



MOREHEAD STATE UNIVERSITY

COUNSELING PROGRAM CANDIDATE HANDBOOK

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PROGRAM OVERVIEW

Morehead State University offers excellent preparation for a career as an ethical and culturally competent School Counselor. This handbook has been prepared to introduce candidates to the Counseling Program through the presentation of admission procedures, the sequence of courses in the program, and program policies and procedures.

We welcome your interest in the profession of counseling and our program and hope that this handbook will answer many of your questions. Do not hesitate to contact your advisor if you have any questions about the program.

ADVISING PHILOSOPHY AND GOALS

Information, procedures, and requirements contained in this handbook are subject to change according to revisions of current regulations by the Graduate Office, College of Education, or this Program. **You are advised to keep informed through periodic email correspondence or phone conferences with your advisor.** It is the candidate's responsibility to contact his/her advisor with any questions about the program and to follow the guidelines on his/her Program Evaluation on MSU's Webadvisor.

Every attempt will be made to provide a meaningful training sequence for each person enrolled in the program. In order for this goal to be met, commitment must be manifested by both the faculty and the student. Please be conscientious in exercising your responsibilities as a counselor trainee.

We offer the **M.A. in Counseling** degree which leads to P-12 5-year provisional school counselor certification in Kentucky for individuals who want to work as elementary, middle school, or high school counselors.

ADMISSIONS PROCEDURES AND REQUIREMENTS

Admission Procedures

You will find an application for graduate programs on MSU's "Graduate Programs" webpage, www.moreheadstate.edu . Complete the application and submit it with the required application fee as directed on the webpage. The letter informing you of your admission to the program will have your advisor's name and contact information.

Admission Requirements for the M.A. in Counseling

1. General admission to graduate study (**requires 2.5 GPA**) See Graduate Studies accessible from MSU's main Webpage for Application information.
2. **A GRE score of 800** (verbal and quantitative) with a **minimum verbal score of 350** or a **raw score of 33 (385-390 Scaled Score)** on the Miller Analogies Test is required.

However, you do not need to take the GRE or MAT before you apply. You may be admitted provisionally to the M.A. in Counseling Program, and take 12 semester credit hours in the program (4 courses). If you have a 3.5 GPA or above at the end of the 12 hours, the department chair may waive the testing requirement upon your request.

3. A TOEFL 525 score (197 computer based) or 74 on the English Language Instruction Test of the University of Michigan is required for international students.

The Miller Analogies Test is offered at MSU's testing center in 501 Ginger Hall. The testing center can also provide information on the GRE. Their number is 606-783-2526

Transferring Credits into the Program

You may transfer up to nine (9) graduate credits (3 three credit courses in which a grade of B or above was earned which are documented on a transcript that you've submitted to MSU's Graduate Office). All substituted courses must match the 12 required courses that make up the M.A. in Counseling Program and be approved by Counseling Program faculty.

Note that there are no electives in the program You must submit a "Course Substitution" request and a copy of the course syllabus for each course that you wish to substitute for an equivalent course in the program. The form can be found on MSU's Graduate Program's webpage. The request should be submitted to your advisor for consideration.

REQUIRED COUNSELING COURSES

(See hybrid, or online courses formats listed for each required course below.)

- EDGC 619 Career Counseling (3 hr) **online**
- EDGC 620 Psycho-Social & Multicultural Factors in Counseling (3 hrs) **online**
- EDGC 656 Introduction to Counseling (3 hrs) **online** [**Note: This is a prerequisite for EDGC 666; EDGC 667; EDGC 668; EDGC 671; and EDGC 669.**]
- EDGC 665 Philosophy and Practice of School Counseling (3 hrs) **online**
- EDGC 666 Theories of Counseling (3 hrs) **online**
- EDGC 667 Group Counseling (3 hrs) offered as a Hybrid (**Combination of face to face and online course delivery**)
- EDGC 668 Legal and Ethical Issues in Counseling (3 hrs) **online**
- EDGC 671 Practices and Techniques in Counseling (3 hrs) offered as a Hybrid (**Combination of face to face and online course delivery**)
- EDGC 669 Practicum in Counseling (3 hrs) offered as a Hybrid (**Combination of face to face and online course delivery**)

REQUIRED PROFESSIONAL EDUCATION COURSES

- EDF 600 Research Methods in Education (3 hrs) **online**
- EDF 610 Advanced Human Growth and Development (3 hrs) **online**
- EDGC 661 Measurement Principles and Techniques (3 hrs) **online**

TOTAL HOURS REQUIRED (36)

COURSE DESCRIPTIONS AND OFFERINGS BY SEMESTER

[For additional information and course descriptions please see the **MSU Graduate Catalog pp. 92-99**]

(See the identification of semesters courses are typically offered below.)

For example, (3-0-3) following the course title means three hour class, no laboratory, three hours credit attempted.

Courses may not be offered as noted here if enough students do not enroll in them to offer the course.

Roman numerals I, II, III following the credit hours allowance indicate the term in which the course is normally scheduled: I-fall; II-spring; III-summer.

EDGC 656. Introduction to Counseling.

(3-0-3); I, II, III.

History, philosophical principles, and development of guidance movement; place of specialist; guidance and the teacher; present status of guidance meeting needs of individual school; objectives, types, and scope of guidance.

[NOTE: EDGC 656 should be taken as soon as possible after admission to the master's degree program. This is a prerequisite for EDGC 666, EDGC 667, EDGC 668, EDGC, EDGC 671, and EDGC 669.]

EDF 610. Advanced Human Growth and Development.

(3-0-3); I, II, III.

Developmental processes across the lifespan. Application of principles of development, research findings, and theory of human development and behavior. Cross listed with PSY 610.

EDGC 619. Career Counseling.

(3-0-3); II, III.

Overview of career development and career decision theories. Planning and integrating career information and counseling in school programming and classroom vocational counseling in schools, and other settings.

EDGC 620. Psychosocial and Multicultural Factors in Counseling.

(3-0-3); I, III.

Study of recently recognized non-classroom factors impacting student's school behavior and performance, and appropriate counseling strategies designed to assist students.

EDGC 661. Measurement Principles and Techniques.**(3-0-3); I, II, III.**

Identification of educational objectives associated with test construction; table of specifications; elementary statistics, testing and non-testing procedures.

Investigations of major types of tests; administration, scoring, and interpretation of test results. 98 Description of Courses

EDGC 665. Philosophy and Practice of School Counseling.**(3-0-3); II, III.**

Organizational goals and procedures in designing a comprehensive program in information services, appraisal, and counseling; relationships of counselor with school personnel and with community members and organizations; referral procedures; legal implications for counselors.

EDGC 666. Theories of Counseling.**(3-0-3); I, III.**

Prerequisite: EDGC 656. Basic philosophies, principles, and procedures in counseling.

EDGC 667. Group Counseling.**(3-0-3); II, III.**

Prerequisite: EDGC 656. Study of theories and principles of individual reaction under stress in group situations and application in group counseling and guidance programs. Groups include school, family, and community.

EDGC 668. Legal and Ethical Issues in Counseling.**(3-0-3); I, II.**

Prerequisite: EDGC 656. This course will examine legal and ethical aspects relevant to professional issues in counseling. Current legislation impacting the profession of counseling in various settings will be examined as will recent case law. Ethical codes of the major professional organizations will be examined as will related codes of certification and licensure bodies. Special attention will be given to issues such as the rights of minors, emancipated minors, HIV status, and others.

EDGC 671. Practices and Techniques in Counseling.**(3-0-3); I, II, III.**

Prerequisite: EDGC 656; Corequisite: EDGC 666. This course has been designed to provide an overview of the fundamental counseling skills and techniques. Students will be provided with opportunities to begin developing basic counseling skills and techniques. This growth will be facilitated by interactive lecture, in-class demonstrations and student videotapes, discussion, and peer counseling that will occur under supervised conditions.

**EDGC 669. Practicum in Counseling.
(3-0-3); I, II.**

Prerequisites: EDGC 619, 620*, 656, 665, 666, 667, 668, 671 and approved practicum application. *May be taken the same semester as practicum. Weekly class instruction in techniques of counseling and supervised field experiences counseling individuals and groups. Must fill out application for practicum the semester prior to enrolling and submit to the advisor. [NOTE: The candidate must apply to take EDGC 669. See instructions on page 11 of this handbook. EDGC 669 Practicum is offered on Prestonsburg Campus fall semesters and on Morehead Campus fall and spring semesters.]*

POST-MASTER'S DEGREE COURSES IN COUNSELING: RANK I/ED.S.

**EDGC 662. Individual Inventory Techniques.
(3-0-3); II.**

Prerequisite: consent of instructor. Special training in choice and utilization of achievement and psychological tests and inventories not requiring clinical training; sociometrics, and observational and interview techniques.

**EDGC 670. Directed Research.
(1 to 3 hrs.); I, II, III.**

Prerequisites: EDF 600 and one course from the major. Supervised research investigation of a professional problem. Student must submit a proposal describing the nature and procedure of the research prior to starting. Format for the proposal will be supplied by the instructor upon request. Copy of final report on project is required for department's permanent file of completed projects. [Registration for this course is made through the Department Chair. The candidate must identify a faculty member with whom to work with for the Directed Research. This is a Rank I or Ed.S. course.]

**EDGC 674. Seminar in Guidance and Counseling (online).
(1 to 3 hrs.); I, III.**

Prerequisite: consent of instructor. Group study and discussion of individual research or study of problems having special significance to the field of guidance and counseling.

**EDGC 676. Directed Study (online).
(1 to 3 hrs.); I, II, III.**

Prerequisites: EDF 600 and one course from the major. Guided study of a professional problem. Student must submit a plan describing the nature of the study prior to starting. Format for the plan will be supplied by the instructor upon request. Copy of final report on the study is required for department's permanent file of completed projects. Registration for this course is made through the Department Chair. The candidate must identify a faculty member with whom to work with for the Directed Research. This is a Rank I or Ed.S. course.

EDGC 678. Internship.**(1 to 6 hrs.);**

Supervised experience in activities appropriate to the area of specialization. [Must be approved by advisor and Chair of Department of Foundational and Graduate Studies in Education.]

EDGC 679. Advanced Practicum in Counseling.**(3-0-3); I, II.**

Prerequisites: admission to the Rank I or Ed.S. program in Counseling, EDGC 683, and approved practicum application. Supervised advanced clinical practice for students pursuing post-master's training in counseling. [NOTE: The candidate must apply to take EDGC 669. See instructions on page 11 of this handbook. EDGC 679 Practicum is offered on Prestonsburg Campus fall semesters and on Morehead Campus fall and spring semesters.]

EDGC 680. Family Counseling (online).**(3-0-3); II, III.**

The course will focus on the study of the dynamics of the family system. Family counseling will be addressed; including theory, assessment, and treatment.

EDGC 681. Workshop.**(1 to 3 hrs.); I, II, III.**

Prerequisite: upper division or graduate classification. Workshop for specifically designated task orientation in education. May be repeated in additional subject areas. Maximum of six semester hours may be earned under this course number.

EDGC 682. Counseling Issues in Sexuality (online).**(3-0-3); on demand.**

Prerequisite: admission to the Rank I or Ed.S. program or consent of instructor. Comprehensive overview of existing beliefs and knowledge about human sexuality; the variety of its expression, common problems, and the changing sexual patterns of society. Course is directed toward professional school and agency counselors.

EDGC 683. Advanced Counseling Theory (online).**(3-0-3); I, III.**

Prerequisite: EDGC 666. Comprehensive investigation of advanced theories and applications for counseling. Course is designed as an advanced graduate seminar in theoretical concepts of counseling and to provide an opportunity for the development of advanced intervention skills in cognitive, affective, behavioral and multimodal approaches to counseling.

REGISTERING FOR CLASSES

Candidates who have been accepted into a degree program may register on-line from the MSU Home Page. It is the responsibility of the candidate to see that all requirements for proper registration are accomplished. All students should contact their academic advisor via email or phone if they have questions about the program or need assistance developing a plan of course completion. Registration dates are determined by the University and announced. Registration for Summer Sessions and Fall Semesters typically begins in early April and Registration for Spring Semester typically takes place in early or mid November.

Registering for Courses that are Closed

When candidates wish to enroll in courses that are closed, they should contact the professor who is listed to teach the course and request an override into the desired course.

Semester Class Times

Almost all of the Counseling Program Courses are offered online or during the following class time block: 6 pm-8:40PM (Actual times may vary). Graduate Classes typically meet only once a week during Fall and Spring semesters. These evening classes are typically offered Monday - Thursday.

Summer Sessions

Two summer sessions are available to Counseling Program Students:

Summer Session I - Starts at the very end of May (sometimes early June) and continues for four (4) weeks. Candidates are advised to check the Academic Calendar available online through MSU's Website for summer I dates.

Summer Session II- Starts about July 1 and also continues for four (4) weeks. Summer classes typically meet online or two- three times a week - Tuesday, Wednesday and/or Thursday from 10am to Noon and/or 1 pm to 3 pm.

Students may enroll in two classes each summer session. Candidates are advised to check the Academic Calendar available online through MSU's Website for summer II dates.

[Note: Please check the times of summer classes carefully - University policy may change days and times of classes each summer and courses may be cancelled if enough students do not enroll to constitute a course.]

PRACTICUM REQUIREMENTS

Practicum Requirements

All of the counseling courses listed on the Practicum Application **must be completed before** taking Practicum. [See the general guidelines for practica and the Practicum Application in **APPENDIX II** of this handbook.]

[**Note:** You may apply for Practicum the semester before you've completed all of the courses]. However, EDGC 620 or EDGC 619—(**only one of the two** courses) may be taken with Practicum.

Practicum requires **100 contact hours** completed **at two levels** of public schooling during a semester---split evenly or 40-60% between an elementary school and a middle or high school. The M.A. in Counseling leads to a Kentucky P-12 five-year provisional certification as a Ky. school counselor. Thus, the Practicum must be taken under the supervision of **both** an elementary Ky. certified school counselor and a middle or high school counselor.

[**Note:** Sometimes one school counselor who holds current P-12 school counselor certification may be employed and working in both an elementary and a middle school or high school and may serve as a candidate's supervisor at both levels].

Practicum student must find and gain acceptance to complete her or his practicum hours at practicum site(s) that meet the above criteria.

Practicum Application

After identifying two school sites who have agreed to allow you to complete your practicum in their schools, you will need to record this information on your practicum application form..

During the semester in which you complete the last of the "Counseling Core" classes:

EDGC 656	EDGC 671
EDGC 666	EDGC 619
EDGC 667	EDGC 620
EDGC 668	EDGC 665

you **must** request an "**Application for Practicum**" form from your advisor (and it is included in **APPENDIX I** of this handbook.) **or** you may elect to complete all courses except Practicum before submitting your application for practicum.

The form requires information about when you completed the above courses and the grade that you received.

Complete the Application for Practicum form, add your signature, and send to your advisor. Your advisor will check your Program Evaluation in Webadvisor and will sign the form and forward it to the Counseling Program Leader, who will check and sign the form. The departmental ADS will then enroll you in Practicum.

EXIT EXAMINATION

All candidates for the M.A. in Counseling are required to take and pass the comprehensive exit examination after all coursework has been completed. The **Exit Exam Study Guide** is provided in **APPENDIX II** of this handbook. .

The Exit Exam consists of 100 multiple-choice questions. There are 10 questions requiring a knowledge of and ability to apply content addressed in the following courses: EDGC 656; EDGC 619; EDGC 620; EDGC 661; EDGC 665; EDGC 666; EDGC 667; EDGC 668; EDF 600; EDF 610.

When you have completed these classes you must submit via fax or scanned document a **“Permission to take Exit Exam”** form to your advisor. Your advisor will confirm that you’ve completed the classes, sign the form and will submit it to the counseling program leader who will inform you of the time and place that the Exit Exam will be given.

Exit Exam Procedures

The Exit Exam is administered during the fall, spring, and summer semesters typically toward the end of the semester or summer to allow candidates to master the content of classes they are completing. Exam administration dates are announced mid semester. The Exit Exam requires 2 hours of testing time and is administered via paper-and-pencil in a supervised group environment.

Retaking a Failed Exit Exam

If you fail the paper-and-pencil Exit Exam, you may take it again when it is next administered. If you fail the paper-and-pencil Exit Exam the second time, you may take an Oral Exam the following semester (Please contact your advisor to schedule). If you fail the Oral Exit Exam, you will not earn an M.A. in Counseling but will be provided with a remediation plan (re-taking one or more courses). You will not be able to re-take an Exit Exam until you’ve successfully completed the remedial plan generated by the counseling faculty.

PROGRAM COMPLETION FORM SUBMISSION REQUIREMENT

The Completion of Program form is available on the MSU Graduate Programs Webpage. This form must be completed by candidates, accompanied by a fee, and delivered to the Graduate Office at Morehead State University **before October 15 during the fall semester or before March 15 during the spring semester**. If this form is not on file before these deadlines, completion of the degree program will be postponed and the candidate cannot graduate during that semester.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

Community Engagement: A Light to and from the Mountains

The Professional Education Unit at Morehead State University delivers rigorous, high quality instruction that is informed by best practice, national and international research and scholarship, literature, and experiences specific to Appalachia-preparing professionals to improve schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College and Unit, but it also incorporates the conceptual framework that guides all activities.

Conceptual Framework Outcomes:

The Unit and the faculty within individual programs assess the degree to which its candidates:

- 1.) Master the content knowledge, professional and the twenty – first century skills Needed to make an optimal contribution to “whole” student learning in education settings;
- 2.) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning;
- 3.) Demonstrate professional dispositions;
- 4.) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students; and
- 5.) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes:

Through course activities candidates will be able to:

1. Describe goals, key features and components, and applicability of major advanced theories of counseling for use with diverse clients;
2. Demonstrate a knowledge of major advanced theory methods and intervention strategies;
3. Compare, analyze and evaluate the usefulness of two or more advanced counseling theories;
4. Demonstrate an awareness of therapeutic approaches used in the treatment of: depression, anxiety, grief, addictive behavior, marriage and family conflict, and abuse; and
5. Demonstrate an awareness of ethical and effective multicultural counseling.

KENTUCKY DEPARTMENT OF EDUCATION**Counseling Program Objectives**

The following objectives are judged necessary for counselors in a school to function effectively within the framework of a comprehensive developmental guidance program.

A competent counselor has:

- An understanding of human development.
- An understanding of the dynamics of the school and school community.
- A workable knowledge of selected concepts from related disciplines.
- An understanding of professional dimensions of the guidance movement.
- An understanding of various organizational patterns for developmental comprehensive guidance programs.
- The ability to develop effective counseling relationships with P-12 school students.
- The ability to effectively conduct group procedures.

- An understanding of the career development process as it applies to P-12 school students.
- The ability to properly use informational resources.
- An understanding of the dynamics of pupil placement within the school.
- An understanding of both objective and subjective methods in pupil assessment.
- The ability to use referral sources.
- The ability to evaluate the effectiveness of the school guidance program.

ACADEMIC HONESTY POLICY

Academic dishonesty is prohibited at Morehead State University. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

DISABILITY ACCOMMODATIONS

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, they are best applied when requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator at: 204-E ADUC, 606-783-5188 or e.day@moreheadstate.edu

CAMPUS SAFETY STATEMENT

Emergency response information is provided in MSU emergency response protocols at www.moreheadstate.edu/emergency. Please familiarize yourself with this information. When students are on campus, they should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You also should notify officials of the university if you have special needs or will require assistance during an emergency evacuation.

DIVERSITY MISSION STATEMENT AND COMPETENCIES

ACA Diversity Ethics Code

Counselors should recognize diversity in our society and embrace a cross-cultural approach in support of the worth, dignity, potential and uniqueness of each individual.

Professional Nondiscrimination Policy

Counselors do not condone or engage in discrimination based on age, color, culture, disability, gender, race, religion, sexual identity/orientation, marital status, or socioeconomic status.

Counseling Program Diversity Mission Statement

Counselors must have expertise in working effectively with diverse students. They must have cultural literacy which involves knowledge of various cultural groups' values, beliefs and worldviews, knowledge of different cultural groups' histories in the U.S., the willingness to learn about different cultural groups, and the ability to seek out and attend to information about and from different cultural groups and to accommodate that knowledge so that it results in new insight and ways of looking at the world. For students to become culturally literate, they also must be knowledgeable about their own cultural identities and committed to developing into advocates for all clients including those whose cultural backgrounds may differ from their own.

MSU College of Education Diversity Competencies

1. Recognizes and articulates diversity theory, issues and variables in instruction
2. Creates a caring learning community that is responsive to the diverse needs of learners.

3. Makes learning relevant for diverse learners' through the incorporation of diverse cultural contexts in curricula.
4. Demonstrates the belief that all students can learn by differentiating instruction to meet the needs of all learners .
5. Demonstrates collaboration and cooperation with resource personnel to increase the learning of special needs students.
6. Respects diverse families' cultures and languages and uses knowledge of these factors to facilitate students' achievement.
7. Values all students' contributions and efforts and provides appropriate constructive feedback.
8. Utilizes recognized methods for facilitating the learning of ELL students.
9. Displays a knowledge of stratification effects on historically marginalized groups based on gender, race, class, ethnicity, religion, disability, and sexual orientation in society.
10. Displays a knowledge of and ability to analyze structural inequities in society and schools.
11. Displays an informed and reasoned openness to and understanding of human differences in perspective and behavior.
13. Displays a commitment to creating a just and equitable society.

Requirements for Continuance in the Counseling Program

Candidates must maintain a 3.0 GPA; Have no more than two Cs among grades for all coursework; and Adhere to APA, ASCA, and KY Schools Codes of Ethics.

Counseling Dispositions Requirement

As part of candidates' degree completion, they must be assessed in terms of their professional dispositions including their ability (academically and social-emotionally) to succeed within our program and to eventually perform as competent, professional master's level counselors. All faculty members

teaching **EDGC 620**, **EDGC 671**, and **EDGC 667** will assess each candidate using the Candidate Dispositions Screening Inventory. Professors will provide candidates with their disposition evaluation upon completion of the courses listed above.

You must submit disposition evaluations from all professors in the following courses: **EDGC 620**, **EDGC 671**, and **EDGC 667** after you have completed them all by sending hardcopies of them to Dr. Beverly Klecker as a part of practicum application before Nov. 15 during fall semesters and before March 15 during spring semesters. Each semester, Dr. Klecker will convene a meeting of counseling faculty to discuss concerns raised about candidates' performance on the items in the scale. (See Candidate Disposition Screening Inventory in **APPENDIX I** of the Candidate Handbook.)

**** See Appendices beginning on the next page.**

APPENDIX I: Candidate Dispositions Screening Inventory

Student Name: _____

Instructor: _____

Course: _____ Date: _____

Directions:

As part of candidates' degree completion, candidates in the program must be assessed in terms of their professional dispositions including their ability (academically and social-emotionally) to succeed within our program and to eventually perform as competent, professional master's level counselors. All faculty members teaching **EDGC 620**, **EDGC 671**, and **EDGC 667** will assess each candidate using the following scale. Professors will provide candidates with their disposition evaluation upon completion of all core courses. You must submit disposition evaluations from all professors in the following courses: **EDGC 620**, **EDGC 671**, and **EDGC 667** after you have completed them all by sending hardcopies of them to Dr. Beverly Klecker **before Nov. 15** during fall semesters and **before March 15** during spring semesters. Each semester, Dr. Klecker will convene a meeting of counseling faculty to discuss concerns raised about candidates' performance on the items in the scale.

Scoring legend: 1 = Unsatisfactory; 2 = Satisfactory' 3 = Unable to Observe

Dimensions: (please circle the number corresponding to your assessment)

- | | | | | |
|-----|--|---|---|---|
| 1. | Ability to work with others in collaborative/productive ways. | 1 | 2 | 3 |
| 2. | Ability to empathize with others. | 1 | 2 | 3 |
| 3. | Ability for self awareness (strengths, weaknesses, values). | 1 | 2 | 3 |
| 4. | Does not allow personal biases and values to have a negative impact on professional performance. | 1 | 2 | 3 |
| 5. | Accurate and realistic self-assessment of skills at present. | 1 | 2 | 3 |
| 6. | Openness to feedback and ability to use this feedback to learn and grow. | 1 | 2 | 3 |
| 7. | Personal commitment and dedication to work performance and profession of counseling. | 1 | 2 | 3 |
| 8. | Presents (non-verbally) in professional manner (i.e. appearance, hygiene, demeanor, etc.). | 1 | 2 | 3 |
| 9. | Presents (verbally) in professional manner. | 1 | 2 | 3 |
| 10. | Social/emotional capacity to work with others in helping relationships. | 1 | 2 | 3 |

Comments/ Additional Observations:

APPENDIX II: GENERAL DESCRIPTION OF PRACTICUM

The practicum experience represents a critically important segment of the Counseling program for students at Morehead State University. It is designed to provide the student with a supervised opportunity to apply the concepts and skills learned in prerequisite course work to an actual professional setting. Specifically, this experience is designed to help student interns to:

- Demonstrate continued development in counseling skills.
- Identify with the role and profession of counseling.
- Develop good working relationships with administration and staff and learn about actual working conditions and organizational procedures.
- Participate in the process of supervision both on-site and through peer supervision seminars.
- Apply appropriate ethical standards in a professional context.
- Evaluate their own growth and development as counselors.

STUDENT RESPONSIBILITIES:

A total of 100 hours of onsite work is required for practicum courses. While the specific requirements for each of the courses may differ, some activities that are generally required of practicum students include:

- Individual and Small Group Counseling;
- Consulting with Teachers, Parents, and/or Staff;
- Conducting Developmental Guidance Lessons (School Certification Students);
- Participating in Conferences and Team Meetings;
- Participating in Assessment Procedures where appropriate;
- Record Keeping and Report Writing;
- Participating in Professional Development Activities;

ROLE OF THE FIELD SUPERVISOR

The field supervisor helps the counselor-intern implement a program of work and provides formative evaluation. The professional assigned to this task of supervision would be one with appropriate credentials (including a graduate degree in counseling and appropriate certification as a school counselor, and would be expected to provide opportunities for the student to engage in those counseling and/or student personnel activities required for the practicum.

Some procedure for regular supervision should be established that would be mutually agreeable to both supervisor and intern. This might take the form of a weekly meeting where such issues as the intern's progress, counseling strengths and weaknesses, student/client cases, review of school policies and procedures, or other relevant topics could be addressed.

A requirement of the practicum is that students keep their field supervisors fully apprised of their activities while at the internship site. The field supervisor will also be asked to complete a final evaluation form. Throughout the practicum, the faculty supervisor will be in contact with the field supervisor and will meet with the student regularly at Morehead State University. The faculty instructor will specify requirements for the practicum student and provide a final summative evaluation.

APPLICATION FOR PRACTICUM

Form Must Be Completed By October 15 For Spring Semester
And By February 15 For Summer and Fall Semester

Application for Practicum in Guidance and Counseling (EDGC 669)

Name _____ Phone Home & Cell _____
Address _____ Year/Semester Accepted into Program _____

Directions: Complete this form by providing the requested information and submit to your program advisor no later than mid-term of the semester prior to enrollment in Practicum. Students will **not** be permitted to enroll for Practicum without an approved application.

Candidates enrolling in EDGC 669 **must have** completed the following courses prior to enrolling for Practicum in Guidance and Counseling. Please indicate the semester you completed each of the following courses and the grade received.

Course Prefix/Number	Course Title	Semester Completed	Grade Received
EDGC 656	Introduction to Counseling		
EDGC 665	Philosophy and Practice of School Counseling		
EDGC 666	Theories of counseling		
EDGC 667	Group Counseling		
EDGC 668	Legal and Ethical Issues in Counseling		
EDGC 671	Practices and Techniques		
EDGC 619*	Career and Vocational Counseling		
EDGC 620*	Psychosocial and Multicultural Issues in Counseling		

* May be taken during the **same** semester as Practicum

Proposed Practicum Site

Must have sites that cover BOTH elementary and secondary grades.

School/Agency: _____

Address: _____

Field Supervisor: _____

Desired Class Location

Circle or Highlight One

Campus Prestonsburg

Ashland

Please select credit hours

(6hrs only available to those accepted before 2007)

3 credits 6 credits

Student signature: _____ Date: _____

Advisor signature: _____ Date: _____

APPENDIX III: Study Guide for the Exit Examination for Masters of Arts in Counseling

The study guide that appears below has been prepared to serve as a topical resource for you as you prepare for the exit examination in Counseling. It should be emphasized that the current exit examination covers all of the major component classes in the Master's degree program in Counseling. By using this guide you may find that your study and preparation are more focused and efficient but you would do well to review the course syllabi and notes taken in each of your classes in order to insure adequate preparation for the examination. The Exit Exam contains 100 multiple-choice items with ten items from each of the following courses in the program.

Introduction to Counseling

- A. Distinguish between licensure, certification, and accreditation
- B. Recall the major professional organizations associated with the counseling profession.
- C. Recall characteristics of a code of ethics.
- D. Recall the basic concepts of the counseling relationship
- E. Recall the major areas of counseling including:
 - 1. Personal/Social
 - 2. Vocational
 - 3. Group
 - 4. Group Guidance
 - 5. Rehabilitation
 - 6. Academic
 - 7. Developmental
- F. Recall the desired characteristics of a counselor.
- G. Recall therapeutic techniques used in counseling.
- H. Know terms used in counseling profession (e.g., congruency, transference, therapeutic alliance, competence, attending skills, self-disclosure, reflecting, etc.)
- I. Recall the history of the counseling profession.

Legal and Ethical Issues in Counseling

- A. Recall the five (5) philosophical principles which underpin professional codes of ethics.
- B. Define each of the following terms addressed in professional codes of ethics including: client privacy, confidentiality, duty to warn, privileged communication, malfeasance,
- C. Know the standards of professional ethical conduct for counselors including areas such as client welfare, supervision, consultation, testing, and conflicts of interest.
- D. Recall the essential requirements for ethical conduct with minor clients.
- E. Recall American Counseling Association (ACA) and American School Counseling Association (ASCA) Codes of Ethics.

Theories of Counseling

- A. Understand and be able to apply the major author and components, terms and techniques for each of the following theories.
- | | |
|----------------------------|-------------------------------------|
| 1. Psychoanalytic Theory | 6. Reality Theory |
| 2. Person-Centered Theory | 7. Cognitive-Behavioral Theory |
| 3. Gestalt Theory | 8. Rational-Emotive Behavior Theory |
| 4. Transactional Analysis | 9. Multi-Modal Theory |
| 5. Solution-Focused Theory | 10. Existential Theory |
- B. Recall the purpose of theories in counseling

Group Counseling

- A. Recall the major characteristics (Group size and purpose) for each of the following types of groups:
1. Guidance Group
 2. Counseling Group
 3. Therapy Group
- B. Know Stages in Group Development
- C. Know Types of Group Leaders
- D. Know Group Leader's Role and Required Skills
- E. Recall ASGW's Best Practice Guidelines
- F. Know Confidentiality in Group Counseling

Career and Vocational Preparation

- A. Recall the major components of the following vocational development theories:
1. Holland's Theory
 2. Super's Theory
 3. Roe's Theory
- B. Recall the characteristics of a good school career guidance programs (elementary, middle school, high school)
- C. Recall the use of Career Exploration and Preference Inventories
- D. Recall Career Counseling Techniques

Psycho-Social and Multicultural Aspects of Counseling

- A. Define:
- Acculturation
 - Assimilation
 - Collectivism

Individuation
 Monochromic
 Polychromic
 Society
 Culture
 Oppression
 Privilege
 Intercultural
 Intracultural

- B. What does Multicultural Counseling Theory involve?
- C. How may traditional counseling theories be problematic for working with diverse clients (Consider traditional counseling theory principles and strategies)?
- D. How is self-concept affected by one's environment (culture, society)?
- E. How are conceptions and definitions of deviance relevant when considering diversity in counseling?
- F. How do affluence and poverty affect self-concept?
- G. How is race socially constructed?
- H. How are spirituality and religion different?
- I. How is ageism fostered in the U.S.?
- J. What effects of classism might you encounter in counseling?
- K. How are sex and gender different?
- L. What do homosexuality and heterosexuality identity development involve?
- M. What are the stages of white racial identity development?
- N. What counseling ethics are relevant for work with diverse clients?
- O. What does counselor advocacy involve?

Measurement Principles and Techniques

- A. Discriminate among scales of measurement (nominal, ordinal, interval, ratio)
- B. Define Measurement, Assessment, Test, and Evaluation
- C. Know Basic Descriptive Statistics
- D. Understand Validity, Reliability and Standard Error of Measurement
- E. Know Characteristics of multiple-choice and essay tests
- F. Apply knowledge of selecting a test using Mental Measurement Yearbook (MMY)
- G. Understand test score reporting (T-score, z-score, ETS scores, stanines, and DIQ)

Research

- A. Recall Purpose of Sampling and Sampling Techniques (random, stratified random, convenience, purposive, etc.)
- B. Recall and apply knowledge of Instrument Validity and Reliability
- C. Recognize Forms of Research Hypotheses
- D. Recognize Types of Research (e.g., Historical, Descriptive, Causal-Comparative, Correlational, and Experimental).

- E. Apply knowledge of common statistical tests (t-test, ANOVA, Chi-Square, ANCOVA, F-test, Correlation)
- F. Define and apply concepts of Statistical Power and Type I and II Errors.

Philosophy and Practice of School Counseling

- A. Recall the following major legislative acts.
 - 1. Buckley Amendment
 - 2. Public Law 94-142
 - 3. NDEA
 - 4. NCLB
- B. Identify Major Professional Associations in Counseling
 - 1. American Psychological Association (APA)
 - 2. American Counseling Association (ACA)
 - 3. American School Counseling Association (ASCA)
 - 4. National Career Development Association (NCDA)
- C. Recall ethical (ACA Code of Ethics) issues regarding:
 - 1. Dual Relationships
 - 2. Privacy
 - 3. Duty to Warn
 - 4. Competence
- D. Describe Major sources of educational planning and career information
- E. Understand History of Guidance and Counseling
- F. Be able to interpret assessment results (e.g., percentiles, raw scores, T-scores).

Human Growth and Development

- A. Understand the Stages in Language Development
- B. Know Attention Deficit Hyperactivity Disorder and Learning Disability
- C. Understand Temperament and Attachment Research
- D. Recall Identity, Self-Efficacy, and Self-Esteem
- E. Recall the major developmental theories of:
 - 1. Erikson
 - 2. Freud
 - 3. Piaget
 - 4. Kohlberg
 - 5. Gilligan
- F. Recall Basic concepts of human learning:
 - 1. Classical or Respondent Conditioning
 - 2. Operant or Instrumental Conditioning
 - 3. Social Learning Theory
- G. Recall Basic terms associated with human development

**Morehead State University
College of Education**

**Department of Foundational and Graduate Studies in Education
Programs in Counseling**

Authorization for Exit Examination

Name:			
	(Last)	(First)	(MI)
Address:			
	(Street)		
	(City)	(State)	(Zip)
MSU ID #:		Phone:	

I hereby certify that I have completed, or will complete by the end of the current semester, all of the required coursework for the Master's Degree in Counseling and request authorization to take the Exit Examination for this program and degree.

Student's signature (electronic signature accepted)

Date

The student whose name appears above has met the eligibility requirements and is authorized to complete the Exit Examination for the Master's Degree in Counseling.

Advisor's signature

Date

A letter informing the student of his/her test result will be mailed within **FIVE WORKING DAYS** following completion of the Exit Examination.

Note: If necessary, this completed form may be sent by FAX to the Department of Professional Programs in Education and Foundations or emailed to your advisor as a **WORD OR RTF** file attachment

FAX: 606-783-5032

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