



Graduate Student Handbook

Western Kentucky University Department of Counseling & Student Affairs

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INTRODUCTION TO THE DEPARTMENT

Welcome to Western Kentucky University and to the Department of Counseling and Student Affairs. The purpose of this student handbook is to provide the information necessary for students to proceed successfully through their academic programs in the Department of Counseling and Student Affairs. This handbook is subject to revision at any time, at the discretion of the University, College and / or Department. Students should stay informed of the contents of this handbook as essential revisions are completed.

Below are some important facts about the department and a few vital procedures.

Location of course offerings

All courses are offered at the main campus in Bowling Green and **not** at the regional campuses. Practicum or internship courses will be offered at a regional campus only when there will be a full section.

Course enrollment/registration

Students can begin to register for courses on their own after having completed various orientation-related activities including the following:

- Attend the New Student Orientation
- Review of respective program plan with advisor.
- After having attended the orientation, email the following two documents in **one email** to Belinda.Wisdom@wku.edu with the following in the subject line “Agreement Forms”.
 - The Student Responsibility Form (located at the end of this handbook) to belinda.wisdom@wku.edu with the following in the subject line “Last Name Student Responsibility Form.” Signing this document indicates that you have read the entire Counseling & Student Affairs Graduate Handbook; and agree to content included throughout.
 - A copy (screen shot) indicating successful completion of the online tutorial on plagiarism. <https://www.indiana.edu/~istd/>. While you may complete this tutorial at any time, please submit the certificate of completion in one email that also includes the Student Responsibility Form. This

During the first semester of course work, and prior to October 15 or March 15, students will receive a completed individualized Program of Study from their advisor. This form needs to be signed and dated by the student and promptly e-mailed back to the advisor. Only after this form is on file will students be able to register for courses in future semesters.

By logging into TopNet, students can register for classes. Students are to follow the Program Planning sheet and their Program of Study as they pursue their degree in the Department. Not adhering to the plan may result in postponing graduation. Students are

responsible for registering for courses in a timely fashion. Enrollment in courses that are already capped at the maximum enrollment is at the instructor's discretion.

Important enrollment considerations

- Students should contact their assigned advisor (a faculty member in the Department) regarding program planning and course enrollment. Relying on staff or fellow students for direction is not appropriate.
- Students are responsible for contacting their advisor with the understanding that faculty have scheduled office hours during the fall and spring only.
- Enrollment in the Practicum (CNS 590/591) and Internship courses (CNS 595/596) must be approved by the Clinical Coordinators and enrollment is capped. Students are responsible for attending the practicum and internship orientation (typically held a few months before the course); and for completing an application. These courses are carefully planned and coordinated and require advance notification to ensure that there will be space available for student enrollment. Not completing the preparatory requirements could delay the completion of your program for a year.

VISION, MISSION & STRATEGIC GOALS OF WKU

Vision

WKU—A Leading American University with International Reach.

Mission

Western Kentucky University (WKU) prepares students of all backgrounds to be productive, engaged, and socially responsible citizen-leaders of a global society. The University provides research, service and lifelong learning opportunities for its students, faculty, and other constituents. WKU enriches the quality of life for those within its reach.

WKU's Strategic Goals

Strategic goal 1: Foster academic excellence

Extend the engaged learning and global dimensions of the WKU academic experience. Reinforce WKU as a destination of choice for faculty, staff and students.

Strategic goal 2: Promote a dynamic and diverse university community

Emphasize the academic and social dimensions of diversity.
Support an intellectual climate of engagement and free exchange of ideas.

Strategic goal 3: Improve quality of life for our communities

Enhance the educational and cultural reach of WKU.
Collaborate with external partners to advance regional priorities.

Strategic goal 4: Support the core mission with a robust campus infrastructure

Strengthen the capacity to fulfill institutional priorities.
Manage resources efficiently and effectively.

DEPARTMENT OF COUNSELING AND STUDENT AFFAIRS PROGRAMS

The Department of Counseling and Student Affairs offers master's degrees (MAE), certificates, and school counseling certification programs in the following areas:

Master's Degree Programs

School Counseling

<http://www.wku.edu/csa/sc/index.php>

Clinical Mental Health Counseling

http://www.wku.edu/csa/counseling/clinical_mental_health/clinical_mental_health.php

Marriage, Couple, and Family Counseling

http://www.wku.edu/csa/counseling/marriage-family/marriage_family_counseling.php

Student Affairs in Higher Education

<http://www.wku.edu/csa/sa/index.php>

Certificate Programs

International Student Services (ISS)

http://www.wku.edu/csa/programs/iss_certificate.php

Career Counseling

http://www.wku.edu/csa/programs/career_counseling.php

School Counseling Certifications

Planned Sixth-Year/Rank I: Standard Guidance

<http://www.wku.edu/csa/sc/rank1.php>

Endorsement: Individual Intellectual Assessment

<http://www.wku.edu/csa/sc/iaa.php>

Certification Only (Extending the Counseling Certificate)

http://www.wku.edu/csa/sc/program_information.php

ACCREDITATION

The Counseling and Student Affairs School Counseling Program is housed in the WKU College of Education and Behavioral Sciences. The professional education unit is accredited by the National Council for Accreditation of Teacher Education and the Kentucky Education Professional Standards Board. WKU is accredited by the Southern Association of Colleges and Schools. Accreditation is the process by which an association or agency grants public recognition to a university, college, or academic program that has met certain established qualifications or standards. Accreditation is both a process and a condition. The criteria for evaluation are the result of extensive input from educators and practitioners.



The Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; and School Counseling programs are fully accredited by CACREP until 2021.

<http://cacrep.org/template/index.cfm>

See the following for more information on the benefits of enrolling in and completing a nationally accredited program.

<http://www.youtube.com/watch?v=2zBdyBNwwmo>

MISSION AND GOALS OF THE DEPARTMENT

Mission of the Department of Counseling and Student Affairs

The mission of the Department of Counseling and Student Affairs is to provide graduate education, conduct research, and offer service in the fields of Marriage, Couple, and Family Counseling; Clinical Mental Health Counseling; School Counseling; and Student Affairs. Faculty members are committed to social action and advocacy, preparing graduates to provide highly competent and culturally aware services, providing clinical and educational experiences that meet or exceed national accreditation standards, ensuring that graduates have credentials necessary to qualify for certification and licensure, and promoting the continued education of counselors and student affairs personnel. The Department of Counseling and Student Affairs faculty are committed to educating students to apply theory, knowledge, skills, and research in culturally diverse environments and work settings locally and globally.

Goals of the Department of Counseling and Student Affairs

1. Counseling and Student Affairs Programs will provide relevant, practice-oriented programs designed to build an applied, theoretical knowledge base while assisting students in the development of professional/clinical competence in a culturally diverse society.

2. As part of their programs of study, students will obtain academic coursework and supervised clinical experiences necessary to seek appropriate state or national credentialing in their chosen profession.
3. Academic and clinical education will prepare graduates with the skills desired by prospective employers.
4. Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; and School Counseling Programs will obtain and maintain national accreditation from CACREP.
5. The Department of Counseling and Student Affairs will operate the Talley Family Counseling Center. Students enrolled in the Department's Marriage, Couple, and Family Counseling and Clinical Mental Health Counseling programs participating in their clinical placements at the Talley Family Counseling Center will provide counseling services to the community under faculty supervision.

INTROSPECTION & SELF AWARENESS

The faculty members in the Department of Counseling and Student Affairs at WKU firmly believe in the value of personal reflection and self-awareness for counselors and student affairs professionals. Understanding one's own perspectives, interpretations, beliefs, experiences, and emotions is a crucial step towards understanding others and enhancing one's professional counseling and helping skills. The existence of self-awareness is a fundamental skill needed to relate to diverse individuals, groups, and classrooms. As such, the personal qualities, characteristics, experiences, and reactions of counselors and student affairs practitioners are critical to counseling and helping processes.

The emphasis on personal development is a vital aspect of our graduate programs. Our program's faculty members engage students in activities that promote the development of self-awareness. Faculty are also committed to creating an atmosphere of safety. However, it is important to recognize that an atmosphere of safety is not synonymous with an atmosphere of comfort. In numerous classes in your program, you will be asked to take necessary emotional risks and actively engage in personal growth and self-reflection. For example, you will have opportunities to explore your own family of origin issues and identify your biases and assumptions. This is considered essential to your professional development as a counselor or student affairs professional because these fields are based on the process of self-growth and exploration on the part of clients/students. Engaging in self-awareness and personal development is essential to encouraging such a process in others. Consistent with this is the expectation that you will be open to and exchange honest and direct interpersonal feedback with your peers. Feedback is a crucial aspect of students learning from each other, from faculty, and

from supervisors. This is especially true in clinical courses such as Techniques, Group, Practicum, and Internship.

In order to advocate for the professional development of our students, and prepare students with the skills necessary to become competent professionals, educational experiences in some courses may be distressing for some students. If students are exhibiting distress, we will refer those who are in need of personal counseling to the WKU Counseling and Testing Center. In addition, during the course of study it may become clear to students, faculty, or both, that the counseling and student affairs professions are not a suitable match for students. In such cases, faculty will help students, as needed, to explore more appropriate career choices and assist students with exiting the program in a committed and caring manner. Students who are participating in their own personal counseling should inform their counselor, course instructor, and program advisor about distressing course experiences.

ADMISSION REQUIREMENTS

The Department of Counseling and Student Affairs admits students twice each year for the fall and spring semesters. The application deadline is October 15 for spring admission; and March 15 for fall admission. Review of completed applications begins October 16th and March 16th for spring and fall respectively. Reviews employ a holistic approach to evaluate each applicant's potential to be successful as a student and, upon graduation, a counseling or student affairs professional. This approach involves the submission of materials that allows department faculty members to develop a more complete picture of applicants in terms of academic aptitude for graduate-level study, potential success in forming effective counseling relationships, respect for cultural differences, and relevance of career goals to their prospective programs of interest. Faculty rate application materials and rank the applications according to these categories. Highly ranked applicants are invited to interview with faculty and current students in an individual or group setting.

After the completion of the interview, admissions decisions are made based on application ratings and interview evaluations collectively. The application process is competitive with a limited number of openings.

Please visit the departmental website for the current admissions application deadlines and procedures <http://www.wku.edu/csa/admissions/admissions.php>.

Be advised that completing courses offered by the Department of Counseling and Student Affairs as a non-degree student prior to program admission implies no guarantee of admission and will not necessarily influence admissions decisions. Understand also that a maximum of 12 semester hours of approved courses completed prior to admission can apply towards degree requirements.

The Department of Counseling and Student Affairs is subject to the policies specified in the current Graduate School Catalog.

http://www.wku.edu/graduate/documents/catalog/grad_catalog.pdf.

International applicants will follow the Department of Counseling and Student Affairs Admissions processes and comply with WKU's policies regarding the admission of international students. Please go to the following link (Refer to the subheading *International Students* in the current Graduate School Catalog.) for information.

http://www.wku.edu/graduate/documents/catalog/grad_catalog.pdf

Students who apply to the Department of Counseling and Student Affairs are required to complete a background check. In doing so, they affirm that they have never been convicted or charged with such a felony. If so, applicants should include a separate letter explaining the situation with other admissions documents.

Applicants who falsify any information in their applicant documents will result in immediate termination from the department. Further, acceptance into any of the degree programs or certificates in the Department of Counseling and Student Affairs does not assure program completion. Completion of any degree or certificate program is based upon satisfactory standing, as well as interpersonal, dispositional, cognitive, and clinical skills as evaluated on an ongoing basis by department faculty.

FINANCIAL ASSISTANCE

There are a variety of ways to secure financial assistance. It may be helpful to start on our funding opportunities webpage: <http://www.wku.edu/csa/counseling/funding.php>

For general information regarding loans, grants, and scholarships and up-to-date information regarding financial assistance, visit the following websites:

<http://www.wku.edu/graduate/aid/>

<http://www.wku.edu/financialaid/gradplus.php>

Western Kentucky University awards assistantships to select graduate students in graduate programs across campus. For information, visit the following website: <http://www.wku.edu/graduate/aid/ga/>. Applications for assistantships in the Department of Counseling and Student Affairs are reviewed near the conclusion of the spring semester each year. Contact the Department for the assistantship application form.

ACADEMIC POLICIES

Graduate Advising

Upon admission, each student is assigned a faculty advisor from the student's program area in the Department of Counseling and Student Affairs. All students are expected to initiate contact with their advisors in order to plan their programs and be cleared to

enroll in classes. After their initial enrollment, prior to enrolling in classes near the end of each semester, students should consult with their advisors to select classes for the next semester, discuss progress towards degree completion, share program experiences, and process their ongoing development as counselors and student affairs professionals.

Incoming students will be notified of the scheduling of a required orientation meeting by the coordinator of their program the summer after admission. If attendance is impossible students are expected to contact their advisor to make alternative arrangements to cover the information provided and complete the tasks performed during the orientation meeting. *(Since many announcements are shared via e-mail, students are responsible for regularly checking their WKU e-mail upon receiving a university e-mail address.)*

Although student advising in the Department of Counseling and Student Affairs is designed to assist students as they progress through their programs, it is the responsibility of all students to be thoroughly familiar with all rules, regulations and requirements pertaining to graduate studies. This includes becoming familiar with the contents of this handbook and regulations related to degree progression in the Graduate School Catalog.

Required Grades and GPA

Candidates for graduate degrees and certificates are required to maintain a B average (3.0 GPA) in all course work.

C or lower grades may not be used in meeting requirements for any of the designated practice preparation sequence courses. In the Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; and School Counseling programs those courses include: CNS 560 – Professional Studies; CNS 554 – Group Counseling; CNS 555 – Social and Cultural Diversity; CNS 558 – Counseling Theories; and CNS 559 – Techniques in Counseling. The practice preparation sequence courses in the Student Affairs program include: CNS 571 – Introduction to Student Affairs; CNS 589 – Group Dynamics in Student Affairs and Higher Education; and CNS 605 – Social and Cultural Diversity in Higher Education. Students who earn a C in a clinical preparation course will be required to repeat that course to earn a B or better.

http://www.wku.edu/csa/policies/practicum_policies.php

Graduate students who fail to maintain a 3.0 GPA in their graduate courses are automatically placed on academic probation by the Graduate School. Once on academic probation students have the equivalent of one full time semester (9 hours for graduate students) to obtain a 3.0 GPA. Students who do not achieve a 3.0 at the end of this time, are automatically placed on academic dismissal. Students on academic

dismissal cannot register for additional classes and are dismissed from their program. Those dismissed may appeal for readmission. This process is described in the current Graduate School Catalog.

For additional information and the most recent policies please visit the WKU Graduate School Catalog found at:

http://www.wku.edu/graduate/documents/catalog/grad_catalog.pdf

Department policies regarding grades in clinical courses

All students must earn a grade of B or better to receive credit for practicum or internship. See: http://www.wku.edu/csa/policies/internship_grading.php and http://www.wku.edu/csa/policies/practicum_policies.php.

Transfer of Credit

According to the WKU Graduate School Catalog, a maximum of 12 transfer credits may be used in any master's program. The following requirements must be met:

1. The credit(s) must have been earned at an accredited graduate institution.
2. The course work to be transferred must be properly designated as having been taken for graduate credit.
3. The grade point average must be at least 3.0 (4.0 scale) on all graduate course work appearing on the transcript before specific courses can be transferred.
4. Additionally, the courses to be transferred must carry a grade of 3.0 (4.0 scale) or better.
5. Credits earned during a given term must not exceed the number of weeks of instruction and must have been earned within the six-year time limit for degree completion.
6. Any course(s) to be transferred must be appropriate for degree completion.
7. At least 12 hours in the major area and at least 6 hours in the minor area must be taken at WKU.

The "Transfer Credit Practices" report published by the American Association of Collegiate Registrars and Admissions Officers is the reference used in evaluating credits. Transfer credits taken during the final semester of a program will delay program completion until official transcripts have been received in the Graduate School. In cooperative or joint programs with other universities, credits earned in the program at these institutions are not considered transfer credits. A majority of credits applied toward certificate requirements must be earned at Western.

In cases where a student wants to complete a course from another institution for the purpose of transfer of credit after their initial enrollment in any degree, certificate, or certification program in the Department of Counseling and Student Affairs, the following process is used. 1. Students must supply the syllabus and, in programs that are not CACREP accredited, the curriculum vita of the instructor for the course they would like

to substitute for a required course. The syllabus will be evaluated to determine if the course meets the same CACREP standards covered in the similar course offered in the Department of Counseling and Student Affairs and the curriculum vita is used to assess the instructor's qualifications. Students must obtain approval from the Counseling and Student Affairs department head, advisor, and instructor **PRIOR** to enrolling in the course they would like to use for transfer of credit. 2. Clinical courses (i.e., group, techniques, practicum, and internship) are not considered for transfer credit. 3. Students must supply an official transcript showing a grade of B or better in the course before a course substitution form is filed by their advisor. All regulations presented in the Graduate School Catalog apply. 4. Students must ensure that the course they intend to use for transfer of credit has at least 3 semester credit hours. In programs that offer quarter hour courses, courses must be at least 5 quarter hours of credit to satisfy transfer of credit conditions for one three semester hour course.

Policies for Resolution of Student Concerns

Student Complaint Procedure

At WKU, student concerns are addressed following a four-step process which include: (1) addressing the complaint with the faculty member involved; (2) if the student and the faculty member are unable to resolve the complaint, the student can take the complaint to the faculty member's Department Head; (3) if the student is unable to reach a satisfactory resolution at the departmental level, the complaint can be taken to the college level; (4) should the student want to appeal the decision made at the college level, a formal written notice of appeal can be submitted. Specific guidelines and directions for this process are located in the WKU Graduate School Handbook. See <http://www.wku.edu/handbook/academic-complaint.php>.

Student Grievance Procedure

Western Kentucky University is firmly committed to providing a working and learning environment that is free from all forms of harassment, intimidation and exploitation and that is respectful of free inquiry and academic freedom. The Grievance Procedure outlines the course of action afforded students who have reason to believe their working and learning environment is not free from one or more of the aforementioned acts.

A student grievance is a University related problem or condition which a student believes to be unfair, inequitable, discriminatory, or a hindrance to the educational process. A grievance also includes discrimination or harassment on the basis of race, ethnicity, color, gender, age, religion, national origin, sexual orientation, disability, or status.

On occasion students may have a personal grievance regarding an alleged violation, misinterpretation or improper application of University policies and procedures, or alleged improper treatment. A student may present a formal disagreement/complaint without fear of retaliation or reprisal. For the specific procedures and steps please refer to the Student Handbook for additional information.

http://www.wku.edu/handbook/documents/student_handbook_revision.docx

Procedure for Appeal of Disciplinary Decision

Procedures for appeal of a disciplinary decision may be found in the Student Handbook. The following link provides the necessary information.

http://www.wku.edu/handbook/documents/student_handbook_revision.docx

Procedure for Formal Complaint of Sexual Harassment

The steps for filing a formal complaint of sexual harassment are found in the Student Handbook. For the most recent policies and procedures please visit the following link:

http://www.wku.edu/handbook/documents/student_handbook_revision.docx

Student Academic Offenses

According to the WKU Graduate Catalog, there are 4 categories of academic offenses, listed below.

Academic Dishonesty

Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the course work in which the act is detected or a failing grade in a course without possibility of withdrawal. The faculty member may also present the case to the Office of Judicial Affairs for disciplinary sanctions. A student who believes a faculty member has dealt unfairly with him/her in a course involving academic dishonesty may seek relief through the Student Complaint Procedure.

Plagiarism

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism.

Cheating

No student shall receive or give assistance not authorized by the instructor in taking an examination or in the preparation of an essay, laboratory report, problem assignment or other project which is submitted for purposes of grade determination.

Other Types of Academic Dishonesty

Other types of academic offenses, such as the theft or sale of tests, should be reported to the Office of Judicial Affairs for disciplinary sanction.

Plagiarism and Academic Requirements, Policies, and Procedures

The Department of Counseling and Student Affairs has specific policies regarding academic integrity. All incoming students are required to successfully complete an online tutorial on plagiarism <https://www.indiana.edu/~istd/>. Students are also expected to read and understand Departmental academic integrity policies, and sign a statement during new student orientation confirming that they have completed the tutorial and

have read and understand the Departmental policies contained in this handbook and the content associated with the links contained in the handbook. For the current Departmental policies go to the following link:

<http://www.wku.edu/csa/policies/plagiarism.php>.

For more information on plagiarism and suggestions for avoiding plagiarism in your papers, please also visit: <http://sites.harvard.edu/icb/icb.do?keyword=paraphrasing>.

DEPARTMENT STUDENT RETENTION POLICY

Counseling Programs

American Counseling Association Ethical Code

The Department of Counseling and Student Affairs is responsible for preparing candidates with the requisite knowledge, skills and dispositions to become competent professionals according to the ethical code of the American Counseling Association. Faculty members are gatekeepers as defined in sections F.6. through F.9. (pages 13-15) of the *ACA Code of Ethics* (2014) [<https://www.counseling.org/resources/aca-code-of-ethics.pdf>] as follows:

F.9.b. Limitations

Counselor educators, through ongoing evaluation, are aware of and address the inability of some students to achieve counseling competencies.

Counselor educators do the following (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 requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.

F.9.c. Counseling for Students

If students request counseling, or if counseling services are suggested as part of a remediation process, counselor educators assist students in identifying appropriate services.

Further, faculty members recognize that some individuals may not be suited for the various counseling and student affairs professions. Counseling and student affairs professionals have a critical responsibility to clients and students; therefore it is essential that students graduating from our program demonstrate certain requisite competencies: a sufficient knowledge base, essential counseling skills for working with a diverse population, the ability to function effectively in interpersonal relationships, and a value system rooted in an appreciation for personal growth and goals of the counseling profession. In addition, students are expected to behave in an ethical, conscientious and professional manner. Students shall be knowledgeable of the

general standards and professional ethics set forth by their respective professional organization(s) (i.e., ACA, ACPA, AMHCA, ASCA, and IAMFC).

Professional Performance Standards

Professional Performance Standards for students in counseling and student affairs include:

- Respects divergent points of view
- Awareness of diversity and non-discrimination
- Academic performance (coursework participation)
- Appropriate in-class behavior
- Collaboration, contribution to positive environment
- Reflective practice
- Accepts personal responsibility
- Personal & professional growth
- Receives, gives, and integrates feedback
- Ethical and legal boundaries

Faculty members are making informal observation of each student's fitness and performance in every course, as well as in extracurricular activities. Every semester, faculty members collectively conduct a formal Professional Performance Review (Appendix A) of each student enrolled in courses during that semester. Members of the faculty review students' evaluations each semester during faculty meetings near the conclusion of each semester. Discussion of student progress will also be discussed in faculty meetings as needed when concerns emerge. Students' advisors will compile and review advisees' professional performance reviews and send students letters describing the outcome of the review. Included in these letters will be faculty members' comments on their observations and assessments of students' professional performances.

Student Affairs Program

As is the case with the other programs in the department, Professional Performance Standards for students in counseling and student affairs include:

- Respects divergent points of view
- Awareness of diversity and non-discrimination
- Academic performance (coursework participation)
- Appropriate in-class behavior
- Collaboration, contribution to positive environment
- Reflective practice
- Accepts personal responsibility
- Personal & professional growth
- Receives, gives, and integrates feedback
- Ethical and legal boundaries

Faculty members are making informal observation of each student's fitness and performance in every course, as well as in extracurricular activities. The Student Affairs faculty formally reviews each student's progression each semester during a special meeting near the conclusion of each semester. Discussion of any concerns about a particular student's progress will be communicated to the student in writing and discussed individually with the student as necessary.

Student Program Progression Policies

Students who enroll in programs in the Department of Counseling and Student Affairs will attest that they understand the following:

1. Students may be advised or may elect to withdraw from their program at any time during their enrollment. Students may apply for admission to another degree program at the University and, if admitted, transfer into that program the number of credit hours allowed by the University. In such cases, the student's advisor will work with the student to assist the student in choosing an appropriate course of study.
2. Upon admission to the Department of Counseling and Student Affairs, students are assigned a faculty advisor. Students are responsible to discuss their career goals, suitability of the program for their needs, academic difficulties and progress, scheduling, program planning, credentialing, and other professional concerns with their assigned program advisor. In addition, advisors will initiate these discussions should faculty concerns or program progression issues develop.
3. Students are evaluated during and after each course by their course instructor and by the entire faculty each semester. Student progression will also be discussed in faculty meetings on an as required basis and all students will be evaluated once each semester during a faculty meeting.
4. Students wishing to change programs within the Department of Counseling and Student Affairs must apply for and be admitted to the program they want to pursue using Departmental and Graduate School admissions procedures during the next admissions cycle.
5. There are policies and procedures for enrolling in practicum and internship.

All students should go to http://www.wku.edu/csa/policies/practicum_policies.php to learn about courses and grades required for entry into practicum and entry and progression through the required internships.

- Clinical Mental Health Counseling and Marriage, Couple, and Family Counseling students should go to:
http://www.wku.edu/csa/counseling/internship_manual.php
http://www.wku.edu/csa/counseling/documents/practicum_internship/prac-intern-man.pdf

- School Counseling students should go to:
http://www.wku.edu/csa/sc/practicum_internship.php
http://www.wku.edu/csa/sc/documents/sc_practicum_internship_manual.pdf
- Student Affairs students should go to:
<http://www.wku.edu/csa/sa/documents/sa-practicum-and-internship-manual.pdf> for policies and procedures that govern enrolling in practicum and internship.

Students must understand that enrolling in practicum and internship involves an application process that must be initiated well before the end of the semester prior to the semester they become eligible to enroll in practicum or internship. Contact the clinical coordinator for your program early in the semester prior to the semester in which you are eligible to enroll in practicum or internship.

6. Graduation is contingent in part upon maintenance of a B average and a passing score on the comprehensive exam. Information regarding the comprehensive exam can be found at http://www.wku.edu/csa/policies/comp_exam_policy.php. In addition, graduation is contingent upon a grade of B or better in each of the required clinical courses in the student's program of study. These classes are found at http://www.wku.edu/csa/policies/practicum_policies.php.

Please note: Academic performance alone is no guarantee of retention in the program or of graduation from the program.

DEPARTMENT REMEDIATION AND DISMISSAL PROCESS

When faculty members have identified a student as having problematic student behaviors or deficient professional performance, the department will implement the remediation and dismissal process. The observation of these problematic behaviors can be the result of patterns developing in a student's Professional Performance Reviews (see section XX) and/or from observations of student behaviors during classes and supervision. The remediation and dismissal process consists of three levels.

Level One

The student will meet with the Department Head, the student's advisor, and faculty who have concerns to discuss the identified concerns. During this meeting the student will be helped to identify steps she/he can implement to address the identified concerns in consultation with the concerned faculty members and the Department Head. The student will prepare and submit a written remediation plan, along with a review date(s), to the concerned faculty and the Department Head to address the concerns explored during the meeting. Once the plan is approved by the Department Head and the concerned faculty, the student and concerned faculty will receive written communication from the Department Head that document faculty concerns and the remediation plan.

The student will implement the approved plan, with departmental support as needed. A copy of the plan will be placed in the student's file.

Failure to meet the goals of a Level One remediation plan may result in further Level Two remediation. This occurs when, in the judgment of the concerned faculty and Department Head, substantial progress towards remediation goals has not been observed and meeting the goals appears unlikely. Level Three is implemented when student progress toward remediation goals is minimal or when concerned faculty and the Department Head believe achieving remediation goals is unlikely.

Students who successfully meet the requirements of their Level One remediation plan will have completed the remediation process. A new process can be initiated if similar or new concerns arise.

Level Two

When the identified student concerns are substantial, or when the initial Level One remediation plan fails, the student will meet with the Department Head and the concerned faculty to discuss the identified concerns. The student will be presented with a remediation plan created by members of the faculty and the Department Head to remediate the student's inadequacies. Remediation plans may include any number of proposed actions, including but not limited to:

- Additional clinical work, such as an additional practicum or internship
- Personal mental health counseling
- Oral examination
- Additional academic course work
- Additional supervision
- Additional practice of and assessment in certain skills

The plan will be presented to the student in written format, which will include a completion date. A copy of the plan will be placed in the student's file.

Level Three

Please note certain student behaviors can be judged as unacceptable by Departmental faculty. These behaviors can result in the student's immediate dismissal from their program without any remediation rights. In addition, when a student's behaviors and/or professional performances are judged as inappropriate for the fields of counseling or student affairs, that student will require Level Three remediation. Level Three is dismissal from the student's program and the Department. If either Level One or Level Two student remediation plans do not achieve the necessary improvement, students also may be formally dismissed from the program. Appeals of dismissal from the program and Department can be submitted to the Dean's Office in the College of Education and Behavioral Sciences. School Counseling students' dismissal is also reviewed by the college's Professional Education Council.

APPLICATION FOR GRADUATION & DIPLOMAS

Students who will be graduating are required to submit the Application for Graduation on time. Students are responsible to check on the due dates for this application the semester prior to the semester in which they plan to graduate.

Candidates for graduate degrees must complete the Application for Graduation available through TopNet under Student Services and pay the appropriate fee. This fee will cover the cost of cap, gown and hood, diploma and other necessary expenses. The Application for Graduation should be submitted according to the dates established by the Registrar for each semester. Applications not received by the Registrar's Office by the due date will result in the omission of the student's name from the graduate ceremony bulletin.

Degrees are conferred for fall graduates in December, for spring graduates in May, and for summer graduates in August. Any degree requirements completed in the May/June/July summer sessions will result in the student receiving the degree in August. Any degree requirements completed during the Winter term will result in the student receiving the degree in May. Commencement ceremonies are held in May and December. August graduates may participate in either the preceding May or following December commencement ceremony.

REQUIREMENTS FOR GRADUATION

Students are responsible to monitor their progress towards graduation. The following requirements require students' attention. Also see section IV regarding the comprehensive examinations.

The following requirements must be met before a student may receive a Graduate Degree from Western Kentucky University:

1. Approved degree program (Form B/C) on file.
2. Approved for admission to candidacy (Form D).
3. Successful completion of all course-work for the program.
4. Any and all course changes made to the degree program.
5. All transcripts for transfer credit received and approved.
6. Application for graduation and fee received.
7. Successful completion of the comprehensive examination or capstone experience (see section IV).
8. Report on comprehensive exam/capstone (Form E) received by the Graduate School.
9. All grades posted on transcript.

The Registrar's Office has 6 to 8 weeks after the end of the semester to post degrees and mail diplomas to all graduate students. If you did not have all of the above

requirements met at this time, your diploma will be awarded and mailed 6 to 8 weeks following the time of completion of all requirements. The Registrar's Office sets conferment deadlines at 6 weeks after the end of the semester. If graduation requirements are completed after this deadline, the degree will be awarded in the following semester.

COMPREHENSIVE EXAMINATIONS

Successful completion of comprehensive examinations is a graduation requirement for all students completing programs in the Department of Counseling and Student Affairs. Students should learn and follow the necessary procedures for registering for comprehensive examinations.

General comprehensive examination information is found at:

http://www.wku.edu/cebs/programs/graduate/comp_exams/index.php and
http://www.wku.edu/csa/policies/comp_exam_policy.php.

The information at the first link will identify the deadline for applying to take comprehensive examinations and the date the examinations will be administered. The application form is also provided at this link. The application deadline is strictly enforced. Late applications will delay when students are eligible to take their comprehensive examinations and will delay their graduation until the semester they have passed their comprehensive examinations. Students should review the information at these links during their penultimate semester. To be eligible to take comprehensive examinations, students must have completed all academic courses or be in their final academic courses. The second link provides more information on the application process, other essential forms to complete, and eligibility requirements. The Department of Counseling and Student Affairs offers comprehensive examinations during the fall, spring, and summer terms on the dates specified by the College of Education and Behavioral Sciences.

Comprehensive Examinations for the Clinical Mental Health Counseling; Marriage, Couple, & Family Counseling; and School Counseling Programs

View the Graduation, Comprehensive Exams, and Certification website for information specific to the counseling graduates at:

http://www.wku.edu/csa/counseling/grad_prep.php.

The comprehensive examination for students in these programs is the Counselor Preparation Comprehensive Examination (CPCE). Information about the CPCE can be found at <http://www.cce-global.org/Org/CPCE>. Test preparation material can be found online by googling CPCE. Also, the Department has purchased test preparation books which can be found in the Educational Resource Center on the first floor of Ransdell Hall. If students do not pass the CPCE, they will be asked to take part in an essay examination that is designed to cover information in program specific areas. For

example, the essay exam for school counseling students covers school counseling knowledge and practice. (Students are responsible for the cost of the CPCE exam which is approximately \$50.)

Comprehensive Examinations for the Student Affairs Program

Comprehensive examinations for the Student Affairs program include a multiple choice examination and a two question essay examination. The multiple choice examination has been developed by the Student Affairs faculty in the department.

Comprehensive Examination Evaluation

Comprehensive examinations outcomes are determined by averaging students' scores on the multiple choice and essay examinations. The grading process for the comprehensive examinations is found at:

http://www.wku.edu/csa/policies/comp_exam_policy.php.

COUNSELING & STUDENT AFFAIRS DEPARTMENTAL POLICIES

Go to the link below for Departmental policies. Students are expected to read and understand these policies. Understand that policies change periodically and that it is important to review policies to ensure that you are aware of current relevant policies and your program progression. http://www.wku.edu/csa/policies/department_policies.php

GRADUATE RESEARCH AT WESTERN KENTUCKY UNIVERSITY

Graduate Student Research Grants: Funding may be available for students conducting research. Contact the Graduate School for information.

Travel Award: Conferences and Research: Funding may be is available for graduate students to attend professional meetings and conferences and to support research project travel. Contact the Graduate School for information.

Office of Sponsored Programs: If students are interested in conducting research, they must gain research compliance for research projects, theses, specialist projects and dissertations. To find more information about the Human Subjects Review Board and the Institutional Animal Care and Use Committee please contact the Office of Sponsored Programs for information.

TopSCHOLAR: You can browse WKU student theses, specialist projects and dissertations in the online university repository.

CREDENTIALING & LICENSURE IN COUNSELING

This section is designed to provide information relevant to developing a professional identity and career as a counselor. Counseling professionals are responsible for maintaining a working knowledge of best practices, legal, ethical, and professional

standards. Licensure and professional certification are hallmarks of demonstrating completion of minimal professional standards required of the counseling profession.

Endorsement Policy

Faculty will routinely endorse (i.e., provide recommendations or serve as references) students for credentialing, employment or further education. However, faculty can only endorse students for whom they have had considerable contact through courses, supervision or mentoring. Students may seek endorsements from faculty by approaching them individually and requesting specific recommendations.

National Credentials

National Board for Certified Counselors (NBCC): The National Board for Certified Counselors, Inc. and Affiliates (NBCC), an independent, not-for-profit credentialing body for counselors, was incorporated in 1982 to establish and monitor a national certification system, to identify those counselors who have voluntarily sought and obtained certification, and to maintain a register of those counselors.

NBCC's certification program recognizes counselors who have met predetermined standards in their training, experience, and performance on the National Counselor Examination for Licensure and Certification (NCE), the most portable credentialing examination in counseling. NBCC has more than 44,000 certified counselors. These counselors live and work in the U.S. and more than 40 countries. NBCC examinations (the National Counselor Examination) are used by 49 states, the District of Columbia, Puerto Rico and Guam to license counselors on a state level. Visit <http://www.nbcc.org/Directory> for a list of state board contact information.

What is National Certification?

National counselor certification from NBCC indicates to the public and employers that the counselor has met the national standards set by the counseling profession. It is not a license to practice. In some states, holding a national certification can assist the counselor in obtaining a state license. National certification travels with you wherever you may go including outside the US. The basic national certification offered by NBCC is the NCC (National Certified Counselor). NBCC is the largest national counselor certification program in the world. Please see below for more information on the NCC and NBCC specialty certifications.

The American Counseling Association and NBCC have strong historical ties and work together to further the profession of counseling. However, the two organizations are completely separate entities with different goals.

- ACA concentrates on membership association activities such as conferences, professional development, publications, and government relations.

- NBCC focuses on promoting quality counseling through certification. In addition, NBCC promotes professional counseling to private and government organizations.

National Certified Counselor (NCC)

NBCC's flagship credential is the National Certified Counselor (NCC). NBCC also offers specialty certification in several areas:

- School counseling - The National Certified School Counselor (NCSC)
- Clinical mental health counseling - The Certified Clinical Mental Health Counselor (CCMHC)
- Addictions counseling - The Master Addictions Counselor (MAC)

The NCC is a prerequisite or co-requisite for the specialty credentials.

Note: The NCC credential is the only master's-level, professional counselor certification that students can apply for while enrolled in CACREP accredited programs. Visit <http://www.nbcc.org/Student> for more information.

What the NCC Credential Does for You:

- Generates client referrals for you through CounselorFind, NBCC's referral service linking potential clients to nearby NCCs.
- Travels with you when you relocate in or outside the US.
- Keeps you in touch with current professional credentialing issues and events through *The National Certified Counselor*, NBCC's newsletter.
- Advances your professional accountability and visibility.
- Ensures a national standard developed by counselors, not legislators.
- Supports the rights of NCCs to use testing instruments in practice through NBCC's participation in the National Fair Access Coalition on Testing (FACT).
- Offers, through Lockton Affinity, liability insurance to NCCs at bargain rates.
- Allows online access to verification of national certification through the NBCC Registry.

The National Counselor Examination (NCE) is used for two purposes: national counselor certification and state counselor licensure. The NCE is a composition of 200 multiple choice questions and is scheduled for a four-hour period. Responses are recorded on a separate machine-scorable answer sheet. A different edition of the NCE is compiled for each administration of the exam. Each form's questions are drawn from the NCE item pool which has undergone extensive review and field testing. The entire item pool, each form of the NCE and the answer sheet are copyrighted. Consequently, any distribution of the examination content or materials through any form of reproduction or oral or written communication is strictly prohibited. Disclosure of examination content is a violation of the NBCC Code of Ethics.

The NCE is administered at WKU (if there are a sufficient number of test takers). The exam dates and sites can be found at: <http://www.nbcc.org/Assets/Exam/sitelist.pdf>.

For more information about the exam, visit: <http://www.nbcc.org/NCE>. If you are interested in taking the exam or have any questions, please contact Belinda Wisdom at 270.745.4953 or belinda.wisdom@wku.edu.

For more information about the National Board for Certified Counselors and what it has to offer, visit the NBCC website at: <http://www.nbcc.org>.

Certified Clinical Mental Health Counselor (CCMHC)

The National Certified Counselor (NCC) certification is a prerequisite of specialty certification. Applicants for the Certified Clinical Mental Health Counselor (CCMHC) must complete the required course work, supervision and examination.

Students in a mental health counseling program, approved by CACREP, who have met all the requirements except experience and submission of the clinical work sample may sit for the NCE and the NCMHCE during their last semester before graduation. Upon passing the examinations, the applicant is given the designation NCC and Board Eligible CCMHC. Certification as a CCMHC has become the standard in the field of Mental Health Counseling for regulatory boards establishing state standards and insurance companies and other third-party payers evaluating service providers (*KCA News*, Vol. 5, No. 4).

Equivalent Entry Option- Applicants who have fewer than 60 graduate semester hours (90 quarter hours) in counseling, but a minimum of 48 semester hours (72 quarter hours), and coursework in ALL required areas, may substitute documented training and/or supervised clinical experience for the additional 12 semester hours (18 quarter hours). To be considered for equivalent entry, the applicant may submit to NBCC:

- Documentation of completion of clinically relevant workshops. One hour of semester credit will be granted for every 15 clock hours of workshop participation.
- Documentation of additional supervised client contact above the required 3,000 hours. Forty hours of client contact may be substituted for one hour of semester credit.

NOTE: All coursework must have been completed for graduate credit at regionally accredited colleges or universities.

State Credentialing & Licensure

What is a State License?

A state license in counseling is permission from a particular state for a person to practice counseling and /or use the title licensed counselor. Some states have a single license and some have a two-tiered system. In a two tier system there is an entry level and an advanced level that signifies the state has endorsed the license holder for independent practice. The names of state licenses vary from state to state. They

include: LPC, LCPC, LPCC, LMHC, LPCMH, LCMHC, LPC-MH. Please note that they all begin with the L for "Licensure."

Licensed Professional Clinical Counselor (LPCC)

The Licensed Professional Clinical Counselor (LPCC) credential is required by the state of Kentucky in order to function as a clinical counselor. Kentucky law regarding the practice of professional clinical counseling can be found in *KRS 335*. The minimum requirements for this credential include a master's degree in counseling or a closely related field that includes nine specified curricular areas. To become a Licensed Professional Clinical Counselor (LPCC), the following requirements must be met:

1. Completion of a Masters, Specialist, or Doctorate Degree in Counseling or related field from a regionally-accredited institution;
2. Completion of a minimum of sixty (60) graduate semester hours in the following areas:
 - The helping relationship, including counseling theory and practice;
 - Human growth and development;
 - Lifestyle and career development;
 - Group dynamics, process, counseling, and consulting
 - Assessment, appraisal, and testing of individuals;
 - Social and cultural foundations, including multicultural issues;
 - Principles of etiology, diagnosis, treatment, planning, and prevention of mental and emotional disorders and dysfunctional behavior;
 - Research and evaluation;
 - Professional orientation and ethics; and
 - Completion of an organized internship consisting of at least 600 hours.

Upon completion of the degree, application may be made to the Kentucky Board of Licensure for Professional Counselors for credentialing as a Licensed Professional Counselor Associate (LPCA). An LPCA is required to maintain clinical supervision. After completion of the master's degree, passing the National Counselor Exam (NCE) and 4,000 hours of supervised experience (including a minimum of 1,600 hours of direct counseling), one may apply to the Board for independent practice as a LPCC. For further information about state licensure and deadlines contact the Kentucky Board of Licensure for Professional Counselors at the following address: Kentucky Board of Licensure for Professional Counselors, P.O. Box 1360, Frankfort, KY 40602. 502-564-3296, ext. 226. An application for licensure can be obtained at:

<http://ipc.ky.gov/Pages/applications.aspx>. Visit the official website: <http://ipc.ky.gov>

PROFESSIONAL ASSOCIATIONS

All students in the Department of Counseling and Student Affairs at Western Kentucky University are encouraged to join at least one professional organization before graduation from the program.

American Counseling Association (ACA)

The American Counseling Association is an organization of counselors, students, faculty and related members interested in, or working in, the counseling profession. The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings. By providing leadership training, publications, continuing education opportunities, and advocacy services to nearly 45,000 members, ACA helps counseling professionals develop their skills and expand their knowledge base. More information about ACA is available at their official website: <http://www.counseling.org>.

Within the American Counseling Association there are 19 divisions. These divisions enhance professional identity and are organized around specific interest and practice areas. The divisions provide specialized knowledge and satisfy the diverse needs of the counseling community.

Association for Assessment in Counseling and Education (AACE)

The Association for Measurement and Evaluation in Guidance, AAC was chartered in 1965. The purpose of AAC is to promote the effective use of assessment in the counseling profession.

Association for Adult Development and Aging (AADA)

Chartered in 1986, AADA serves as a focal point for information sharing, professional development, and advocacy related to adult development and aging issues; addresses counseling concerns across the lifespan.

The Association for Creativity in Counseling (ACC)

ACC is a forum for counselors, counselor educators, creative arts therapists and counselors in training to explore unique and diverse approaches to counseling. ACC's goal is to promote greater awareness, advocacy, and understanding of diverse and creative approaches to counseling.

American College Counseling Association (ACCA)

The American College Counseling Association is a national organization for persons in higher education settings whose professional identity is counseling and whose purpose is fostering student development. ACCA strives to support and enhance the practice of college counseling, to promote ethical and responsible professional practice, to promote communication and exchange among college counselors across service areas and

institutional settings, to encourage cooperation with other organizations related to higher education and college student development, and to provide leadership and advocacy for the professional of Higher Education. The preceding was taken from the official website of ACCA: <http://www.collegecounseling.org/>.

Association for Counselors and Educators in Government (ACEG)

Originally the Military Educators and Counselors Association, ACEG was chartered in 1984. ACEG is dedicated to counseling clients and their families in local, state, and federal government or in military-related agencies.

Association for Counselor Education and Supervision (ACES)

Originally the National Association of Guidance and Counselor Trainers, ACES was a founding association of ACA in 1952. ACES emphasizes the need for quality education and supervision of counselors for all work settings.

Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling (ALGBTIC)

ALGBTIC educates counselors to the unique needs of client identity development; and a non-threatening counseling environment by aiding in the reduction of stereotypical thinking and homophobia.

Association for Multicultural Counseling and Development (AMCD)

Originally the Association of Non-White Concerns in Personnel and Guidance, AMCD was chartered in 1972. AMCD strives to improve cultural, ethnic and racial empathy and understanding by programs to advance and sustain personal growth.

American Mental Health Counselors Association (AMHCA)

This association works to enhance mental health counseling through licensing, advocacy, education and professional development. The American Mental Health Counselors Association is the national organization representing licensed mental health counselors and state chapters with consistent standards of education, training, licensing, practice, advocacy and ethics. Mental health counseling is a distinct profession with national standards for education, training and clinical practice. The official website of AMHCA is found at: <http://www.amhca.org/>.

American Rehabilitation Counseling Association (ARCA)

ARCA is an organization of rehabilitation counseling practitioners, educators, and students who are concerned with enhancing the development of people with disabilities throughout their life span and in promoting excellence in the rehabilitation counseling profession's practice, research, consultation, and professional development.

American School Counselors Association (ASCA)

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social and career development so

they achieve success in school and are prepared to lead fulfilling lives as responsible members of society. It provides professional development, publications and other resources, research and advocacy to more than 27,000 professional school counselors around the globe. The American School Counselor Association (ASCA) is a worldwide nonprofit organization based in Alexandria, VA. Founded in 1952, ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society. The association provides professional development, publications and other resources, research and advocacy to more than 15,000 professional school counselors around the globe. The preceding was taken from the official website of ASCA: <http://www.schoolcounselor.org/>.

Association for Play Therapy (APT)

The Association for Play Therapy was established in 1982 to promote the value of play and play therapy. Play therapy is becoming an increasingly popular modality with which mental health professionals apply the therapeutic powers of play to help clients of all ages resolve their psychological problems or achieve optimum mental health. The association sponsors research, continuing education, and credentialing programs to advance the professional knowledge and skills of its 4,500 member psychologists, social workers, counselors, and marriage and family therapists in 20 nations. APT promotes the value of play, play therapy, and credentialed play therapists by advancing the psychosocial development and mental health of all people and sponsoring and supporting those programs, services, and related activities that promote the:

- Public understanding and appreciation of play and play therapy
- Effective practice of play therapy through research, education and training, and support
- Recognition, incorporation, and preservation of diversity in play and play therapy
- Development and maintenance of a strong professional organization that satisfies this mission

The preceding was taken from the official website of APT: <http://www.a4pt.org/>.

Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC)

Originally the National Catholic Guidance Conference, ASERVIC was chartered in 1974. ASERVIC is devoted to professionals who believe that spiritual, ethical, religious, and other human values are essential to the full development of the person and to the discipline of counseling.

Association for Specialists in Group Work (ASGW)

Chartered in 1973, ASGW provides professional leadership in the field of group work, establishes standards for professional training, and supports research and the dissemination of knowledge.

Counseling Association for Humanistic Education and Development (C-AHEAD)

C-AHEAD, a founding association of ACA in 1952, provides a forum for the exchange of information about humanistically-oriented counseling practices and promotes changes that reflect the growing body of knowledge about humanistic principles applied to human development and potential.

Counselors for Social Justice (CSJ)

CSJ is a community of counselors, counselor educators, graduate students, and school and community leaders who seek equity and an end to oppression and injustice affecting clients, students, counselors, families, communities, schools, workplaces, governments, and other social and institutional systems.

International Association of Addictions and Offender Counselors (IAAOC)

Originally the Public Offender Counselor Association, IAAOC was chartered in 1972. Members of IAAOC advocate the development of effective counseling and rehabilitation programs for people with substance abuse problems, other addictions, and adult and/or juvenile public offenders.

International Association of Marriage & Family Counselors (IAMFC)

IAMFC is an organization that promotes excellence in the practice of couples and family counseling by creating and disseminating first-class publications and media products, providing a forum for exploration of family-related issues, involving a diverse group of dedicated professionals in its activities, and emphasizing collaborative efforts. One of the most fruitful collaborations is with the National Academy for Certified Family Therapists. IAMFC also encourages counselors to think systemically and to advocate for the worth and dignity of all families. The preceding was taken from the official website of IAMFC: <http://www.iamfc.org/>.

Kentucky Counseling Association (KCA)

The Kentucky Counseling Association is an organization of counseling professionals who work in educational, health care, residential, private practice, community agency, government, business, and industry settings. KCA is a state branch of the American Counseling Association. The preceding was taken from the official website of KCA found at: <http://www.kyca.org/>.

Kentucky Mental Health Counselors Association (KMHCA)

The purpose of this organization is to address the mental health needs of the Commonwealth by promoting Professional Clinical Counseling through public education, professional development and political activism. The KMHCA is dedicated to the growth and development of Mental Health Counseling, networking with other counseling professionals, providing continuing education opportunities, promoting standards of excellence in the profession through effective licensure and advocating for the profession and mental health issues. The preceding was taken from the official website of KMHCA: <https://sites.google.com/a/kmhca.net/kmhca/>.

Kentucky School Counselor Association (KSCA)

The Kentucky School Counseling Association is a branch of the American School Counselor Association. The KSCA Conference is held annually in March. The official website of the KSCA is found at: <http://www.kyschoolcounselor.org>.

National Career Development Association (NCDA)

Originally the National Vocational Guidance Association, NCDA was one of the founding associations of ACA in 1952. The mission of NCDA is to promote career development for all people across the lifespan through public information, member services, conferences, and publications.

National Employment Counseling Association (NECA)

NECA was originally the National Employment Counselors Association and was chartered in 1966. The commitment of NECA is to offer professional leadership to people who counsel in employment and/or career development settings.

**All above information taken directly from the ACA website-<http://www.counseling.org> unless otherwise noted.*

North American Society of Adlerian Psychology (NASAP)

The North American Society of Adlerian Psychology's mission is to foster and promote the research, knowledge, training, and application of Adlerian Psychology, maintaining its principles and encouraging its growth. Founded in 1952, NASAP thrives today as a society for a broad spectrum of professionals in the fields of education, psychology, psychiatry, counseling, social work, pastoral care, business, and family education. See: <http://www.alfredadler.org/>. In 2015, an affiliate of NASAP was formed, the **Kentucky Tennessee Society of Adlerian Psychology (KTSAP)**. It is comprised of professionals across the region, as well as WKU students and graduates.

American Association of Community Colleges (AACC)

The American Association of Community Colleges is the primary advocacy organization for the nation's community colleges. The Association represents more than 1,100 associate degree-granting institutions and some 10 million students. Formed in 1920, AACC is a national voice for community colleges, which marked their 100th year of service to the nation in 2001. AACC is leading the celebration of the colleges as they provide learning opportunities to their students and communities and the nation. The American Association of Community Colleges (AACC) is the primary advocacy organization for the nation's community colleges. The association represents almost 1,200 two-year, associate degree-granting institutions and more than 11 million students. The preceding was taken from the official website of AACC: <http://www.aacc.nche.edu/>.

American Association for Higher Education and Accreditation (AAHEA)

AAHE is an independent, membership-based, nonprofit organization dedicated to building human capital for higher education. AAHE is the source of choice for information about higher education on issues that matter in a democratic multi-racial society. AAHE promotes and disseminates examples of effective educational practice to address those issues. AAHE members are a national talent pool willing and ready to share their expertise with colleagues in higher education, policymakers, media professionals and the public at large. AAHEA is an independent, membership-based, non-profit organization dedicated to building human capital for higher education. AAHEA is the source of choice for information about higher education on issues that matter in a democratic multi-racial society; and AAHEA promotes and disseminates examples of effective educational practice to address those issues. AAHEA members are an international talent pool willing and ready to share their expertise with colleagues in higher education, policymakers, media professionals, and the public at large. The preceding was taken from the official website of AAHEA: <http://www.aahea.org/>.

American College Personnel Association (ACPA)

American College Personnel Association (ACPA), headquartered in Washington, D.C. at the National Center for Higher Education, is the leading comprehensive student affairs association that advances student affairs and engages students for a lifetime of learning and discovery. The preceding was taken from the official website: <http://www2.myacpa.org>.

Association of College Administration Professionals (ACAP)

The majority of ACAP's college administration members are the vice presidents of business, student services, or academic affairs. The large numbers of members are controllers, directors of housing, physical plant, human resources, student activities, admissions, financial aid, security and safety, purchasing, college unions, food services, bookstores, auxiliary services, and many other college operations. The preceding was taken from the official website of ACAP: <http://acap.webstarts.com/>.

Association of College and University Housing Officials International (ACUHOI)

The Association of College and University Housing Officers International (ACUHO-I) is the preeminent professional association dedicated to supporting and promoting the collegiate residential experience by: creating value through services, information, and collegial relationships that are indispensable to its members; and continually changing and adapting in ways that assist members in meeting the needs of dynamic campus environments. We do this with the constant purpose of making a positive difference in the lives of members and those they serve. The Association of College and University Housing Officers - International is the preeminent professional association that supports and promotes the collegiate residential experience. We create value through education, avocation, and network connections. We help housing professionals meet the needs of

dynamic campus environments. And we do this to help make a positive difference in the lives of our members and the students they serve. The preceding was taken from the official website of ACUHOI: <http://www.acuho-i.org/>.

College and University Professional Association for Human Resources (CUPA-HR)

Founded more than 50 years ago, CUPA-HR serves more than 6,300 human resource (HR) administrators at nearly 1,600 colleges and universities as well as others interested in the advancement of human resources in higher education, including students and HR service providers. Committed to promoting the effective management and development of human resources in higher education, CUPA-HR offers many professional development opportunities. CUPA-HR provides dynamic leadership to the higher education human resources profession and the higher education community by delivering essential knowledge, resources and connections that enhance individual and institutional capacity and effectiveness. CUPA-HR members are higher education HR. Our membership is institution-based and includes close to 90 percent of all U.S. doctoral institutions, around 70 percent of all master's institutions, over 50 percent of all bachelor's institutions, and almost 500 two-year and specialized institutions. The preceding was taken from the official website of CUPA-HR: <http://www.cupahr.org/>.

National Association of Student Personnel Administrators (NASPA)

NASPA – Student Affairs Administrators in Higher Education is the leading voice for student affairs administration, policy, and practice, and affirms the commitment of the student affairs profession to educating the whole student and integrating student life and learning. With over 11,000 members at 1,400 campuses, and representing 29 countries, NASPA is the foremost professional association for student affairs administrators, faculty, and graduate and undergraduate students. NASPA members are committed to serving college students by embracing the core values of diversity, learning, integrity, collaboration, access, service, fellowship, and the spirit of inquiry. NASPA provides professional development, promotes exemplary practices, and is a leader in policy development. NASPA helps senior student affairs officers and administrators, student affairs professionals, faculty, and other educators enhance student learning and development. NASPA promotes quality and high expectations; advocates for students; encourages diversity; and excels in research and publication. The preceding was taken from the official website of NASPA: <http://www.naspa.org/>.

Southern Association for College Student Affairs (SACSA)

The Southern Association for College Student Affairs, as an independent, regional association, has as its mission to be an exemplary organization for practitioners, educators, and students engaged in the student profession. Founded in 1949, SACSA is a unique regional association with a specific niche in our 15-state service area. SACSA strives to meet the needs of a wide variety of student affairs professionals from graduate students, new practitioners and mid-managers to senior student affairs officers

and graduate faculty. Throughout the year, SACSA members are able to benefit from a variety of professional development opportunities, networking, and subscription to our peer-reviewed journal. This mission will be accomplished by: providing accessible, on-going, comprehensive professional development activities and services of the highest quality for persons in all areas and levels in the student affairs profession, encouraging and recruiting a diverse group of promising individuals to enter the student affairs profession and addressing the career development needs of new and established professional in our membership, maintaining and strengthening our traditions of inclusiveness, diversity, collegiality, to member involvement, mentoring, and fostering professional networks as hallmarks of the Association, fostering the growth of the student affairs profession by: a) offering opportunities for continuing professional education; b) articulating the role of student affairs in higher education; c) ensuring faculty and graduate student involvement in the Association; d) facilitating the integration of scholarship and practice; e) promoting professional standards; f) engaging in cooperative efforts with other professional organizations; and g) encouraging and supporting research. Identifying and analyzing issues concerning students, higher education, and the student affairs profession, and communicating student perspectives to various constituencies through media and other forums. The preceding was taken from the official website of SACSA: <http://www.sacsa.org/>.

College Student Personnel Association of Kentucky (CPAK)

Formed in 1976, the College Personnel Association of Kentucky (CPAK) is a state division of the American College Personnel Association (ACPA). CPAK concerns itself with the professionals in the varied areas of student affairs, student services, campus life, academic support, and higher education administration throughout the state of Kentucky. For more information, visit: <http://www.cpak.org/>.

GRADUATE STUDENT ASSOCIATIONS

Chi Sigma Iota (CSI)

Chi Sigma Iota is the international honor society for students, professional counselors and counselor educators established at Ohio University in 1985. Our mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. For information about the WKU chapter of Chi Sigma Iota (Omega Kappa Upsilon) please see the Department chapter faculty advisor.

Student Affairs Graduate Association (SAGA)

The purpose of the Student Affairs Graduate Association (SAGA) is to promote the individual professional development of current and past students as well as alumni of Western's Student Affairs and student personnel services programs. In order to accomplish this purpose, SAGA sponsors professional networking opportunities, conferences, training workshops, an organizational newsletter, and other activities

oriented toward career development. An ancillary purpose of SAGA is to promote Western's student affairs programs through sponsorship of various informational and recruitment activities. It is also a way to have fun! For more information, visit:

<http://www.wku.edu/csa/saga/>.

DEPARTMENT EXPECTATIONS FOR GRADUATE STUDENTS

The major goals of graduate education in the Department of Counseling and Student Affairs at WKU are to instill in each student an understanding of and a capacity for scholarship, critical thinking, academic rigor, and intellectual integrity. Faculty and graduate students have a shared obligation to work together to foster these goals through relationships that advance judicious inquiry, demonstrate individual and professional integrity, and encourage common respect. The following section outlines the expectations of graduate students in the Department of Counseling and Student Affairs.

Communication with Faculty & Faculty Advisors

Graduate students must:

- Communicate regularly with faculty advisors about their progress in their graduate programs.
- Initiate inquiry to advance understanding of the academic subjects and advances in the field.
- Speak regularly with the faculty advisor, particularly with concerns associated with progression in the graduate program.

Policies and Procedures

Graduate students must learn and act in accordance with the Graduate School and Departmental policies and procedures, specific program requirements, and standards of performance established by faculty articulated in the Department Graduate Student Handbook and their respective professional associations or organizations.

Assistantship Obligations

Graduate assistants are expected to fulfill the responsibilities and requirements of their appointment as stated in their contractual agreements with the University and the Department. Graduate assistants employed in the Department of Counseling and Student Affairs should communicate directly to the Department Head about absences and/or any concerns related to their position.

Staying Informed

Graduate students:

- Must review and understand the Graduate Handbook and ask questions that will promote their understanding of the academic requirements and financial particulars of their specific graduate program.

- Should accept the primary responsibility to be knowledgeable of the rules and regulations for the College of Education & Behavioral Sciences, the Department, and their degree program.
- Are expected to take responsibility for keeping informed of and completing all required paperwork and other degree obligations in a timely fashion.
- Must use their WKU e-mail address. Instructors correspond with students throughout a course via their WKU email address. Begin using and accessing your WKU e-mail on a consistent basis *now*.

Timeliness

Graduate students:

- Are expected to fulfill the requirements of their programs in a timely manner.
- Should set aside any intentions to “speed through the program.” Depending on work schedules, family commitments, and other responsibilities, most will be able to complete their program in 2^{1/2} to 4 years.
- Should consult with their advisor as they schedule courses for each semester.
- Should enroll in the coursework agreed to on their form C’s to complete the degree plan.

Professional Behavior

Graduate students are expected to:

- Act in accordance with the Ethical Standards of the American Counseling Association.
- Exercise the utmost integrity in all facets of the graduate program.
- Behave in a professional and mature nature in all interactions with faculty, staff, and fellow students.
- Use personal laptops in class only for course-related work and taking notes.
- To turn off cell phones during classes.
- Maintain the appropriate standards to continue graduate studies.
- Conduct professional communication (i.e., emails) with respect.
- Submit documents that are the original work of the student. Plagiarism will not be tolerated.

Graduate Student Development

Graduate students are expected to:

- Be open to personal growth and feedback.
- Develop competencies on which they will be evaluated. These include a commitment to personal growth and professional development; proficient communication skills; an ability to receive and utilize feedback, engage in reflective practice and accept personal responsibility; flexibility; and demonstration of ethical and legal behavior, as well as demonstration of a consideration of how their behaviors impact others.
- Treat all others with respect.

Academic Performance

Graduate studies should be viewed as professional development. Graduate students should learn how to apply what they have learned not only to their respective area of study but to social problems. The Department shares a commitment to social justice and advocacy. All graduate students are expected to develop standards of professional performance (see [Rubric](#) on pages 46-49).

Courses will include a statement on attendance in their syllabi. Students should be well aware of the policy for each course and of the consequences for not following it. If there is no statement on attendance in the course syllabus, students should assume that attendance is required for all class meetings and ask the professor for a formal statement of the policy. Some courses have a policy about late or missing assignments. Students are responsible for understanding the policy, including the consequences for not following it. Specific directions for assignments might not always be concrete and may require personal reflection. For example, some of instructors may not provide specific rubrics for particular assignments. This is to encourage creativity, as well as to generate reflective thought and some degree of ownership in the final product of the assignment.

A general rule of thumb is that graduate students should expect to study about 3 to 4 hours per week outside class for each unit of credit they are enrolled in. For example, a student taking 9 to 12 credit hours (or approximately 3 classes) should expect to spend 27-36 hours each week studying and working on the course assignments outside of the class setting.

Graduate Writing Standards

Graduate-level academic and professional writing is expected of all students in the Department of Counseling and Student Affairs. All writing should be original thought, include appropriate depth of inquiry, and demonstrate both breadth and depth of understanding of the materials presented as well as the field of study. The writing standards used to judge students' professional writing are those included in the *Publication Manual of the American Psychological Association (APA)*, Sixth Edition. It provides guidance on all aspects of the writing process and outlines specific information on how to format and write a paper including headings, quotations, spacing, and language. Your assignments must use APA format and writing style as presented in the current edition of the *Publication Manual American Psychological Association*.

Leaves of Absence

Graduate students must inform their faculty advisor of any leaves of absence that may be needed and discuss any implications a leave of absence will have on their program progression.

* Some information was adapted from TAMU's Distance Learning's *Orientation: Expectations for Graduate Study* and Virginia Tech Graduate School's *Building Graduate Community: Expectations for Graduate Study*.

PROFESSIONAL PERFORMANCE REVIEW for Counseling Students

Rubric for Professional Performance Review

EVALUATION CRITERIA

1. Respects divergent points of view

DOES NOT MEET CONSISTENTLY MEET CRITERIA	MEETS CRITERIA CONSISTENTLY	EXCEEDS CRITERIA CONSISTENTLY
<ul style="list-style-type: none"> Does not display openness to divergent points of view 	<ul style="list-style-type: none"> Demonstrates openness to divergent points of view 	<ul style="list-style-type: none"> Demonstrates openness to divergent points of view by engaging in conversations in which divergent points of view are being addressed
<ul style="list-style-type: none"> Demonstrates defensiveness, frustration or other negative emotions when engaging in discussions in which different views from one's own are presented 	<ul style="list-style-type: none"> Appears to listen openly to divergent points of view 	<ul style="list-style-type: none"> Appears curious in learning about other points of view

2. Awareness of diversity and non-discrimination

DOES NOT MEET CONSISTENTLY MEET CRITERIA	MEETS CRITERIA CONSISTENTLY	EXCEEDS CRITERIA CONSISTENTLY
<ul style="list-style-type: none"> Does not appear to understand or engage in competencies in knowledge, attitudes, and skills related to diversity 	<ul style="list-style-type: none"> Understands and often demonstrates competence in knowledge, attitudes, and skills related to diversity 	<ul style="list-style-type: none"> Demonstrates competence in knowledge, attitudes, and skills related to diversity through observable behavior and interactions with others
<ul style="list-style-type: none"> Does not consistently seek opportunities to grow in multicultural awareness or competencies 	<ul style="list-style-type: none"> Appears open to engaging in opportunities that will build multicultural competencies 	<ul style="list-style-type: none"> Engages in opportunities to build multicultural competences

3. Academic performance (coursework, participation)

DOES NOT MEET CONSISTENTLY MEET CRITERIA	MEETS CRITERIA CONSISTENTLY	EXCEEDS CRITERIA CONSISTENTLY
<ul style="list-style-type: none"> Cumulative grade does not meet graduate college standards 	<ul style="list-style-type: none"> Cumulative grade does meet graduate college standards 	<ul style="list-style-type: none"> Cumulative grade exceeds graduate college standards
<ul style="list-style-type: none"> Assignments are often of poor academic quality 	<ul style="list-style-type: none"> Meets minimal expectations for assigned work 	<ul style="list-style-type: none"> Meets or exceeds academic expectations for assigned work
<ul style="list-style-type: none"> Assignments are often turned in late or not at all 	<ul style="list-style-type: none"> Assignments are usually turned in by due date 	<ul style="list-style-type: none"> Seek faculty assistance early in the semester. Is proactive about academic performance

4. Appropriate in-class behavior

DOES NOT MEET CONSISTENTLY MEET CRITERIA	MEETS CRITERIA CONSISTENTLY	EXCEEDS CRITERIA CONSISTENTLY
<ul style="list-style-type: none"> • Unable to listen to others without interrupting frequently 	<ul style="list-style-type: none"> • Can listen to others but may have occasional difficulty tracking complex content 	<ul style="list-style-type: none"> • Shows ability to listen to others with patience
<ul style="list-style-type: none"> • Unable to glean themes and primary elements from listening to other students, clients or professors 	<ul style="list-style-type: none"> • Able to articulate primary content after listening to others but synthesis sometimes lacks complexity 	<ul style="list-style-type: none"> • Able to extract salient content after listening to others and offer complex analysis
<ul style="list-style-type: none"> • Tone of voice, verbal sharing and nonverbals are often inappropriate for the setting 	<ul style="list-style-type: none"> • Tone of voice, verbal sharing and nonverbals are adequate 	<ul style="list-style-type: none"> • Tone of voice, verbal sharing and nonverbals are appropriate and facilitative

5. Collaboration, contribution to positive environment

DOES NOT MEET CONSISTENTLY MEET CRITERIA	MEETS CRITERIA CONSISTENTLY	EXCEEDS CRITERIA CONSISTENTLY
<ul style="list-style-type: none"> • Does not participate in class discussions; shows little evidence of having prepared for class 	<ul style="list-style-type: none"> • Typically comes to class prepared to discuss required reading 	<ul style="list-style-type: none"> • Always comes to class prepared to take part in rich discussion about the required reading and/or homework
<ul style="list-style-type: none"> • May engage in disrespectful or unthoughtful ways 	<ul style="list-style-type: none"> • Participates in class discussions; maintains a positive demeanor 	<ul style="list-style-type: none"> • Always participates; and does so respectfully of others
<ul style="list-style-type: none"> • Does not appear to work well with others; other students have voiced concerns 	<ul style="list-style-type: none"> • Typically works well with others 	<ul style="list-style-type: none"> • Receives good feedback from others related to how s/he collaborates

6. Reflective practice

DOES NOT MEET CONSISTENTLY MEET CRITERIA	MEETS CRITERIA CONSISTENTLY	EXCEEDS CRITERIA CONSISTENTLY
<ul style="list-style-type: none"> • Shows little or no effort to reflect on past academic or clinical work outside of class 	<ul style="list-style-type: none"> • Willing to reflect on past academic or clinical performance, however not consistently 	<ul style="list-style-type: none"> • Demonstrates a thoughtful commitment to reflecting on past academic or clinical work
<ul style="list-style-type: none"> • Unable to offer insights on the success of or improvement to past academic or clinical performance 	<ul style="list-style-type: none"> • Able to glean some insights on their previous successes or need for improvement after reflection 	<ul style="list-style-type: none"> • Consistently reveals insights regarding personal successes and areas for improvement after reflection ideas for improvement after engaging in reflective practice

• Displays little or no awareness of the value of reflective practice	• Shows some awareness of the value of reflective practice	• Demonstrates awareness of the value of reflective practice
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7. Accepts personal responsibility

DOES NOT MEET CONSISTENTLY MEET CRITERIA	MEETS CRITERIA CONSISTENTLY	EXCEEDS CRITERIA CONSISTENTLY
• Unwilling to admit mistakes or examine own contribution to the problem	• Willing to examine personal responsibility with an issue with some direction	• Engages in dialectic thought when
• Argues with others in order to remove themselves from the problem	• Was accurate and honest in reviewing their role and others roles in problematic situations	• Accepting of personal mistakes and responded to them as an opportunity for personal growth
• Consistently blames others for or avoids self-examination	• Initially defensive but with time, open to self-examination regarding concerns	• Avoids blaming others in favor of self-examination

8. Personal & professional growth

DOES NOT MEET CONSISTENTLY MEET CRITERIA	MEETS CRITERIA CONSISTENTLY	EXCEEDS CRITERIA CONSISTENTLY
• Hardly engages or shows little interest in personal development	• Is willing to engage in some personal development opportunities	• Seeks and attends additional personal development opportunities (i.e., counseling, supervision)
• Hardly engages or shows little interest in professional development	• Is willing to engage in some professional development opportunities outside of the classroom	• Seeks and attends additional professional development opportunities outside of the classroom
• Hardly engages faculty or instructors regarding academic growth	• Periodically seeks consultation with faculty regarding academic growth	• Seeks and meets with faculty regularly regarding academic development

9. Receive, give, and integrate feedback

DOES NOT MEET CONSISTENTLY MEET CRITERIA	MEETS CRITERIA CONSISTENTLY	EXCEEDS CRITERIA CONSISTENTLY
• Discourages feedback from others through defensive or manipulative behavior	• Generally receptive to receiving feedback from others	• Invites and welcomed feedback from others frequently
• Fails to demonstrate ability to incorporate feedback successfully	• Shows some indication they had incorporated feedback into views and behaviors	• Shows evidence of commitment to incorporating feedback into own view and behaviors

<ul style="list-style-type: none"> • Fails to acknowledged the value of feedback in their personal and professional development 	<ul style="list-style-type: none"> • Able to verbalize the value of feedback but not always behaviorally invested in the practice of giving and receiving 	<ul style="list-style-type: none"> • Clearly demonstrates appreciation for the value of giving and receiving feedback
<ul style="list-style-type: none"> • Demonstrates more eagerness to give rather than receive feedback 	<ul style="list-style-type: none"> • Demonstrates more eagerness to receive rather than give feedback 	<ul style="list-style-type: none"> • Demonstrates eagerness to both give and receive feedback

10. Ethical & legal boundaries

DOES NOT MEET CONSISTENTLY MEET CRITERIA	MEETS CRITERIA CONSISTENTLY	EXCEEDS CRITERIA CONSISTENTLY
<ul style="list-style-type: none"> • Hardly follows the ethical code 	<ul style="list-style-type: none"> • Follows the ethical code 	<ul style="list-style-type: none"> • Is aware of, understands and follows the ethical code
<ul style="list-style-type: none"> • Behavior is not consistent with moral principles 	<ul style="list-style-type: none"> • Adheres to basic professional moral principles 	<ul style="list-style-type: none"> • Is aware of, understands and follows professional moral principles
<ul style="list-style-type: none"> • Behavior is not consistent with legal statues 	<ul style="list-style-type: none"> • Maintains practice within the law 	<ul style="list-style-type: none"> • Is aware of, understands and follows related legal statutes

Adapted from William and Mary (2010) *Criteria for Professional Performance Evaluation*

DEPARTMENT OF COUNSELING & STUDENT AFFAIRS
Western Kentucky University

STUDENT RESPONSIBILITY FORM

I understand that I am responsible for reading and agreeing to the all of the content in the Department of Counseling and Student Affairs Graduate Program Handbook.

I have reviewed these materials carefully, and if I have questions concerning these materials, I will ask for clarification in the orientation meeting or from my advisor. I also understand that I am responsible for asking any questions or acquiring any clarification about the contents of the handbook.

I have downloaded a copy of the Department of Counseling & Student Affairs Graduate Program Handbook and understand that I am responsible for the information presented therein. By signing below, I verify that I have read and agree to the information and policies included in the Graduate Student Handbook. I also verify that I have successfully completed the plagiarism tutorial and now understand its content.

Signature

Date

Printed Name

(Signed form will be filed in student record.)

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