



COUNSELING PROGRAM HANDBOOK

SCHOOL COUNSELING
&
CLINICAL MENTAL HEALTH COUNSELING

MURRAY STATE UNIVERSITY
MURRAY, KENTUCKY

2021-2022

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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 identities as counselors 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 42-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 Requirements42 hours
 ADM 630 Methods of Research
 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 692 Group Counseling
 CNS 720 Elementary School Counseling
 CNS 725 Middle/Secondary School Counseling
 CNS 752 Trauma and Crisis Counseling
 CNS 790 Practicum
 CNS 794 Internship I

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 18 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
 42 credit hours transferred from MAED in School Counseling, plus the following courses:
 CNS 625 Legal and Ethical Issues

CNS 689 Individual Testing
 CNS 694 Advanced Counseling and Supervision
 CNS 710 Counseling Children and Adolescents
 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.

Total Course Requirements.....60 hours

ADM 630 Methods of Research
 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 692 Group Counseling
 CNS 694 Advanced Counseling and Supervision
 CNS 710 Counseling Children and Adolescents
 CNS 722 Substance Use and Addictions Counseling
 CNS 734 Marriage, Couples 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) through October 31, 2022, under the 2009 CACREP Standards.

The CACREP accredited School Counseling program is a 48-hour program. The 2016 CACREP standards will require school counseling programs to be 60 credit hours. However, the Kentucky Education Professional Standards Board (EPSB) does not require a degree from a CACREP accredited program. Thus, the Counseling Program will not pursue a reaccreditation for the school counseling program after it expires on October 31, 2022 (please note, that the Counseling Program is seeking reaccreditation for the Ed.S. in Clinical

Mental Health Counseling). As such, students who are currently in the CACREP-accredited, 48-hour, School Counseling Program must graduate by August 2022 in order to receive a degree from a CACREP-accredited School Counseling program. Students who were admitted into the School Counseling Program after the Spring 2020 semester will automatically be enrolled in the 42-hour degree program.

If you have any questions or concerns regarding this notice, please contact your advisor at your earliest convenience.

In accordance with CACREP requirements, the counseling program will prepare students in the following core areas specified by CACREP:

1. Professional Counseling Orientation & Ethical Practice
2. Social & Cultural Diversity
3. Human Growth & Development
4. Career Development
5. Counseling & Helping Relationships
6. Group Counseling & Group Work
7. Assessment & Testing
8. Research & Program Evaluation

Counseling Faculty

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ELC Department Chair & School Counseling Coordinator

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

Dr. Justin Brogan (jbrogan@murraystate.edu/270-809-2797)
Clinical Mental Health Counseling Coordinator

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 Dispositions and Ethical Standards

The counseling faculty meet regularly during the fall/spring semesters and discuss student dispositions. Additionally, professional behavior and dispositions are evaluated in each counseling course. 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.

If students who do not perform satisfactorily, then faculty will follow the recommended guidelines as outlined in the [Range of Responses to Student Concerns](#). Additionally, a student assistance plan, which outlines intervention strategies designed to remediate the problem identified, may be developed. 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.

Academic Achievement

Students must maintain at least 3.0 GPA for the program. Students cannot earn more than two Cs in the program. In addition, students must earn at least a B in (a) CNS 619 (Foundational Counseling Techniques), (b) CNS 790 (Practicum), (c) CNS 794/796 (Internship I/Advanced Internship I), and (d) CNS 795/797 (Internship II/Advanced 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).

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

The Counseling Program at MSU is dedicated to working with 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.

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 the 48-hour school counseling program CNS 683 (Test and Measurements) is a prerequisite for CNS 689 (Individual Testing).

Practicum (CNS 790) and Internship (CNS 794, 795, 796, 797) Requirements

The Practicum (CNS 790) and Internships (CNS 794, CNS 795, CNS 796, CNS 797) 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 certification; and (d) failure to be recommended for degree.

Incomplete Clinical Hours Policy

Practicum – If a student does not complete clinical hours in practicum, but completes all other requirements for the course, the student will receive an I. The student must complete all requirements for practicum in the following semester, inclusive of clinical hours, by the incomplete grade submission deadline, as established by University policy. If clinical hours are not completed by the deadline for incomplete grade submissions, as established by University policy, the student will receive a non-passing grade (i.e., C or lower), and she/he must enroll in practicum in a subsequent semester. Clinical hours from the non-passing semester can rollover into the subsequent semester. If clinical hours cannot be completed in that subsequent semester of practicum, then the student will be dismissed from the program, as CNS 790 can only be repeated for a maximum of six credit hours.

Internship – If clinical hours are not completed in Internship I, and if a student received a passing grade, the student can enroll in Internship II (3 credit hours). Obtained clinical hours from Internship I will rollover into Internship II. If the student does not complete total required Internship I and II hours, in Internship II, but completes all other requirements with a passing grade, then the student can register for Internship II (1 credit hour) in subsequent semesters until hours are completed.

Advanced Internship – If clinical hours are not completed in Advanced Internship I, and if a student received a passing grade, the student can enroll in Advanced Internship II (3 credit hours). Obtained clinical hours from Advanced Internship I will rollover into Advanced Internship II. If the student does not complete total required Advanced Internship I and II hours, in Advanced Internship II, but completes all other requirements with a passing grade, then the student can register for Advanced Internship II (1 credit hour) in subsequent semesters until hours are completed.

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 300 clock hours, with a minimum of 120 direct hours must be completed at each internship level (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). 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 *Case Conceptualization, Ethics, and Skills Assessment* (CESA) 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 CESA and the CPCE. It will be each student's responsibility to register for the exams by contacting the counseling program coordinator via email. Note, the CPCE has transitioned from a traditional paper/pencil exam to electronic exam to be given on campus or at a Pearson testing site; all students are responsible for CPCE costs.
2. Students who have already completed their practicum experience, but have yet to pass the CESA are eligible to register for the CESA immediately after receiving the open registration email from the program. For all other students, you will be automatically registered for the CESA in the semester in which you are enrolled in practicum.
3. The CESA is a case study-style exam that will assess student understanding of foundational counseling principles. The CESA is a pass/fail assessment and will not be associated with a grade; thus, practicum grade will not be impacted by the CESA. However, students must pass the CESA for Internship I enrollment eligibility. The CESA will be offered once per semester, including summer semesters. The CESA is read independently and anonymously by a minimum of two counseling program faculty and scored using the [CESA rubric](#).
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>. The MSU Counseling Program has defined passing as obtaining a total score that is within one standard deviation of the national mean score.
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 CESA, he/she will have to postpone enrollment for Internship I. The student can register for the CESA after receiving the open registration email from the program.
7. If a student fails the CPCE, he/she will be required to retake the exam. The student can register for the CPCE after receiving the open registration email from the program.
8. Specific dates of testing will be emailed to students during the beginning weeks of the fall and spring semesters.

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 ELC faculty members/department representatives designated by counseling faculty. The oral defense will assess a student's application of counseling theory during his/her clinical field work via a three step process: (a) demonstration of one's knowledge of the counseling professions, inclusive of professional organizations and avenues to being credentials; (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.

**SECTION III:
DEPARTMENT AND UNIVERSITY POLICIES AND PROCEDURES**

**General Student Complain Procedure
and
Request to Amend an Educational Record**

As outlined in the [2021-2022 Academic Bulletin](#), MSU recognizes that there are times in which a student might have a grievance with a University staff or faculty, whereby *grievance* is defined as an allegation of improper treatment or of violation, misinterpretation, or improper application of existing policies, rules, regulations, practices, and/or procedures which the student believes to be unfair, inequitable, or a hindrance to that student's effective performance.

A grievance procedure must be initiated within 45 days of the most recent alleged incident giving rise to the grievance. Any special circumstance or request involving the time limitation set forth above will be considered and evaluated by the appropriate academic dean.

Step 1. Before a formal grievance may be filed, the student should first seek resolution through informal discussion with the faculty or staff with whom the grievance exists. A decision regarding the informal grievance must be made, in writing, within three days of the meeting.

Step 2. Should the matter not be resolved to the satisfaction of the student, and within in five days of Step 1, 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. A decision regarding the informal grievance must be made, in writing, within three days of the meeting.

Step 3. Should the informal discussions as outlined in Steps 1 and 2 not prove satisfactory to the student, then the student must provide the complaint in writing to the appropriate academic dean. The written statement shall include the following details: (a) the nature of the complaint and date of occurrence(s); (b) how the student has been affected; (c) which University policies were involved (if applicable); (d) how the faculty/staff is involved in the grievance; (e) the facts upon which the complaint is based, and (f) the relief requested by the student.

Step 4. The academic dean will immediately forward a copy of the complaint to the faculty/staff with whom the grievance exists. The faculty/staff may then submit a written response to the dean within 7 days from the time the complaint is hand delivered or 10 days from the date the complaint is mailed to him/her. A copy of any response from the faculty/staff will be provided to the student.

Step 5. The academic dean will proceed with the review of the complaint. The dean will conduct such review as is believed is warranted. This may include meeting with the student and the faculty/staff to gather additional facts and information about the allegations in the complaint. At any such meeting, the parties may be allowed to present other documents and individuals who may have relevant information. If the parties are able to reach an agreement regarding the grievance, the agreement will be reduced to writing.

The parties will be kept informed as to the progress of the review and will be advised of, and given the chance to respond to, any new information.

Once the review is finished, a report will be prepared by the dean and distributed to the student and faculty/staff. The report will review the allegations in the complaint and any response and the factual findings

from the review. The report will be based on assertions and allegations to which the parties have had the opportunity to respond. The report will also state the dean's conclusions as to whether the complaint is valid. If the complaint is supported, the dean will determine the relief, if any, to be provided to the student.

Step 6. If the report of the dean is unsatisfactory to either party, that party may appeal to the Vice President of the area in which the faculty/staff is employed. That party will have seven days from the time the report is hand delivered or 10 days from the date the report is mailed to submit an appeal.

The appeal will be instituted by the appealing party's presenting to the Vice President a detailed written statement of the grounds for appeal; the party appealing will also provide the Vice President with a copy of the decision from the dean.

The Vice President will review the appeal and may determine from the statement of appeal and response that the appeal can be decided based upon the previous decision and the documents from the parties. In that case, the Vice President will review the decision and the arguments presented, and will submit a decision with supporting reasons to the parties and the dean. If the Vice President believes that additional proceedings are warranted in order to consider the appeal fully he/she will develop rules or procedures consistent with this policy which shall be provided to the student and faculty/staff no later than 14 days prior to the scheduled proceeding/hearing.

The final decision in all such appeals will be made by the Vice President. If the complaint is supported the Vice President will determine the relief, if any, to be provided to the Complainant. The decision of the Vice President shall be made within 20 days of the last date of submission or, if applicable, the hearing. The decision shall be based solely on the evidence presented and shall include a summary of the evidence and the reasons for his/her decision.

NOTE: If at any point in this process, it is determined that the grievance is covered by any other University policy or procedure, then such other policy or procedure will be followed.

New Student Application Deadlines

Interviews are conducted regularly during the fall and spring semesters via an online conferencing platform. All application material must be submitted in full prior to online interview being scheduled.

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 as 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 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

Student Learning Outcomes and Key Performance Indicators for Core Competencies

Student Learning Outcomes (SLOs) for the Counseling Curriculum are assessed at various points in the program with the use of Key Performance Indicators (KPIs). KPIs are based on the eight CACREP core areas (Professional Counseling Orientation & Ethical Practice, Social & Cultural Diversity, Human Growth & Development, Career Development, Counseling & Helping Relationships, Group Counseling & Group Work, Assessment & Testing, and Research & Program Evaluation).

SLO 1 – Students will demonstrate the knowledge and dispositions of an ethical and professional counselor

KPI 1.1: Students who complete the program will demonstrate inclusiveness, responsibility, enthusiasm, professionalism, and ethical standards (associated CACREP Core Standard – Professional Orientation and Ethical Practice)

When assessment occurs	Assessment Tool	Criteria for Success	Implication of Analysis
Admission	Admission Interview Rubric	The student will “ <i>meet standards</i> ” on the admissions rubric	Demonstration of counseling dispositions at time of interview
Conclusion of each semester	Student Disposition Evaluation	The student will “ <i>meet standards</i> ” on disposition evaluation for each course he/she completed	Demonstration of academic integrity at the conclusion of each course
At the conclusion of CNS 790	Formal disposition review	The student will “ <i>meet standards</i> ” on disposition evaluation for CNS 790	Demonstration of professional dispositions at the conclusion of his/her practicum experience
At the conclusion of CNS 794/796	Formal disposition review	The student will “ <i>meet standards</i> ” on disposition evaluation for CNS 794/796	Demonstration of professional dispositions at the conclusion of his/her initial internship experience
At the conclusion of CNS 795/797	Formal disposition review	The student will “ <i>meet standards</i> ” on disposition evaluation for CNS 795/797	Demonstration of professional dispositions at the conclusion of his/her final internship experience

KPI 1.2: Students who complete the program will demonstrate an understanding of ethical and legal practice relating to professional counseling (associated CACREP Core Standard – Professional Orientation and Ethical Practice)

When assessment occurs	Assessment Tool	Criteria for Success	Implication of Analysis
CNS 625 – Legal and Ethical Dilemmas Assignment	Legal and Ethical Dilemmas Rubric	The student will “ <i>meet standards</i> ” on the Legal and Ethical Dilemmas project	Development of foundational knowledge regarding ACA Code of Ethics and KY Law pertaining to Professional Counselors
CNS 790 - CESA	CESA Rubric	The student will “ <i>meet standards</i> ” on the criteria specific to <i>ethical and legal considerations</i> on the CESA	Demonstration of one’s ability to recognize and apply potential ethical issues via a case study
Semester prior to final semester or final semester	CPCE	The student will demonstrate competence by scoring within one standard deviation of the national average on the Professional Orientation and Ethics portion of the exam	Demonstration of one’s summative knowledge regarding professional orientation and counseling ethics

SLO 2 – Students will practice reflective, theoretically-grounded counseling

KPI 2.1: Students who complete the program will demonstrate knowledge and understanding of counseling theory (associated CACREP Core Standard – Counseling and Helping Relationships)

When assessment occurs	Assessment Tool	Criteria for Success	Implication of Analysis
CNS 624 – Theories Paper	Theories Paper Rubric	The student will “ <i>meet standards</i> ” on the Theories Paper	Development of foundational knowledge regarding one’s theoretical orientation
CNS 790 - CESA	CESA Rubric	The student will “ <i>meet standards</i> ” on the criteria specific to <i>counseling theories</i> on the CESA	Demonstration of one’s ability to conceptualize a case via one’s counseling theory
CNS 795 – Oral Defense	Oral Defense rubric	The student will “ <i>meet standards</i> ” on the criteria specific to the <i>oral presentation of his/her counseling theory</i> for the Oral Defense presentation	Demonstration of one’s ability to articulate one’s theoretical orientation

KPI 2.2: Students who complete the program will demonstrate essential interviewing and counseling skills (associated CACREP Core Standard – Counseling and Helping Relationships)

When assessment occurs	Assessment Tool	Criteria for Success	Implication of Analysis
CNS 619 – Foundational Working Stage Counseling Skills	Foundational Working Stage Counseling Skills Rubric	The student will “ <i>meet standards</i> ” on the Foundational Working Stage Counseling Skills	Demonstration of one’s ability to exhibit basic listening skills
CNS 790 – Case Presentation	Case Presentation Rubric	The student will “ <i>meet standards</i> ” on the criteria specific to <i>counseling skills</i>	Demonstration of one’s ability to exhibit foundational counseling skills
CNS 795 – Oral Defense	Oral Defense rubric	The student will “ <i>meet standards</i> ” on the criteria specific to the <i>video demonstration that highlights relationship building and working stage counseling skills</i> for the Oral Defense presentation	Demonstration of one’s ability to exhibit advanced counseling skills

KPI 2.3: Students who complete the program will design and facilitate group interventions (associated CACREP Core Standard – Group Counseling and Group Work)

When assessment occurs	Assessment Tool	Criteria for Success	Implication of Analysis
CNS 692 – Group Proposal	Group Proposal Rubric	The student will “ <i>meet standards</i> ” on the Group Proposal	Development of foundational knowledge of group counseling
Clinicals (CNS 790, 794, or 795)	Group Verification Form	The student will complete group sessions as verified by site supervisor	Demonstration of active facilitation of group sessions
Semester prior to final semester or final semester	CPCE	The student will demonstrate competence by scoring within one standard deviation of the national average on the Group Counseling and Group Work Domain	Demonstration of summative knowledge regarding group work

SLO 3 – Students will demonstrate multicultural competency and be prepared to work with diverse clientele across the lifespan

KPI 3.1: Students who complete the program will demonstrate an ability to understand diverse cultural attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities (associated CACREP Core Standard – Social and Cultural Diversity)

When assessment occurs	Assessment Tool	Criteria for Success	Implication of Analysis
CNS 671 – at start and conclusion of course	MAKSS	The student will demonstrate growth	Demonstration of foundational knowledge

		(improved post-test score) in the subtest areas of the MAKSS	regarding multicultural counseling competencies
CNS 671 – Cultural Exposure Assignment	Cultural Exposure Rubric	The student will “ <i>meet standards</i> ” on the Cultural Exposure project	Demonstration of self-awareness, and understanding of diversity, and comprehension of systemic maintenance of oppression
CNS 790 – Final Site Supervisor Evaluation	Final Site Supervisor Evaluation – Diversity & Advocacy	The average score from the Diversity & Advocacy section of the Final Site Supervisor Evaluation will be at “ <i>meet standards</i> ” mark	Demonstration of foundational multicultural counseling competency skills
Semester prior to final semester or final semester	CPCE	The student will demonstrate competence by scoring within one standard deviation of the national average on the Social and Cultural Diversity Domain	Demonstration of summative knowledge regarding social and cultural diversity

KPI 3.2: Students who complete the program will demonstrate an understanding of behaviors and issues across the lifespan (associated CACREP Core Standard – Human Growth and Development)

When assessment occurs	Assessment Tool	Criteria for Success	Implication of Analysis
CNS 635	Case Study	The student will “ <i>meet standards</i> ” on the Case Study project	Development of formative knowledge regarding biopsychosocial issues across the lifespan
CNS 790 - CESA	CESA Rubric	The student will “ <i>meet expectations</i> ” on the criteria specific to <i>human development</i> on the CESA	Demonstration of one’s ability to conceptualize a case via a lifespan developmental theory
Semester prior to final semester or final semester	CPCE	The student will demonstrate competence by scoring within one standard deviation of the national average on the Human Growth and Development Domain	Development of summative knowledge regarding biopsychosocial issues across the lifespan

SLO 4 – Students will demonstrate a readiness to work within the spectrum of mental health settings

KPI 4.1: Student demonstrates knowledge of the helping process, including assessment tools, psychometric constructs, and diagnosing and treatment planning (associated CACREP Core Standard – Assessment and Testing)

When assessment occurs	Assessment Tool	Criteria for Success	Implication of Analysis
CNS 676 – Case Study Assignment	Case Study Assignments Rubric	The student will “ <i>meet standards</i> ” on the Case Study project	Students demonstrate knowledge regarding diagnosing and treatment planning
CNS 676 – Diagnostic and Assessment Role Plays	Diagnostic and Assessment Role Plays Rubric	The student will “ <i>meet standards</i> ” on the Diagnostic Assessment Role Plays	Students demonstrate use of assessment for diagnostic and intervention planning purposes
CNS 683 – Midterm Exam	Midterm Exam	The student will pass the midterm exam with a C grade or better	Students will demonstrate foundational knowledge regarding psychometric constructs
CNS 722 – Movie Paper	Movie Paper Rubric	The student will “ <i>meet standards</i> ” on the Movie Paper Assignment	Student will identify appropriate additions assessments for a fictional case study
Semester prior to final semester or final semester	CPCE	The student will demonstrate competence by scoring within one standard deviation of the national average on the Assessment and Testing Domain	Demonstration of summative knowledge of Assessment and Testing

KPI 4.2: Students will demonstrate knowledge related to providing counseling in career and vocational development of clients (associated CACREP Core Standard – Career Development)

When assessment occurs	Assessment Tool	Criteria for Success	Implication of Analysis
CNS 686 - Savickas Interview	Savickas Interview Rubric	The student will “ <i>meet standards</i> ” on the Savickas Interview Assignment.	Development of formative knowledge of career counseling
CNS 683 – Self-Directed Search	Self-Directed Research	The student will score at least 20 out 25 on the SDS Scoring Guide	Student will demonstrate efficacy in helping individuals plan for their future career endeavors
Semester prior to final semester or final semester	CPCE	The student will demonstrate competence by scoring within one standard deviation of the national average on the Career Development Domain	Demonstration of summative knowledge of career counseling

KPI 4.3: Students will demonstrate the ability to comprehend professional research and literature, especially as it relates to program evaluation and evidence-based practices (associated CACREP Core Standard – Research and Program Evaluation)

When assessment occurs	Assessment Tool	Criteria for Success	Implication of Analysis
ADM 630	Literature Review Paper	Earn a grade of C or better	Demonstration of ability to analyze information found in educational journal articles, and synthesize new knowledge into a written literature review.
CNS 790 – Final Site Supervisor Evaluation	Final Site Supervisor Evaluation – Item 34	Student will “ <i>meet standards</i> ” on the item that measures the use of research to inform evidence-based practices	Demonstration of allowing research to inform intervention
Semester prior to final semester or final semester	CPCE	The student will demonstrate competence by scoring within one standard deviation of the national average on the Research and Program Evaluation Domain	Demonstration of summative knowledge of research and program evaluation

Student Learning Outcomes and Key Performance Indicators for CMHC Competencies

Student Learning Outcomes (SLOs) for the Clinical Mental Health Counseling (CMHC) specialty area are assessed at various points in the program with the use of CMHC Key Performance Indicators (KPIs). CMHC KPIs are based on the CACREP Section 5: CMHC standards.

CMHC SLO 1 – Students will demonstrate the foundational dispositions and skills of a professional clinical mental health counselor

CMHC KPI 1.1: Students who complete the program will possess a professional counseling identity (associated CACREP CMHC standards: 5C1a, 5C2a, 5C2k, 5C2l)

When assessment occurs	Assessment Tool	Criteria for Success	Implication of Analysis
CNS 619 – Reflection Assignment 2	Reflection rubric	The student will “ <i>meet standards</i> ” on the reflection rubric	Development of foundational knowledge regarding ACA divisions
CNS 625 – Reflection Assignment 3	Reflection rubric	The student will “ <i>meet standards</i> ” on the reflection rubric	Demonstration of one’s understanding of professional counseling credentialing
CNS 795/797 – Oral Defense	Oral Defense rubric	The student will “ <i>meet expectations</i> ” on the criteria specific to the <i>oral portion of his/her counseling identity</i> for the Oral Defense presentation.	Demonstration of one’s ability to articulate one’s knowledge of the counseling profession, inclusive of professional organizations and avenues to becoming credentialed.
Semester prior to final semester or final semester	CPCE	The student will demonstrate competence by scoring within one standard deviation of the national average on the Professional Counseling Orientation and Ethics Domain	Demonstration of summative knowledge regarding professional orientation

CMHC KPI 1.2: Students who complete the program will demonstrate the ability to conduct formal interviews, properly diagnose, create treatment plans, document services appropriately, and provide varying techniques to promote wellness (associated CACREP CMHC standards: 5C1c, 5C2d, 5C3a, 5C3b)

When assessment occurs	Assessment Tool	Criteria for Success	Implication of Analysis
CNS 676 – Role Plays and Documentation	Role plays and Case Documentation Rubric	The student will “ <i>meet standards</i> ” on the role plays and documentation.	Students will demonstrate skill in conducting MSE, biopsychosocial, intake and case documentation.
CNS 694 – Practice Sessions	Session Review Form Rubric	The student will “ <i>meet standards</i> ” on the session review form rubric	Demonstration of skill to appropriately deliver techniques that promote wellness and prevent mental health issues

CNS 795 – Site Supervisor Evaluation	Site Supervisor Evaluation – Final Evaluation	The student will “ <i>meet standards</i> ” on site supervisor evaluation	Demonstration of one’s ability to successfully meet clinical mental health site expectations
CNS 795 – Faculty Supervisor Evaluation	Faculty Supervisor Evaluation – Final Evaluation	The student will “ <i>meet standards</i> ” on site supervisor evaluation	Demonstration of one’s ability to successfully meet clinical mental health site expectations

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. The Counseling Program will utilize the University's Starfish Student Success Network. Starfish may be used to communicate with you about your academic progress and get you help if you need it. During your experience in the program, you may receive emails regarding your attendance, course grades, and/or academic performance. Through the Starfish system you may be contacted by a system of individuals who care about your success and personal wellbeing. This may include your instructor, academic advisor, department chair, staff from the Student Engagement and Success Center, and other student support offices across campus.
3. Faculty may also submit a Student Review Form (see [Appendix A](#)) 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.
4. 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.
5. 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 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.
6. 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.
7. 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.

8. 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 710 Counseling Children and Adolescents

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. Students are eligible for Rank II upon completion of 33 credit hours from the school counseling program and successfully passing the CESA. Students are eligible for Rank I upon the successful completion of the Ed.S. degree in School Counseling.

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

American School Counselor Association

www.schoolcounselor.org

Kentucky School Counselor Association

www.kyschoolcounselor.org

Kentucky Board of Licensed Professional Counselors

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:
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.

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 additional pages, 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 Student Concerns**

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. Starfish Procedures and/or Student Review Form completed by faculty member, discussed with student, and signed by student and faculty member (if Student Review Form was completed). The student's advisor, counseling program faculty, and the ELC department chair will be notified of the Advisory level process. If the Student Review Form was complete, then the student's advisor will place the original signed form in the student's academic file, and 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 by all counseling program faculty. Students facing expulsion have the right to appeal to the Dean of the College of Education and Human Services.

**Appendix C:
Rubric for Case Conceptualization, Ethics, and Skills Assessment**

CATEGORY	3 Exceeds Standards	2 Meets Standards	1 Developing Standards	0 Does Not Meet Standards	Score
Theories that help select appropriate counseling interventions (KPI 2.1- Theory)	Candidate provides a detailed description of their counseling approach, <i>including</i> the foundational tenets of the theory, the view of the client based on the identified theory (i.e., view of health and dysfunction), and overall goal to promote client wellness.	Candidate clearly identifies a counseling approach, <i>including</i> a description of their theory, their view of the client; applies correct theoretical terminology to describe approach.	Candidate demonstrates a limited understanding of theory, provides minimal view of client; utilizes vague theoretical terminology.	Candidate relies on listing theoretical aspects or does not identify theory; vaguely describes the client from a theoretical perspective.	
Human development across the lifespan (KPI 3.2- Lifespan)	Candidate provides a detailed case conceptualization using a developmental theory or model as foundation for the case conceptualization.	Candidate provides a case conceptualization using a developmental theory or model as foundation for the case conceptualization.	Candidate provides a vague case conceptualization using a developmental theory or model as foundation for the case conceptualization.	Candidate does not provide a case conceptualization using a developmental theory or model as foundation for the case conceptualization.	
Ethical and legal considerations in professional counseling (KPI 1.2 – Ethics)	Candidate provides a detailed description of <i>three or more</i> ethical issues present in the case study; provides detailed description of the ethical issue and why it is an ethical issue; clearly defines how he/she would address the ethical issue (i.e., ethical decision making model).	Candidate provides a description of <i>at least two or more</i> ethical issues present in the case study; provides description of the ethical issue and why it is an ethical issue; defines how he/she would address the ethical issue.	Candidate minimally describes ethical issues; provides limited explanation of why the ethical issue is pertinent; provides a limited description of how he/she would address the ethical issue.	Candidate lists or provides little understanding of ethical issues; little explanation of why the ethical issue is pertinent; does not explain how he/she would address ethical issue.	
Counselor characteristics and behaviors that influence helping processes	Candidate provides a detailed description of four or more counselor characteristics and behaviors necessary for establishing and maintaining a therapeutic alliance.	Candidate provides an accurate description of three counselor characteristics and behaviors necessary for maintaining a therapeutic alliance.	Candidate provides a partial description of at least two counselor characteristics and behaviors necessary for establishing a therapeutic alliance; demonstrates limited understanding of the core conditions and attitudes.	Candidate vaguely provides description the counselor characteristics and behaviors necessary for establishing a therapeutic alliance, or description is confusing/unclear.	

Essential interviewing & counseling skills	Candidate clearly defines how they plan to implement <i>at least three</i> foundational counseling skills; provides a definitive purpose for the skills based on the identified counseling theory	Candidate describes the implementation of at least two foundational counseling skills; provides a clear purpose for their approach based on the identified counseling theory	Candidate identifies some counseling skills, but does not fully apply them to the case; provides a generalized purpose for using counseling skills with the client	Candidate vaguely mentions foundational counseling skills that may help the client; does not provide a purpose for the skill.	
Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms	Candidate logically defines <i>at least three</i> challenges for the client; demonstrates self-awareness by critically evaluating <i>at least three</i> personal challenges of counseling this client; appropriately describes a method of overcoming the identified challenges to create a working/therapeutic relationship with the client	Candidate describes <i>at least two</i> client challenges; demonstrates self-awareness by defining <i>at least two</i> personal challenges with working with this client; explains a method to overcome challenges to the session.	Candidate provides limited understanding of possible client issues for the counseling session; demonstrates vague self-awareness by merely mentioning some challenges, but not describing them; provides an unclear description of how to overcome challenges.	Candidate lists client and personal challenges; response is not focused on the particulars of the case; marginally identifies overcoming the challenges.	
Total Points Possible: 18					
Total Scoring Range	Exceeds Standards 16 – 18 points	Meets Standards 12 – 15 points	Developing Standards 6 – 11 points	Does Not Meet Standards 0 – 5 points	

Appendix D: 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. During these classroom experiences, you will be expected to be mindful of your peers in the classroom setting. Due to the nature of these activities, students may disclose sensitive information during classroom discussions. As such, it is imperative that there be an atmosphere of trust and safety in the classroom. Maintaining confidentiality affords an environment where those who wish to share are comfortable doing so.
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.