## Table of Contents

**SECTION I: INTRODUCTION AND DEPARTMENT OVERVIEW** 
- Mission Statement ................................................. 1
- Program Objectives .............................................. 1
- Program Philosophy .............................................. 1
- Counseling Programs ............................................ 2
- CACREP Accreditation Standards ............................... 3
- Counseling Faculty .............................................. 4

**SECTION II: COUNSELING PROGRAM REQUIREMENTS** 
- Professional Development ....................................... 5
- Dispositions ...................................................... 5
- Student Performance Evaluation ................................. 5
- Plan of Study Procedures ........................................ 6
- Program Requirements and Course Sequence .................. 7
- Practicum (CNS 790) and Internship (CNS 794 & 795) Requirements ........................................ 7
- Research Requirements ......................................... 8
- Comprehensive Examinations .................................... 9
- Oral Defense .................................................... 9

**SECTION III: DEPARTMENT AND UNIVERSITY POLICIES AND PROCEDURES** 
- Academic Appeal Policy ........................................ 10
- New Student Application Deadlines ............................. 11
- Transfer Procedures within ELC Department .................. 11
- Transferring from other Institutions or Departments ....... 11
- Attendance Policy ............................................... 12
- Professional Liability Insurance & Professional Membership ........................................ 13
- Campus Resources ............................................... 13
- Student Retention Policy ....................................... 13
- Continuous Evaluation .......................................... 14

**SECTION IV: PROGRAM COMPLETION AND GRADUATION** 
- MSU Counseling Program ........................................ 15
- Communication of Concerns Procedure ........................ 15
- Progress toward Graduation .................................... 16
- Endorsement Policy for Credentialing and Employment .... 16

**SECTION V: CERTIFICATION AND LICENSURE** 
- School Counseling Certification and Rank Change Procedure ........................................ 18
- Licensed Professional Clinical Associate (LPCA) / Licensed Professional Clinical Counselor (LPCC) in Kentucky ........................................ 19

**SECTION VI: PROFESSIONAL ASSOCIATIONS IN COUNSELING** 
- Counseling Associations ....................................... 20
- Active Participation .............................................. 20
SECTION VII: APPENDICES .................................................................................................................. 21
Appendix A: Course Sequence – Clinical Mental Health Track .......................................................... 22
Appendix B: Course Sequence – School Counseling Track ................................................................ 24
Appendix C: Student Review Form .................................................................................................... 26
Appendix D: Range of Responses to Student Concerns .................................................................... 28
Appendix E: Informed consent for Murray State University Counseling Students .......................... 29
Appendix F: Counseling Program Student Handbook Acknowledgement Form ............................. 32
SECTION I: INTRODUCTION AND DEPARTMENT OVERVIEW

Mission Statement

The mission of the Murray State University Counseling Program is to promote and advocate for mental health through the preparation of theoretically grounded, clinically skilled and culturally competent counselors. By applying these principles, graduates of our program will have a strong professional identity and be prepared for careers as professional counselors in school and/or mental health settings in western Kentucky and other regions.

Program Objectives

The Objectives of the MSU Counseling Program are:

- To advocate and enhance the professional role of counselors in schools and clinical mental health settings.
- To exemplify strong professional identity as counselor educators in the mental health field through continued professional growth and research.
- To prepare competent professional counselors to work in schools and various mental health settings.
- To prepare competent professional counselors to have strong professional identities in the field of counseling.
- To prepare competent professional counselors to advocate for the profession and demonstrate leadership in counseling.
- To prepare competent professional counselors to work with diverse clientele.
- To prepare professional counselors who are grounded in ethical principles and trained in ethical decision-making models.

Program Philosophy

The general philosophy of the counseling program at Murray State University is based upon the following beliefs:

- People have the ability to change.
- The counseling relationship is instrumental to empower clients to change.
- All individuals should be treated with respect, dignity, and worth.
● Through counseling, clients can gain personal awareness.

● Counselors should base their professional practice within the framework of a conceptualized theoretical perspective.

● Counselors recognize the significance of clients’ environments and cultures in the counseling process.

**Counseling Programs**

Murray State University offers three counseling options: (a) Master of Arts in School Counseling, (b) Specialist in Education in School Counseling (requires completion of master’s in school counseling), and (c) Specialist in Education in Clinical Mental Health Counseling. While the three programs have different requirements and emphases, administrative procedures for all programs are identical, except in the few cases noted in this manual. The information presented in this handbook is an attempt to communicate as clearly as possible the salient features and procedures of the Murray State University Counseling Program, Department of Educational Studies, Leadership and Counseling (ELC) and general Murray State University Policies.

NOTE: School Psychology is also available as an Education Specialist option.

**Master of Arts in Education in School Counseling**

The Master of Arts in Education in School Counseling is a 48-hour program designed to prepare individuals to work in mental health, consultative, and leadership positions in P-12 school settings. Upon completion of coursework students will need to apply for school counseling certification via the CoEHS Teaching Education Service Office.

Total Course Requirements .....................................48 hours
ADM 630 Methods of Research
CNS 617 Introduction to Counseling
CNS 619 Foundational Counseling Techniques
CNS 624 Theories of Counseling
CNS 635 Human Development
CNS 671 Multicultural Counseling
CNS 676 Clinical Diagnosis and Treatment Planning
CNS 683 Tests and Measurements
CNS 686 Career Counseling
CNS 689 Individual Testing
CNS 692 Group Counseling
CNS 720 Elementary School Counseling
CNS 725 Middle/Secondary School Counseling
CNS 790 Practicum
CNS 794 Internship I
CNS 795 Internship II

**Specialist in Education in School Counseling**

This degree is designed to build on the Master of Arts in Education in School Counseling program. Students will complete an additional 12 credit hours to earn the Specialist in Education Degree (60 credit hours total). NOTE: This is a non-license track. If you seek to obtain your counseling license, please complete the Ed.S. in Clinical Mental Health Counseling.
Total Course Requirements......................................60 hours
48 credit hours transferred from MAED in School Counseling, plus the following courses:
CNS 625 Legal and Ethical Issues
CNS 694 Advanced Counseling and Supervision
CNS 722 Substance Use and Addictions Counseling
CNS 734 Marriage, Couples and Family Counseling

Specialist in Education in Clinical Mental Health Counseling
The Specialist in Education Degree (Ed.S.) in Clinical Mental Health Counseling is a 60-hour program that allows graduates of this program to be eligible for the National Counselor Exam (NCE). In addition graduates will also become eligible for the Licensed Professional Counselor Associate status (LPCA) in the state of Kentucky. They may apply for the Licensed Professional Clinical Counselor (LPCC) after demonstrating 4,000 hours of post-graduate, supervised counseling as an LPCA.

Total Course Requirements......................................60 hours
ADM 630 Methods of Research
CNS 617 Introduction to Counseling
CNS 618 Issues in Mental Health Counseling
CNS 619 Foundational Counseling Techniques
CNS 624 Theories of Counseling
CNS 625 Legal and Ethical Issues
CNS 635 Human Development
CNS 671 Multicultural Counseling
CNS 676 Clinical Diagnosis and Treatment Planning
CNS 683 Tests and Measurements
CNS 686 Career Counseling
CNS 689 Individual Testing
CNS 692 Group Counseling
CNS 694 Advanced Counseling and Supervision
CNS 722 Substance Use and Addictions Counseling
CNS 725 Middle/Secondary School Counseling
CNS 734 Marriage and Family Counseling
CNS 752 Trauma and Crisis Counseling
CNS 790 Practicum
CNS 794 Internship I
CNS 795 Internship II
Approved Elective (3 hrs) chosen from the following:
CNS 746 Wellness and Prevention Approaches
CNS 748 Expressive Activities Counseling
CNS 760 Eating Disorders and Body Image Counseling

CACREP Accreditation Standards

The Master of Arts in School Counseling and the Specialist in Education in Clinical Mental Health Counseling programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). In accordance with CACREP requirements each option prepares students in the following core areas specified by CACREP:
1. Professional Identity
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Helping Relationships
6. Group Work
7. Assessment
8. Research and Program Evaluation

Counseling Faculty

Clinical Mental Health Counseling & Program Coordinator
Dr. Samir Patel (spatel4@murraystate.edu/270-809-6123)

School Counseling Coordinator
Dr. Susana Bloomdahl (sbloomdahl@murraystate.edu/270-809-6968)

Recruitment Coordinator
Dr. Alan Bakes (abakes@murraystate.edu/270-809-5313)

Practicum and Internship Coordinator
Dr. Rebecca Pender (rpender@murraystate.edu/270-809-6905)

Counseling Director of the CoEHS Assessment and Counseling Center
Dr. Kristin Douglas (kdouglas8@murraystate.edu/270-809-2683)
SECTION II:
COUNSELING PROGRAM REQUIREMENTS

Professional Development

The counseling program places great value on both academic and personal growth during the course of student enrollment. The counseling faculty are dedicated to maintaining continuing evaluation of each student’s progress and potential. Faculty may meet occasionally with students to discuss the student’s program experience and faculty perceptions of their professional development.

Dispositions

In order to support student development and professional growth, counseling dispositions are assessed during admissions, throughout the educational program, and upon program completion. Student dispositions are assessed during the program through documentation of behaviors that reflect the dispositions. Graduates of the Murray State University Counseling Program are expected to develop and demonstrate the following:

Inclusiveness – Is able to work with and advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.

Responsibility – Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency. Takes responsibility for one’s own feelings, emotions and interpersonal issues through healthy activities and relationships.

Enthusiasm – Is eager and passionately committed to the profession of counseling (e.g., involvement with Chi Sigma Iota - Mu Sigma Chi, member of American Counseling Association, attending/presenting at counseling conferences, etc.).

Caring – Demonstrates empathy for others and the ability to establish meaningful professional and personal relationships.

Confident – Exhibits certainty about possessing the knowledge, interpersonal and emotional skills needed to succeed as a counselor.

Ethical – Adheres to accepted professional standards of conduct and decision making based on standards and ethical principles established in the Code of Ethics of the American Counseling Association.

Student Performance Evaluation

Professional behavior and academic performance of students are formally evaluated several times during the graduate program:

1. Prior to admission to the department through admission process;
2. Upon completion of Foundational Counseling Skills, CNS 619, (students must earn a B or better in order to continue in the program);
3. Upon application to and during practicum, CNS 790, (students must earn a B or better in order to continue in the program);
4. Upon completion of the Midpoint Clinical Application Exam (students can register for the Midpoint Clinical Application Exam after completing 30 credit hours [must include CNS 619, CNS 624, CNS 790], or during the semester in which they will have completed 30 credit hours);
5. During the internship experiences, CNS 794 and CNS 795 (or CNS 796 and CNS 797), students must earn a B or better in order to continue in the program);
6. Upon completion of the oral defense in CNS 795 (or CNS 797); and
7. Upon completion of the Exit Exam (students can register for the Exit Exam during the semester in which they will graduate or in the semester prior to their graduating semester)

Students not displaying an appropriate level of professional behavior at any of these evaluation points will be provided with opportunities for remediation.

Students must not earn a grade of C or lower in more than two classes, and must earn a 3.0 grade point average or higher in order to be eligible for graduation. Students will not be allowed to take a class more than twice. Earning a grade of C or lower in three classes and/or failing to pass a class could result in non-continuance or expulsion from the MSU Counseling Program.

In addition to the formal evaluation stated above, the counseling faculty meet regularly to discuss student dispositions.

**Plan of Study Procedures**

Upon admission, the student will meet with their advisor to complete a Planned Program of Study for his/her graduate program. This will include a listing of all courses needed to complete the program. In conjunction with completing the Planned Program Form, the student and advisor will complete an advising sheet.

In addition to the student’s advisor, the Planned Program Form will be signed by the Department Chair, Graduate Coordinator, Dean of the College of Education and Human Services, Graduate Admissions/Certificate Specialist.

NOTE: The Planned Program Form must be submitted by the end of the student's first semester.

**Part-time Students**

Part-time students are encouraged to complete the program in a minimum amount of time – four years or less, if possible. Completion of at least two courses per semester during the academic year and 3-6 credits each summer is the desired schedule for part-time students. The Counseling Program at MSU is dedicated to working with part-time students.

**Full-time Students**

Those students who plan to attend on a full-time basis (completion of at least 9 credits per semester and 6-9 credits in a total summer session) should plan on approximately two to two and half years for completion of the program (including summer 1 and possible summer 2).
Program Requirements and Course Sequence

All incoming counseling students will be required to contact their advisor upon admission into the counseling program. Additionally, since student situations are unique, each student will be responsible for contacting and maintaining contact with his/her identified advisor through the course of his/her tenure as a graduate student with regards to questions concerning course sequence and scheduling. Please note that both CNS 619 (Foundational Counseling Techniques) and CNS 624 (Theories of Counseling) are prerequisites for CNS 790 (Practicum). CNS 790 is a prerequisite for both CNS 794 (Internship I) and CNS 795 (Internship II). For school counseling students CNS 683 (Test and Measurements) is a prerequisite for CNS 689 (Individual Testing).

See Appendix A for course sequencing for students enrolled in the Clinical Mental Health Counselling Program.

See Appendix B for course sequencing for students enrolled in the School Counseling Program.

Practicum (CNS 790) and Internship (CNS 794 & 795) Requirements

The Practicum (CNS 790) and Internships (CNS 794, CNS 795) are considered a significant and vital part of the counseling program. Students must successfully complete CNS 619 and CNS 624 before becoming eligible for enrollment in CNS 790. Prior to being enrolled in the CNS 790, students will need to submit the Practicum Application, Field Setting Approval Form, and Field Setting Information Form. These forms and detailed discussion regarding the application process can be found on the MSU Counseling Program website under Field Experience and Supervision Materials.

As you are looking for a practicum/internship site please keep the following things in mind:

- All practicum and internship sites are required to have a memorandum of agreement on file with the counseling program.
- You must be allowed to tape (preferably video) your client session.
- Your site supervisor must agree to conduct one hour of individual or triadic (not group) supervision a week. You can attend group supervision, but must also get individual or triadic supervision.
- Your site supervisor must provide the MSU counseling program documentation supervision training. If your site supervisor does not have documentation of supervision training, then he/she will need to complete a supervision training. The MSU Counseling Program currently offers an online training.

Students must earn a letter grade of a B or higher in Practicum and Internship. Grades or performance below the expectations of the counseling program or performance that may negatively affect the student’s functioning with clientele will require: (a) remediation of deficiency under the guidance of the program and/or ELC Department, and/or (b) retaking the specific Practicum and/or Internship sequence in which the substandard performance occurred. Failure to perform effectively during the Practicum and/or Internship sequence may result in one or more of the following: (a) delay of completion of degree (b) designation of a remediation plan necessary to correct the professional development concern, including (but not limited to) additional coursework; (c) failure to complete the degree or licensure program; and (d) failure to be recommended for degree.

Clinical Mental Health Counseling

Students will complete a minimum of 150 clock hours in Practicum (CNS 790), with a minimum of 40 hours of direct contact. An additional 600 clock hours, with a minimum of 240 direct hours must be completed for internship (CNS 794 and 795). In order to be exposed to varied clinical experiences, students are encouraged to
complete their field hours at two or more sites. Practicum/internship placement should be discussed with the advisor and final approval by internship coordinator and agency must be completed several months in advance. Clinical mental health counseling students may need to complete a background check prior to being allowed to work in some mental health settings.

Professional School Counseling
Practicum (CNS 790) and Internship (CNS 794 and 795) will provide clinical counseling and other appropriate experiences for the student in a school setting. Students will complete a minimum of 150 clock hours in Practicum (CNS 790), with a minimum of 40 hours of direct contact. An additional 600 clock hours, with a minimum of 240 direct hours must be completed for internship (CNS 794 and 795). In order to be exposed to varied age groups, students are encouraged to complete their field hours in two or more school settings (i.e., elementary school setting, middle school setting, and/or high school setting). Students who are completing their Ed.S. in School Counseling must complete at least two-thirds of their Internship II direct contact hours at an approved clinical mental health site. Practicum/internship placement should be discussed with the advisor and final approval by internship coordinator and school must be completed several months in advance. (NOTE) School counseling students will need to complete a background check prior to being allowed to work in P-12 school settings.

Research Requirements
ADM 630 Methods of Research is required for all students seeking degrees in counseling. The purpose of the course is to develop the ability to critically analyze and evaluate research, with an emphasis on research in the student's area of expertise.

Comprehensive Examinations
The comprehensive examinations consist of two separate tests, the Midpoint Clinical Application Exam and the Counselor Preparation Comprehensive Exam (CPCE). These exams are an opportunity for students to demonstrate their counseling knowledge at varied points during the course of their graduate program.

1. Students enrolled in the Master’s in School Counseling or the Education Specialist degree in Clinical Mental Health Counseling must pass both the Midpoint Clinical Application Exam and the CPCE. It will be each student’s responsibility to register for the exams by contacting the counseling program coordinator via email. Note, that students who were admitted after the spring 2015 semester will be responsible for the CPCE payment.

2. Students can register for the Midpoint Clinical Application Exam after they (a) completed 30 credit hours or are in the semester in which they will be completing 30 credit hours; (b) completed practicum or are enrolled in practicum; and (c) have a 3.0 GPA. Registration deadline for the Fall Midpoint Clinical Application Exam is September 1; registration deadline for the Spring Midpoint Clinical Application Exam is February 1.

3. The Midpoint Clinical Application Exam will be a written exam that consists of two case studies that will assess student understanding of foundational counseling principles. The Midpoint Clinical Application Exam is read independently and anonymously by a minimum of two counseling program faculty readers. Evaluation is based on (a) organizational ability, (b) demonstrated knowledge of
relevant literature, (c) conceptual understanding, (d) ability to defend a given position, (e) clarity of presentation, and (f) CACREP standards.

4. The MSU Counseling Program uses the Counselor Preparation Comprehensive Examination (CPCE) as the exit exam. The CPCE is a comprehensive, nationally normed, multiple choice exam that is designed to assess counseling students’ knowledge of counseling information. Information regarding the CPCE can be found at http://www.cce-global.org/Org/CPCE. Student who were admitted after the spring 2015 semester will be responsible for CPCE payment.

5. Students can register for the CPCE during their last semester of the counseling program or during the semester prior to their graduating semester.

6. If a student fails the Midpoint Clinical Application Exam, he/she will have one chance to rewrite the failed essay question(s), with general guidance from the grading committee and/or the student’s advisor. If a student fails a second time then the MSU Counseling Program Faculty may recommend a non-continuance for that student.

7. If a student fails the CPCE, he/she will be required to complete a remediation plan in each of the CACREP areas that were not passed. The student will have up to one year (three subsequent semesters) to successfully complete the remediation plan.

8. Specific dates of testing will be posted on the program web page.

**Oral Defense**

The oral defense is a capstone experience of the counseling program and a component of CNS 795 (Internship II) and CNS 797 (Advanced Internship II). The oral defense will take place in front of a panel of at least three ELC faculty members/department representatives. The oral defense will assess a student’s application of counseling theory during his/her clinical field work via a three step process: (a) a submission of a graduate paper on one’s theoretical approach to counseling; (b) an oral defense of his/her understanding of the counseling theory; and (c) showing of a video-recorded, internship session that highlights the application of the counseling theory with an actual client.
SECTION III:
DEPARTMENT AND UNIVERSITY POLICIES AND PROCEDURES

Academic Appeal Policy

As outlined in the 2015-2016 Academic Bulletin, a graduate student who feels he/she has been evaluated incorrectly may appeal his/her grade.

A grievance procedure must be initiated within the first twenty (20) days of the semester immediately following the semester or term during which the incident of grievance is alleged to have occurred, exclusive of summer session. Any special circumstance or request involving the time limitation set forth above will be considered and evaluated by the appropriate academic dean. Documentation of any revision of the time limitation will be included with the grade appeals form. Under no circumstances will an appeal of a grade be accepted after one year from the end of the semester in which the grade was received.

A faculty member has the responsibility to retain all course material and/or records not left in the student’s possession which contribute to the final course grade. These materials must be kept for the 20-day period of the following semester during which a student may appeal a grade, or in the event of an appeal, until conclusion of the appeal process.

Step 1. Before a formal grievance may be filed with the Academic Appeals Board, the complainant should first seek resolution through informal discussion with the instructor. In the event that the instructor is a teaching assistant, the faculty supervisor should also be present during these discussions.

Step 2. Should the matter not be resolved to the satisfaction of the complainant, informal discussion should be sought with the appropriate department chair. In the event that the chair is the respondent of the grievance, informal discussion will be held with the academic dean.

Step 3. Should the informal discussions as outlined in Steps 1 and 2 not prove satisfactory to the complainant, informal discussion should be sought with the appropriate academic dean, if the dean has not been previously consulted.

Step 4. Once all means of informal resolution on the collegiate level have been exhausted, the complainant should present a completed grade appeal form to the Registrar within fifteen (15) days of the initial discussion with the instructor. Grade appeal forms are available in the Office of the Registrar, on the Office of the Registrar's website- www.murraystate.edu/registrar, and in the office of each collegiate dean.

Step 5. The Registrar shall immediately forward the grade appeal form to the chair of the Academic Appeals Board who in turn will notify the faculty member/respondent that a formal grievance has been filed. The faculty member/respondent will be provided a copy of the completed grade appeals form.

Step 6. The chair of the Academic Appeals Board shall convene that committee within twenty (20) days of the receipt of the grade appeals form. (The Academic Appeals Board is defined in Section 1.6.3.1. of the University Committee System.) Prior to the hearing, both complainant and respondent may elect to choose an advisor for the purposes of collecting data and/or presenting that individual’s position to the board. Complainant and respondent have the right to be accompanied by their advisors during any open meeting of the board at which the board’s agenda includes that particular grievance. The board holds the prerogative to call for pertinent
testimony from any party involved in the grievance, or any party whom the board believes could clarify the grievance.

**Step 7.** Unless an extension of time is sought by the board, the written recommendation of the Academic Appeals Board shall be forwarded to the provost for final disposition. Copies of the recommendation shall also be sent to the appropriate academic dean, the complainant, and the respondent, within ten (10) days of the completion of the hearing. Telephone notification to the complainant of the availability of the recommendation shall fulfill the terms of this requirement. The text of the recommendation and all pertinent testimony and gathered data shall be kept in confidence.

**NOTE:** If at any point in this process, the student alleges that actions have taken place that may be in violation of Murray State University Non-Discrimination Policies, this process must be suspended and the matter directed to the Office of Institutional Diversity, Equity, and Access.

### New Student Application Deadlines

Students who have not previously taken graduate courses in the ELC Department and are applying for full-time or part-time admission to the department are admitted in the summer/fall and spring semesters. The application deadline for summer/fall admission is March 15 and spring admission is October 15.

### Transfer Procedures within ELC Department

Transfer between programs within the ELC department is not automatic; students must make formal application to the new program and meet all application requirements and deadlines.

- A new Personal Statement Form should be completed and submitted to the department, requesting admission to the new program and providing the applicant’s rationale for making the change.
- Three new Reference Letters should be submitted to the department. The professionals who provided references in the applicant’s first admission may be used in the new application; however, new Reference Letters should provide feedback specifically related to the applicant’s skills and potential for the newly chosen professional area.

### Transferring from other Institutions or Departments

A maximum of 12 graduate hours may be transferred from a regionally accredited graduate school after a student has been admitted. All transfer credit must be approved by the student’s advisor and collegiate graduate coordinator. Departments and colleges may set more restrictive policies concerning the kind and amount of transfer hours they will accept. All transfer credit must have been earned within the eight-year period allowed for the degree. The student must have an overall GPA of at least 3.00 on graduate work at Murray State University and a grade of B or better in any course that the student wishes to transfer to Murray State. It is the responsibility of the student to initiate a request for transfer of credit. Graduate transfer credit will not be posted to the student’s transcript or included in the calculation of the student’s GPA until the point of graduation.

If a graduate student takes a course at Murray State and chooses to repeat that course at another institution, permission from the student’s graduate advisor and collegiate graduate coordinator must be secured. A repeated
transfer course is added to the student’s degree GPA calculation. A course substitution form must be forwarded to Graduate Admissions in Sparks Hall to document departmental approval of transfer credit.

Attendance Policy

Students are expected to attend all classes in which they are enrolled for credit or audit purposes. An instructor may establish attendance policies for each class so long as they: (a) are clearly published in the course syllabus, (b) distinguish between excused and unexcused absences, and (c) are consistent with university policies as outlined in Academic Bulletin.

Responsibilities of Students
Students missing class(es) as a result of university sanctioned activities, as covered in the Academic Bulletin, shall notify the instructor in writing at the beginning of the semester and, in the case of scheduled events, this notification shall not be less than one week prior to the absence. Students with excused absences are excused from class attendance but are not excused from work assigned or expected as a part of that class period. Students, in conjunction with each course instructor, are required to develop a plan for alternative assignments or the make-up of all work missed and must complete this work within a time frame mutually agreed upon with the instructor.

Responsibilities of Faculty
Faculty are expected to plan with students who have excused absences to develop alternatives and make-up assignments. Such alternatives are not expected to diminish faculty expectations of students, nor may they reduce opportunities for students to demonstrate performance.

Questions and Appeals
In the event of questions or concerns regarding the implementation of this policy in specific classroom situations, students and faculty should be guided by the following:

1. If there is a question regarding whether a specific activity is an officially sanctioned event for which terms of this policy might apply, the inquiry should be addressed to the Office of the Provost.

2. In the event a student is concerned with the implementation of this policy in a specific course, the student should try to resolve the matter by discussing it first with the instructor, then with the department chair, and if resolution is still not reached, then with the collegiate dean. If the matter is not settled through this process, the student may seek resolution through the appropriate collegiate grievance/appeal process.

3. Instances of student abuse or violation of the terms of this policy should be reported to the dean or director responsible for the sanctioned event and to the Vice President for Student Affairs.

NOTE: An absence in an extended class session (e.g., summer classes that meet for four hours or all-day class sessions) may count for 2-3 absences.
Professional Liability Insurance & Professional Membership

The counseling program at Murray State University requires each student to carry professional liability insurance during the practicum/internship experiences in their graduate program, and recommends that students continue carrying such professional liability insurance throughout their professional careers.

Joining at least one professional counseling organization (e.g., American Counseling Association, American School Counseling Association, American Mental Health Counselors Association, etc.) is strongly encouraged as it may be advantageous for graduate students on many levels. For instance, liability insurance is included in membership for ACA master’s level students.

NOTE: Practicum/Internship students are required to submit evidence that they are carrying professional liability insurance that covers them in the capacity of a student-counselor prior to providing clinical services to clients.

Campus Resources

Offices that serve students at both campuses (Murray & Madisonville)
Counseling & Testing Center: (270) 809-6851
Office of institutional Diversity, Equity, and Access: (270) 809-3155
Title IX Coordinator: (270) 809-3155
Student Affairs: (270) 809-6832
Women’s Center: (270) 809-3140
Health Services: (270) 809-3809

Offices that primarily serve the students at the Murray campus
Public Safety: (270) 809-2222
Purchase Area Sexual Assault Child Advocacy Center: (270) 753-5777

Offices that primarily serve the students at the Madisonville campus
Madisonville Police Department: (270) 821-1720
Sanctuary, Inc: (270) 885-4572

Student Retention Policy

Students in the Counseling Program at Murray State University are expected to demonstrate satisfactory progress in academic achievement and professional development, including, but not limited to, performance in clinical experiences and development of dispositions.

Along with course grades, students’ demonstration of effective professional skills, content knowledge, professional dispositions, and ability to adhere to ethical standards for the profession will be evaluated. The description that follows explains the process of evaluation used for entry, continuance, and completion in the MSU Counseling Program. In cases where a student is not performing at a satisfactory level in any of the areas described below, a student assistance plan will be developed. The student assistance plan may be initiated as a result of an instance of inappropriate or inadequate performance or an identification of a pattern of inappropriate or inadequate performance. A student assistance plan may also be initiated as part of the communication of
Concerns procedure at any point. The purpose of the process is to identify student needs and articulate needed support.

**Continuous Evaluation**

Students are formally evaluated at eight specific points in the MSU Counseling Program: (a) prior to admission to the department (i.e. GPA, GRE, admission interview, etc.); (b) upon completion of CNS 619 - Foundational Counseling Techniques; (c) upon application to and during CNS 790 - Practicum; (d) during CNS 794 - Internship I (or CNS 796 – Advanced Internship I); (e) during CNS 795 - Internship II (or CNS 797 – Advanced Internship II); (f) upon completion of the Oral Defense; (g) upon completion of the Midpoint Clinical Application Exam; and (h) upon completion of the CPCE.

Students’ dispositions and their performance on the eight CACREP core areas (Professional Identity, Social and Cultural Diversity, Human Growth and Development, Career Development, Helping Relationships, Group Work, Assessment, and Research and Program Evaluation) are also assessed on an ongoing basis for the purpose of enhancing students’ professional development.

**Academic Achievement**

Students must maintain at least 3.0 GPA for the program. In addition, students must earn at least a B in (a) CNS 619 (Foundational Counseling Techniques), (b) CNS 790 (Practicum), (c) CNS 794 (Internship I), and (d) CNS 795 (Internship II).

**Practicum/Internship Experiences**

Students’ application of effective professional skills, content knowledge, and ability to adhere to professional dispositions and ethical standards for the profession is further evaluated in the practicum/internship experiences. Students must earn a passing grade to move forward through the practicum/internship sequence of their program (i.e., unsatisfactory completion of the Practicum course excludes a student from admission to Internship I).

**Professional Dispositions and Ethical Standards**

Students must demonstrate commitment and adherence to the professional dispositions identified as critical for MSU counseling students and program-specific ethical standards. An essential part of this evaluation concerns the student's ability to interact and communicate professionally with colleagues, clientele, administrative assistants, and faculty.

Students should also show emotional maturity and sensitivity in a variety of cultural, social, and professional settings. In addition, students must demonstrate the potential to continue developing the competencies and commitments required of professionals in the field. This area is assessed on a continuing basis as well as at the noted formal evaluation periods.

Students who do not perform satisfactorily in any of the areas above will be notified of a problem in writing, although faculty may also discuss the problem with the student informally. A student assistance plan may be developed as described below. The assistance plan outlines intervention strategies designed to remediate the problem identified. The assistance plan will also specify any limitations or prohibitions on the student’s ability to enroll in subsequent courses or internship experiences prior to meeting all conditions of the plan.
SECTION IV:
PROGRAM COMPLETION AND GRADUATION

MSU Counseling Program
Communication of Concerns Procedure

As students advance through the preparation program, concerns can arise with regard to academic, interpersonal or professional behaviors. It is the responsibility of the counseling program faculty to serve as gatekeepers to the profession and as advisors to students. Allowing unacceptable behaviors to persist unaddressed, accomplishes neither. The following policy is a framework within which faculty can address problem behaviors in a manner that is developmentally sound and fair.

Process

1. A concern can be identified at any point from initial enrollment through completion of the program.

2. University faculty may submit a Student Review Form (see Appendix C) at any point a student’s performance falls below expectations in academic, interpersonal, or professional behaviors. When possible, the individual faculty member will deal directly with the individual student. This is appropriate for minor concerns that occur on a one-time basis.

3. The Student Review Form must be shared with the student by the faculty member prior to submission. There is space provided for a comment or rebuttal on the part of the student, as well as a signature line. Otherwise, the faculty member will complete the Student Review Form and send it to the ELC Department Chair. The Chair will then convene the program faculty to discuss the concern and determine the appropriate course of action.

4. If further steps are necessary to address student issues, the program faculty will review the Student Review Form and act as appropriate within the range of responses (see Appendix D). Student behaviors clearly detrimental or harmful to student or client welfare or the welfare of colleagues, supervisors, or faculty could result in immediate non-continuance or expulsion from the program with no prior warning.

5. In cases where a Student Assistance Plan is recommended, the program faculty will set a date to meet with the student to review and process the Student Assistance Plan. The student, program faculty, and department chair will sign the Student Assistance Plan. The Student Review Form, resulting actions, and, if necessary, the Student Assistance Plan, will be filed with the student’s advising file, and with the Department Chair.

6. Students wishing to refute an oral and/or written notice of concerns or to challenge resulting decision must submit a written appeal (and if deemed appropriate to the appeal process, additional documentation [e.g., email correspondence] may also be submitted) to the ELC department chair within two weeks of the occurrence or receipt of the decision. The student should describe the basis of the appeal and relevant information in support of the appeal.

7. If the appeal is not resolved, the student may file a formal Grievance in accordance Murray State University grievance procedure.
Student Assistance Plans
Successful completion of the Student Assistance Plan allows the student to continue in the program. Copies of the letter stating successful completion of the plan will be sent to the student, advisor, and ELC department chair.

Students who do not fulfill the terms of their assistance plan by the date specified in the contract may, at the discretion of the MSU counseling program, be given an extension. Students who fail to correct academic and/or professional development deficiencies by the end of the extension period will, upon the recommendation of the student's advisor and concurrence by the counseling program faculty and the ELC department chair, be dismissed from the program.

A student who has been given a non-continuance in a program because of academic and/or professional development deficiencies may not reapply to the program until the following conditions have been met:
1. a full academic year has passed;
2. the student submits a letter petitioning the department for readmission and describing the steps taken during his/her absence to remedy the factors leading to dismissal; and
3. the student's advisor agrees to provide a letter in support of the student's readmission to the program.

Progress toward Graduation

Although a student has eight years (according to Murray State University policy) from the time the first graduate course is taken until graduation, students are strongly encouraged to complete the program in less time, preferably in two to three years. Students should keep the advisor informed if they are unable to enroll in classes during a given academic year.

Also, students must not earn a grade of C or lower in more than two classes, and must earn a 3.0 grade point average or higher in order to be eligible for graduation. Students will not be allowed to take a class more than twice. Earning a grade of C or lower in three classes and/or failing to pass a class could result in non-continuance or expulsion from the MSU Counseling Program.

Graduation Procedures
The Application for Graduate Degree is available on the Academics tab in myGate. This application is effective for one semester only. If a student does not graduate after making application, the application will be updated one time at no additional charge. If a student is still unable to complete all degree requirements it is his/her responsibility to submit a new application via myGate by the deadline for the term in which you plan to graduate. The new application will result in another degree fee.

The graduate application and fee are due in Graduate Admissions and Records during the first three weeks of the semester in which the student expects to graduate. Submission deadlines are posted on myGate. Degree Applications may be submitted after the published deadline ONLY with prior approval of Graduate Admissions and Records. Late degree applications cannot be submitted through myGate. An additional late fee will be required.

Endorsement Policy for Credentialing and Employment

This policy pertains to the requirements of licensing boards (e.g., the Kentucky Board of Licensure for Professional Counselors) for licensing as a Clinical Mental Health Counselor and to educational boards (e.g., the Education Professional Standards Board) for certification as a School Counselor.
The counseling faculty has a professional duty to only endorse or recommend a student or graduate for employment opportunities, licenses, certifications and/or other credentials to which the individual is adequately prepared through knowledge, training and experience. Counseling faculty will advise, teach, supervise, and make every appropriate effort to help the student obtain the knowledge, skills, and experience that would be most beneficial to his/her professional development.

The MSU counseling faculty will follow procedures of licensing and certifying bodies if students demonstrate the knowledge, skills, and experience outlined by the licensing/certifying body. Therefore, students should not expect any counseling faculty to recommend or verify training or expertise that the individual does not possess or to which the faculty does not have personal knowledge. NOTE: Having a criminal history may impede future licensure and/or employment.
SECTION V: 
CERTIFICATION AND LICENSURE

School Counseling Certification and Rank Change Procedure

Provisional School Counseling Certification (P-12) requirement is completion of the M.A. of School Counseling Program. Provisional Certificates must be renewed every five (5) years by taking nine (9) credit hours of counseling coursework, post-masters degree and then reapplying for the certificate.

Standard School Counseling Certification (P-12) requirement is completion of two years school counseling experience (one year for counselors with teaching certification) and six (6) credit hours of approved counseling coursework, post-masters degree. Standard Certificates must be renewed every five (5) years by reapplying for the certificate.

Approved courses........................................6 hours
CNS 625 Legal and Ethical Issues
Choose one of the following:
CNS 676 Clinical Diagnosis and Treatment Planning
CNS 694 Advanced Counseling and Supervision
CNS 722 Substance Abuse and Addictions Counseling
CNS 734 Marriage, Couple and Family Counseling
CNS 752 Trauma and Crisis Counseling

Rank change for salary purposes may be received on the completion of the Midpoint Clinical Application Exam in the M.A. of School Counseling Program (Rank II) and on the completion of the Ed.S. degree in School Counseling (Rank I).

Application for any and each of these, certification or rank change, follows the same procedure:
1) Retrieve the TC-1 Application for Certification or Rank Change. It may be found at your local school board office or online on the Education Professional Standards Board (EPSB) for Kentucky webpage, www.epsb.ky.gov.
2) Complete all of page 1, page 3 and the top portion of page 5 (part A) of the TC-1 form.
3) Mail the form to the Teacher Education Services (TES) office:

Teacher Education Services
2101 Alexander Hall
Murray State University
Murray, KY 42071

The TES office will complete the form and submit it to the EPSB in Frankfort, KY.
4) Pay the certification fee by mailing it directly to EPSB or you may pay online.
5) Send an official transcript directly to EPSB.

To renew the Provisional or Standard Certificate:
1) Retrieve the TC-2 Application for Certification Renewal/Duplicate. It may be found at your local school board office or online on the Education Professional Standards Board (EPSB) for Kentucky webpage, www.epsb.ky.gov.

2) Complete all sections of the TC-2 form.

3) Mail the completed form and an official transcript directly to the EPSB in Frankfort, KY.

4) Pay the renewal fee by mailing it directly to EPSB or you may pay online.

For credentialing outside of Kentucky please refer to ASCA’s State Certification Requirements

Licensed Professional Clinical Associate (LPCA) / Licensed Professional Clinical Counselor (LPCC) in Kentucky

The Kentucky Board of Licensed Professional Counselors may issue credentials of Licensed Professional Counselor Associate (LPCA) to an applicant who:

A. Has paid the application fee and the appropriate examination fee to the board;

B. Is of good moral character;

C. Has received a master's, specialist, or doctoral degree in counseling or a related field from a regionally accredited institution;

D. Has completed a minimum of sixty (60) graduate semester hours in the following:
   a. The helping relationship, including counseling theory and practice;
   b. Human growth and development;
   c. Lifestyle and career development;
   d. Group dynamics, process, counseling, and consulting;
   e. Assessment, appraisal, and testing of individuals;
   f. Social and cultural foundations, including multicultural issues;
   g. Principles of etiology, diagnosis, treatment planning, and prevention of mental and emotional disorders and dysfunctional behavior;
   h. Research and evaluation; and
   i. Professional orientation and ethics;

E. Has obtained a board-approved supervisor of record.

The Kentucky Board of Licensed Professional Counselors may issue credentials of Licensed Professional Clinical Counselor (LPCC) to an applicant who:

A. Has completed all requirements of sections (A) to (D) for the LPCA

B. Has completed a minimum of four thousand (4,000) hours of experience in the practice of counseling, all of which must have been obtained since obtaining the master's degree and must be under approved supervision and shall include but not be limited to a minimum of one thousand six hundred (1,600) hours of direct counseling with individuals, couples, families, or groups and a minimum of one hundred (100) hours of individual, face-to-face clinical supervision with an approved supervisor. Each applicant is encouraged to include as part of the total hours of experience a minimum of ten (10) hours of direct counseling with individuals in a jail or corrections setting. All applicants shall complete an organized practicum or internship consisting of at least four hundred (400) hours; and

C. Has achieved passing scores on all portions of the examinations required by the board.

Specific and current information regarding Kentucky licensure requirements can be found on their website.

For licensing outside of Kentucky please refer to ACA’s listing of State Professional Counselor Licensure Boards
SECTION VI: PROFESSIONAL ASSOCIATIONS IN COUNSELING

Counseling Associations

Helping professionals must continue to seek opportunities for professional development. One avenue for pursuing professional development is involvement in professional organizations at both the national and state levels. Following is a partial list of relevant professional organizations.

American Counseling Association
www.counseling.org

Kentucky Counseling Association
www.kyca.org

American Mental Health Counselors Association
www.amhca.org

Kentucky Mental Health Counselors Association
www.kmhca.com

West Kentucky Mental Health Counselors Association
www.yahoo.com/group/WKMHCA

American School Counselor Association
www.schoolcounselor.org

Kentucky School Counselor Association
www.kyschoolcounselor.org

Kentucky Board of Licensed Professional Counselors
www.lpc.ky.gov

Chi Sigma Iota
www.csi-net.org

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
www.cacrep.org

Active Participation

In addition to membership with professional organizations, counseling students and counseling professionals are encouraged to be actively involved in the counseling profession, as active participation is vital to professional success. Active participation can include, but is not limited, to the following:

- Attending professional development workshops
- Attending professional organization conferences
- Presenting at professional organization conferences
- Striving for, obtaining, and/or maintaining a leadership position in a professional organizations
SECTION VII: APPENDICES
## Appendix A:
### Course Sequence – Clinical Mental Health Track

### Tentative Full Time Clinical Mental Health Track (Murray Campus)

<table>
<thead>
<tr>
<th>Spring Start</th>
<th>Summer Start</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Spring</strong></td>
<td><strong>First Summer</strong></td>
</tr>
<tr>
<td>CNS 618- Issues in Mental Health Counseling</td>
<td>CNS 625- Legal and Ethical Issues</td>
</tr>
<tr>
<td>CNS 692- Group Counseling</td>
<td>CNS 671- Multicultural Counseling</td>
</tr>
<tr>
<td>CNS 635- Human Development</td>
<td>CNS 624- Theories of Counseling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Summer</th>
<th>First Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 625- Legal and Ethical Issues</td>
<td>CNS 617- Introduction to Counseling</td>
</tr>
<tr>
<td>CNS 671- Multicultural Counseling</td>
<td>CNS 619- Foundational Counseling Techniques</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Fall</th>
<th>First Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 617- Introduction to Counseling</td>
<td>CNS 618- Issues in Mental Health Counseling</td>
</tr>
<tr>
<td>CNS 619- Foundational Counseling Techniques</td>
<td>CNS 692- Group Counseling</td>
</tr>
<tr>
<td>CNS 624- Theories of Counseling</td>
<td>CNS 734- Marriage, Couples, &amp; Family Counseling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Spring</th>
<th>Second Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 694- Advanced Counseling &amp; Supervision</td>
<td>CNS 676- Clinical Diagnosis &amp; Treatment Planning</td>
</tr>
<tr>
<td>CNS 734- Marriage, Couples, &amp; Family Counseling</td>
<td>CNS 686- Career Counseling</td>
</tr>
<tr>
<td>CNS 790- Practicum</td>
<td>CNS 683- Tests and Measurements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Summer</th>
<th>Second Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 676- Clinical Diagnosis &amp; Treatment Planning</td>
<td>CNS 635- Human Development</td>
</tr>
<tr>
<td>CNS 686- Career Counseling</td>
<td>CNS 683- Tests and Measurements</td>
</tr>
<tr>
<td>CNS 790- Practicum</td>
<td>CNS 790- Practicum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Fall</th>
<th>Second Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 683- Tests and Measurements</td>
<td>CNS 694- Advanced Counseling &amp; Supervision</td>
</tr>
<tr>
<td>CNS 722- Substance Use &amp; Addictions Counseling</td>
<td>CNS 794- Internship I</td>
</tr>
<tr>
<td>CNS 794- Internship I</td>
<td>ADM 630- Methods of Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Spring</th>
<th>Third Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNS 795- Internship II</td>
<td>CNS 752- Trauma and Crisis Counseling</td>
</tr>
<tr>
<td>ADM 630- Methods of Research</td>
<td>Elective (Choose 1)-</td>
</tr>
<tr>
<td>CNS 752- Trauma and Crisis Counseling</td>
<td>CNS 746- Wellness and Prevention Counseling</td>
</tr>
<tr>
<td>Elective (Choose 1)-</td>
<td>CNS 748- Expressive Arts &amp; Activities Counseling</td>
</tr>
<tr>
<td>CNS 746- Wellness and Prevention Counseling</td>
<td>CNS 760- Eating Disorders &amp; Self-Image</td>
</tr>
<tr>
<td>CNS 748- Expressive Arts &amp; Activities Counseling</td>
<td>CNS 795- Internship II</td>
</tr>
<tr>
<td>CNS 760- Eating Disorders &amp; Self-Image</td>
<td>CNS 722- Substance Use and Addictions Counseling</td>
</tr>
</tbody>
</table>

*If starting in the fall, use summer start schedule*
### Tentative Full Time Clinical Mental Health Track (Madisonville)

<table>
<thead>
<tr>
<th>Madisonville Campus</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring Start</strong></td>
<td><strong>Summer Start</strong></td>
</tr>
<tr>
<td><strong>First Spring</strong></td>
<td><strong>First Summer</strong></td>
</tr>
</tbody>
</table>
| CNS 618 - Issues in Mental Health Counseling  
CNS 619 - Foundational Counseling Techniques  
CNS 671 - Multicultural Counseling | CNS 625- Legal and Ethical Issues  
CNS 635- Human Development |
| **First Summer**    | **First Fall** |
| CNS 625- Legal and Ethical Issues  
CNS 676 - Clinical Diagnosis & Treatment Planning | CNS 617- Introduction to Counseling  
CNS 624- Theories of Counseling  
CNS 692- Group Counseling |
| **First Fall**      | **First Spring** |
| CNS 617- Introduction to Counseling  
CNS 624- Theories of Counseling  
CNS 692- Group Counseling | CNS 618- Issues in Mental Health Counseling  
CNS 619- Foundational Counseling Techniques  
CNS 671- Multicultural Counseling |
| **Second Spring**   | **Second Summer** |
| CNS 734- Marriage, Couples, & Family  
CNS 790- Practicum | CNS 676- Clinical Diagnosis & Treatment Plan  
CNS 686- Career Counseling |
| **Second Summer**   | **Second Fall** |
| CNS 686- Career Counseling  
ADM 630- Methods of Research | CNS 694- Advanced Counseling & Supervision  
CNS 790- Practicum  
ADM 630- Methods of Research |
| **Second Fall**     | **Second Spring** |
| CNS 694- Advanced Counseling & Supervision  
CNS 722- Substance Use & Addictions  
CNS 794- Internship I | CNS 683- Tests and Measurements  
CNS 734- Marriage, Couples, & Family  
CNS 794- Internship I |
| **Third Spring**    | **Third Summer** |
| CNS 635- Human Development  
CNS 683- Tests and Measurements  
CNS 795- Internship II | CNS 752- Trauma and Crisis Counseling  
Elective (Choose 1)-  
CNS 746- Wellness and Prevention Counseling  
CNS 748- Expressive Arts & Activities Counseling  
CNS 760- Eating Disorders & Self-Image |
| **Third Summer**    | **Third Fall** |
| CNS 752- Trauma and Crisis Counseling  
Elective (Choose 1)-  
CNS 746- Wellness and Prevention Counseling  
CNS 748- Expressive Arts & Activities Counseling  
CNS 760- Eating Disorders & Self-Image | CNS 722- Substance Use & Addictions Counseling  
CNS 795- Internship II |

*If starting in the fall, use summer start schedule*
## Appendix B:  
**Course Sequence – School Counseling Track**  

### Tentative Full Time School Counseling Track (Murray)

| Murray Campus |  
| --- | --- |
| **Spring Start** | **Summer Start** |
| **First Spring** | **First Summer** |
| CNS 635- Human Development  
CNS 692- Group Counseling  
CNS 725- Middle/Secondary School Counseling | CNS 671- Multicultural Counseling |
| **First Summer** | **First Fall** |
| CNS 671- Multicultural Counseling | CNS 617- Introduction to Counseling  
CNS 619- Foundational Counseling Techniques  
CNS 624- Theories of Counseling |
| **First Fall** | **First Spring** |
| CNS 617- Introduction to Counseling  
CNS 619- Foundational Counseling Techniques  
CNS 624- Theories of Counseling | CNS 635- Human Development  
CNS 692- Group Counseling  
CNS 725- Middle/Secondary School Counseling |
| **Second Spring** | **Second Summer** |
| CNS 790- Practicum  
ADM 630- Methods of Research | CNS 676- Clinical Diagnosis & Treatment Planning  
CNS 686- Career Counseling |
| **Second Summer** | **Second Fall** |
| CNS 676- Clinical Diagnosis & Treatment Planning  
CNS 686- Career Counseling | CNS 683- Tests and Measurements  
CNS 720- Elementary School Counseling  
CNS 790- Practicum |
| **Second Fall** | **Second Spring** |
| CNS 683- Tests and Measurements  
CNS 720- Elementary School Counseling  
CNS 794- Internship I | CNS 689- Individual Testing  
CNS 794- Internship I |
| **Third Spring** | **Third Fall** |
| CNS 689- Individual Testing  
CNS 795- Internship II | CNS 795- Internship II  
ADM 630- Methods of Research |

*If starting in the fall, use summer start schedule*
Tentative Full Time School Counseling Track (Madisonville-Fall Start)

<table>
<thead>
<tr>
<th>Madisonville Campus</th>
<th>Summer Start</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Spring</strong></td>
<td></td>
</tr>
<tr>
<td>CNS 619- Foundational Counseling Techniques</td>
<td>CNS 686- Career Counseling</td>
</tr>
<tr>
<td>CNS 671- Multicultural Counseling</td>
<td></td>
</tr>
<tr>
<td>CNS 725- Middle/Secondary School Counseling</td>
<td></td>
</tr>
<tr>
<td><strong>First Summer</strong></td>
<td></td>
</tr>
<tr>
<td>CNS 676- Clinical Diagnosis &amp; Treatment</td>
<td>CNS 617- Introduction to Counseling</td>
</tr>
<tr>
<td>Planning</td>
<td>CNS 624- Theories of Counseling</td>
</tr>
<tr>
<td>CNS 686- Career Counseling</td>
<td>CNS 692- Group Counseling</td>
</tr>
<tr>
<td><strong>First Fall</strong></td>
<td></td>
</tr>
<tr>
<td>CNS 617- Introduction to Counseling</td>
<td>CNS 619- Foundational Counseling Techniques</td>
</tr>
<tr>
<td>CNS 624- Theories of Counseling</td>
<td>CNS 725- Middle/Secondary School Counseling</td>
</tr>
<tr>
<td>CNS 692- Group Counseling</td>
<td>CNS 671- Multicultural Counseling</td>
</tr>
<tr>
<td><strong>Second Spring</strong></td>
<td></td>
</tr>
<tr>
<td>CNS 683- Tests and Measurements</td>
<td>CNS 635- Human Development</td>
</tr>
<tr>
<td>CNS 790- Practicum</td>
<td>CNS 676- Clinical Diagnosis &amp; Treatment</td>
</tr>
<tr>
<td>ADM 630- Methods of Research</td>
<td>Planning</td>
</tr>
<tr>
<td><strong>Second Summer</strong></td>
<td></td>
</tr>
<tr>
<td>CNS 635- Human Development</td>
<td>CNS 720- Elementary School Counseling</td>
</tr>
<tr>
<td>CNS 790- Practicum</td>
<td>CNS 794- Internship I</td>
</tr>
<tr>
<td><strong>Second Fall</strong></td>
<td></td>
</tr>
<tr>
<td>CNS 689- Individual Testing</td>
<td>CNS 683- Tests and Measurements</td>
</tr>
<tr>
<td>CNS 720- Elementary School Counseling</td>
<td>CNS 794- Internship I</td>
</tr>
<tr>
<td>CNS 794- Internship I</td>
<td>ADM 630- Methods of Research</td>
</tr>
<tr>
<td><strong>Third Spring</strong></td>
<td></td>
</tr>
<tr>
<td>CNS 795- Internship II</td>
<td>CNS 689- Individual Testing</td>
</tr>
<tr>
<td>CNS 795- Internship II</td>
<td>CNS 795- Internship II</td>
</tr>
</tbody>
</table>

*If starting in the fall, use summer start schedule*
Appendix C:
Student Review Form

Student: ____________________________________________________________ M#: __________________________
Course: ____________________________________________________________ Section: ____ Sem/Yr: __________________
Professor: ____________________________________________________________

☐ I. I perceive this student is demonstrating particular problems in this course that potentially could interfere with success as a counselor. Entries that are checked indicate observed problems with The American Counseling Association (ACA) Code of Ethics, Council for Accreditation of Counseling and Related Education Programs (CACREP) Standards, MSU Counseling Program Dispositions, or Academic Performance/Professional Behaviors. Additional information or needed explanation can be recorded on back or attached to this form.

ALA Code of Ethics

☐ 1. Creates professional counseling relationships.
☐ 2. Earns and maintains the trust of the client.
☐ 3. Sustains open, honest and accurate communication.
☐ 4. Practices in a nondiscriminatory manner within the boundaries of competence.
☐ 5. Develops positive working relationships with colleagues.
☐ 6. Appropriately uses assessment instruments.
☐ 7. Has a theoretical foundation for counseling practice.
☐ 8. Incorporates ethical practices into daily professional work.

CACREP Standards

Student reflects knowledge in:

☐ 1. Professional identity
☐ 2. Social and cultural diversity
☐ 3. Human growth and development
☐ 4. Career development
☐ 5. Helping relationships
☐ 6. Group work
☐ 7. Assessment
☐ 8. Research and program evaluation.

MSU Counseling Program Dispositions

☐ 1. Inclusiveness – Is able to work with and advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
☐ 2. Responsibility – Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency. Takes responsibility for one’s own feelings, emotions and interpersonal issues through healthy activities and relationships.
☐ 3. Enthusiasm – Is eager and passionately committed to the profession of counseling.
☐ 4. Caring – Demonstrates empathy for others and the ability to establish meaningful professional and personal relationships.
☐ 5. Confident – Exhibits certainty about possessing the knowledge, interpersonal and emotional skills needed to succeed as a counselor.
☐ 6. Ethical – Adheres to accepted professional standards of conduct and decision making based on standards and ethical principles established in the Code of Ethics of the American Counseling Association.

Academic Performance/Professional Behaviors

☐ 1. Maintains a grade of C (or B for clinical courses) or better
☐ 2. Maintains a 3.0 GPA
☐ 3. Has completed the course in allotted number of attempts
☐ 4. Attends class
☐ 5. Is punctual for class
☐ 6. Is prepared for class
☐ 7. Participates and demonstrates effort in class
☐ 8. Uses appropriate (standard) writing in professional settings
☐ 9. Uses appropriate (standard) spoken grammar in professional settings
☐ 10. Uses courteous, appropriate and professional modes of communication
☐ 11. Dresses appropriately in professional settings
☐ 12. Other – Explain _____________________________________________________
II. Rather than perceiving problems with this student, I have identified an unusually high level of effort or ability in coursework for this student. Include comments on next page, if desired.

Student Comment:

Additional comment (Professor):

I HAVE DISCUSSED THESE MATTERS WITH THIS STUDENT – Date: _______________
Student signature indicates that the issues have been discussed. It does not indicate that the student agrees with the issue(s).

Professor Signature: ________________________________ Date: _____________

Student Signature: ________________________________ Date: _____________
## Appendix D:
**Range of Responses to Student Concerns**

<table>
<thead>
<tr>
<th>Level</th>
<th>Action</th>
<th>Description of Problem or Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informal</td>
<td>Discussion initiated by faculty member. No formal documentation required.</td>
<td>Minor behavior most likely improved with informal discussion. Does not involve a violation of professional ethics.</td>
</tr>
<tr>
<td>Advisory</td>
<td>Discussion initiated by faculty member. Student Review Form completed by faculty member, discussed with student, and signed by student and faculty member. The student’s advisor, counseling program faculty, and the ELC department chair will be notified of the Advisory level process. The student’s advisor will place the original signed Student Review Form in the student’s academic file. The student will receive a signed copy of the form.</td>
<td>Isolated episode of problem behavior or pattern of minor behavior that has not been formally brought to the student’s attention. Level of training and severity of behavior are both low.</td>
</tr>
<tr>
<td>Remediation (Continuation in the program dependent on successful completion of the Student Assistance Plan)</td>
<td>Meeting with all counseling program faculty and student; Student Assistance Plan developed and signed by student and all counseling program faculty. The ELC department chair will be notified of the Remediation level process. The student’s advisor will place the original signed Student Assistance Plan in the student’s academic file. The student will receive a signed copy of the plan.</td>
<td>Pattern of problem behavior or performance or serious violation of academic achievement, clinical performance, professional dispositions or ethical standards.</td>
</tr>
<tr>
<td>Non-continuance</td>
<td>Meeting with student, all counseling program faculty, and ELC department chair; suspension of training. Student Assistance Plan is developed and signed by student and all counseling program faculty. The student’s advisor will place the original signed Student Assistance Plan in the student’s academic file. The student will receive a signed copy of the plan.</td>
<td>Clear indication that student behavior and performance is not conducive to professional development and/or places clients/students at risk. Determination made by all counseling program faculty.</td>
</tr>
<tr>
<td>Expulsion from training</td>
<td>Meeting with student, all counseling program faculty, and ELC department chair. Student prohibited from continuing in the MSU Counseling Program.</td>
<td>Problem is so severe that continuation in the program is denied (e.g., a serious safety or legal issue) or student shows no or little serious effort to remediate an existing problem. Decision made my all counseling program faculty. Students facing expulsion have the right to appeal to the Dean of the College of Education and Human Services.</td>
</tr>
</tbody>
</table>
Appendix E:
Informed consent for Murray State University Counseling Students

MSU Counseling Program Requirements and Expectations
The expectations of the counseling curriculum are that you will explore and recognize the effect that your personal beliefs, values, issues, emotions, and behaviors have on your ability to function as a counseling professional. The various methods, courses, practicum, and internships will require that you develop and demonstrate your counseling skills as you work with other students in a simulated counselor-client relationship, role-play scenarios, and with clients in actual counseling sessions. You will be asked to examine your behaviors, beliefs, and emotions in relation to your counseling activities and experiences consistently and systematically.

1. The course content and experiential activities in the MSU Counseling Program are designed to afford students the opportunity to advance their personal, intellectual, and professional development. Throughout the program of study, you will be expected to receive and integrate feedback concerning your personal, academic, and professional strengths, limitations, and performance in a manner that accords with the professional standards of counseling.
   a. You will be expected to incorporate feedback in a mature and professional manner. Observations and feedback received from faculty, supervisors, peers, and clients will be considered in evaluation.
   b. The American Counseling Association Code of Ethics (2014) provides the foundation for our ethical standards. Section F.9.b states that faculty members:
      “…1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to the institutional policies and procedures.”
   c. If, in the professional judgment of a faculty member, a student’s behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training, a student may be referred for faculty review. At that time the faculty will be called to review the performance, record, and behavior of the student and to make recommendations to the Chair of the Department. The Counseling Student Handbook contains the Department’s and Program’s policies on remediation and dismissal.

2. The counseling program involves both didactic and experiential investment on the part of the student as well as participation in an active professional orientation and development process. Thus, it is distinctly different from undergraduate academic experiences and most conventional graduate programs. For this reason students are required to actively participate in all classroom experiences. Thus, students are expected to participate in class discussion, role-play, simulated counseling experiences, practicum, and internship.

3. Professional behavior and academic performance of students are formally evaluated several times during the graduate program:
   a. Prior to admission to the department through admission process;
   b. Upon completion of Foundational Counseling Skills, CNS 619, (students must earn a B or better in order to continue in the program);
   c. Upon application to and during practicum, CNS 790, (students must earn a B or better in order to continue in the program);
d. Upon completion of the Midpoint Clinical Application Exam (students can register for the Midpoint Clinical Application Exam after completing 30 credit hours [must include CNS 619, CNS 624, CNS 790], or during the semester in which they will have completed 30 credit hours);

e. During the internship experiences, CNS 794 & CNS 795 (students must earn a B or better in order to continue in the program);

f. Upon completion of the oral defense in CNS 795; and

g. Upon completion of the Exit Exam (students can register for the Exit Exam during the semester in which they will graduate or in the semester prior to their graduating semester)

Students not displaying an appropriate level of professional behavior at any of these evaluation points will be provided with opportunities for remediation.

Students must not earn a grade of C or lower in more than two classes, and must earn a 3.0 grade point average or higher in order to be eligible for graduation. Students will not be allowed to take a class more than twice. Earning a grade of C or lower in three classes and/or failing to pass a class could result in non-continuance or expulsion from the MSU Counseling Program.

In addition to the formal evaluation stated above, the counseling faculty meet regularly to discuss student dispositions.

4. Upon completion of the Master’s degree in School Counseling or Educational Specialist degree in Clinical Mental Health Counseling, many graduates seek endorsement for certification and/or licensure. The counseling faculty has a professional duty to only endorse or recommend a student or graduate for employment opportunities, licenses, certifications and/or other credentials to which the individual is adequately prepared through knowledge, training and experience. Students should not expect any counseling faculty to recommend or verify training or expertise that the individual does not possess or to which the faculty does not have personal knowledge. NOTE: Having a criminal history may impede future licensure and/or employment.
Informed Consent for Murray State Counseling Students

My signature on this informed consent form verifies that I have/will read the form and all hyperlinked documents – including but not limited to the ACA Code of Ethics and relevant material in the current Academic Bulletin, that I understand these documents and expectations, and that I agree to adhere to these expectations and standards if accepted by the MSU Counseling Program. I agree to read the MSU Counseling Student Handbook prior to the start of my first semester and prior to the beginning of each academic year. My signature confirms my understanding and willingness to participate fully in the courses and to adhere to the principles and requirements as described.

Printed Name: ______________________________

Signature: _________________________________

Date: _________________________________
Appendix F:  
Counseling Program Student Handbook Acknowledgement Form

By my signature below, I, ________________________________, acknowledge the following:

- I have/will read the Murray State University Counseling Program Student Handbook and reviewed/will review the material on the graduate counseling website. I understand that the handbook is updated prior to the start of each academic year and that it is available for download on the MSU Counseling webpage, and that it is my responsibility to read the handbook prior to the start of each academic year. I understand and agree to abide by all standards, policies and guidelines specified on the website and in this handbook:
  - An overview of the Counseling programs
  - Requirements of the Counseling programs, including student dispositions and performance evaluation
  - Academic Appeal Policy
  - Department and Institutional Policies
  - Graduation Procedures
  - Certification and Licensure Procedures
  - Related Professional Organizations and Liability Insurance

- The Counseling Program faculty have informed me of the material contained in the Handbook and answered my questions regarding the standards, policies and guidelines of the Counseling Program. I understand that I may retrieve a copy of the Counseling Student Handbook from the Counseling Program webpage.

- I understand that, because official campus communication may be sent via email, all students are expected to check their Murray State email (i.e., Racermail) on a regular basis and respond to communication from faculty and department administration in a timely and professional fashion.

- I agree that the MSU Counseling Program may use photographs of me with or without my name for lawful purposes, such as promoting various aspects of the counseling program and web content.

- I understand that students are assessed at the end of each course on the department’s student dispositions, professionalism, and performance. Faculty meet regularly to review progress of all students. If students are deemed in need of improvement, they will be contacted by their professor and/or advisor and develop a plan that encourages professional growth.

- I understand that if I fail to abide by these standards, policies and guidelines, the Counseling Program has the right to issue consequences ranging from verbal warning to dismissal from the program.

Student Signature: ________________________________ Date: ______________

Faculty/Advisor Signature: ________________________________ Date: ______________