor Characteristics/Cultural Writing Sample
Follow the guidelines outlined in this scoring rubric for a successful writing sample.

Satisfactory Writing Sample
A Satisfactory score indicates that the student: gave complete responses to all aspects of the writing requirement; and responses on the 8 characteristics appear to be a fit for the counseling program; and responses provide adequate clarity in written expression; and responses consistently used correct punctuation and were grammatically correct; and the overall writing sample is at the beginning graduate level; and overall the response appears to be a fit for the counseling program. If two faculty agree that the writing sample is Satisfactory, the student is given a clear pass and continues with the admission process. If the student receives an Unsatisfactory on the writing sample, the student may: a) withdraw their application for admission; or b) continue with the two-step appeal process outlined below.

A Satisfactory Score Requires a Yes Response to All Items Listed Below (A No response to any item(s) listed below indicates an Unsatisfactory score, and the student may appeal as outlined above):

Complete response to all aspects of the writing requirement. Responses on all 8 of the characteristics appear to be a fit for the counseling program. All responses provide adequate clarity in written expression. All responses consistently used correct punctuation and were grammatically correct
Admissions Requirements

Writing Sample Appeal Process

Appeal Process for Unsatisfactory Writing Sample

**Step 1:** Any student receiving an Unsatisfactory score on their Writing Sample may request in writing (email or letter) to meet face to face with two faculty members chosen by the department chair to discuss in greater depth his/her ability to express themselves in written format, his/her commitment to graduate work, and his/her overall fit for a counseling program. If the student has any ADA issues related to this matter, current and relevant documentation must be provided with the written request. The Department Chair will select two faculty (which could include the Chair) to meet with the student individually. After the interview, if both faculty agree that the student has adequately met this admission requirement, the student is given a clear pass and continues with the admission process. If both faculty do not agree that the student has met this requirement, the student receives an Unsatisfactory score, and the student may: a) withdraw their application for admission; or b) continue with the appeal process outlined in Step 2.

**Step 2:** If the student continues to receive an Unsatisfactory, after the two reviews outlined above, the student may request in writing (email or letter) an interview by the full faculty to discuss in greater depth his/her ability to express themselves in written format, his/her commitment to graduate work, and his/her overall fit for a counseling program. After the interview, if any two faculty agree that the student has met this requirement, the student is given a clear pass and continues with the admission process. If any two faculty do not agree that the student has met this requirement, the student receives an Unsatisfactory score, alternative suggestions are provided to the student, and the student’s application is rejected for a final decision by the department.
PART TWO: PROGRAM

Clinical Mental Health Counseling
School Counseling

OVERVIEW
This program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). This is the premier accreditation for counseling and counselor education programs in the United States.

The first course you must take in your initial enrollment is COU 813 Professional Orientation and Ethics. This class will orient you to your counseling program at EKU as well as to the profession of counseling. During that course the class will review the EKU Counseling and Counselor Education Student Handbook.

The next two classes student should take are COU 840 (Counseling Theory and Practice) and COU 846 (Process and Basic Techniques of Counseling). These three courses are prerequisites for many of the other counseling classes.

Clinical Mental Health Counseling
The Clinical Mental Health Counseling program is a 60-hour program with 9 hours of electives. See Program Plan Form Clinical Mental Health Counseling

School Counseling
The School Counseling Master’s is a 48-hour program with no electives. Students should not under any circumstances contact a clinical site directly unless approved by the Clinical Coordinator. See Program Plan Form School Counseling

3-Year Course Rotation
**Rank II**

Those individuals who are employed as teachers while going through this program will be eligible for the Rank II pay raise after completing the first 33 hours of this program. You do not need to wait until you graduate with the 48-hour master’s degree to receive the Rank II pay increase.

The **Provisional School Counselor Certification** will be recommended to EPSB with completion of the 48-hour Master’s degree and is valid for 5 years while you work toward the Standard Certificate in School Counseling. Rank II is awarded after completing the first 33 hours in the School Counseling program. Graduate coursework taken prior to being admitted to the school counseling program may also count toward Rank II, but not necessarily toward the degree or school counseling certification.

The **Standard School Counselor Certificate** requires 6 semester hours beyond the 48-hour Master’s degree for a total of 54 hours. The Rank I program in School Counseling requires 12 hours (six beyond the Standard Certificate) beyond the 48-hour Master’s degree for a total of 60 hours. This additional coursework beyond the 48-hour School Counseling program can be from any of the COU classes (or other related areas in Education with prior advisor approval).

You will not receive the Standard School Counselor Certification until you have completed both the additional hours of coursework and completed one year of full time school counseling experience (two years of school counseling experience are required for those individuals who do not hold a teaching certificate). After you obtain the Standard Certificate, you keep it current by being employed as a school counselor and through annual continuing education hours (EILA).

If you need to take additional semesters of Internship in order to complete the 600-hour requirement for the degree, you may count these additional semester hours of Internship as part of the six hours required for the Standard Certificate and/or Rank I. The 48-hour School Counseling degree certifies you at the P-12 levels, so you may seek employment in an elementary, middle, or secondary school.

Once you graduate with your school counseling degree and want to return to take the additional hours for the Standard Certificate and/or Rank I program, you will need to fill out an online Continuation of Admission Form or a new admission form for the new program available through the Graduate School website in order to be recognized by the
system to enroll in classes. In addition, if during your Master’s degree program you have a break in your enrollment for more than two years you will have to fill out this same form.

Practicum and Internship

Clinical Mental Health Counseling
School Counseling

The Practicum (COU 880) is the initial clinical experience and is a prerequisite for internship. This 3 credit hour class includes 100 hours at a school or mental health site and weekly attendance of COU 880 for faculty facilitated group supervision. Forty (40) hours of the practicum are to be in direct face-to-face counseling services with the remaining 60 hours in counseling related tasks not including face-to-face counseling services. As practicum is the initial experience, students usually see less complex clients/students and work under greater supervision.

The Internship (COU 881) is the final and most comprehensive professional experience in the School and Clinical Mental Health Counseling programs. The intent of the internship is to provide the student with continued supervised training at a site outside the university environment which is congruent to his or her orientation within the program. Students complete 600 hours of internship to include 240 hours of direct face-to-face counseling services and 360 indirect hours. As students progress from practicum to internship, site supervisors gradually begin to assign more complex cases and offer the student increasing responsibility. It is highly recommended to complete internship over two semesters to maximize your experience and to calculate your hours at the start of internship to anticipate how many hours you are able to complete per semester. It is highly recommended that students complete internship over two semesters to maximize their experience.

For more information, students may access the Practicum/Internship Handbook located on the department’s website.
Counselor Preparation Comprehensive Exam

Clinical Mental Health Counseling
School Counseling

Clinical Mental Health Counseling and School Counseling students take the Counselor Preparation Comprehensive Exam (CPCE), as the required comprehensive exam for the master’s degree. The CPCE is a fee-based online national exam over coursework outlined in your program. More information on the website.

E-Mail

As an EKU student you have been issued an official EKU email. Your EKU email address will be the communication tool in which your instructors, the Registrar, Graduate School, and department office will communicate with you. You must use this email account when you are communicating with anyone at EKU. Please include your student EKU ID number. Check weekly at minimum.

Financial Aid & Graduate Assistantships

Loans
If you are interested in student loans please contact the EKU Financial Aid Office.

Graduate Assistantships
The university offers numerous graduate assistantships across the campus. If you are interested please visit the EKU Graduate School website to find out more information.
Student Accessibility

Any student with a qualifying disability or who suspects they qualify should contact the counseling faculty upon admission. If you are registered with the Center for Student Accessibility, 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 Center for Student Accessibility, please contact the office. The main office is located in 361 Whitlock Building. To make an appointment call (859) 622-2933. Upon individual request, syllabi can be made available in alternative forms.

Services and academic accommodations are determined on an individual basis and may include but are not limited to:

- test accommodations
- note-taking services
- books on CD or electronic books
- use of assistive technology including text-to-speech software
- equipment loan
- building accessibility information
- help with individual appeal cases
- test proctoring
- tutoring services
- early registration
Student Confidentiality & ACA Policy

In this program, you will have numerous experiences that involve a certain degree of self-disclosure, role-playing, and/or practice interviewing. Naturally, in the course of discussion within these courses, it is possible for a student colleague to say something personally important and confidential. It is each student’s ethical responsibility to maintain confidentiality and trust.

While it is essential that you maintain the confidentiality of what is communicated by your colleagues in coursework where they may disclose personal information, it is also essential that you keep in mind the legal limits of confidentiality. For example: It is your responsibility to study the ACA ethics code, particularly paying attention to issues of confidentiality and client’s rights.

Please be aware in all courses where you work with peers, volunteers or real clients that informed consent is always required. When working with audio or video taping a session with a role-playing or real client, be sure you have permission, on tape if recorded, for that interview to proceed. If your client or role play partner wishes, stop the conversation or tape at any time. When you present a transcript or tape, be sure that the identity of your client or role play partner is disguised if possible and that you have indicated in your case notes or report that you have permission to use the material. See Practicum/Internship Handbook for more detailed information.

For your safety it is important that you establish clear boundaries with your clients as per the ACA Code of Ethics. Due to safety concerns you cannot drive clients or friend on social media. Also, you cannot text or call clients with your private phones or communicate through your phone due to HIPAA confidentiality. In addition, leaving voicemail messages on client’s phones identifying information is not recommended due to confidentiality. Work with your supervisor and instructor on addressing any concerns regarding confidentiality as well as ethics.

FOR YOUR OWN CONSIDERATION IN YOUR OWN SELF-DISCLOSURE AND CASE CONCEPTUALIZATIONS: You have the right and personal responsibility to only share of yourself what you want to talk about. All experiential exercises in this program are optional and you may stop participating in any experiential exercise you wish at any time without penalty. At the same time, if you find yourself not wishing to engage in the exercises, you may prefer to drop the course, or reconsider the counseling profession for your career. This program, by its very nature, is experientially oriented and encourages self-reflection and self-disclosure. In addition, what you reveal could be discussed by other faculty in the
department as part of the student monitoring process to improve your personal and professional development.

THIS IS A PREPROFESSIONAL PROGRAM. As such, we are working with practical material. We seek to regard you as developing professionals. Additional more detailed confidentiality requirements may also be applied in any of the courses you take within the program. This statement serves as a minimum expectation related to maintaining confidentiality.
**Student Monitoring Procedures**

*Clinical Mental Health Counseling*

*School Counseling*

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**STUDENT MONITORING PROCEDURES**

Professional Counseling Performance Evaluation 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), and the American Mental Health Counselors Association (AHMCA); 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.

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

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

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

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

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

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

− 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,

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

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

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

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

COU 813 students must have turned in a signed Program Disclosure Agreement COU 846 faculty member must have completed a PCPE form on each student COU 820 faculty member must have completed a PCPE form on each student COU 880 faculty member must have completed a PCPE form on each student COU 881 faculty member must have completed a PCPE form on each student.

Any failure to meet the expected level of performance (failure to turn in Program Disclosure Agreement or score of 0 on the PCPE form) will result in referral to the Clinical Review Committee. Next, the student will be asked to meet with faculty to discuss remediation or possible reconsideration of continuation in the program.
Limited Enrollment Courses

Clinical Mental Health Counseling
School Counseling

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:

- COU 846 Process and Basic Techniques of Counseling (20 students)
- COU 840 Theories (20)
- COU 620 Group Counseling (15 students)
- COU 880 Practicum (6 students)
- COU 881 Internship (12 students)

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

A grade of “C” or below in COU 820 or COU 846 or a grade of “U” in Practicum or Internship will require that the student retake the course and will trigger a students review by the department.
On August 18th of 2004 the Faculty unanimously voted that beginning in the Spring semester of 2005, all School and Clinical Mental Health students would be required to purchase professional liability insurance beginning in COU 846 and to maintain active insurance coverage through completion of internship.

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

The department will accept any personal Professional Liability Insurance that specifically says it covers counselors in training in their role as a student counselor. An example of this type of insurance plan is available via the web at HPSO.
Grading Policies

Clinical Mental Health Counseling
School Counseling

The standard letter grade policy is used in the counselor education 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 the financial aid office before making the decision to take an "incomplete", as this may affect the student’s financial aid eligibility status. Students receiving a “C” or below in any of the clinical skill building courses will be automatically reviewed to determine continuation in the program and will be required to repeat the course.

Students are given grades in each course each semester. The grade of “A” represents Outstanding and “B” represents sufficient competency in knowledge, skills, and dispositions/professionalism (as defined by the items listed on the PCPE) evidenced in the course. A grade of “C” represents marginal competency in academic knowledge, skills, and/or dispositions/professionalism evidenced in the course. A grade of “D” or “F” represents incompetency in knowledge, skills, and/or dispositions/professionalism evidenced in the course. A grade of “C” or below will trigger a full faculty review of the student’s knowledge, skills, and/or dispositions/professionalism. The faculty may recommend that the student conference with the Unit Coordinator and/or the student’s advisor and a remediation plan may be developed. All student grades are reviewed each semester by the full faculty.
Student Milestones

Clinical Mental Health Counseling
School Counseling

The official copy of your planned program is in DegreeWorks. You will need to monitor your progress through the program by verifying the accuracy of DegreeWorks with the courses you have completed. If there is a discrepancy between what you have completed and what is seen in DegreeWorks you need to bring it to the attention of the Department Chair or your advisor.

Graduation upon completion of the course requirements is NOT automatic. Students should complete an application to graduate during the semester prior to expected graduation. For example, a student expecting to graduate in Spring 2020 should complete an application to graduate during the Fall 2019 semester.

The application for graduation can be obtained from the Graduate School.

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

Clinical Mental Health Counseling & School Counseling

= School Counseling  = Clinical Mental Health Counseling  = both

GETTING STARTED

START
Admission to the program.

COU 813
Professional Orientation and Ethics

COU 846
Process and Basic Techniques of Counseling

COU 840
Counseling Theory and Practice

PREPARE FOR PRACTICUM & INTERNSHIP

COU 803
Principles and Practices of Clinical Mental Health Counseling

COU 849
Addiction Disorders Counseling

COU 820
Group Counseling

COU 848
Crisis and Grief Counseling

COU 845
Child and Adolescent Counseling

COU 814
Administration and Consultation in Counseling Services

COU 825
Developmental Counseling with School Age Children

COU 804
Counseling Diverse Populations

COU 822
Lifestyle and Career Counseling

COU 850
Family Counseling

DON’T FORGET YOUR EPY CLASSES*

*These classes are offered every semester. Some students find it helpful to save them for when there are gaps in their school schedule.
PRACTICUM

FIND A SITE

Get departmental approval before contacting sites

COU 880

Practicum

DIRECT HOURS

40

INDIRECT HOURS

60

CPCE Start studying

INTERNERSHIP

COU 881

Internship (can be taken over 2 semesters)

DIRECT HOURS

240

INDIRECT HOURS

360
Graduate Assistantships

There are approximately 100 graduate assistantships available on Eastern Kentucky University's campus. The Counselor Education program, within the College of Education at Eastern Kentucky University, have a limited number of graduate assistantships available.

You may also want to contact the Department of Educational Leadership and Counselor Educations Chair at 859-622-1124 and express your interest and qualifications for a position.

Graduate assistantships are positions given to the most outstanding students. Duties may include laboratory supervision, teaching, and research related tasks. Stipends are competitive and assistantships supported through the Graduate School include a partial tuition waiver of six graduate hours per semester for a full-time appointment. Additional assistantships are available through the Office of Student Housing and other academic and administrative units and many of these also provide a partial tuition waiver.

Graduate Assistants (GAs) are appointed by the individual departments of each college and subject to the approval of the Graduate School. Questions regarding application for appointment should be directed to the graduate coordinators of that department.

Graduate Assistants must be enrolled in a graduate degree program and must be enrolled in a minimum of 9 hours of graduate coursework applicable to their degree. Students in their final semester of graduate study who have applied for graduation may hold an assistantship with less than full-time enrollment. Graduate Assistants must maintain and overall graduate GPA of 3.0 or higher. Students admitted to the Graduate School on Probationary Admission are typically not eligible for Graduate Assistantships. Graduate Assistantship appointments are limited to no more than 4 academic terms, excluding summers. Exceptions may be granted for programs exceeding 40 semester hours. Students may receive support in a second subsequent graduate program provided that they have completed all requirements for their first degree. Assistantships will not be awarded for a third master's program.

Additional on-campus employment for graduate assistants is normally not allowed. Under exceptional circumstances, additional on-campus may be considered for students who have completed 18 or more hours toward their graduate program with a graduate GPA of 3.5 or above. Graduate assistants who meet these conditions may be eligible for additional employment of up to 7.5 hours/week (17.5 hours/week for graduate assistants on half-time appointments). Additional employment must be recommended by the student's academic advisor and department chair and are subject to approval by the Graduate Dean. Requests forms for additional employment and additional information are available on the Graduate School website. International students on student visas may not be eligible for additional employment.
The Graduate School will send formal notification of receipt of a graduate assistantship.

**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.

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.
- Mentoring and Leadership opportunities.

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., clinical 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).

Applications are also available on each organization’s websites. Most of our faculty are members of numerous professional organizations such as ACA and or KCA. Some hold offices in the professional organizations or are on boards and committees of these organizations.
NATIONAL ORGANIZATIONS

- American Counseling Association (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, Bisexual and Transgender Issues in Counseling (AGLBTIC)
- Counselors for Social Justice (CSJ)

STATE ORGANIZATIONS

Each group defines membership requirements and types of membership. 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.

KCA Kentucky Counseling Association
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
OVCA Ohio Valley Counseling Association
DIVISIONS

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

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

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

For additional information on Chi Sigma Iota and the faculty liaison for the EKU chapter, contact the COU Office at 859-622-1124.
The Clinical Mental Health Counseling and School Counseling programs at EKU are offered both online hybrid course and in a night school format on the main campus in Richmond, Kentucky.

The department offers a few classes that are fully online, but generally the fully online classes are elective and not required courses for the program. Most classes are offered from 5:00-10:00 pm one night a week for either the first or second 8-week period of a 16-week semester. Practicum and Internship courses extend for the entire 16-week period and meet one night every other week. Occasionally a class may be offered on a weekend format.

**Blackboard**

The department and University rely on Blackboard to assist with delivery of instruction and learning in all classes on campus and each class has a Blackboard section utilized by faculty. Faculty are also available for additional individualized instruction in a face to face or online video format as requested by students or required by faculty.

**Watermark/Taskstream statement (If instructor requires)**

- **Watermark/TaskStream**
  Accreditng bodies mandate us to provide assessments of certain standards. The College of Education is accomplishing this requirement through collecting and evaluating materials entered into the Watermark/TaskStream Portfolio System. The College of Education requires all students to subscribe to Watermark/TaskStream and to submit key assignments through Watermark/TaskStream on Blackboard.
  
  [http://coetechnology.eku.edu/taskstream-infohelp](http://coetechnology.eku.edu/taskstream-infohelp)
PART THREE: STEPS FOR GRADUATION

Clinical Mental Health Counseling (CHMC) Program Department of Counseling and Educational Psychology Eastern Kentucky University

Below is a description of the suggested steps one should follow for graduation from the Clinical Mental Health Counseling (CHMC) Program at EKU. Additional information on graduation requirements are available on the Department website and on the EKU Graduate School website.

Suggested Steps for Graduation:

1. Students may graduate during Fall, Spring, or Summer semesters. An official ceremony is provided Fall and Spring semesters and those who graduate in the Summer may participate in either ceremony. A Department Hooding Ceremony is also held at the end of Spring and Fall semesters for those graduating. Your official transcript documenting your graduation date is posted by the Registrar’s office within six weeks at the end of each semester. Degrees will not be conferred until you have completed all requirements for the degree, including all coursework, completed 600 hours of internship, and passed the Counselor Preparation Comprehensive Exam (CPCE) Master’s comprehensive exam.

2. Gather information on the CPCE Master’s comprehensive exam early in your program so you may prepare for this high stakes test.

3. Students must apply to take the CPCE Master’s comprehensive exam online during the semester they plan to take the exam. Application materials/dates for the CPCE are on the program website. After your CPCE application is received and your program status is reviewed, you will get a confirmation email from the Department with the particulars of when and where to be present for the exam, exam fees, and how to register online for the exam. The Department will give students an override to register for the written Master’s comprehensive exam online through the same process as registering for classes (CMHC: GRD 877J Written Exam for Clinical Mental Health Counseling). The CPCE is a national exam and requires a fee to be paid at the time of testing.

   GRD 877J Written exam for Clinical Mental Health
   GRD 877L Written exam for School Counseling
   GRD 878S Oral exam for those individuals earning a second degree in Clinical Mental Health
   GRD 878U Oral exam for those individuals earning a second degree in School Counseling

4. Students must apply to the Graduate School just before the semester they plan to graduate and a graduation fee is charged. (NOTE deadline dates and late application fees)
PART FOUR: LICENSURE

Clinical Mental Health Counseling & School Counseling

SUGGESTED STEPS FOR APPLYING FOR PROFESSIONAL LICENSURE

Clinical Mental Health Counseling Licensure

Below is a description of the suggested steps one could follow for applying for Licensure as a Clinical Mental Health Counselor (CHMC) with the Kentucky Board for Professional Counselors. (NOTE deadline dates). Document approved 3.30.11

DISCLAIMER: The Counselor Education Department cannot speak for the Education Professional Standards Board and the Kentucky Board for Professional Counselors. Since certification and licensure issues are regulated by state legislatures and the laws are subject to change and interpretation, students should contact these agencies directly for up to date information about licensure as a Licensed Professional Counselor Associate.

1. Students applying for Licensed Professional Counselor Associate (LPCA) status through the Kentucky State Board of Professional Counselors must have official transcripts (indicating your graduation date) sent to the Board along with completing and submitting their application. (NOTE: deadlines when the Board meets and reviews applicants) Students will need to confirm any changes with Board requirements directly with the KY LPC board at http://lpc.ky.gov/Pages/default.aspx

2. Students also need to research information on the National Counselor Exam (NCE) to determine if they want to become a National Certified Counselor (NCC) or gain specialty certification as a counselor. In addition, LPCAs must pass the NCE to be granted the status of a Licensed Professional Clinical Counselor (LPCC). It is strongly recommended that students take the NCE before they graduate while their content knowledge is still current.

3. The LPCA licensure application will require that you show a minimum of 3 hours of coursework in the 9 areas required by the Board. The following may be of help in aligning the EKU courses with the required areas on the application. If you have any additional questions in this area, you may contact the Board or the CEPY Department Chair.

− Helping Relationships (theory and practice): COU 840, COU 846, COU 847, COU 848, COU 825, COU 849, COU 850, COU 852, COU 853

− Human Growth and Development: EPY 839
SUGGESTED STEPS FOR APPLYING FOR PROFESSIONAL
School Counseling Certification
EPSB Provisional Certification
Section 2. (1) The provisional certificate for guidance counselor shall be issued to an applicant upon completion of an approved master's level program in guidance counseling. (2) The provisional certificate for guidance counselor shall be issued for a period of five (5) years and may be renewed upon application to the board, using the "Form TC-2, Application for Certificate Renewal Duplicate," incorporated by reference in 16 KAR 2:090, and submission of proof of the completion of a minimum of nine (9) semester hours of graduate credit in the areas of counseling or guidance counseling. (3) If there is a lapse of a provisional certificate for guidance counselor for lack of meeting the renewal requirements, certification may be reissued at a later date upon application to the board, using the "Form TC-2, Application for Certificate Renewal/Duplicate," incorporated by reference in 16 KAR 2:090, and the submission of proof of the completion of a minimum of nine (9) semester hours of graduate credit for each five (5) year period of validity or period of lapse of
The Kentucky Education Professional Standards Board issues a five year Standard Certificate for School Counselor, P-12 to applicants who have met one of the following options:

**Option 1**

- Successful completion of an approved master's level program in school counseling;
- Successful completion of an additional three to six credit hours from an approved graduate level counseling or school counseling program;
- One year of full-time employment as a provisionally certified school counselor in an accredited public or private school;
- Hold a valid Kentucky Professional teaching certificate, and
- Have a minimum of one year of full-time classroom teaching experience.

**Option 2**

- Successful completion of an approved master's level program in school counseling;
- Successful completion of an additional three to six credit hours from an approved graduate level counseling or school counseling program;
- Have a minimum of two years of successful employment as a Provisional full-time certified school counselor.
PART FIVE: APPENDIX
Professional Counseling Performance Evaluation (PCPE)

Please print
Student Name: _________________________________ Student ID #: ____________
Semester & Year: __________ Course #: _______ Faculty: ________________

Faculty should complete all sections of the assessment below when a student’s academic performances or personal or professional characteristics suggest the need per the guidelines set in the student monitoring procedures outlined in the student handbook.

**Rating Scale**

N – No Opportunity to observe  
0 – Does not meet criteria for program level  
1 – Meets criteria minimally for program level  
2 – Meets criteria consistently at this program level.  
3 - Meets criteria consistently at this program level.

<table>
<thead>
<tr>
<th>Communication Skills and Abilities</th>
<th>N</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.</td>
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<td>2. The student demonstrates effective communication skills including:</td>
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<td>a. Creating appropriate structure – setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.</td>
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<td>b. Understanding content – understanding the primary elements of the client’s story.</td>
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<td>c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings.</td>
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<td>d. Responding to feelings – identifying affect and addressing those feelings in a therapeutic manner.</td>
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<td>e. Congruence – genuineness; external behavior consistent with internal affect.</td>
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<td>f. Establishing and communicating empathy – taking the perspective of the individual without over identifying, and communicating this experience to the individual.</td>
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<td>g. Non-verbal communication – demonstrates effective used of head, eyes, hands, feet, posture, voice, attire, etc.</td>
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<td>h. Immediacy – communicating by staying in the here and now.</td>
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<td>i. Timing – responding at the optimal moment.</td>
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<td>j. Intentionality – responding with a clear understanding of the therapist’s therapeutic intention.</td>
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<td>k. Self-disclosure – skillful and carefully – considered for a specific strategic purpose.</td>
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<td>3. The student demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively.</td>
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<td>4. The student collaborates with an individual to establish clear therapeutic goals.</td>
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<td>5. The student facilitates movement toward the individual’s goals.</td>
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<td>6. The student conceptualizes in a theoretically consistent manner</td>
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<td>7. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a consistent manner.</td>
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<td>8. The student creates a safe environment.</td>
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<td>9. The student demonstrates analysis and resolution of ethical dilemmas</td>
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</table>
### Professional Responsibility

1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession.

2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.

3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.

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

### Competence

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

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

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

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

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

### Maturity

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

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

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

4. The student demonstrates the ability to receive, integrate and/or utilize feedback from peers, instructors, and supervisors.

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

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

### Integrity

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

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

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

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

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

Comments:

Student Signature ____________________________ Date ____________

Faculty Signature ____________________________ Date ____________
Program Plan Form Clinical Mental Health Counseling

Department of Educational Leadership & Counseling Education
College of Education
Eastern Kentucky University

521 Lancaster Ave - Richmond, KY 40475-3101 - 859-622-1124

M.A. in Clinical Mental Health Counseling

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<th>Student Name</th>
<th>ID Number</th>
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<th>State</th>
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<th>Grade</th>
<th>Date Completed</th>
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<td>COU 813 Professional Orientation &amp; Ethics in Counseling</td>
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<td>COU 840 Counseling Theory &amp; Practice</td>
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<td>COU 846 Process &amp; Basic Techniques of Counseling</td>
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<td>COU 803 Principles &amp; Practices of Mental Health Counseling</td>
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<td>COU 820 Group Counseling</td>
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<td>COU 822 Lifestyle &amp; Career Counseling</td>
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<td>COU 885 Crisis &amp; Abuse Counseling</td>
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<td>COU 848 Child &amp; Adolescent Counseling</td>
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<td>COU 849 Addiction Disorders Counseling</td>
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<td>COU 850 Family Counseling</td>
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<td>See list below for approved electives. Take 6 or 9 hours depending on the number of times COU 881 is taken in order to complete the 600 clock hours of internship.</td>
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<td>COU 825 Developmental Counseling w/School Age Children</td>
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<td>COU 826 Assessment in Counseling</td>
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<td>COU 833 The Counseling Process in Clinical Sexuality</td>
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*COU 813, 840, and 846 are pre-requisites for many counseling classes and should be the first courses completed.

**INTERNSHIP:** Completion of 600 hours required. Internship can be taken for up to 3 consecutive semesters for up to 9 credit hours with additional internship hours above the first 3 counting toward the elective requirement.

Progress toward degree can be monitored with a DegreeWorks Audit at EKU Direct. See [http://at.eku.edu/ekudirect](http://at.eku.edu/ekudirect)

TIME LIMIT: Master's Program must be completed within 10 years from date of initial registration to avoid losing course credits.

This planned program is accurate but is for planning purposes. The official program recognized by the Graduate School and EKU Registrar is in DegreeWorks. Retain a copy for your career file.
Program Plan Form School Counseling

Department of Educational Leadership & Counseling Education
College of Education
Eastern Kentucky University

521 Lancaster Ave - Richmond, KY 40475-3101 - 859-622-1124

M.A.Ed. in School Counseling

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<th>ID Number</th>
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<th>City</th>
<th>State</th>
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<td>COU 804 Counseling Diverse Populations</td>
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<td>COU 855 Diagnosis &amp; Treatment in Counseling</td>
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<td>** COU 881 Internship in Counseling in a school setting</td>
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<td>Actual Total</td>
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</table>

*COU 813, 840 and 846 are pre-requisites for many counseling classes and should be the first courses completed.

**INTERNSHIP:** (Minimum 600 hours required) Internship can be taken for up to 3 consecutive semesters for up to 9 credit hours with additional internship hours above the first 3 counting toward the standard certificate.

TIME LIMIT: Program must be completed within ten years to avoid losing course credits. Requirements for Master’s Program must be completed within ten years from date of oldest course in the program.

NOTE: Any changes or substitutions made on your planned program, including any transfer work, must be accomplished by college exception form signed by your advisor, department chair, and graduate dean.

Progress toward degree can be monitored with a DegreeWorks Audit at EKU Direct. See [http://it.eku.edu/ekudirect](http://it.eku.edu/ekudirect)

Advisor __________________________ Date ________________

This planned program is a curriculum contract. Retain a copy for your career file.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Rank II (1st 33 hours)</th>
<th>Standard Certificate</th>
<th>Rank I (1st 60 hours)</th>
<th>LPCA/LPCC (See advisor)</th>
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<td>Human Growth and Development</td>
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<td>EPY 869</td>
<td>Research in Education</td>
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<tr>
<td>COU 804</td>
<td>Counseling Diverse Populations</td>
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<td>COU 813</td>
<td>Professional Orient and Ethics in Counseling</td>
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<td>COU 814</td>
<td>Administration and Consultation in Counseling Services</td>
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<td>COU 820</td>
<td>Group Counseling</td>
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<td>COU 822</td>
<td>Lifestyle and Career Counseling</td>
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<td>COU 825</td>
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<td>COU 848</td>
<td>Child and Adolescent Counseling</td>
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<td>COU 855</td>
<td>Diagnosis and Treatment in Counseling</td>
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<tr>
<td>COU 880</td>
<td>Counseling Practicum in a school setting</td>
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<td>COU 881</td>
<td>Counseling Internship in a school setting</td>
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See list below for approved electives for the Standard Guidance Certification beyond the 48-hours M.A.Ed., or see your advisor for additional approved electives.

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<td>COU 849</td>
<td>Addiction Disorders Counseling</td>
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<td>COU 850</td>
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<td>COU 852</td>
<td>The Counseling Process in Grief and Loss</td>
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<td>Introduction to Play Therapy</td>
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<td>COU 875</td>
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<td>COU 891</td>
<td>Issues and Trends in Counseling</td>
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Advisor-Approved Electives:

Total Hours Required: 33 54 60 60

ENDORSEMENTS TO THE COUNSELING CERTIFICATION (May be used to complete the Standard & Rank I Certification).

This applies only to those individuals who have earned the old 33-hour school counseling degree in either elementary or secondary school counseling.

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<td>COU 814</td>
<td>Administration and Consultation in Counseling Services</td>
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<tr>
<td>COU 825</td>
<td>Developmental Counseling with School-Age Children</td>
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<td>Advisor Approved Elective</td>
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Degree Hours _______ + Additional Hours _______ = Total Hours _______
# 3-Year Course Rotation

## Clinical Mental Health Counseling

### School Counseling

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<th>SPRING</th>
<th>SUMMER</th>
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<tr>
<td><strong>Core Courses</strong></td>
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<td>*COU 813 Professional Orientation &amp; Ethics in Counseling</td>
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<td>*COU 840 Counseling Theory and Practice</td>
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<td>EPY 869 Research and Program</td>
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### Clinical Mental Health Counseling Courses

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### School Counseling Courses

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<td>COU 814 Administration and Consultation Counseling Services</td>
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### Electives

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<tr>
<td>COU 826 Assessment in Counseling</td>
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*COU 813, 840 and 846 are pre-requisites for many counseling classes and should be the first courses completed.

**COU 863 replaces COU 847 & COU 852 and is a substitute for old requirement COU 847.

***COU 881 Internship in Counseling may be repeated until 240 direct/600 overall hours is met.
Program Disclosure Agreement

(To be completed during first semester of program)

I, ________________________________ (please print name) have accessed a copy of the Student Handbook for the Department of Educational Leadership and Counselor Education 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. This includes students’ presence in all forms of social media ranging from emails and all forms of social media posts.

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

__________________________________________________________

Signature of Student

__________________________

Date

Please note: The official copy of your planned program is in DegreeWorks. You will need to monitor your progress through the program by verifying the accuracy of DegreeWorks with the courses you have completed. If there is a discrepancy between what you have completed and what is seen in DegreeWorks you need to bring it to the attention of the Department Chair or your advisor.