# COUNSELING PROGRAM HANDBOOK

*SCHOOL COUNSELING*
*&*
*CLINICAL MENTAL HEALTH COUNSELING*

MURRAY STATE UNIVERSITY
MURRAY. KENTUCKY

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# 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 mental health counseling.
- To prepare competent professional counselors to advocate for the profession and demonstrate leadership in the field of mental health counseling.
- To prepare competent professional counselors to work with diverse clientele.
- To prepare ethical 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 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 COE 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**
Upon successful completion of the 48-hour Masters of Arts in School Counseling program, students can complete an additional 12 credit hours to earn the Specialist in Education Degree (Ed.S.) in School Counseling. Graduates of this program will be 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 supervised counseling as an LPCA.

Total Course Requirements.....60 hours
48 credit hours transferred from MA in School Counseling, plus the following courses:
CNS 625 Legal and Ethical Issues
CNS 694 Advanced Counseling and Supervision
CNS 722 Substance Abuse 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 leads 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 Abuse and Addictions Counseling
CNS 725 Middle/Secondary School Counseling
CNS 734 Marriage and Family Counseling
CNS 746 Wellness and Prevention Approaches
CNS 790 Practicum

CNS 794 Internship I
CNS 795 Internship II
Approved Elective (3 hrs) chosen from the following:
CNS 748 Expressive Activities Counseling
CNS 752 Trauma and Crisis Counseling
CNS 760 Eating Disorders and Body Image Counseling

## CACREP Accreditation Standards

The Counseling Program at Murray State University is in the process of pursuing accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) for the Master of Arts in School Counseling and the Specialist in Education in Clinical Mental Health Counseling. 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

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

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

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

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

# 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 Mid-Point Exam (students can register for the Mid-Point 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 & CNS 795 (students must earn a B or better in order to continue in the program);
6. Upon completion of the oral defense in CNS 795; 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, 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 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).

**Course Sequence: Full-Time Clinical Mental Health Counseling at Murray Campus**

***First Fall***
- CNS 617 (ITV)
- CNS 619 (MUR)
- CNS 624 (ITV)

***First Spring***
- CNS 692 (MUR)
- CNS 734 (ITV)
- CNS 790 (MUR)

***First Summer***
- CNS 618 (ITV)
- CNS 625 (WEB)

***Second Fall***
- CNS 686 (WEB)
- CNS 794 (MUR)
- ADM 630 (WEB)

***Second Spring***
- CNS 676 (MUR)
- CNS 694 (MUR)
- CNS 795 (MUR)

***Second Summer***

- CNS 671 (MUR)
- CNS 746 (ITV)
- Elective

***Third Fall***

- CNS 635 (WEB/MUR)
- CNS 683 (MUR)
- CNS 722 (ITV)

**Course Sequence: Full-Time Clinical Mental Health Counseling at Madisonville Campus**

***First Fall***

- CNS 617 (ITV)
- CNS 624 (ITV)
- CNS 692 (MAD)

***First Spring***

- CNS 619 (MAD)
- CNS 671 (MAD)
- CNS 734 (ITV)

***First Summer***

- CNS 618 (ITV)
- CNS 625 (WEB)
- ADM 630 (WEB)

***Second Fall***

- CNS 635 (WEB)
- CNS 694 (MAD)
- CNS 790 (MAD)

***Second Spring***

- CNS 676 (MAD)
- CNS 683 (MAD)
- CNS 794 (MAD)

***Second Summer***

- CNS 746 (ITV)
- Elective

***Third Fall***

- CNS 686 (WEB)
- CNS 722 (ITV)

- CNS 795 (MAD)

**Course Sequence: Full-Time School Counseling at Murray Campus**

***First Fall***
- CNS 617 (ITV)
- CNS 619 (MUR)
- CNS 624 (ITV)

***First Spring***
- CNS 692 (MUR)
- CNS 720 (MUR)
- CNS 790 (MUR)

***First Summer***
- CNS 671 (MUR)
- CNS 725 (MUR)

***Second Fall***
- CNS 635 (WEB)
- CNS 683 (MUR)
- CNS 794 (MUR)

***Second Spring***
- CNS 676 (MUR)
- CNS 689 (MUR)
- CNS 795 (MUR)

***Second Summer***
- CNS 686 (WEB)
- ADM 630 (WEB)

**Course Sequence: Full-Time School Counseling at Madisonville Campus**

***First Fall***
- CNS 617 (ITV)
- CNS 624 (ITV)
- CNS 692 (MAD)

***First Spring***
- CNS 619 (MAD)
- CNS 671 (MAD)
- CNS 683 (MAD)

***First Summer***

- CNS 635 (WEB)
- ADM 630 (WEB)

***Second Fall***

- CNS 689 (MAD)
- CNS 720 (MAD)
- CNS 790 (MAD)

***Second Spring***

- CNS 676 (MAD)
- CNS 725 (MAD)
- CNS 794 (MAD)

***Second Summer***

- CNS 686 (WEB)
- CNS 795 (MAD)

## 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 Setting and Supervision.

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 Mid-Point Exam and the Exit Exam. These exams are an opportunity for students to demonstrate what they have learned at varied points during the course of their graduate program.

1. Students in both the Master's in School Counseling and the Education Specialist degree in Clinical Mental Health Counseling must pass both the Mid-Point Exam and a the Exit Exam. It will be each student's responsibility to register for the exams.

2. Students can register for the Mid-Point Exam by contacting the ELC Department secretary after they have completed 30 credit hours or during the semester in which they will have completed 30 credit hours. Registration deadline for the Fall Mid-Point Exam is September 15; registration deadline for the Spring or Summer Mid-Point Exam is February 15. The Mid-Point Exam will be a written exam that consists of two case studies that will assess student understanding of foundational counseling principles. The Mid-Point 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.

3. 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. Please note that students will be responsible for CPCE fee prior to taking the exam.

4. Students can register for the CPCE during their last semester of the counseling program or during the semester prior to their graduating semester. Students will register via Murray State's Graduate School website: http://www.murraystate.edu/Students/Graduate/Forms/ApplicationForComprehesiveExam.aspx.

5. If a student fails the Mid-Point 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.

6. If a student fails the CPCE, he/she will be required to retake the CPCE during the subsequent semester. The student will have up to one year (three subsequent semesters) to successfully pass the CPCE. It is not possible to schedule special examination times; it will be necessary to wait until the next regularly scheduled time to retake the test.

7. 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); as such, it will take place in the student's last semester of the counseling program in front of a panel of at least three ELC faculty members. 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 graduate paper on one's theoretical approach to counseling; (b) showing of a video-recorded, internship session that highlights the application of the counseling theory with an actual client; and (c) an oral defense of his/her understanding of the counseling theory.

# SECTION III:
# DEPARTMENT AND UNIVERSITY POLICIES AND PROCEDURES

## Academic Appeal Policy

As outlined in the 2010-2012 Graduate Bulletin, a graduate student who feels he/she has been evaluated incorrectly at the departmental level may appeal as follows:

Step 1. Before a formal grievance may be filed with the Academic Appeals Board, the complainant should first seek resolution 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. Students should check with the department advisor to determine whether or not there are collegiate grievance procedures.

Step 3. Should the matter not be resolved to the satisfaction of the complainant, discussion should be sought with the appropriate department chair. In the event that the chair is the respondent of the grievance, discussion will be held with the academic dean.

Step 4. Should the discussions as outlined in Steps 1 and 2 not prove satisfactory to the complainant, discussion should be sought with the appropriate academic dean, if the dean has not been previously consulted.

Step 5. Once all means of resolution on the collegiate level have been exhausted, the complainant should present a completed grade appeals form to the registrar (Registrar's Office) within fifteen (15) days of the collegiate decision. Grade appeals forms are available in the registrar's office and in the office of each collegiate dean.

Step 6. The registrar shall immediately forward the grade appeals 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 7. 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 Faculty Handbook.) Prior to the hearing, both complainant and respondent may elect to choose an advisor for the purposes of collecting data and/or presenting his/her 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 8. 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, unless an extension of time is sought by the board. 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 Equal Opportunity. The process is initiated by a personal visit with the professor involved. In the case of a grade appeal, a written petition must be submitted within two weeks of university notification of final grade, to which petition the instructor must respond in writing within two weeks.

## 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 fall and spring semesters only. The application deadline for fall and spring admission is March 15 and October 15, respectively.

## 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 Graduate Bulletin.

**Responsibilities of Students**
Students missing class(es) as a result of university sanctioned activities, as covered in the Graduate 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 prior to providing clinical services to clients.

## 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 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.

## Campus Resources

**Offices that serve students at both campuses (Murray & Madisonville)**
Counseling & Testing Center: (270) 809-6851
Office of Equal Opportunity: (270) 809-3155
Title IX Coordinator: (270) 809-3763
Student Affairs: (270) 809-6832
Women's Center: (270) 809-3140
Health Services: (270) 809-6851

**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

## 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; (e) during CNS 795 - Internship II; (f) upon completion of the Oral Defense; (g) upon completion of the Core Content Exam; and (h) upon completion of the Specialization Exam.

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 Communication of Concern (see Appendix A) form 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 Communication of Concern 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 a Communication of Concern 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. Within two weeks, program faculty will review the Communication of Concern and act as appropriate within the range of responses (see Appendix B). 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. Communications of Concern and the resulting actions will be mailed to the student. 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 Communication of Concern, 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 my file a formal Grievance in accordance College of Education Policy 3.1E.

**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.

# 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
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

Rank change for salary purposes may be received on the completion of the Core Content 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:** http://www.schoolcounselor.org/content.asp?contentid=242

## 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 at the following website: http://lpc.ky.gov/Pages/default.aspx

**For licensing outside of Kentucky please refer to ACA's listing of State Professional Counselor Licensure Boards:**
http://www.counseling.org/counselors/licensureAndCert/TP/StateRequirements/CT2.aspx

# 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

**West Kentucky Counseling Association**
www.kyca.org/displaycommon.cfm?an=1&subarticlenbr=16

**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:
## Communication of Concern 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.

**ACA 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 B:**
**Range of Responses to Communication of Concern Form**

| **Level** | **Action** | **Description of Problem or Concern** |
|---|---|---|
| Informal | Discussion initiated by faculty member. No formal documentation required. | Minor behavior most likely improved with informal discussion. Does not involve a violation of professional ethics. |
| Advisory | Discussion initiated by faculty member. Communication of Concern 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 Communication of Concern form in the student's academic file. The student will receive a signed copy of the form. | 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. |
| Remediation (Continuation in the program dependent on successful completion of the Student Assistance Plan) | 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 | Pattern of problem behavior or performance or serious violation of academic achievement, clinical performance, professional dispositions or ethical standards. |
| Non-continuance | 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. | 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. |
| Expulsion from training | Meeting with student, all counseling program faculty, and ELC department chair. Student prohibited from continuing in the MSU Counseling Program. | 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. |

## Appendix C:
## 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 (2005) 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. During the internship experiences, CNS 794 & CNS 795 (students must earn a B or better in order to continue in the program);
    e. Upon completion of the oral defense in CNS 795;
    f. Upon completion of the comprehensive examination (Core Content Exam and Specialization Exam)

    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 from this Program, many graduates seek certification. After completion of either the Ed.S. in School Counseling or Ed.S. in Clinical Mental Health Counseling, students are eligible to apply for licensure as a Licensed Professional Counselor Associate (LPCA). When applying for certification or licensure you are required in the application process to disclose any felony or misdemeanor convictions that may or may not prohibit the applicant from being certified or licensed.

**Informed Consent for Murray State Counseling Students**

***My signature on this informed consent form verifies that I have read the form and all hyperlinked documents – including but not limited to the ACA Code of Ethics and relevant material in the current Graduate 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 D:**
**Counseling Program Student Handbook Acknowledgement Form**

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

- I have read the Murray State University Counseling Program Student Handbook and reviewed 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 (http://www.murraystate.edu/elc.aspx).

- 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 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 Signature: _____ Date: _____