

EASTERN KENTUCKY UNIVERSITY

College of Education and Applied Human Sciences



COUNSELOR EDUCATION PROGRAM STUDENT HANDBOOK

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THE PROFESSION

The Counseling Profession

“Professional counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals”
(Kaplan et al., 2014, p. 368)

The Counselor Education program (i.e., the Program) at Eastern Kentucky University (EKU) is both anchored by and in support of the counseling profession – a profession founded on holistic and humanistic principles that has evolved over the decades to meet a changing society and address its needs. The profession has its origin in the areas of counseling psychology, school guidance, and vocational rehabilitation counseling beginning in the early 20th Century. By the mid-20th century, the profession’s established leadership through its creation of associations ushered in clear requirements for the training and preparation as well as state laws for the credentialing of master’s-level counseling practitioners to serve society effectively and safely. The late 20th Century witnessed the profession’s embrace of the growing recognition of our diverse society through adoption and support of multicultural and social justice beliefs and practices (Sue et al., 1992), which continue to be at the forefront of clinical and other professional practices. Despite being a profession among many under the contemporary umbrella of the mental health field, professional counselors maintain distinction in their philosophy and approach to client treatment that is at the heart of EKU’s Counselor Education program.

The counseling profession is founded on the tenets of wellness, typical human development, prevention or early intervention, and empowerment. Professional counselors view clients’ challenges as developmental in nature and work to collaboratively identify realistic wellness goals and subsequent plans with the individual. They further maintain that clients have innate rights, such as the autonomy to make their own decisions, and strive to uphold this while following the additional principal ethics of beneficence, nonmaleficence, justice, fidelity, and veracity, all of which contribute to the trust needed for the therapeutic alliance and relationship to promote the work’s effectiveness. Professional counselors meet clients ‘where they are at’ and combine education and guided self-exploration to again establish realistic wellness goals and steps to achieve these.

Despite its relative newness among the other mental health professions, the counseling profession has rapidly evolved and thrived to where its practitioners can be found across healthcare settings – from hospitals to outpatient clinics to schools. Regardless of the setting, the American Counseling Association (ACA, 2025) maintains that:

Professional counselors help people gain personal insights, develop strategies, and come up with real-life solutions to the problems and challenges they face in every area of life. As trained and credentialed professionals, they accomplish this by getting

to know clients; by building safe, positive relationships; and suggesting tools and techniques they believe will benefit clients.

Professional Identity and Affiliation

Students enrolled in the Program will learn about the aforementioned professional counseling philosophies/tenets and history as well as other elements of our professional identity that distinguish us from other mental health professionals in one of the Program's introductory courses – COU 813: Professional Orientation and Ethics in Counseling. They will further learn about professional associations that serve the counseling profession. Because we realize that financial resources are limited, students are NOT REQUIRED to join any professional association(s). However, membership in such is an important aspect of professionalism and their development, and students are therefore ENCOURAGED to do so. Membership benefits to associations can/will include:

- Receipt of professional publications (i.e., journals and newsletters) published by the association in which membership is held.
- Reduced registration fees for professional meetings (i.e., conventions, seminars, workshops, etc.) sponsored by the organization.
- Eligibility for member services (e.g., library resource use, legal defense funds and services, liability insurance, etc.).
- Involvement with activities and issues that are directly or indirectly pertinent to their profession (e.g., 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.

The primary national association that serves the counseling profession is the [American Counseling Association \(ACA\)](#). ACA offers the opportunity to join divisions that relate to a wide variety of specialty areas within the counseling profession. ACA – like most, if not all associations – offers a discounted student membership price.

Students in the Program's school counseling track may opt to join the [American School Counselor Association \(ASCA\)](#), which provides similar benefits as ACA within the scope of school counselor identity, issues, needs, and practices.

Students are further encouraged to consider membership to state-level associations: The [Kentucky Counseling Association \(KCA\)](#), the [Kentucky School Counselor Association \(KSCA\)](#), and/or an appropriate specialty division.

References

American Counseling Association. (2025, June). What is Counseling?
<https://www.counseling.org/mental-health-counseling/what-is-counseling#>

Kaplan, D. M., Tarvydas, V. M., & Gladding, S. T. (2014). 20/20: A vision for the future of counseling: The new consensus definition of counseling. *Journal of Counseling and Development*, 92, 366-372. <https://doi.org/10.1002/j.1556-6676.2014.00164.x>

Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competencies and standards: A call to the profession. *Journal of Counseling and Development*, 70(4), 477-486. <https://doi.org/10.1002/j.1556-6676.1992.tb01642.x>

ABOUT US

Statement of Program Philosophy

The Program's faculty at ECU have adopted national and state standards for our training program so that our degrees may be more portable to all credentialing bodies. In addition, we want to make our graduates competitive among other professional counselors, clinical mental health practitioners, and human service professionals. For these reasons, we are committed to maintain our Council for Accreditation of Counseling and Related Educational Programs (CACREP) accreditation for the 60-credit clinical mental health counseling and school counseling degree programs.

We believe that graduate students in counselor education are responsible and growth oriented. By admission into the Program, they seek to extend their competencies as persons and as professionals in preparation to engage in helping relationships with others.

We believe that the role of the counselor should be that of a human relationship specialist within the mental health agency or school 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 that demean or oppress individuals or groups.

In order to establish and implement a quality educational program that is in accordance 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 ECU's Counseling Center. 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.

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, and students provide the motivation and work commensurate with 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 as well as regularly engage in counseling scholarship. Counselor Education faculty will be actively involved in their national and state counseling associations.

Vision and Mission Statements, Guiding Values, and Strategic Priorities: Eastern Kentucky University (EKU)

[EKU's current vision and mission statements, guiding values, and strategic priorities.](#)

Vision and Mission Statements and Strategic Priorities: College of Education and Applied Human Sciences

Vision Statement

EKU's College of Education and Applied Human Sciences (i.e., the College) will pursue excellence in teaching, learning, scholarship, and service to the University and our stakeholders and will foster the pursuit of excellence among our students.

Mission Statement

As EKU is the School of Opportunity where everyone belongs, the faculty and staff of the College also meet students where they are to help them achieve their goals and dreams. Student success is ensured through innovative, knowledge-building, and personalized support to help students develop proficiency and confidence as practitioners and leaders in their fields. The College's graduates are lifelong learners invested in their own development and the well-being of all with whom they work and live.

Strategic Priorities

Goal 1: Knowledge

The development and dissemination of knowledge, including the process of acquiring, reflecting on, and transferring knowledge into new contexts, is the defining characteristic of the College. Inside classrooms, across campus, and through community-based placements, the College's faculty and staff lead students, alumni, and stakeholders as they create, apply, and share knowledge.

Goal 2: Innovation

The College's faculty and staff embrace the University's call for innovative thinking and bold action. Innovative approaches to teaching and supporting students today impact graduates in the field tomorrow and empower the University's next generation of students. A willingness to ask and define "what's next" positions the College to strengthen families and shape communities now and in the future.

Goal 3: Transformation

Because education changes lives, transformation is central to all that the College does. Students select majors in our college because they want to make a difference in others' lives. To honor their ambition, the College maintains an academic environment that supports students' intellectual growth and creativity; their desire for purpose, inclusion, and collaboration; and their ability to advocate for themselves and others. To accomplish great things, the College's faculty, staff, students, and alumni prioritize equitable access to knowledge and opportunity, dignity, and respect for others.

Vision and Mission Statements: Department of Clinical Therapeutic Programs

Vision Statement

The Department's vision is to graduate professionals who create a society in which individuals with communication and mental health needs are supported to participate in life.

Mission Statement

As educators, clinicians, mentors, and scholars, the Department empowers future professionals and leaders to enhance the quality of lives of individuals with communication, swallowing, counseling, and/or mental health needs and their caregivers, families, and communities through service, teaching, research, and advocacy.

ADMISSIONS

Introduction and Overview

The information provided here is intended to inform prospective and matriculated students of the Program's admissions process. More specifically, this information should provide the individual with the knowledge to best help them make career decisions regarding the profession and/or application to the Program as well as outline for them the criteria used to determine eligibility for and admission to the Program.

Admission Policies and Procedures

Those wishing to apply to our program will begin by completing [an online application](#) through the Graduate School in addition to providing the required supplemental materials outlined below. The individual must meet the minimum Graduate School requirements in order to be further considered for admission by the Program's Admissions Committee of faculty members. Upon review and verification of these minimum requirements, applicants will be invited to and must attend a group admissions interview consisting of program faculty members and other applicants. This interview can/will consist of an overview presentation of the program, individual questions for each applicant, and a group ethical decision-making activity. Upon completion of this interview, the Admissions Committee will make acceptance decisions and report these to the Graduate School, who will then inform applicants.

Graduate School Admission Minimum Requirements

The minimum Graduate School requirements for admission are:

- A baccalaureate degree from a regionally accredited institution.
- An overall undergraduate grade point average (GPA) of 2.5 or higher on a scale of 0 to 4.0.
- Submission of acceptable/necessary official examination, if required by the program.

Program Admission Minimum Requirements

Based on these minimum requirements, the Program requires the following for initial admission review and consideration:

- A baccalaureate degree from a regionally accredited institution.
- An overall undergraduate GPA of 3.0 or higher on a scale of 0 to 4.0.

If an applicant does not have an overall undergraduate GPA of 3.0 or higher, then one of the following must be met:

- The individual's undergraduate GPA in the final 60 credits of their degree must be a 3.25 or higher, or
- The individual must submit Graduate Record Exam (GRE) scores.

If an applicant needs to submit GRE scores, then the Program maintains the following minimum requirements of these scores and the applicant must meet at least one of them:

- A score of 146 or higher on the verbal section of the GRE.
- A score of 146 or higher on the quantitative section of the GRE.

Please note that the GPA or entrance exam requirement is waived if the individual already holds a graduate degree regardless of the discipline.

Program Admission Supplemental Materials Requirement

In addition to the above minimum admissions requirements regarding an accredited undergraduate degree and GPA or entrance exam scores, all applicants must submit the following supplemental materials – as listed below and further explained in subsection C – with their online Graduate School application:

- A current resume.
- Official copies of transcripts.
- A writing sample.
- Three letters of recommendation.

Admission Application Checklist

The following table outlines all required application materials to be submitted for review and verification that would lead to an interview invitation:

Admission Application Checklist	
<i>Item</i>	<i>Notes</i>
1. Completed online Graduate School application	Non-refundable processing fee may apply. Please check with the Graduate School for latest fee amount.
2. A current resume	Your resume should include your complete educational and work history as well as career goals.
3. Official copies of transcripts	Official copies of transcripts are required. Please contact your undergraduate institution for instructions on how to request that these be sent to ECU.

	Please send copies of all undergraduate and graduate – if applicable – degrees.
4. A writing sample	To be revised by Program faculty in Fall 2025.
5. Three letters of recommendation	You will submit the contact information for at least three recommenders as part of the online graduate application, who will then be contacted to submit information and a letter of recommendation on your behalf. You may choose whether or not to waive your right of access to the recommendations.
6. GPA or entrance exam scores	Please see the section above.

Writing Sample Overview

Applicants must draft a 1,500 to 2,500 word and graduate-level writing sample that responds to the following prompt:

First, discuss your experience with professional counseling – both personally and professionally – and why you would like to pursue a career in it.

And second, describe a challenging situation that you encountered while helping or supporting another person – this could be through a personal relationship, volunteerism, work, etc. In your response, please make sure to address EACH of the following parts:

1. How you prepared and organized your response.
2. How you managed your personal stress related to the situation.
3. How you remained open and receptive to different perspectives.
4. How you collaborated with the other person to reach resolution.
5. How you identified and navigated ethical considerations in the situation.
6. How you communicated effectively.
7. How you maintained emotional balance throughout.
8. What you learned about yourself.

Writing Sample Scoring Rubric

Writing samples are reviewed and scored by faculty members of the program's admissions committee. Members score the writing sample in three areas – clarity and completeness, character appropriateness for the counseling program, and written ability and skill – on a Likert scale of 0 (does not meet expectations) to 3 (exceeds expectations) with a potential wholistic score of 9. The following is a copy of the scoring rubric:

Criteria	Does Not Meet Expectations (0)	Minimally Meets Expectations (1)	Acceptably Meets Expectations (2)	Exceeds Expectations (3)

<i>Clarity & Completeness:</i> Applicant clearly & fully addresses all parts of the writing prompt.				
<i>Character Appropriateness for Counseling Program:</i> Applicant discussion of reasoning for becoming a professional counselor and qualities demonstrated in review of a challenging situation in trying to help someone are appropriate for the counseling profession.				
<i>Written Ability & Skill:</i> Applicant written ability & skill – that includes organization & cohesion; word choice; sentence structure; & grammar, spelling, & punctuation – are suited to graduate-level work.				
<i>Wholistic Writing Sample Score</i>				

Writing Sample Appeal Process

Step 1: Any applicant who receives an unsatisfactory score on their writing sample may request in writing – either by email or letter – to meet face to face with the faculty reviewers to discuss in greater depth their ability to express themselves in written format, their commitment to graduate work, and their overall fit for ECU's program. If the individual has any disability related to this matter, then current and relevant documentation must be provided with the written request to meet. If after this meeting both faculty agree that the individual has adequately met the admission requirement assessed by the writing sample, then the individual will be given a clear pass and continues with the admissions process. If after this meeting both faculty do not agree that the individual has met this requirement, then the individual receives an unsatisfactory score, and they may either withdraw their application for admission or continue with the appeal process outlined in Step 2.

Step 2: If the applicant continues to receive an unsatisfactory score after the two reviews outlined above, then they may request in writing – either by email or letter – an interview by the full faculty to discuss in greater depth their ability to express themselves in written

format, their commitment to graduate work, and their overall fit for ECU's program. If after this interview any two faculty agree that the individual has met the requirement assessed by the writing sample, then the individual will be given a clear pass and continues with the admissions process. If after this meeting any two faculty do not agree that the individual has met this requirement, then the individual receives an unsatisfactory score, alternative suggestions for graduate study and/or career pursuits will be provided, and the individual's application is rejected under final decision by the Program and its faculty.

Steps for Admission

The following are suggested steps one can follow if interested in both the counseling profession and admission to the Program.

1. Gather information about the counseling profession through various entities and their websites, such as the [ACA](#), [ASCA](#), [the American Mental Health Counselor Association \(AMHCA\)](#), [CACREP](#), [KCA](#), [KSCA](#), [the Kentucky State Board of Licensed Professional Counselors](#), [the Education Professional Standards Board \(EPSB\)](#), and [the National Board for Certified Counselors](#).
2. Self-reflect on the gathered information to determine if you desire a career as a professional counselor and in which setting (e.g., clinical mental health or school counseling).
3. Gather information on financial aid by visiting ECU's online sources for [the Financial Aid Office and scholarships](#) as well as [Graduate Assistantships](#).
4. Review website information for the Graduate School and the Counselor Education program. You may contact the Program Coordinator for specific questions or assistance.
5. If applicable, gather information about entrance exams, schedule a test date/time, and have official score results sent to the Graduate School.
6. Contact undergraduate – and if applicable, graduate – institutions for information on how to request official copies of transcripts be sent to the Graduate School.
7. Submit an online application through the Graduate School and include the resume, the writing sample, and recommenders' contact information.
8. Confirm with Graduate School and/or Program Coordinator that all application materials have been submitted/received.
9. Wait to be contacted by the Program Coordinator as to whether or not you have met all requirements to continue with the admissions process by attending the group interview.
10. Following the interview, the Graduate School will inform you of the Program's decision.

Application Deadlines

The Program offers rolling admission, which means it is possible to begin any semester of the year (i.e., fall, spring, or summer) if accepted. Applicants, though, should apply for the semester in which they plan to begin the program. Complete applications (i.e., Fully

completed online application and all additional/supplemental information or materials) must be received by the deadlines below to be considered for the semester applied for; exceptions to this cannot be guaranteed, especially depending on the Program's receipt of applicants' complete applications. The following are the annual application deadlines:

Desired Semester to Begin	Deadline
Fall Semester	April 1 st
Spring Semester	November 1 st

Background Checks

All students are required to complete and submit a criminal background check at two points during their time in the Program: At the point of admission and again at the point of enrollment in practicum. These checks are not meant to penalize students, nor do they bar them from admission to or completion of the Program. Criminal records may prevent or complicate credentialing beyond the degree. Students with such a background should consult the credentialing entity/ies for their respective professional role before completing their degree program to ensure they will be eligible for it upon graduation/degree conferral. The Program has no control over these standards or determinations. Criminal records may also limit students' options for practicum and internship placement. It is advised that students with such a background disclose this to [potential] sites and site supervisors to reduce complications and conflict in the future should this be discovered.

These checks will be completed through Verified Credentials at an out-of-pocket cost to the student. For their completion of this at the point of admission, students will receive email communication with instructions from the Program Coordinator prior to their first semester that include a link to Verified Credentials and a unique code to use to complete the check. This code is time sensitive and must be completed within the given time frame. Students must complete their check and upload a copy of it to Tevera by midterm of their first semester; failure to do so could delay their ability to register for their next semester. For their completion of this at the point of practicum, students will receive email communication from the Coordinator of Clinical Experiences approximately two to three weeks after the close of the practicum application window. At that time, students will again receive the link to Verified Credentials along with a required code to complete the check. This code is again time sensitive and must be completed within the given time frame. Failure to complete the check during this window may result in a delay to the start of practicum. Additional information about the background check for practicum can be found in the Clinical Handbook.

If any record is found, it may be discussed with the student and their advisor, the Program Coordinator, the Coordinator of Clinical Experiences, and/or the Department Chair; this is again not punitive or meant to embarrass the student but meant to ensure that they understand the impact of this on potential clinical placement and/or receipt of credentials after their degree completion.

THE PROGRAM

Program Accreditation

Accreditation in the United States is a voluntary process overseen by non-governmental entities, such as institutional agencies or professional associations. These entities establish criteria and procedures for evaluating the quality and rigor of education provided by institutions and/or academic programs.

There are two types of accreditation:

1. ***Institutional Accreditation:*** This type of accreditation is granted by regional and national accrediting entities to schools, colleges, and universities.
2. ***Specialized Accreditation:*** This type of accreditation is granted by specialized accrediting entities, such professional associations for a particular field of study and practice (e.g., business, counseling, law, public health, etc.), to professional programs within institutions or to occupational schools offering specific knowledge, skills, and training.

Accreditation offers the following to *the public*:

- Assurance that the institution/program conforms to the expectations of higher education and/or the specialty profession, which therefore produces high-quality professionals to serve the public.
- Assurance that the institution/program has and continues to monitor its effectiveness – both in the content and quality of its instruction – and make necessary improvements.

Accreditation offers the following to *enrolled/graduated students*:

- Assurance that the institution's/program's educational activities and practices have been deemed satisfactory by an overseeing entity, especially in meeting the needs of the students to prepare them for their profession.
- Assistance in the transfer of credits between institutions or in the admission of students to advanced degree programs.
- A prerequisite in many instances for entering a profession, particularly for credentialing.

Accreditation offers the following to *institutions/programs of higher education*:

- A stimulus for ongoing self-evaluation and improvement efforts.
- Clarification of its vision, mission, and direction.
- Enhancement of visibility and recognition among its peers and the public.
- Attraction and recruitment of highly qualified students and faculty.

EKU and Program-Specific Accreditation

EKU is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, educational specialist, and doctorate degrees. Degree-granting institutions also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Eastern Kentucky University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on [SACSCOC's website](#).

EKU's Counselor Education program has been accredited by CACREP since 2001. CACREP, the leader in the monitoring of Counselor Education programs for decades, sets and enforces those professional standards deemed necessary to adequately prepare professional counselors to serve the public effectively and safely. These standards address the structure of the institution/program, its faculty, and the curriculum and practices delivered to/enforced with its students. CACREP accreditation has also been increasingly used as the standard by which professionals are able to be credentialed for practice by their state or other governing entity. Students and graduates of EKU's Clinical Mental Health Counseling degree track will meet Kentucky's state requirements for initial licensure immediately upon degree conferral. Students and graduates of EKU's School Counseling degree track will have a much easier time pursuing clinical licensure in their futures – should they decide to – having graduated from a CACREP-accredited program. [More information about CACREP and its standards](#).

The Counselor Education's School Counseling degree track is further accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP ensures that professionals have the necessary competency and skill to work with students in the PK-12 educational setting based on their discipline/specialty. This means that students of EKU's School Counseling degree track will – upon graduation – meet the professional standards and demonstrate the necessary competencies and skills to meet the academic, career, and social-emotional needs of PK-12 students. [More information about CAEP and its standards](#).

Faculty

Per CACREP standards, all core/full-time faculty in the Counselor Education program hold doctoral degrees in Counselor Education, preferably from CACREP-accredited programs. They additionally maintain related certification, licenses, and other credentials related to the practice, education, and supervision of counseling. Adjunct and/or other faculty members or supervisors are sometimes called upon to teach specialty courses in counseling theory or practice and may identify membership to the counseling profession and/or disciplines related to counseling, such as marriage and family therapy, psychology, social work, and education, but must hold at least a master's degree in counseling or a related discipline as well as related, necessary credentials.

Full-Time Faculty

Dr. Kellie Ellis

Dr. Ellis is a Professor and the Chair of the Department of Clinical Therapeutic Programs at Eastern Kentucky University. She teaches coursework in child language and speech sound disorders. Her research interests include early language and literacy development, dyslexia, and professional issues in educational speech-language pathology. Dr. Ellis is a former Chair of the Kentucky Board of Speech Language Pathology and Audiology, former President of the Kentucky Speech Language Hearing Association, and former Chair of the American Speech-Language Hearing Association's Governmental Relations and Public Policy Board. She currently serves as the Governmental Relations/PAC Chair of the Kentucky Speech Language Hearing Association, a site visitor for the Council on Academic Accreditation in Audiology and Speech-Language Pathology, and is a Governor appointee on the Kentucky Council on Postsecondary Education.

Dr. Mi-Hee Jeon

Dr. Jeon is an Associate Professor in Counselor Education at Eastern Kentucky University. Dr. Jeon has been a professional counselor over years, having served as a school counselor, a clinical mental health counselor, and as a private practitioner. Her general areas of counseling competence include counseling children and adolescents, families, and adults. She also worked as a consultant for companies, schools, and parents in which consultees are trained how to utilize basic counseling skills with their areas of focus. Particularly, she has worked counseling children using play therapy and sand tray. Her experience in play therapy is diverse ranging from child-centered, Gestalt, Adlerian, and Theraplay. Currently, she is interested in integrating play therapy and sand tray with EMDR for trauma and grief counseling, facilitating parental involvement in child therapy process, and utilizing expressive arts in supervision.

Dr. James McGinn

Dr. McGinn earned a Master of Arts degree in School Counseling from Fairfield University in 2011 and a Doctor of Philosophy degree in Counselor Education and Supervision from the University of Holy Cross in 2020. He has worked as both a clinical and a school counselor, and his areas of clinical expertise include anxiety and depression; loss and grief; crisis and trauma; family conflict, separation, and divorce; academic concerns and school counseling; and LGBTQ+-affirmative counseling and related issues. His areas of research interest include school counseling practice, clinical competencies and practices for best working with the LGBTQ+ population, and both academic and professional mentoring relationships.

Dr. Greg Sandman

Dr. Sandman received his doctorate in Counselor Education & Supervision from the University of Wyoming and his Master of Science in Education from the University of Nebraska – Kearney. While attending the University of Nebraska – Kearney, Dr. Sandman started the Parents, Friends, and Family of Lesbians and Gays (PFLAG) chapter, as well as the Nebraska Association for LGBTQ Issues in Counseling (now NeSAIGE). Dr. Sandman is an LPCC in the state of Kentucky.

Dr. Carol Sommer

Dr. Sommer has a passion for teaching and scholarship as evidenced by two Kentucky Counseling Association awards and multiple awards from ECU including the highest honor of membership in the Society of Foundation Professors. Many of her publications have focused on various ways to use myths, fairy tales, and folklore as tools to enhance understanding in counseling sessions, clinical supervision, and the classroom. Her current interests are mindfulness, sustainable self-care for mental health professionals, and wellness strategies for university faculty.

Dr. Angela Spiers

Dr. Spiers is a Licensed Professional Counselor-Supervisor in Kentucky and Nevada. In her over 25 years of counseling in both Canada and the U.S., her professional experience has been in counseling, teaching, supervision, administrative, and consulting roles in various settings. For example, starting up both private and shared practice, community mental health, supervising LPCAs, and providing counseling in educational settings. For the past 9 years, Dr. Spiers has worked at ECU in the Counselor Education program, and in addition to her counseling and teaching work she loves animal assisted therapies, humanistic counseling, and making a difference. Dr. Spiers holds a Bachelor of Social work degree, a Master of Science in Education, and a Doctor of Education in Counselor Education and Supervision (CACREP accredited) Degree from Argosy University – Sarasota. She has researched and written on mentoring practices, humanistic based practices, and best practices in Counselor Education.

Faculty and Staff Contact Information

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Advising System

Upon admission to the Program, all students are assigned an advisor from among its full-time faculty. Advisors remain in this role to their advisees for the duration of the advisees' time in the Program unless a formal change is requested and made. Students may informally consult with other faculty members regarding advising issues/questions, but they should at least confer with their assigned advisor regarding this before making any decisions or taking any further steps. It is further advisable that students meet with their advisors at least once per semester to verify plans of study, progress toward graduation, etc.

Advisors' primary duties include – but may not be limited to – the following:

- Develop a plan of study with each advisee [in their first semester of the Program] for timely completion of degree requirements.
- Advise each advisee regarding changes to course offerings and subsequent changes to their plan of study.
- Monitor each advisee's progress toward graduation and intervene if/when necessary to ensure timely completion of degree requirements.
- Communicate corrective feedback or concerns to each advisee following faculty evaluation and discussion.
- Offer information, input, suggestions, etc. regarding post-graduation/career planning.

- Serve as a primary support source for each advisee during their time in the Program, which includes being an advocate for/with the advisee to the faculty as issues/needs arise.

Upon admission to the Program, students are assigned an advisor from among the full-time faculty based on their degree track (i.e., clinical mental health or school counseling) and the first letter of their surname. The table below lists the faculty advising assignments based on these criteria:

Clinical Mental Health Counseling		School Counseling	
<i>Student Last Name</i>	<i>Advisor</i>	<i>Student Last Name</i>	<i>Advisor</i>
A – F	Dr. Greg Sandman	A – Z	Dr. James McGinn
G – M	Dr. Mi-Hee Jeon		
N – T	Dr. Carol Sommer		
U – Z	Dr. Angie Spiers		

Grading Policies

The Program adheres to the grading system outlined by the Graduate School in its Catalog.

Students enrolled in the Program are assigned a letter grade in each course each semester that they are enrolled. Content courses adhere to the letter scale of “A” to “F,” and both the clinical courses and the exit exam are pass (i.e., “S”) or fail (i.e., “U”) based on students’ performance and whether or not they met the minimum requirements. Students must receive a “B” or higher in all content courses and an “S” in all clinical courses and the exit exam in order to pass them; if they do not, then they must retake the course(s). Furthermore, students who receive a “C” or lower in any content course or do not pass any clinical course or the exit exam may be remediated as determined necessary, which may include meeting with their advisor, the Program Coordinator, and/or other faculty members to collaboratively construct a plan for the student to retake the course(s) and be successful in their next attempt. Repeated failure of courses and the need to retake them will likely trigger probation from the Graduate School based on students’ need to maintain a GPA of 3.0 or higher to remain enrolled in their program and may lead to dismissal from the Program.

If a student fails to complete all coursework by the end of the semester, they may be given a final grade of Incomplete (i.e., “I”) at the instructor’s discretion. In this event, the faculty and student will follow the steps outlined by the Graduate School’s Catalog in submitting an Incomplete Grade Agreement and adhering to it within the specified timeframe in order for the student’s final grade to be changed. The student’s failure to comply with this Agreement will result in their receiving a final grade commensurate with their work completed during the semester and the lack thereof.

If a student believes that a final grade received for a course is inaccurate or unjustified, then they are directed to follow the steps for grade appeal outlined by [EKU’s Academic Regulation](#)

[4.1.15ACR](#), which includes first consulting with the instructor and then submitting a formal, written request of grade appeal to the Department Chair if this consult is unsatisfactory.

Artificial Intelligence (AI) Use

Artificial Intelligence (AI) has quickly become a tool used by students across the nation in completing their academic assignments. Although there may be some useful and ethical application of this tool, students' use of it to generate work that they then submit as their own qualifies as academic dishonesty. Therefore, if a student is suspected of using AI to complete a course assignment, then the instructor may follow the university's [Academic Integrity policy](#) in seeking resolution and/or consequences for the student.

Academic Resources and Research Statement

Academic research or professional literature and their application to coursework are crucial to both academic success and professional development. To these ends, students should focus on required texts for and provided materials in their courses, other [text]books that they identify, peer-reviewed journal articles, and official professional reports as their primary sources for research to then use in their coursework. Students should limit – if not avoid – their use of commercial websites, online magazine articles, blogs, etc. in their coursework as the basis of their research and supporting information; those who produce these types of publication are often not vetted for their degree of expertise and professionalism and their work is typically not reviewed and approved by their professional peers to support its reliability and validity.

Retention, Remediation, and Dismissal

Counselor educators and programs are viewed as gatekeepers to the profession and therefore must regularly assess and monitor students' academic ability, personal characteristics, and clinical skills in terms of suitability for the counseling field and clinical practice (Lumadue & Duffey, 1999). To ensure graduates are sufficiently prepared to provide ethical, safe, and effective counseling services and otherwise engage as members of the counseling profession, the Program and its faculty regularly assess students' knowledge, skill, and disposition throughout their time in the program. This ongoing assessment includes – but may not be limited to – performance on course assignments and course final grades, the Professional Counseling Performance Evaluation (PCPE), the Counselor Preparation Comprehensive Examination (CPCE), and faculty/instructor impressions. Students who demonstrate lower than expected performance across these areas will be remediated, required to retake courses, or otherwise dismissed from the program as deemed necessary.

Academics

To remain enrolled in and complete their degree program, students must again receive a final grade of “B” or higher in all content courses and an “S” in all clinical courses and the CPCE as well as maintain an overall GPA of 3.0 or higher per the Graduate School’s requirements for enrollment. Per the Graduate School’s policy, students whose GPA fall below a 3.0 will be placed on probation and have one semester to raise their GPA to a 3.0 or higher. Students who fail to raise their GPA by the end of that probationary semester will be dismissed from the program. Students are encouraged to review the Graduate School’s Academic Probation and Dismissal policy and appeal process regarding their overall GPA, which is found in the current issue of [its catalog](#).

Students who receive a “C” or lower in any content course or a “U” in any clinical course or the CPCE must retake it and may be remediated as deemed necessary, which again may include meeting with their advisor, the Program Coordinator, and/or other faculty members to collaboratively construct a plan for the student to retake the course(s) and be successful in their next attempt.

Students may not receive more than two final grades of “C” or any final grades of “D” or “F.” Students who receive more than two final grades of “C” or any final grades of “D” or “F” will be dismissed from the program.

Skills

Students begin their clinical skill development in COU 846 and progress through its implementation and practice in their clinical, practicum and internship courses toward the end of their program. Students will be primarily evaluated on these and their progress via the PCPE completed by their supervisors, which will in part determine their ability to pass courses in which it is used. Students who fail to meet expectations on this measure and/or pass the courses in which it is used will be remediated by meeting with the course instructor, the Program Coordinator, their advisor, and/or other faculty members to discuss the insufficient skill(s) and collaboratively construct a plan for the student to improve these or retake the course to then be successful in their next attempt. Repeated or ongoing insufficient skill development as measured by the PCPE that is not improved by these remediation efforts will result in dismissal from the program.

Behavior and Disposition

Students’ attitudes and behaviors will impact their performance in the program and counselor or professional development, which will then impact their future practice and client welfare. These will therefore also be evaluated and monitored throughout the program through both the PCPE and faculty/instructor interactions, impressions, etc. Students who do not meet behavioral and dispositional expectations will be remediated by meeting with their course instructor, the Program Coordinator, their advisor, and/or other faculty members to discuss the related concerns and collaboratively construct a plan for the student to improve these. Repeated or ongoing insufficient behavioral and dispositional

development that is not improved by these remediation efforts will result in dismissal from the program.

Out-of-State Students/Program Completion

Because the program is hybrid and therefore requires in-person/on-campus instruction for some of its courses, it is not possible for a student to fully complete the degree requirements or program while living in another state.

Current Out-of-State Students Wishing to Complete the Program

Individuals who are currently living out of state and interested in attending the program would need to relocate to within driving distance of the campus for the duration of the program. If these individuals are intending to move back to their home state and become certified or licensed there upon completion of this program, then they should verify this program meets educational requirements for certification or licensure in that state before applying.

Current Students of the Program Who Move Out of State Prior to Completion

Relocating while enrolled in this program could affect your ability to complete the program. Students enrolled in the program who are considering relocating from their current state or moving out of Kentucky prior to completing the program should first and foremost consult both their advisor and the Program Coordinator as soon as possible before moving. A primary thing to consider with this is that these students must complete before their move all courses that require any amount of in-person/on-campus instruction. Exceptions cannot be made to allow students to virtually join in-person/on-campus class sessions. There may also be state laws that hinder aspects of the program, such as restrictions on the completion of clinical work, so these must be explored to decide whether a student could complete this program in another state. And again, these students will want to ensure that their new state's certification or licensure requirements align with what the program affords.

More information pertaining to out-of-state students can be found in both the ECU Student Handbook and [Administrative Regulation 5.1.4ADR](#).

References

Lumadue, C. A., & Duffey, T. H. (1999). The role of graduate programs as gatekeepers: A model for evaluating student counselor competence. *Counselor Education and Supervision*, 39(2), 101-109.

THE CURRICULUM

Curricular/Degree Requirements

The Program is again accredited by CACREP, which in part determines the necessary number of credits, counseling curriculum, and clinical training to prepare counselors for safe, effective practice and meet state and/or national credentialing requirements.

The Clinical Mental Health Counseling degree program is a 60-credit program that meets both CACREP standards and state licensure requirements and leads to a Master of Arts (i.e., M.A.) degree.

The School Counseling degree program is a 60-credit program that meets both CACREP standards and state certification requirements and leads to a Master of Arts in Education (i.e., M.A.Ed.) degree.

Both degrees in the Program share a “common core” of content and clinical courses, but each has two courses specific to that area of specialization (i.e., clinical mental health or school counseling). All courses offered by the Program, with the exception of courses that may be offered during the Winter Term, are 3-credit courses.

The following are the “common core” courses:

COU 813, COU 840, COU 846, COU 804, COU 820, COU 822, COU 848, COU 850, COU 855, COU 863, COU 880, and COU 881, and COU 816, COU 839, and COU 869 [formerly EPY courses]

The following are the courses specific to each degree’s area of specialization:

Clinical Mental Health Counseling: COU 803 and COU 849

School Counseling: COU 814 and COU 825

The tables below outline the course/credit requirements for the clinical mental health counseling degree and the two school counseling degrees. Students are advised to move across the table from left to right when deciding the order of courses for their plans of study:

Clinical Mental Health Counseling Degree Course/Credit Requirements			
<i>Prerequisites for All COU Courses</i>	<i>Prerequisites for Practicum</i>	<i>Prerequisites for Internship</i>	<i>Remaining Courses*</i>
COU 813	COU 803	COU 804	COU 881 (A)
COU 840	COU 820	COU 822	COU 881 (B)
COU 846	COU 848	COU 850	COU 816
	COU 849	COU 880	COU 839
	COU 855		COU 869
	COU 863		Elective 1: ____
			Elective 2: ____

School Counseling Degree Course/Credit Requirements			
<i>Prerequisites for All COU Courses</i>	<i>Prerequisites for Practicum</i>	<i>Prerequisites for Internship</i>	<i>Remaining Courses*</i>
COU 813	COU 814	COU 804	COU 881 (A)
COU 840	COU 820	COU 822	COU 881 (B)
COU 846	COU 825	COU 850	COU 816
	COU 848	COU 880	COU 839
	COU 855		COU 869
	COU 863		Elective 1: ____
			Elective 2: ____

** Aside from COU 881, these courses may be taken at any time during one's program of study, but students are advised to take these toward the end of their time in the program to prevent delays in degree completion*

More detailed program plans for the above outline degree course/credit requirements – including a general course rotation listing – can be found in Appendixes A, B, and C.

Students should note that many courses are prerequisites for others and to prioritize these in creating their plans of study. Students **cannot take prerequisite courses concurrent with those for which they are required.** To prevent delay in degree completion, students are advised to meet with their advisor during their first semester in the Program to determine which courses are prerequisites for others and to take this into account when creating their plans of study.

All students must enroll in as many of the “Prerequisite for COU Courses” (i.e., COU 813, COU 840, and COU 846) courses as possible in their first semester of the Program to ensure a timely completion of their degree requirements. Students may not take any COU courses [with the exception of COU 816, COU 839, and COU 869] beyond these until all three are completed. If students are unable to take all three of these courses in their first semester of the Program, then they should prioritize taking them in the following order: COU 813, COU 840, and COU 846.

Elective courses are offered every semester of the year but may vary depending on instructor availability and/or interest in the course. Any course that is not required for a student's degree completion may be used as an elective, which includes specialization courses from the other degree track. Students are advised to consult with their advisors when deciding which elective courses are available and/or what may be best for them. Students should further note that internship (COU 881) may be taken for a second and/or third semester to count as an elective toward their degree and credit requirement. For as long as they are offered, some doctoral-level courses within the Program's Doctorate of Counselor and Education degree program may also be taken as electives. Students interested in considering available and potential doctoral courses for use as electives should contact Dr. Sommer, the Doctoral Program Coordinator. Students can review all potential elective courses for their

degree by viewing the Program Requirements via the current version of the [Graduate School's Catalog](#) for clinical mental health counseling and school counseling.

Students who are able to complete all three play therapy courses (i.e., COU 870, COU 871, and COU 872) will obtain an ECU certificate in play therapy that can then be used in part to apply for registration as a Registered Play Therapist (RPT). Students may not combine their required degree practicum (i.e., COU 880) with the play therapy practicum (i.e., COU 872) – these must be completed in separate semesters.

A complete listing of courses and a description for each can be found in the [Graduate School Catalog](#).

Plans of Study and Academic Load/Standards

To ensure that students complete all degree requirements in a timely manner, they are advised to create a plan of study with their advisors during their first semester of the Program. This plan will provide an outline for students' degree completion in terms of ensuring a student will complete all degree requirements and assuring them of when (i.e., which semester) they will enroll in every required course. Students are advised to discuss with their advisors their intended status of enrollment (i.e., fulltime or parttime) and desired timeline for completion in creating the plan of study. Advisors can also help students determine the various prerequisites in prioritizing course sequencing, although the information in the previous subsection should assist with that. Students can – and should – further monitor their degree progress throughout their time in the Program through Degree Works, which can be accessed through ECU's home webpage, especially for accuracy. Students can access Degree Works from ECU's home webpage under "Login."

Plans of study may need to be adjusted or changed from time to time, especially as course offerings may change/differ between academic years and/or semesters. Students are therefore advised to check with their advisors every semester to ensure that their plan remains accurate; this will further help to avoid delays in degree completion.

The Graduate School maintains that the academic load for a full-time enrolled student is 9 to 12 credits per semester. Due to the content and workload across its curriculum, the Program deems 9 credits as full-time enrollment for students and 3 or 6 credits as part-time enrollment for them. In deciding whether to enroll fulltime or parttime – either throughout their time in the Program or from semester to semester – students should consider such factors as financial aid requirements, their lifestyle and responsibilities outside of academia, and desired timeline for graduation.

Three courses in the Program are generally equivalent to five undergraduate courses in terms of the amount of time and work required for them. For this reason, students are strongly encouraged to not enroll in more than 9 credits per semester without faculty discussion. If a student would like to take more than 9 credits in one semester, then they should first discuss this with their advisor, who can then present it to the faculty on their

behalf. The faculty take many factors into consideration when deciding whether or not to support the request, such as who the student is [in terms of graduate study and responsibilities outside of the Program] and the courses they intend to register for. It is therefore possible for a student to have a request supported one semester and not the next and vice versa.

The Graduate School again maintains that all students must maintain a GPA of 3.0 or higher at all times to remain enrolled in their program and in good standing. Those who fall below the 3.0 threshold will be placed on academic probation, and they typically have one semester in which to elevate their GPA to 3.0 or higher to remove themselves from probation. Those who fail to remove themselves from probation will be dismissed from the Graduate School/their program. Students should refer to the Graduate School Catalog for additional information about academic probation and dismissal, particularly in regard to appealing their dismissal.

Course Schedules and Instructional Modality

All courses in the Program are taught bi-weekly in the evenings from approximately 5:00 to 10:00 PM as determined by the instructor, the course's needs, etc. Per CACREP standards, clinical courses (i.e., practicum and internship) are taught bi-weekly in the evenings from 5:00 to 8:00 PM. This means that all courses will meet approximately eight times per fall and spring semester and six times per summer semester.

In recognition of a changing society, who is increasingly moving online for various life dealings and needs, and to acknowledge and honor the feedback of our surveyed students and graduates, the Program has shifted the majority of its curriculum and instruction to an online format and now operates under what it considers to be a "hybrid model." Most courses are taught either 100% asynchronously – meaning there are no class meetings/sessions – or 100% synchronously – meaning all class meetings/sessions are virtually held. The remaining courses are themselves "hybrid," which is a combination of in-person and virtual class meetings/sessions. These hybrid courses are about 50/50 in their division of in-person and virtual class meetings/sessions, but students are never required to attend more than 50% in person for these courses; some of these courses are less than 50% in person as determined by the instructor and the course's needs.

The following table outlines which courses are asynchronous, synchronous, and hybrid in their instructional delivery. Students should note that these are subject to change as determined by the instructor, course need(s), and/or the Program.

Asynchronous	Synchronous	Hybrid
COU 839	COU 803	COU 816
COU 869	COU 804	COU 825
	COU 813	COU 826
	COU 814	COU 840
	COU 820	COU 846

	COU 822	COU 863
	COU 848	COU 870
	COU 849	COU 871
	COU 850	
	COU 853	
	COU 855	
	COU 865	
	COU 880	
	COU 881	

Unless indicated above or elsewhere, elective courses [not listed above] will be synchronously delivered.

Student should refer to Section X. of the handbook for additional information pertaining to the technology used for online/virtual instructional delivery and other program organization.

Maintenance and Retainment of Course Materials

Credentialing bodies (e.g., state certification or licensure boards/entities) often request documentation of completed coursework and education, which includes course syllabi. It is the student's responsibility to keep records of all syllabi for completed program courses as well as supplemental course materials in the event these too are requested by these bodies. The Program is not responsible for maintaining these records nor providing them to students once they have completed the course.

It is suggested that students consider uploading their course syllabi and any other course material(s) they feel beneficial or necessary for future credentialing and/or practice to their Tevera account as this will provide a secure location to store these documents and students will have lifetime access to their account after they register for the platform/service. Directions to upload course syllabi to students' Tevera accounts can be found in Appendix D.

Transfer Credits

The Program adheres to the Graduate School's policy for credit transfer as outlined in its Catalog, which means the Program will accept up to 12 transfer credits for degree programs less than 45 credits, up to 15 transfer credits for degree programs of 45 to 53 credits, and up to 18 transfer credits for degree programs of 54 credits or more. The Program will only accept credit transfers from *graduate counseling* programs – neither undergraduate credits nor graduate credits from mental health related but not counseling [including counseling psychology, psychology, social work, etc.] programs will be accepted for transfer. Credits from CACREP-accredited counseling programs may be transferred up to the above-stated limits and satisfy core and/or elective course requirements. Credits from non CACREP-accredited counseling programs may only be transferred and serve to fulfill students' elective requirements (i.e., 6 credits).

FIELDWORK

Note: Please refer to the ECU Counselor Education program's Clinical/Counseling Practicum and Internship Handbook for additional, expanded information about clinical courses.

Tevera

Tevera is a web-based platform specifically designed for the collection, organization, and maintenance of Counselor Education students' programs of study, particularly in the area of clinical documentation in practicum and internship. All students are therefore required to purchase a membership to Tevera at the beginning of their enrollment in the Program. Students will be the owner of their respective accounts throughout their time in the Program and will have lifetime access to it after graduation, which will greatly help them as they apply for clinical licensure and/or pursue doctoral counseling studies. There is a one-time, all-inclusive charge of \$215.00 to acquire membership to Tevera. Beginning in Fall 2024, students may be eligible to use their financial aid for this education-related cost.

Prerequisites for Practicum and Internship

The following courses must be completed before students can enroll in practicum (i.e., COU 880).

Clinical Mental Health Counseling	School Counseling
COU 813: Professional Orientation & Ethics in Counseling	COU 813: Professional Orientation & Ethics in Counseling
COU 840: Counseling Theory & Practice	COU 840: Counseling Theory & Practice
COU 846: Process & Basic Techniques of Counseling	COU 846: Process & Basic Techniques of Counseling
COU 803: Principles & Practices of Mental Health Counseling	COU 814: Administration & Consultation in Counseling Services
COU 820: Group Counseling	COU 820: Group Counseling
COU 848: Child & Adolescent Counseling	COU 825: Developmental Counseling with School-Age Children
COU 849: Addiction Disorders Counseling	COU 848: Child & Adolescent Counseling
COU 855: Diagnosis & Treatment in Counseling	COU 855: Diagnosis & Treatment in Counseling
COU 863: Crisis & Grief Counseling	COU 863: Crisis & Grief Counseling

Students **cannot take any of these courses concurrent with practicum – they must be completed prior to enrollment in practicum.** Students should therefore be sure to create a plan of study with their advisors to prevent delay in their taking practicum and degree completion.

In addition to completion of practicum prerequisite courses, the following courses must be completed before students can enroll in internship (i.e., COU 881).

Clinical Mental Health Counseling	School Counseling
COU 804: Counseling Diverse Populations	COU 804: Counseling Diverse Populations
COU 822: Lifestyle & Career Counseling	COU 822: Lifestyle & Career Counseling
COU 850: Family Counseling	COU 850: Family Counseling
COU 880: Counseling Practicum	COU 880: Counseling Practicum

Similar to practicum, students **cannot take any of these courses concurrent with internship – they must be completed prior to enrollment in internship.** Students should therefore be sure to create a plan of study with their advisors to prevent delay in their taking internship and degree completion.

Application for Practicum and Internship

Students must secure an external clinical mental health counseling or school site [dependent on their specialization/degree track] at which they will complete the primary requirements for practicum and internship completion. Students may identify their own site/site supervisor or opt to work with the Coordinator of Clinical Experiences to secure one; in either case, all students must submit certain information [through Tevera] about their site and site supervisor to have them approved. Additionally, all students must “apply” for practicum and internship [through Tevera], which prompts the Program to review students’ records to ensure they have met all requirements and are adequately prepared to enroll in these courses. Students should remember that despite applying for and completing practicum, they must again apply for internship and apply for it for every semester in which they plan to enroll in it.

Students are advised to discuss with their advisors and/or the Coordinator of Clinical Experiences early the semester before they plan to enroll in practicum and internship to ensure they have time to secure a site and submit the necessary documentation/paperwork for them to be approved. Students should furthermore monitor the [Program’s practicum and internship webpage](#) for additional, updated information, especially regarding application deadlines.

Telehealth Training

Particularly as a result of the COVID pandemic, telehealth practice (i.e., the use of technology to [virtually] meet with and provide counseling services to clients) has dramatically increased in recent years. Since this time, telehealth education and training has unfortunately largely lacked, and yet more and more students and practitioners alike are expected or opting to deliver these services. To compensate – at least in the short term – the faculty has created a telehealth training that all students must complete prior to their clinical coursework (i.e., enrollment in practicum).

As part of their application to practicum, students will be added to a Canvas-based, self-guided telehealth training. Students will then – on their own – review all materials included in this training, which includes reading and video lectures or tutorials. Once students have reviewed all materials, they will take an exam to verify their competency and understanding of foundational telehealth practice. Students must receive a score of 100% on the exam in order to pass this training, and they will have an unlimited number of attempts in order to do so. Once students receive a score of 100% on the exam, they will upload verification of this to Tevera; this will be listed as an assignment within their assigned practicum section in Tevera.

Students must complete this training and upload verification of passing the exam no later than the first Friday of the semester in which they are enrolled in practicum. Students cannot provide telehealth services at their site until this training is completed and passed, and delay in doing so may also delay their ability to accrue direct counseling hours.

Practicum

Practicum (COU 880) is the initial clinical experience and is a prerequisite for internship. This 3-credit course requires completion of a minimum of one hundred (100) hours at a clinical mental health counseling site or school and bi-weekly attendance of COU 880 class/group supervision sessions facilitated by the faculty/course instructor. Forty (40) of the 100 hours must be direct, face-to-face counseling services with the remaining sixty (60) hours be counseling related tasks outside of face-to-face counseling services. As practicum is the initial experience, students usually see less complex clients/students and work under greater supervision.

Students must again complete a supervised practicum experience that totals a minimum of one hundred (100) hours over a minimum of a 10-week academic term. Based on CACREP (2024) standards, each student's practicum experience must/will include the following:

- Completion of at least forty (40) hours of direct, face-to-face counseling service that contributes to the development of their counseling skills.
- Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout practicum by a Counselor Education program faculty member, a student supervisor under the supervision of a Counselor Education program faculty member, or a site supervisor in regular consultation with a Counselor Education program faculty member.
- Attendance for an average of 1½ hours per week of group supervision provided by a Counselor Education program faculty member or a doctoral student supervisor under the supervision of a Counselor Education program faculty member.
- The opportunity to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment, supervision, information and referral, in-service and staff meetings, etc.).
- The opportunity to develop program-appropriate visual/audio recordings for use in supervision or to receive live supervision of interaction with clients.

- Evaluation of counseling performance throughout the practicum experience with feedback.

Hours in excess of 100 in practicum cannot be carried over into internship. Only hours accrued both when enrolled in the internship course and during the days of semester in which the individual is enrolled in it may be counted toward internship hours requirements.

Note: Practicum **is not offered for school counseling students during the summer semester.**

Internship

Internship (COU 881) is the final and culminating experience during students' time in the Program. This 3-credit course requires completion of a minimum of six hundred (600) hours at a clinical mental health counseling site or school and bi-weekly attendance of COU 881 class/group supervision sessions facilitated by the faculty/course instructor. Two-hundred and forty (240) of the 600 hours must be direct, face-to-face counseling services with the remaining three-hundred and sixty (360) hours be counseling related tasks outside of face-to-face counseling services. As students' transition from practicum to internship, site supervisors typically begin to assign more complex client/student cases and offer the student increasing responsibility at the site. It is **highly recommended that all students complete internship over two semesters regardless of whether or not their degree requires it.** This allows students to accommodate the needs of their site and clients while managing their other life responsibilities without burning themselves out or missing important learning/skill development opportunity/ies. Students are further advised to plan to consecutively enroll in practicum and internship (i.e., enroll in internship the semester(s) immediately following practicum). There may be circumstances in which this is not possible and/or the student needs a gap semester between practicum and internship; this must be discussed with the student's advisor and Coordinator of Clinical Experiences prior to enrollment as it requires faculty approval.

Students must again complete a supervised internship experience that totals a minimum of six hundred (600) hours. Based on CACREP (2024) standards, each student's internship experience must/will include the following:

- Completion of at least two-hundred and forty (240) hours of direct, face-to-face counseling service that contributes to the development of their counseling skills.
- Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout practicum by a Counselor Education program faculty member, a student supervisor under the supervision of a Counselor Education program faculty member, or a site supervisor in regular consultation with a Counselor Education program faculty member.
- Attendance for an average of 1½ hours per week of group supervision provided by a Counselor Education program faculty member or a doctoral student supervisor under the supervision of a Counselor Education program faculty member.

- The opportunity to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment, supervision, information and referral, in-service and staff meetings, etc.).
- The opportunity to develop program-appropriate visual/audio recordings for use in supervision or to receive live supervision of interaction with clients.
- Evaluation of counseling performance throughout the practicum experience with feedback.

Note: Internship **is only permitted for school counseling students during the summer semester under certain conditions and with faculty approval.**

Professional Liability Insurance

Professional liability insurance is a type of insurance that protects professionals in defense against a claim of harm/negligence made by a client and in covering damages awarded to a client in such a civil lawsuit. All professionals should obtain and maintain this form of insurance to safeguard their practice, and because of students' engagement with clients – particularly during their clinical courses – and the heightened risk for these claims it is required of all students enrolled in the Program.

Per faculty vote on August 18, 2004, all enrolled students are required to purchase professional liability insurance upon enrolling in COU 846 and must maintain it as active through the completion of their internship and to graduation. The rationale for this decision is that students are periodically enrolled in skills and/or clinical courses throughout their time in the Program and may therefore have contact with others in a therapeutic manner, which carries the risk of being seen as a professional counselor who is therefore liable for their actions. In an effort to protect our students and ECU, the faculty decided to follow the model used by most other nationwide counselor training programs and adopt this policy.

Students may purchase professional liability insurance from any provider granted it explicitly covers counselors/counselors in training. A common provider for professional counselors' liability insurance is [Healthcare Providers Service Organization \(HPSO\)](#), and insurance from this provider can be obtained through ACA and membership to it. Students are encouraged to purchase HPSO coverage as it is assured that it covers counselors/counselors in training and is further incentive to obtain membership to ACA. Regardless of the insurance provider, the policy must include a minimum of \$1,000,000 per claim and \$3,000,000 aggregate. Because the policy offered through ASCA membership fails to meet this requirement, school counseling students cannot use this as a liability insurance policy provider.

Students must provide documentation of an active professional liability insurance policy prior to enrollment in practicum. They must further maintain this policy for the duration of their clinical courses (i.e., practicum and internship). If a student's policy is scheduled to ended prior to their completion of these courses, then they must renew the policy no more than 10 days after it ends and provide the Program, Coordinator of Clinical Experiences,

and/or clinical course instructor with updated documentation of the renewed policy. If a student fails to renew a policy within the 10-day window, then they will be unable to attend their clinical site until it is renewed, which could delay accruing needed hours and therefore jeopardize completion of the clinical course and/or delay degree completion.

The Coordinator of Clinical Experiences Role

The Coordinator of Clinical Experiences' primary role is in helping students to identify and secure a site for practicum and internship as well as in overseeing their application for both. Before applying for practicum and contacting the Coordinator with practicum and/or internship related questions, students are encouraged to first speak with their advisor, who may be able to answer some questions or otherwise direct them. Prior to enrollment in practicum or internship, students may contact the Coordinator with site-specific questions or those relating to the application process. Once enrolled in these courses, students may contact the Coordinator with Tevera-related issues or questions but are otherwise directed to engage their course instructor and/or their advisor for all other concerns, issues, and questions.

One member of the full-time faculty is appointed as the Clinical Faculty Liaison/Supervisor, who assists the Coordinator of Clinical Experiences as they need for such things as consultation, problem-solving, etc. Students should not contact this faculty member for clinical-related questions as they are meant to first and foremost help/support the Coordinator of Clinical Experiences; they should instead follow the chain of command identified in the paragraph above.

EVALUATION

Student Expectations

From the moment that students are admitted to the Program they are expected understand and accept that they are to approach their graduate studies maturely and sincerely as well as conduct themselves as responsible, respectful adults in preparation for their careers as professional counselors aimed at serving the public. More specifically, students enrolled in the Program are expected to:

- Honestly present themselves and their work, especially in adherence to all university policies pertaining to academic honesty and integrity.
- Treat all individuals with compassion, reverence, and veracity.
- Demonstrate commitment to their studies and preparation for their counseling career, which can be evidenced by attending required class sessions, trainings, meetings, etc. and completing required work/degree requirements as directed.
- Engage in sincere self-reflection that is pertinent to personal and personal growth.
- Maintain openness and receptivity to the corrective feedback, critiques, suggestions, and/or requirements of all faculty and supervisors.

Students are directed to the Graduate School Catalog, the ECU Student Handbook, and [ECU's Administrative Regulation 5.1.3ADR](#) for additional information about policies pertaining to student conduct, academic honesty/integrity, and related disciplinary procedures and are expected to fully adhere to them. Students who do not comply with these policies will be reported to [the Office of Student Conduct and Community Standards](#) for review and determination of necessary consequences up to and including dismissal.

Professional Dispositions and Ethical Behaviors

CACREP (2024) standards "...require that graduates demonstrate both knowledge and skill across the curriculum as well as professional dispositions first with respect to universal counselor functions and secondly with respect to their CACREP specialized practice areas" (p. 1). Students will learn [about] the necessary and expected professional counseling attitudes, dispositions, behaviors, and skills in their introductory courses (i.e., COU 813, COU 840, and COU 846). They will furthermore learn the ethics, legalities, and professional standards for practice required and monitored by governing professional and state entities and those credentialing them, and primary sources of these include the *ACA Code of Ethics* (ACA, 2014) and *ASCA Ethical Standards for School Counselors* (ASCA, 2022). From the point of learning these, all students are expected to adhere to them in how they present and conduct themselves; work with clients; and engage with peers, faculty, all ECU staff, supervisors, and the general public. These will be monitored and evaluated of students by faculty and supervisors throughout their time in the Program, particularly during their clinical courses. Students should also realize that behaviors and dispositions necessary to be

a successful graduate student and professional (e.g., attendance, engagement, communication, organization, etc.) parallel those to be an ethical and successful counselor, and they should therefore approach their courses and studies with this in mind. Furthermore, faculty and instructors will evaluate students on these behaviors and dispositions in their courses, which will in part inform their final grade and could lead to remediation if inadequate and eventual dismissal from the program if not improved.

Attendance, Timeliness, and Lateness

Class session instruction in the program goes beyond lecture and frequently includes large and small group discussion, experiential activities, guest speakers, etc. These vital approaches to graduate learning are difficult, if not impossible, to replicate outside of the class session, which is why attendance for all class sessions is expected and absences both significantly impede student learning and can affect the ability to pass courses. Additionally, attendance is one example of professional dispositions necessary for competent, ethical counseling practice and therefore enforced and assessed by the Program per CACREP (2024, Section 2). Therefore, students are expected to adhere to all attendance and timeliness policies, procedures, etc. – even those that may be unique to a course/instructor without comparing them to those of another. To avoid conflict and consequence as well as strengthen their attendance and timeliness behaviors and related skills (e.g., organization), students should plan to maintain their attendance and timeliness throughout their experience in the Program as much as can be achieved. Generally speaking, students should plan to attend all class sessions on time or within 10 to 15 minutes of its start time and stay for the entirety of the class session to be counted as having attended. And students should refer to the section on “Zoom Standards and Etiquette” for expectations related to virtually attending courses.

More specific to absences, students must notify their instructor of an absence prior to the class session. For each course, a student may miss one class session with appropriate or relevant documentation – at instructor discretion – explaining their absence without penalty toward their final grade. The instructor may also request that the student complete work to make up this absence. A second missed class session – regardless of documentation or reasoning – will result in a lowering of the student’s final grade, which may be up to one full letter grade. And again, the instructor may request that the student complete work to make up this absence. Regardless of documentation or reasoning, three or more absences pose a significant gap in student learning making it impossible to pass a course. If students anticipate missing three or more class sessions in a semester, then they are strongly encouraged to withdraw from the course and re-enroll in a future semester. If students more unexpectedly find themselves needing to miss three or more class sessions in a semester, then they are encouraged to pursue a late [withdrawal due to exceptional circumstances](#) through the Registrar’s office.

Engagement and Participation in Courses

Despite the counseling process being nondirective and seemingly passive at times, it is first and foremost an active and engaging experience for both the client and the counselor.

Students should therefore approach their time and experience in the Program as preparation for being an active, engaging member of the counseling relationship in their future practice. With that, attendance alone for class sessions and a lack of engagement and participation in them will not be tolerated. Students should expect to regularly contribute to class discussion, ask questions, and practice skills in demonstrations or role plays among other class session activities. Students who attend but do not engage and participate in class sessions will have this reflected in the attendance/participation portion of their final grade or in the final grade itself, which could or will hinder their ability to pass the course. Persistent lack of engagement and participation noted by instructors across courses will lead to a remediation meeting with their advisor, the Program Coordinator, and/or other faculty members to discuss the issue/concern and collaboratively construct a plan for the student to improve. Repeated or ongoing lack of engagement and participation that is not improved by these remediation efforts will result in dismissal from the program.

Content and Trigger Warnings

EKU's Counselor Education program acknowledges that every student has unique life experiences and some content or material covered in its courses may be distressing to them or activate their trauma histories, especially without warning. All faculty and instructors will do their best to prepare their students for this by providing content or trigger warnings before introducing material in class sessions that they believe may have this effect on them. It is also students' responsibility to review intended course content through materials provided at the start of a course (e.g., syllabus, text, etc.) and notify the instructor if any of it may be particularly difficult for them, in which case they and the instructor can plan how the student can best accomplish expectations or requirements and engage without harming themselves.

Students should note that part of their counselor training is to work through personal material to where it does not interfere in their training or future practice and that a degree of discomfort is helpful, if not necessary, for growth. Students should use their program, university, and outside resources to address anything personal that may interfere in their ability to engage in their coursework and training or provide safe, ethical, and effective services to clients. The hope, if not expectation, is that students will progress in this area to where previously distressing or triggering content is no longer so for them within the scope of their counselor preparation and practice.

The Professional Counseling Performance Evaluation (PCPE)

The Program and its faculty have a responsibility to not only educate students on the principles and practices of professional counseling but to protect the public by monitoring, evaluating, and determining the readiness of students' dispositions and skills, which they will use to engage and work with clients and other professionals. The tool used by the Program and its faculty to assess students' professional dispositions, behaviors, and skills is the Professional Counseling Performance Evaluation (PCPE). The PCPE was developed by the counseling faculty at Southwest Texas State University and is a nationally recognized and

widely used tool in counselor preparation. This tool contains 40 items that assess the individual in three areas of clinical practice: 1) Professional skills and dispositions, 2) Basic counseling skills dispositions, and 3) Advanced counseling skills and dispositions. It is anchored by a Likert scale of 0 to 3 whereby 0 is *Does not demonstrate this skill*, 1 is *Demonstrates this skill minimally*, 2 is *Demonstrates this skill variably*, and 3 is *Demonstrates this skill consistently*. The tool is described in more detail in Kerl et al. (2002).

The PCPE will be introduced to students in one of their introductory courses, COU 846, as they begin to learn about and develop their professional dispositions and clinical skills. It will again be used in COU 820 as students learn about and develop those for the group counseling format. It will finally be used in both practicum and internship as the evaluation tool to determine students' readiness to graduate and more independently practice. Practicum and internship students' site supervisors will use the PCPE to evaluate them at both midterm and final of every semester. These students' practicum and internship course instructors will also use it to evaluate them at final of every semester. Students must receive scores of 2 or higher to avoid remediation and [in part] pass these courses.

A copy of the PCPE can be found in Appendix E.

The Counselor Preparation Comprehensive Examination (CPCE)

As part of their degree completion, graduation, and program exit requirements, all students must sit for and pass the written Counselor Preparation Comprehensive Examination (CPCE). The CPCE is a standardized national exam used by hundreds of counselor preparation programs to assess graduation candidates' counseling competency to ensure their adequate preparation to clinically practice. Students will typically sit for the CPCE in the final or second-to-last semester of their program, but at a minimum, they should have completed [or be enrolled in] all eight subject areas assessed by the CPCE and be enrolled in practicum or internship. At the beginning of each semester – fall, spring, and summer – students enrolled in practicum and internship will receive an email with information to register for the exam for that semester. Students will register and pay for the exam through its organizer and facilitator, the [Center for Credentialing and Education \(CCE\)](#). Students will be notified of their options in which to sit for/take the exam; prices for these may vary and are subject to change by CCE. Also during their registration, students will schedule the day and time of their exam for that semester. **Students must schedule and take their exam by the last day of the semester in which they plan to take it, or they will otherwise be given an incomplete grade for their exit exam, which may delay their graduation and/or degree conferral.** When students are approved to register for the CPCE, they must also register for the ECU "course" that will allow the Program to submit a final grade of pass/fail for the student for the exit exam requirement in Degree Works. This "course" (i.e., GRD 877) carries 0 credits toward their degree; does not cost the student to register for it; and requires no class meetings, assignment completion, etc. other than for the student to prepare for the exam on their own. The Program will provide exam-approved students will information to register for GRD 877 when necessary.

The Program's curriculum and materials should adequately prepare all students to sit for and pass the CPCE. It is recommended, however, that students consider the purchase of additional study materials. CCE provides [a list of recommended texts](#), and the Program has identified the following comprehensive study guides that are designed for and aligned with the exam:

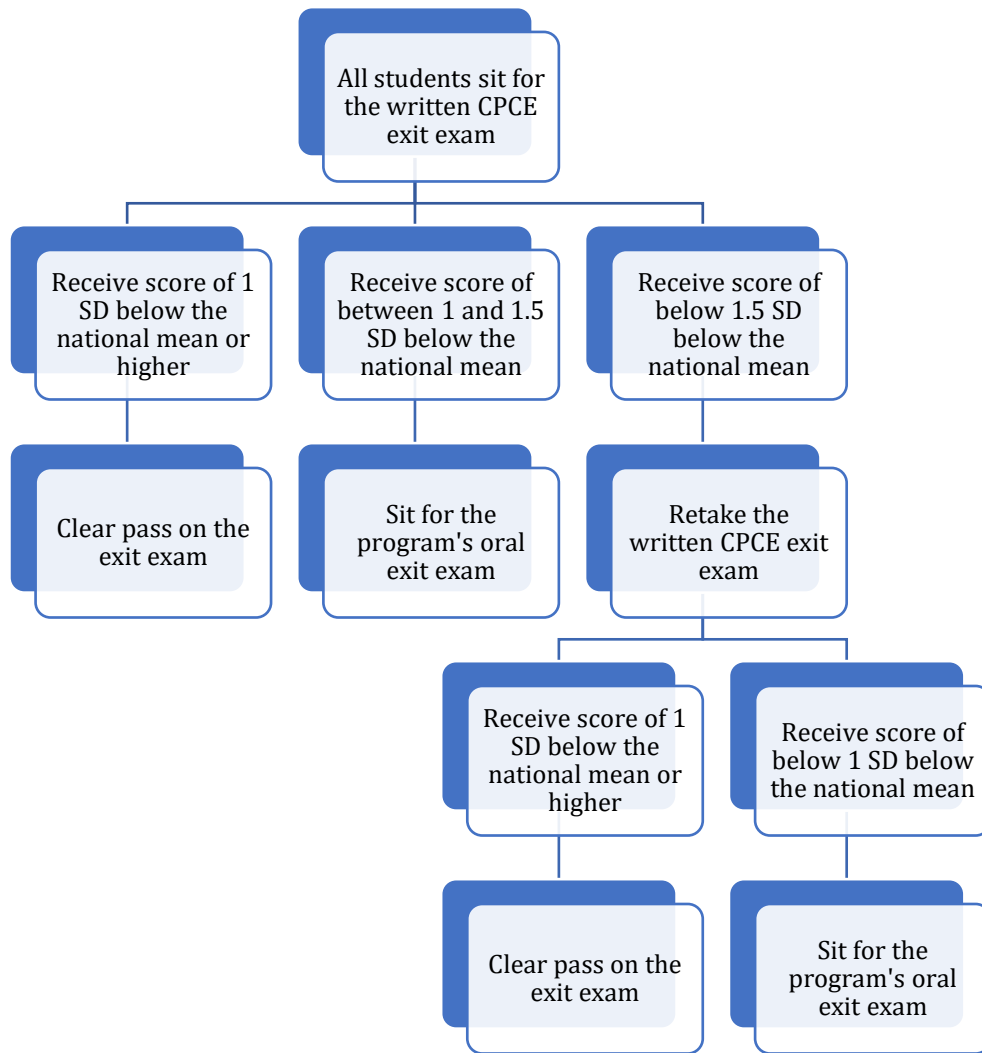
Erford, B. T., Hays, D. G., & Crockett, S. A. (2019). *Mastering the National Counselor Examination and the Counselor Preparation Comprehensive Examination* (3rd ed.). Pearson.

Rosenthal, H. (2017). *Encyclopedia of counseling: Master review and tutorial for the National Counselor Examination, state counseling exams, and the Counselor Preparation Comprehensive Examination* (4th ed.). Routledge.

Passing scores for the exam are determined by the Program and based on the exam's national average score bi-annually provided by CCE. The following are the cutoff score criteria:

- If a student receives a score of one standard deviation below the national average score *or higher*, then they receive a clear pass on the exam.
- If a student receives a score between one and one-and-one-half (i.e., 1.5) standard deviations below the national average score, then they must complete the Program's oral exam to exit the Program no fewer than 30 days [per the Graduate School's policy] from the exam date.
- If a student receives a score lower than one-and-one-half (i.e., 1.5) standard deviations below the national average score, then they have failed the written exam and must retake it no fewer than 30 days [per the Graduate School's policy] from the exam date.

If a student does not receive a clear pass on their first attempt with the CPCE but is eligible for the Program's oral exam, then they will only have one attempt with the oral exam in which to pass and exit the Program (See the oral exit exam procedure and policies in the subsection below). If a student does not receive a clear pass on either their first or second attempt with the CPCE, then they are automatically eligible – regardless of their second score on the CPCE – for the Program's oral exam but also will only have one attempt with the oral exam in which to pass and exit the Program. (See flowchart below).



The Program Oral Exit Examination

Students needing to complete the Program's oral exit exam will adhere to the following procedure and policies:

- No fewer than 30 days from their last CPCE exam date, the student will meet with the Program Coordinator to review the oral exam process and policies.
- During or shortly after this meeting, the student will be presented with the oral exam questions created by the Program's faculty in all eight content areas assessed by the CPCE.
- Student will prepare written responses to all questions in the content area(s) in which they scored one standard deviation below the national average or lower.
 - These responses must be researched, clear, thorough, and in APA format.
 - Each response must be between 500 and 750 words.

- The student will have an amount of time determined by them and the Program Coordinator at their meeting in which to complete their responses and submit them to Program Coordinator.
- The student must also register for GRD 878 as directed in their remediation plan, which allows the Program to submit a final grade for this oral exam.
- The Program Coordinator will share these responses with other faculty member reviewer(s).
 - The faculty will use the rubric below to determine if the responses are sufficient (i.e., a score of 3 or higher for each response) or require editing, and the student will be notified of this.
 - If responses require editing, then the student will only be provided one opportunity of additional time during which to improve the responses based on faculty feedback.
- If the student fails to provide sufficient written responses (i.e., a rubric score of 3 or higher for each response) after their second attempt, then they fail the exit exam and will not graduate.
- Upon the faculty's approval of the student's written responses, an oral defense of these responses will be scheduled for the faculty and student, during which the student will be asked to verbally answer the questions before the faculty.
- ***The student is not permitted to read their prepared responses or use notes at the oral defense.*** While they do not need to memorize verbatim what they have prepared for responses, they cannot read or use notes and must verbally answer based on their rehearsal and review of what they have prepared ahead of time. If faculty suspect that a student is reading or using notes to verbally answer questions during their oral defense, then the exam will immediately end and the student will receive a failure for academic dishonesty.
- The faculty will determine the student's successful completion of the oral exam to then exit the Program and graduate.

A student's successful pass of the oral exit exam does not mean immediate conferral of their degree. They may have additional graduation requirement(s) in which to meet and/or degree conferral dates are determined by ECU as specified in the Graduate Catalog.

Oral Exit Exam Response Scoring Rubric	
Score	Criteria
1	Fails to meet any requirement for an acceptable response. Lacks any evidence of necessary content to demonstrate a working knowledge in the area. Writing is totally unclear, contains a predominant number of grammatical errors, and lacks appropriate APA style.
2	Minimally meets requirements for an acceptable response. Provides minor evidence of necessary content to demonstrate a working knowledge in the area but lacks major concepts or components. Writing is primarily unclear, contains a moderate number of grammatical errors, and displays incorrect use of APA style.

3	Satisfactorily meets requirements for an acceptable response. Provides evidence of the major concepts or components to demonstrate a working knowledge in the area but lacks supporting/minor concepts or components. Writing is fairly clear, contains a minimal number of grammatical errors, and displays appropriate APA style with minor errors.
4	Exceeds requirements for an acceptable response. Provides evidence of both major and supporting concepts and components to demonstrate a working knowledge in the area. Writing is exceptionally clear, contains no grammatical errors, and displays perfect use of APA style.

The National Counselor Examination (NCE)

According to the [National Board for Certified Counselors \(NBCC\)](#), “The National Counselor Examination (NCE) is a 200-item multiple-choice examination designed to assess knowledge, skills, and abilities determined to be important for providing effective counseling services. The NCE is a requirement for counselor licensure in many states.” In other words, this is the exam that students or graduates of the Program must take and pass as part of their licensure application and approval. It is important to note that the NCE **is not a requirement for the Program’s degrees nor for graduation**. Graduates of the Clinical Mental Health Counseling degree program and/or those of the 60-credit School Counseling degree program can apply for initial state clinical licensure (i.e., Licensed Professional Counselor Associate, LPCA) immediately upon degree conferral without having taken the NCE. In order to apply for the full-fledged state clinical license (i.e., Licensed Professional Clinical Counselor, LPCC), applicants must take and pass the NCE. Students may therefore opt to take the NCE prior to their graduation or following it – the decision is fully theirs. It is advisable for students to consider sitting for the NCE while enrolled in the Program and concurrent with the CPCE to maximize their studying and preparation efforts as both exams have similar formats and cover the same/similar content, but this is again not required and up to the student to decide.

For someone to sit for the NCE prior to their graduation from their degree program, they must be endorsed to do so by their program. For those students who wish to sit for the NCE while enrolled in ECU’s Counselor Education program, they must meet the same criteria for eligibility to sit for the CPCE. The NCE is only offered in the fall and spring semesters. During each of these semesters, students enrolled in practicum and internship will receive an email with information to register for the exam and sit for it the following semester. Students will register and pay for the exam through its organizer and facilitator, NBCC. Students will be notified of their options in which to sit for/take the exam; prices for these may vary and are subject to change by NBCC but is approximately \$335, which covers the cost of both the exam and initial certification as a National Certified Counselor (NCC). Student are directed to NBCC’s website [here](#) for additional information about the exam, the process, and preparation/study material options.

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GRADUATION

Graduation Requirements

The following are the general graduation requirements for all students enrolled in the Program. It is important to note that there are some curricular differences between the Clinical Mental Health and School Counseling degree tracks required for their respective completion, and students must ensure – through collaboration with their advisor and monitoring of their Degree Works – that they are completing the courses specific and/or appropriate to their degree.

- Complete all required coursework/credits for the degree (i.e., 60 credits for either the Clinical Mental Health Counseling or School Counseling degree).
- As part of the required coursework/credits, complete at least a 100-hour practicum and a 600-hour internship at a site appropriate for the degree/area of counseling specialization.
- Maintain a GPA of 3.0 or higher.
- Sit for and pass the Program's exit exam, which is the CPCE or the Program's oral exit exam.

Students can access Degree Works from ECU's home webpage under "Login."

Graduation Application and Ceremony

Students must apply for graduation in order to do so and have their degrees conferred. This application prompts the University and the Program to verify that a student has met – or will meet by their projected graduation date – all degree requirements. It also assists the University and Program in knowing how many graduates are likely to participate in the next graduation ceremony. Students should apply for graduation the semester before the one in which they intend to graduate (e.g., Apply in fall for a spring graduation).

Graduation ceremonies are an opportunity to further acknowledge and celebrate students' accomplishments, and all graduating students are encouraged to participate in the ceremony. These ceremonies are held twice annually: Once in the spring – typically in May – and once in the fall/winter – typically December. Students who intend to graduate in the spring and summer semesters are invited to attend the Spring Graduation Ceremony. Students who intend to graduate in the fall and winter semesters are invited to attend the Fall/Winter Graduation Ceremony.

Additional information about applying for graduation, purchasing graduation regalia, the graduation ceremonies themselves, etc. can be found on the [Registrar's website](#).

CREDENTIALING

Clinical Mental Health Counseling Licensure

The state of Kentucky, like most – if not all – states in the United States, requires that counselors hold a valid state license in order to practice. Kentucky has two levels of clinical counselor licensure: The initial level, which is Licensed Professional Counselor Associate (LPCA), and the advanced level, which is Licensed Professional Clinical Counselor (LPCC). LPCCs may also opt to obtain the state supervisor credential (i.e., Licensed Professional Clinical Counselor-Supervisor, LPCC-S). The LPCC-S credential is not required to practice general counseling but is so to supervise LPCAs or others toward their advanced licensure and is otherwise another distinction of a counselor's level of competency and practice.

All graduates – upon their degree conferral – of either ECU's 60-credit Clinical Mental Health Counseling degree track or its 60-credit School Counseling degree track are eligible to immediately apply for their LPCA. Graduates will independently do so by visiting the [Kentucky Board of Licensed Professional Counselors](#) website. The LPCA application includes an online application; an application fee; and verification of the individual's degree, education, training, clinical hours, supervision, and criminal background check. All questions or technical assistance required with the LPCA application should be directed to the Board, and their contact information can be found on their home webpage. In the meantime, the program has created and provided some informational guides to assist students in their application, which can be found at the bottom of the [ECU Counselor Education Practicum and Internship webpage](#).

Once graduates have obtained their LPCA, they may begin work toward their LPCC. The LPCC requires a minimum of 4,000 post-master's hours of clinical counseling experience under board-approved supervision (i.e., an LPCC-S). Of these 4,000 hours, at least 1,600 hours must be in direct counseling practice and 100 hours must be of individual, face-to-face supervision. LPCAs must also, again, sit/have sat for the NCE and pass/have passed it as part of their LPCC application. Once LPCAs have completed these requirements, they may apply for their LPCC to the Board through their website.

School Counseling Certification

The state of Kentucky, like most – if not all – states in the United States, requires that school counselors be certified for practice by a state entity/governing body. In Kentucky, this entity is the [Education Professional Standards Board \(EPSB\)](#). EPSB establishes the criteria for professionals working in the PK-12 educational setting to hold their respective roles and work with students. They further bestow and monitor these professionals' certifications for their respective roles. EPSB has two levels of school counseling certification: The initial level, which is the Provisional Certificate in School Counseling, and the advanced level, which is the Standard Certificate in School Counseling. The Provisional Certificate is bestowed upon

those who complete an approved master's-level degree program in school counseling. Provisional Certificate holders then have five years in which to meet the criteria in one of the following two options to apply for and obtain the Standard Certificate:

1. Option 1:

- a. Successful completion of an approved master's-level degree program in school counseling.
- b. Successful completion of an additional (i.e., beyond their degree) three to six credits from an approved graduate-level counseling or school counseling program.
- c. One year of full-time employment as a provisionally certified school counselor in an accredited public or private school.
- d. Hold a valid Kentucky Professional Teaching Certificate.
- e. Have a minimum of one year of full-time classroom teaching experience.

2. Option 2:

- a. Successful completion of an approved master's-level degree program in school counseling.
- b. Successful completion of an additional (i.e., beyond their degree) three to six credits from an approved graduate-level counseling or school counseling program.
- c. A minimum of two years of full-time employment as a provisionally certified school counselor in an accredited public or private school.

All graduates – upon their degree conferral – of EKU's 60-credit School Counseling degree track are eligible to immediately apply for their Provisional Certificate. EKU helps – through the office of Professional Education Services (PES) – with the Provisional Certificate and other certification-related (e.g., Rank change) processes to all enrolled students. School counseling students should begin/complete their certification application process during their final semester of the Program. Students can visit [PES' webpage](#) to learn more about the certification application or other certification changes processes.

The “Rank” System

The Rank System – outlined by [KRS 161.1211](#) – is the state's classification system for teachers and other educational professionals working in the PK-12 setting. Rank is determined by degree level and then the number of graduate credits an individual has completed/obtained. Rank spans from I to V, but most individuals working in schools will have a Rank of III or higher. Rank III is achieved when the individual holds an approved four-year college degree or equivalent and their respective certification through EPSB. Rank II is achieved when the individual obtains a master's degree in a subject field approved by EPSB, has earned initial certification of the National Board for Professional Teaching Standards, or has completed equivalent continuing education. Rank I is achieved when the individual obtains a second master's degree or completes a minimum of 30 credits or equivalent continuing education.

Among other things, Rank determines the pay brackets for its employees with higher Ranks bringing pay increases, which is a common incentive for students, graduates, and employees to consider increasing their Rank.

School counseling students of ECU's Counselor Education program who already hold a master's degree in education/teaching may apply for a Rank change from II to I once they have completed a minimum of 30 credits in their School Counseling degree track. This can be accomplished by using the resources and following the processes noted above through ECU's PES.

School counseling students who do not already hold a master's degree in education/teaching and who complete the 60-credit degree track can have Rank I added to their degree. To complete this, the student should submit a Simultaneous Curricula toward the end of their time in the Program; they should contact the Graduate School for instruction on how to do this.

Option 6 in School Counseling

Option 6 affords a school counseling student emergency certification and to therefore accept employment as a full-time school counselor prior to their completing their degree program. The criteria/requirements for an institution to extend Option 6 may vary, and the following are those for the students in the Program's School Counseling degree track:

- Be enrolled and in good academic standing in one of the Program's M.A.Ed. School Counseling degree tracks.
- Complete all content courses (i.e., all degree-required courses excluding practicum and internship).
- Complete the practicum course.
- Sit for and pass the Program's exit exam (i.e., the CPCE or oral exam).
- Be enrolled in the internship course.
- Have a valid job offer from a qualified school.

If a student would like to pursue this alternative certification route, then they should discuss this with their advisor as soon as possible to plan accordingly. At the point in which they meet the above criteria/requirements for ECU to extend Option 6 to them, they should contact the [Professional Education Services \(PES\)](#) office to discuss steps in completing the Option 6 process

GENERAL INFORMATION

Delivery Systems Used for Instruction and Program Organization

The Program again utilizes a “hybrid model” for its instructional delivery, programmatic organization, and other communication or engagement with students. This means that most instruction and communication/interaction with students is done online/virtually, which requires certain technology. This further means that all students must have access to devices through which they can access and utilize this technology as well as consistent, reliable internet service.

Canvas

The primary platform through which instructors design and organize their courses and then deliver content to their students is Canvas. Canvas is a widely used learning management system that allows for instructors to deliver content/material to their students, receive assignment submissions, and otherwise engage with students as well as allow them to engage with each other. Canvas is included in students’ tuition costs and does not carry additional costs to them. A Canvas shell/site is created for every ECU course, and both the instructor and students are enrolled in it upon their registration for/enrollment in the course. Instructors may/will vary on their use of Canvas; students may contact the instructor if they are unsure of how they will need to access and use it, but this is typically covered in the first class meeting/session.

Students can access Canvas from ECU’s home webpage under “MyECU.” Although a mobile Canvas application exists for students to use, they should be cautioned in doing so as not all functions and information may translate from the standard version of the platform to its application and they may then be limited in access of functions and/or miss pertinent information relevant to the course. Students are therefore strongly encouraged to only use Canvas via a computer, laptop, or tablet device and by logging in through “MyECU.”

Zoom

Zoom is the platform used by instructors to conduct class meetings/sessions, provide virtual office hours, and otherwise hold meetings with students and others. Students do not need to register an account with Zoom nor do they need to purchase anything with it. Instructors, who have registered accounts with Zoom through ECU, will send students all necessary links or information to interact with them for class sessions, office hours, and other required meetings through this platform. Students should note and adhere to Zoom-specific instructions or policies that instructors are likely to include in their syllabi.

Zoom Standards and Etiquette

Despite the casual and comfortable sense created by virtually attending class sessions for home or otherwise, all students are expected to demonstrate professionalism and responsibility when doing so.

Students are encouraged to review the university's standards and suggestions for virtually attending class sessions. Furthermore, faculty/course instructors may include in their syllabi information, expectations, policies, etc. regarding the use of Zoom and/or virtually attending and participating in class sessions. The following are the minimum virtual attendance and behavioral expectations for all students enrolled in the program regardless of whether or not Zoom or virtual attendance expectations, policies, etc. are included in course material:

- Students must have their camera turned on, be seated (i.e., no laying down) in front of it at all times, and not engaged in any other activity during class (e.g., doing household chores, exercising, etc.) unless they have a related accommodation or prior instructor approval.
- Students must be fully clothed at all times and dressed as they would be for an in-person class session while keeping in mind what is more typically deemed professional attire and viewing this as an opportunity to practice professionalism and preparation for future clinical practice.
- Students should attend alone and from a quiet, distraction free environment where they will be uninterrupted during the class session.
 - Students are advised to wear headphones if they believe someone in a neighboring room or space may hear them; this protects the confidentiality (i.e., privacy) of students who self-disclose and client information shared during clinical courses.
- Students should consider the appropriateness and limitations of confidentiality, especially in a virtual setting, before deciding to self-disclose. Students can read more detailed information regarding student confidentiality in the Program by reviewing this section further in the handbook.
- Students should keep their microphone muted unless speaking in order to reduce background noise that can be distracting to others.
- Students may not record class sessions unless they have an accommodation or prior instructor approval.
- Students **CANNOT** drive while attending any class session; this is distracted driving and dangerous.

Tevera

Tevera is again a web-based platform specifically designed for the collection, organization, and maintenance of Counselor Education students' programs of study, particularly in the area of clinical documentation. In addition to using Tevera to collect, verify, and maintain students' clinical documents and evaluations in their practicum and internship courses, the Program will use it to collect and evaluate other course assignments as well as evidence of students' performance in the Program that will then be used as data to report to accrediting bodies on success with standards of professional training. Students do need to purchase a one-time only lifelong membership to the platform/service upon enrollment in the Program.

Additional information about Tevera can be found in Section VI., subsection A of the handbook.

Student Email

All students are issued an official ECU email upon admission to their programs. Students register their email and begin to regularly check it as soon as possible following admission as this will be the primary means of communication with instructors, the Program, and other individuals or entities within ECU. Students must use this email – and not their personal ones – when communicating with anyone from ECU as this minimizes the chances for missed communication. Students are further advised to check their email at least once a week for notices, updates, or other pertinent information pertaining to their program and/or ECU.

Students should include their ECU issued ID number (i.e., their 900/901 number) in their email signature as this information is often helpful, if not necessary, when faculty or staff are assisting students with issues or needs.

Students can access their email from ECU's home webpage under "MyECU." They can contact the ECU IT Service Desk at (859) 622 – 3000 for assistance with registering their email.

Financial Support

There are numerous sources of financial help/support for students in covering the cost of their studies and/or living while enrolled in the Program. These include financial aid, scholarships, and Graduate Assistant positions.

Financial Aid

There are numerous types of financial aid, which include scholarships, grants, loans, and veteran's' benefits. Students are reminded that there are many financial opportunities – both within and outside of ECU – and are therefore encouraged to explore these as much as possible to help cover the cost of their studies and related impacts. Students can learn [more about these types of financial aid](#). Furthermore, scholarships are available at all levels of ECU – university-wide, the student's college, and the student's department. Students can learn more about the [university-wide scholarships](#) and [the College of Education and Applied Human Sciences scholarships](#).

Financial aid is now overseen by [Big E Central](#).

Graduate Assistantships

Graduate Assistant positions are those in which graduate students are assigned to departments or programs across ECU to assist in their functioning; there are approximately 100 of these across the university. These positions are awarded to those students who

demonstrate the greatest academic and professional aptitude and commitment to their pursuits and work. Students must apply and be interviewed for these positions before receiving them, and the application process can be competitive to where not everyone who applies will be awarded a position.

Students who receive a Graduate Assistant position must maintain certain criteria to hold it, such as being enrolled full time (i.e., at least 9 credits per semester) and maintaining a GPA of 3.0 or higher. Furthermore, Graduate Assistants typically work approximately 20 hours per week in service to their department/program and its faculty. Duties will vary based on the needs of the department/program but may include those pertaining to its organization, facilitation, and marketing/promotion or to teaching, supervision, research, etc. For their work, Graduate Assistants receive both a salary and a scholarship to cover up to 6 credits worth of courses per semester.

Graduate Assistant positions are organized by the Graduate School, and they provide [additional information about these positions as well as the process to apply](#).

Student Accessibility and Academic Assistance

Some students may have a disability that inhibits their ability to access and thereby be successful with the academic material and its instruction. ECU, like most institutions acknowledge and honor this through the use of documented accommodations based on the student's disability and/or needs. Services and accommodations vary and are determined on an individual basis but may include:

- Test-taking adjustments
- Note-taking services
- Books on CD or electronic books
- Use of assistive technology, such as text-to-speech software
- Equipment loan
- Building accessibility information and support
- Help with individual appeal cases
- Test proctoring
- Tutoring services
- Early registration

Any student with an identified, qualifying disability or who suspects they have one that qualifies for academic support(s) is directed to contact the Center for Student Accessibility (CSA) to schedule a meeting with one of their representatives to further discuss the matter. The following is the contact information for the CSA and its university webpage:

Center for Student Accessibility
Whitlock Building, Rm. 361
(859) 622 – 2933 | accessibility@ecu.edu
<https://accessibility.ecu.edu>

In addition to the CSA, ECU provides support to all students on any form of work (i.e., written, oral, multimodal) prepared for a course or program requirement for which they would like assistance. The work can be any stage, from brainstorming to near finished as students may want someone to “look it over.” Students can also receive consult on developing research strategies and plans. These services are provided by the Noel Studio for Academic Creativity, which is housed in the ECU library. The Noel Studio offers both in-person and virtual assistance. They may be contacted by visiting [their university webpage](#) or calling (859) 622 – 7330.

Students should also be aware of the many research supports offered through ECU’s library. [Additional information about the library, its number of library sciences specialists, and other services.](#)

Student Confidentiality, Rights, and ACA Ethics

During students’ time in the Program, they will have numerous opportunities that involve a certain degree of self-disclosure, role playing, and/or practice interviewing on both their part and that of their peers. Within these experiences, it is possible – if not natural – for one to say or share something personally important and confidential. It is each student’s responsibility to maintain confidentiality and trust by not sharing this information with anyone outside of these experiences. At the same time, the Program cannot guarantee that individuals outside of its faculty and staff will maintain confidentiality, and students should therefore consider this before deciding to self-disclose and opt not to in regard to information that they would not want others to know.

While it is essential to maintain confidentiality of what is communicated/shared by and among students’ peers, it is equally essential to know and keep in mind the legal limits of confidentiality. More specifically, it is every student’s responsibility to study and learn the *ACA Code of Ethics* (ACA, 2014) and adhere to those standards that address issues/limits of confidentiality and clients’ rights.

Whenever working with others (e.g., peers, volunteers, real clients, etc.) to practice clinical/counseling skills, it is crucial to provide informed consent and receive confirmation of this from the other party/ies. When audio or visually recording a role play, session, etc., students must always have permission – ideally written and signed – before proceeding with the activity, even if this is not explicitly required by the instructor. Those who are being recorded or engaging in any sort of role play, session, etc. maintain the right to end participation at any time and must be explained this. Students should also preserve the identity of the other party in all verbal and documented/written recordings, such as by using a pseudonym or minimizing the amount of personally identifying information. Students can refer to the ECU Counselor Education program’s Clinical/Counseling Practicum and Internship Handbook for additional or speak with their course instructor for more information or directives about this.

For the safety of students and others involved in their work, it is imperative that students maintain professional boundaries at all times, particularly with their clients. As outlined in the *ACA Code of Ethics* (ACA, 2014), students cannot drive clients, share social media profiles or information with them, or share or use their other personal contact information (e.g., cell phone number) with them. It is further advised that students not leave voicemail messages for their clients on their client's phones unless discussed and planned for prior with their site/site supervisor.

All students reserve the right and carry the personal responsibility to only share personal information with which they are comfortable doing so. All experiential exercises in the Program are optional, and students may opt to stop participation in these after speaking with their instructor(s). If students do not wish to engage in these exercises, then they may consider dropping the course or may need to reconsider a career in professional counseling. The Program, by the very nature of developing effective counselors, is highly experientially oriented and requires some degree of self-reflection and self-disclosure. Furthermore, what students share about themselves may be discussed among the faculty as deemed necessary in ongoing efforts to monitor them, their development, and their wellbeing and intervene when/where necessary to aid these.

Students should also bear in mind that faculty have an obligation to student safety and welfare as well as to the profession in terms of gatekeeping. Therefore, faculty may share information about a student in relation to the student's safety; the safety of someone else; or the student's behavior, performance, or progress in the Program with other members of the Program, ECU faculty or staff, or other officials deemed necessary.

Personal Counseling and Wellness Services

Student wellness is a top priority of/for the Program, especially considering the Program's focus on training and preparing future mental healthcare practitioners and the intricate relationship between one's personal wellbeing and their professional performance. Students of the Program will quickly learn about this relationship, especially for themselves and how to develop healthy self-care plans and routines for lifelong personal and professional wellness. Personal counseling is not required by the Program, but it is encouraged as this experience may help students to address concerns, issues, etc. that arise from their ongoing self-reflection or more naturally as a result of pursuing graduate studies as well as provides them insight into the 'client experience,' which they can use in shaping their approach to the counseling dynamic.

ECU is equally committed to its students' wellbeing and therefore offers them a number of providers and services for free. The following are the campus providers who can offer students various physical, psychological, and/or emotional supports:

EKU Student Health Services: (859) 622 – 1761 | <https://healthservices.eku.edu>

EKU Psychology Clinic: (859) 622 – 2356 | <https://psychologyclinic.eku.edu>

EKU Counseling Center: (859) 622 – 1303 | <https://counselingcenter.eku.edu>

EKU Women's Health Clinic: (859) 622 – 1761 | [Women's Health Clinic Opening](#)

Chi Sigma Iota

Chi Sigma Iota (CSI) is the international and professional academic honors society for counseling students, counselor educators, and professional counselors. Its mission is to promote counseling scholarship, research, professionalism, leadership, and excellence as well as acknowledge individuals and instances demonstrating high achievement in the pursuit of academic and clinical counseling excellence. It is another vehicle through which to distinguish and strengthen the profession as well as its members.

EKU's Counselor Education program has a chapter of CSI – the Epsilon Kappa Upsilon Chapter. The Chapter has and continues to engage in numerous activities that promote counseling excellence within the Program, EKU, and in the community beyond. These activities have included organization and facilitation of exam study sessions, professional trainings, and community outreach/service. Membership in CSI and EKU's Chapter also affords opportunities to further connect with faculty and peers as well as exercise leadership skills.

Membership to CSI and EKU's Chapter requires that students have completed at least 12 credits in their counseling program and have a GPA of 3.50 or higher. Applications to join CSI and the Chapter can be found on CSI's website [here](#). For more information, students can contact the Chapter's leadership in the form of its faculty advisor and/or student leaders:

Dr. Mi-Hee Jeon
CSI Chapter Faculty Advisor
(859) 622 – 1012 | mi-hee.jeon@eku.edu

Sophia Sawaya
CSI Chapter President
sophia_sawaya1@mymail.eku.edu

Parking

For on-campus class sessions and other reasons that students may need to travel to and park on campus, please visit [the university's parking and transportation services webpage](#) for information regarding obtaining a parking permit, the campus parking map, etc.

References

American Counseling Association. (2014). *ACA code of ethics*.
<https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>

IMPORTANT WEBSITES

Eastern Kentucky University (EKU)

[EKU Homepage](#)
[EKU Graduate School](#)
[College of Education and Applied Human Sciences](#)
[EKU Counselor Education Homepage](#)
[Registrar's Office](#)
[Center for Student Accessibility \(CSA\)](#)
[Library](#)
[Financial Support](#)
[Graduate Assistantships](#)
[Office of Equal Opportunity & Title IX](#)
[EKU Military and Veterans Affairs](#)
[EKU Student Health Services](#)
[EKU IT Information and Support](#)
[EKU Police Department](#)

National Professional Organizations

[The American Counseling Association \(ACA\)](#)
[The American School Counselor Association \(ASCA\)](#)
[The Center for Credentialing and Education \(CCE\)](#)
[The National Board for Certified Counselors \(NBCC\)](#)

State Professional Organizations

[The Kentucky Counseling Association \(KCA\)](#)
[The Kentucky School Counselor Association \(KSCA\)](#)

State Board for Licensed Professional Counselors

[Kentucky Board for Licensed Professional Counselors](#)

State Education Professional Standards Board

[Kentucky Education Professional Standards Board](#)

APPENDIX A

Program Plan for 60-Credit Clinical Mental Health Counseling

Counselor Education Program | Department of Clinical Therapeutic Programs

College of Education and Applied Human Sciences

Eastern Kentucky University

521 Lancaster Ave. | Richmond, KY 40475 | (859) 622 – 1125 | couoffice@eku.edu

Student Name

ID Number

Course Number and Title	Credits	Grade	Semester Completed	Notes
COU 813: Professional Orientation & Ethics in Counseling	3			
COU 840: Counseling Theory & Practice	3			
COU 846: Process & Basic Techniques of Counseling	3			
COU 803: Principles & Practices of Mental Health Counseling	3			
COU 804: Counseling Diverse Populations	3			
COU 820: Group Counseling	3			
COU 822: Lifestyle & Career Counseling	3			
COU 848: Child & Adolescent Counseling	3			
COU 849: Addiction Disorders Counseling	3			
COU 850: Family Counseling	3			
COU 855: Diagnosis & Treatment in Counseling	3			
COU 863: Crisis & Grief Counseling	3			
COU 880: Counseling Practicum	3			
COU 881 (A): Internship in Counseling	3			
COU 881 (B): Internship in Counseling	3			
COU 816: Tests & Measurements	3			
COU 839: Human Growth & Development	3			
COU 869: Research & Program Evaluation	3			
Elective 1:	3			
Elective 2:	3			
Total Program Credits	60			

APPENDIX B

Program Plan for 60-Credit School Counseling

Counselor Education Program | Department of Clinical Therapeutic Programs

College of Education and Applied Human Sciences

Eastern Kentucky University

521 Lancaster Ave. | Richmond, KY 40475 | (859) 622 – 1125 | couoffice@eku.edu

Student Name

ID Number

Course Number and Title	Credits	Grade	Semester Completed	Notes
COU 813: Professional Orientation & Ethics in Counseling	3			
COU 840: Counseling Theory & Practice	3			
COU 846: Process & Basic Techniques of Counseling	3			
COU 804: Counseling Diverse Populations	3			
COU 814: Administration & Consultation in Counseling Services	3			
COU 820: Group Counseling	3			
COU 822: Lifestyle & Career Counseling	3			
COU 825: Developmental Counseling with School-Age Children	3			
COU 848: Child & Adolescent Counseling	3			
COU 850: Family Counseling	3			
COU 855: Diagnosis & Treatment in Counseling	3			
COU 863: Crisis & Grief Counseling	3			
COU 880: Counseling Practicum	3			
COU 881 (A): Internship in Counseling	3			
COU 881 (B): Internship in Counseling	3			
COU 816: Tests & Measurements	3			
COU 839: Human Growth & Development	3			
COU 869: Research & Program Evaluation	3			
Elective 1:	3			
Elective 2:	3			
Total Program Credits	60			

APPENDIX C

Annual Course Rotation

Revised Summer 2025

Course Number and Name	Fall	Spr.	Sum.
Introductory/Prerequisite Courses			
*COU 813 Professional Orientation & Ethics in Counseling	XX	X	
*COU 840 Counseling Theory and Practice	XX	X	
*COU 846 Process and Basic Techniques of Counseling	XX	X	
Core Courses			
^COU 804 Counseling Diverse Populations	X	X	
+COU 820 Group Counseling	XX	XX	
^COU 822 Lifestyle and Career Counseling	X	X	
+COU 848 Child and Adolescent Counseling	X		X
^COU 850 Family Counseling		X	X
+COU 855 Diagnosis and Treatment in Counseling	X	X	
+COU 863 Crisis and Grief Counseling	X	X	
^COU 880 Counseling Practicum	X	X	X
COU 881 Internship in Counseling	X	X	X
COU 816 Tests and Measurements	X	X	
COU 839 Human Growth and Development	X	X	
COU 869 Research and Program	X	X	
Clinical Mental Health Counseling-Specific Courses			
+COU 803 Principles and Practices of Mental Health Counseling	X		X
+COU 849 Addiction Disorders Counseling		X	X
School Counseling-Specific Courses			
+COU 814 Administration and Consultation Counseling Services			X
+COU 825 Development Counseling with School-Age Children		X	
Elective Courses			
COU 807 Counseling: ____ [Specialty Topics Course]	Offered as Needed		
COU 826 Assessment in Counseling	Offered as Needed		
COU 853 The Counseling Process in Clinical Sexuality			X
COU 854 Sustainable Self-Care	X		
COU 865 Mindfulness Practices for Counselors and Clients		X	
COU 870 Introduction to Play Therapy	X		
COU 871 Advanced Play Therapy	Offered as Needed		
COU 872 Practicum in Play Therapy	Offered as Needed		
COU 885 Clinical Supervision of Counseling			X

* - Prerequisite for all COU courses [excluding COU 816, COU 839, and COU 869]

+ - Additional Prerequisite course for Practicum

^ - Additional Prerequisite course for Internship

Note: This course rotation document is a living document, which means it is subject to change depending on course enrollment/interest, instructor availability, etc. Students are advised to check

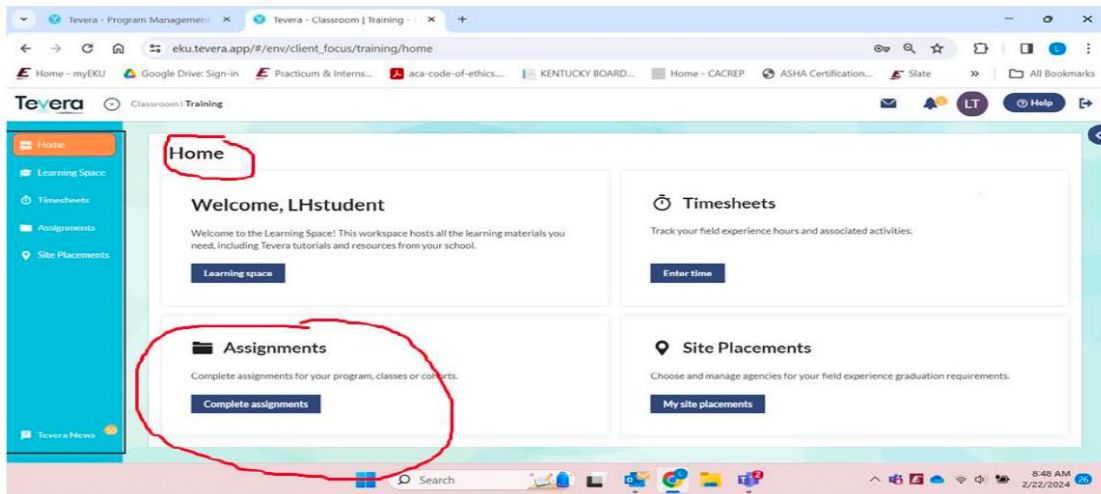
course offerings with their advisor before registering for the next semester to ensure their plan of study remains accurate or otherwise adjust it.

APPENDIX D

Saving Syllabi to Tevera

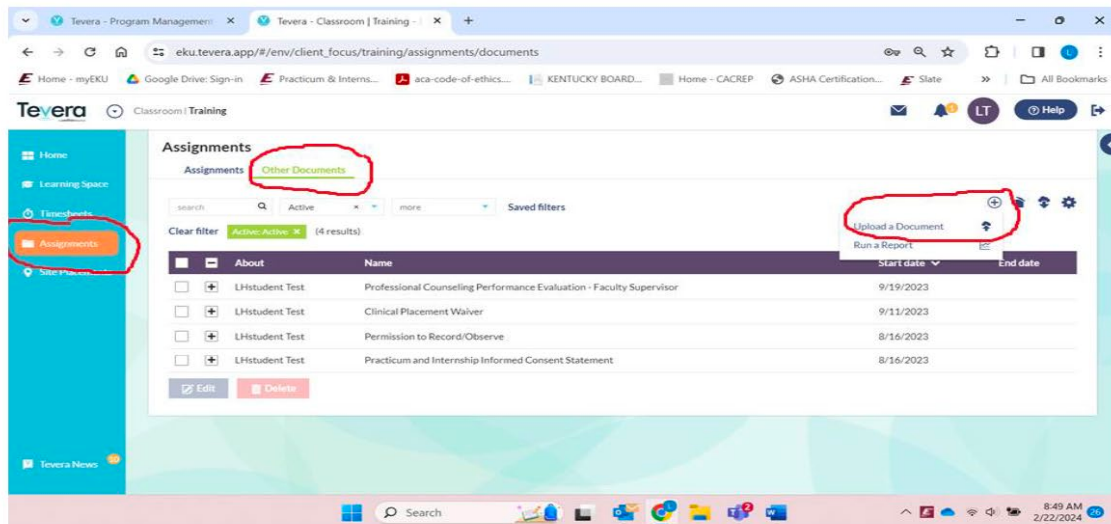
It is the responsibility of the student to save each syllabus from current, future and previous semesters to Tevera. Students may be required to submit copies of all syllabi for licensing. Saving syllabi on Tevera will enable students to located copies needed for future reference.

Step 1: On the **HOME** page, select **ASSIGNMENTS, COMPLETE ASSIGNMENTS**

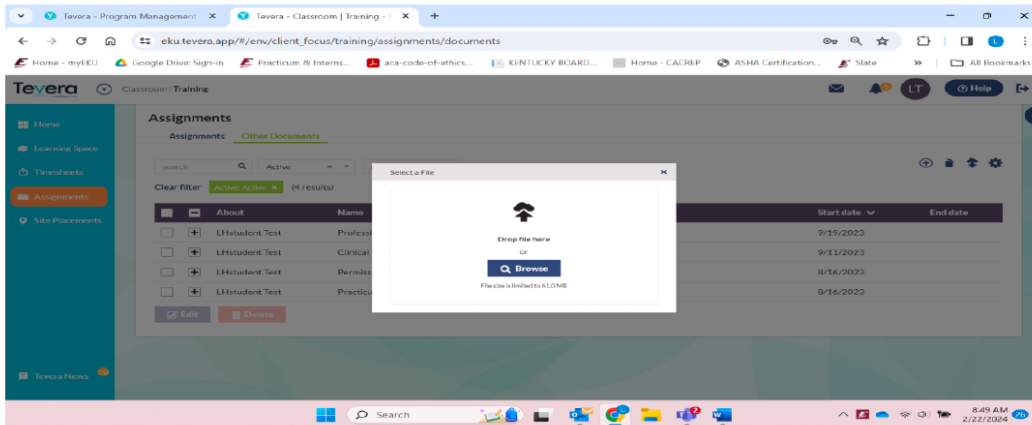


Step 2: Select **OTHER DOCUMENTS**

Using the + sign in the right corner, select **UPLOAD A DOCUMENT** and follow the prompt **When saving a syllabus to upload, name the syllabus using the following method, "Syllabus, Course Name and Number" (ex. [Syllabus COU 881](#)). This will make it much easier when you are trying to locate a specific syllabus later.



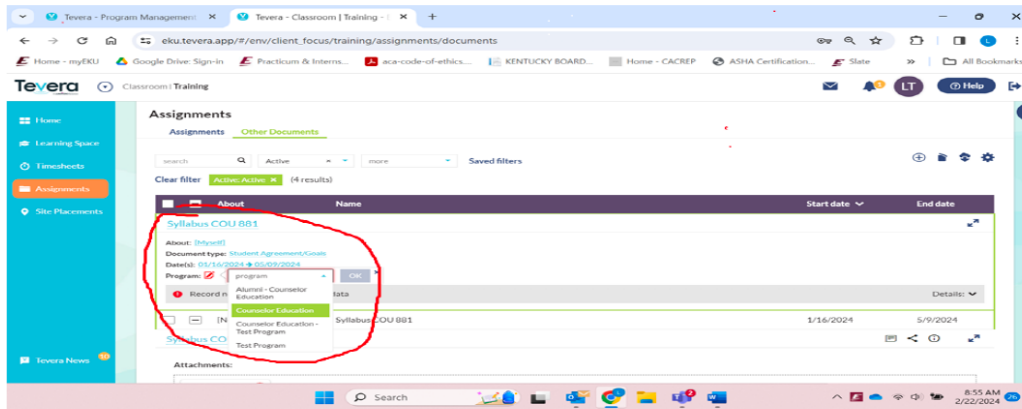
Step 3: Upload a copy of the syllabus using the method described in Step 2.



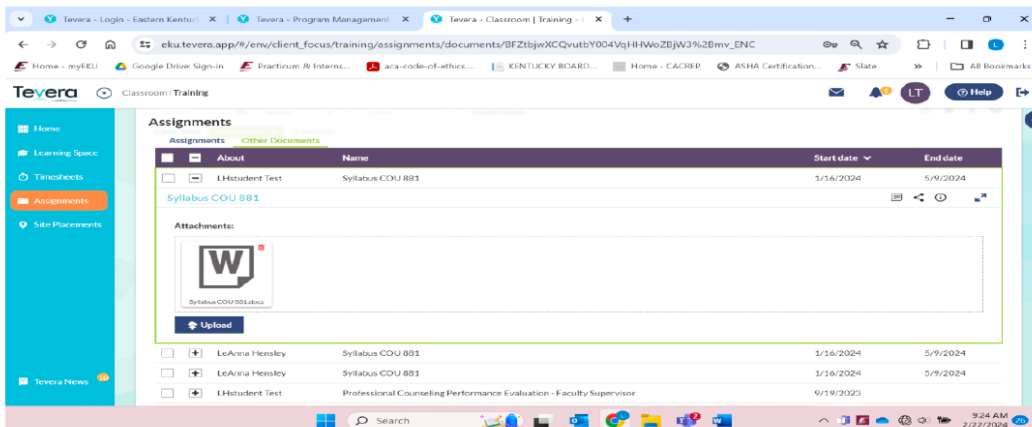
Step 4: When prompted, complete the following required fields as follows:

About: Myself (your name) **Document Type:** Student Agreement/Goals **Dates:** **Start Date** should be the first day of the semester and **End Date** should be the last day of the semester in which the syllabus was used, and the associated course was taken. **Program:** Counselor Education

****Once all required fields are completed, the syllabus will be saved automatically.**



STEP 5: Once all required information is entered, the screen should appear as the example below:



APPENDIX E

Professional Counseling Performance Evaluation

Student Name: _____ Course Number: _____

Faculty: _____ Semester & Year: _____

This form is used to assess a practitioner's counseling skills and dispositions during a semester.

Ratings: N – Not applicable/No opportunity to observe; 0 – Does not demonstrate this skill; 1 – Demonstrates this skill minimally; 2 – Demonstrates this skill variably; 3 – Demonstrates this skill consistently

Skill/Disposition	Skill/Disposition Description	Rating	Comments
Professional Skills & Dispositions			
Multicultural Competency	Demonstrates awareness, appreciation, & respect of cultural differences (e.g., ethnicity, spirituality, sexual orientation, SES, etc.). Engages in broaching when appropriate.		
Attendance & Participation	Attends all class meetings & supervision sessions in their entirety, is prompt, & is engaged in the learning process.		
Appearance & Grooming	Practitioner is dressed professionally and groomed appropriately for class and sessions.		
Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, & AAMFT. Demonstrates consistent ethical behavior & judgment.		
Personal & Professional Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.		
Emotional Stability	Demonstrates emotional stability and self-control in relationships with supervisors, peers, & clients.		
Confidence	Demonstrates appropriate levels of self-assurance and trust in own ability.		
Record Keeping and Class Assignments	Completes all required records (e.g., session notes, Tx plan, etc.), client documentation, and assignments in a timely & comprehensive fashion.		
Adherence to Site Policies	Demonstrates adherence to all classroom, clinic, and site policies & procedures.		
Adaptability and Flexibility	Demonstrates ability to adapt to changing circumstances, unexpected events, & new situations.		
Consultation and Professional Development	Takes initiative to seek consultation, supervision, outside resources, and professional development opportunities to get personal learning needs met and improve counseling skills..		
Openness to Feedback	Responds non-defensively & changes behavior in accordance with supervisory feedback.		
Motivation	Demonstrates enthusiasm for professional and personal growth & development.		
Basic Counseling Skills & Dispositions			
Therapeutic Relationship Building	Demonstrates ability to create a therapeutic alliance (e.g., safety, connection, trust, respect) with client in such a way that therapeutic work can take place in accordance with their developmental level		
Empathy	Warmly communicates an accurate understanding of client's perception of their world.		
Unconditional Positive Regard	Communicates positive regard to client and that regard is not dependent on client behavior or feelings.		
Non-Verbal Skills	Demonstrates effective use of nonverbal skills (e.g., open posture, head nods, leaning forward)		
Invitational Skills	Demonstrates appropriate use of minimal encouragers and door openers (e.g., "Tell me more about..."), which invite clients to open up further.		
Reflecting Content/ Paraphrasing	Demonstrates appropriate use of paraphrasing what the client has verbally communicated. Avoids parroting.		
Reflecting Feeling	Demonstrates reflection of feeling when client has expressed a feeling verbally or nonverbally. Avoids under or overshooting.		
Reflecting Meaning	Demonstrates reflection of clients' values, core beliefs, and the deeper meaning of what clients communicate. Avoids jumping to conclusions.		
Immediacy	Demonstrates ability to be present with clients, process here-and-now experiences in the counseling room, and use		

	immediacy to point out client patterns and dispositions in the moment.		
Summarization	Demonstrates ability to focus and summarize client content, feelings, behaviors, and meaning at appropriate times during the session (e.g., beginning, middle, and end of session).		
Recognition of Client Resources	Identifies and acknowledges individual client strengths (e.g., resilience, determination) and external client resources (e.g., social support system, medication, hobbies) to support client success.		
Challenging Skills	Demonstrates ability to challenge clients by identifying inconsistencies & discrepancies in the client's words or actions in a supportive manner.		
Redirection	Redirects client as needed to focus on clinical goal. Discusses reasons for redirecting or interrupting clients in relation to the clinical goal.		
Questions	Demonstrates appropriate use of open-ended and close-ended questions, with an emphasis on open-ended questions.		
Emphasizing Process Over Content	Demonstrates ability to focus on patterns and processes rather than overemphasizing content.		
Advanced Counseling Skills & Dispositions			
Structuring Session	Demonstrates ability to initiate, plan, conduct, and terminate a session. Maintains time limits for session.		
Goal Setting	Collaborates with client to establish realistic and measurable goals that address the presenting problem. Facilitates movement toward goals.		
Treatment Planning	Demonstrates ability to construct & adhere to a comprehensive & appropriate treatment plan.		
Application of Theory	Demonstrates understanding and appropriate application of a counseling theory.		
Interventions	Utilizes appropriate and timely interventions that allow clients to express themselves verbally and nonverbally, and that facilitate movement toward goal.		
Intentionality	Able to articulate rationale for therapeutic interventions and goals based on counseling theory.		
Trauma-Informed Care	Demonstrates awareness of traumatic experiences and responses to trauma. Responds sensitively to client disclosures. Avoids victim-blaming. Utilizes trauma-informed care, such as regulation strategies, to support client wellness.		
Case Conceptualization	Presents & summarizes client history & demonstrates an appreciation of the multiple influences on a client's level of functioning. Incorporates counseling theory and systems framework.		
Suicide/Risk Assessment	Assesses client for suicidal ideation, child or elder abuse and neglect, intimate partner violence, or other risk factors when client has indicated potential risk.		
Assessment	Demonstrates ability to appropriately administer, score, & interpret clinical assessments.		
Follow Up	Communicates with clients when they miss an appointment, follows up with clients following risk assessments, and follows through on agreements made in session.		
Referrals	Identifies and provides resources and referrals to support client success during counseling and at termination.		

Comments:

Student Signature

Date

Faculty Signature

Date