

**University of the Cumberland**  
**Master of Arts in Professional Counseling**  
**Program**



**Academic Handbook**  
**and**  
**Course Catalog**

**2010**

## **University of the Cumberlands Mission Statement**

University of the Cumberlands has historically served students primarily, but not exclusively, from the beautiful mountain regions of Kentucky, Tennessee, West Virginia, Virginia, Georgia, North Carolina, South Carolina, Ohio and Alabama which have traditionally been described as Appalachia. The University's impact can be seen in the achievements of its graduates who have assumed roles of leadership in this region and throughout the nation. While located in the resort like area of Appalachia, with emphasis primarily on serving the beautiful mountain area, the University now reaches into every state and around the world through its student body and alumni. UC continues to offer promising students of all backgrounds a broad-based liberal arts program enriched with Christian values. The University strives for excellence in all of its endeavors and expects from students a similar dedication to this pursuit. Its commitment to a strong academic program is joined with a commitment to a strong work ethic. UC encourages students to think critically and creatively so that they may better prepare themselves for lives of responsible service and leadership. This focus of its undergraduate programs is extended and extrapolated into its graduate programs. These programs prepare professionals to be servant-leaders in their disciplines and communities, linking research with practice and knowledge with ethical decision-making in the pursuit of the life-more-abundant for both the individual and society.

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## University of the Cumberland

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## **Accreditation**

University of the Cumberlands is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools to award baccalaureate, master's, and doctoral degrees. Inquiries concerning the accreditation status of the University may be directed to the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or by calling 404-679-4500.

University of the Cumberlands complies with all applicable federal and state non-discrimination statutes and does not engage in prohibited discrimination on the basis of race, color, nationality, ethnic origin, sex, age, or handicap. The University may discriminate on the basis of religion in any position of employment in order to fulfill its purpose.

## **Program Description**

Through its Master of Arts in Professional Counseling, University of the Cumberlands offers a graduate program for those students aspiring to become Licensed Professional Counselors. The program is designed to serve both recent baccalaureate graduates and licensed professionals who desire to broaden their expertise as mental health counselors in community settings. The aim of this degree program is to provide students with the academic background and requirements that enable one to become a Licensed Professional Counselor. The program offers students multiple options for completion of its requirements. Students with a bachelor's degree who may have some counseling-related experience but who do not hold a counseling license are offered the Entry Level and Practicum Program option. Students who have already earned a license in a related field (alcohol/drug, marriage and family counseling, etc) are offered the Advanced Standing Program options.

## **Program Completion Options**

### **Entry Level Coursework and Practicum Program (2 years)**

Students who have completed a baccalaureate degree in psychology, social work, human services or a related field and who do not hold any professional licenses would begin the Master of Arts in Professional Counseling in this track. The 60-hour curriculum includes both online and on-campus courses, and includes two clinical practicum rotations (300 clock hours each). Twenty-seven hours of the curriculum can be completed online and is followed by the first practicum rotation. The remainder of the curriculum is delivered on campus and is followed by the second practicum rotation. The master's degree is confirmed upon successful completion of the second practicum rotation.

### **Advanced Standing Thesis or Case Report Program (14 months to 2 years)**

As stated above, students in the M.A. in Professional Counseling degree program are required to complete two 300-hour clinical clerkships unless they already have: (i) well-documented counseling experience; and (ii) hold a prior counseling license. An applicant that has met the

above criteria shall be admitted with advanced standing, and will not be required to participate in the counseling practicum. Thus, possession of a prior counseling license is a key factor in reducing the time it takes to complete the M.A. in Professional Counseling degree program. [Note: For purposes of this discussion, there is no difference between “registration,” “certification,” and “licensure” provided such qualifications are acknowledged by the relevant state authorities.]

The State of California offers a good example insofar as the State of California has authorized the following institutions to grant certification to alcohol and drug counselors: *(i) Association of Christian Alcohol & Drug Counselors; (ii) Breining Institute; (iii) California Association for Alcohol and Drug Educators (CAADE); (iv) California Association of Alcoholism and Drug Abuse Counselors (CAADAC); (v) California Association of Addiction Recovery Resources (CAARR); (vi) California Association of Drinking Driver Treatment Programs (CADDTP); (vii) California Certification Board of Chemical Dependency Counselors (CCBCDC); (viii) Forensic Addictions Corrections Treatment (FACT); and (ix) Indian Alcoholism Commission of California, Inc.*

Thus, candidates who apply for admission to the M.A. in Professional Counseling degree program who already have well-documented counseling experience in alcohol and drug counseling and who hold a state-approved are not required to complete additional clerkship (practicum) training.

Although possession of a prior counseling license is a key factor in reducing the time it takes to complete the M.A. in Professional Counseling degree program, not all our applicants hold a prior counseling license. Accordingly, University of the Cumberlands has made provisions for these students to complete clinical training at state-approved clinical training institutes, such as the British Psychoanalytic Institute.

### **Advanced Standing Thesis or Case Report Program in Oxford (12-14 months)**

An exciting opportunity for students with advanced standing is the option to complete a portion of their coursework in Oxford University. A total of 8-weeks of intensive, face to face seminar instruction in Oxford is required, with the balance of the curriculum offered in an online format. Candidates will complete their degree by means of research and writing of a 60-80 page master’s thesis or the preparation of case reports documenting their prior clinical experience. This 8-weeks of intensive instruction in Oxford takes place during August and September each year. The tutorial nature of the instruction limits the class size to twenty-four students per year.

University of the Cumberlands is an organization which contracts with St Stephen's House for the use of facilities, but which has no formal connection with the University of Oxford. In a case such as this, where University of the Cumberlands is the degree-granting institution but the students are in residence at St Stephen's House, a Permanent Private Hall of the University of Oxford, care must be taken to respect the traditions of both institutions and to avoid any misrepresentations as to the students' academic visitor status at the University of Oxford.

## Admission Requirements

A Bachelor's degree is required for admission into the graduate program.

Please submit the following information either by mail or email:

- Transcripts of all undergraduate and graduate coursework from all colleges and universities attended. A minimum cumulative grade point average (GPA) of 3.0 for all prior coursework is required.
- Candidates applying for advanced standing must also submit a copy of their professional license.
- Submit a 500-word Statement of Purpose for graduate study.
- Submit two Letters of Reference from individuals commenting on the applicant's academic and professional potential.

### Provisional Admission

It is *recommended* that students choosing the Entry Level option have either a major or minor in Psychology in their undergraduate program. However, other candidates will be considered if they have completed a minimum of 12 hours in Psychology courses. It is also recommended that these students have had the following courses in their undergraduate program:

- a. at least one course in counseling
- b. research methods or basic statistics
- c. abnormal psychology

Students who lack one or more of these courses in their undergraduate program may be admitted provisionally at the recommendation of the Program Director.

Students whose GPA does not meet the minimum requirements may be admitted conditionally at the recommendation of the Program Director

### Transfer of Credit Policy

The M.A. in Professional Counseling degree program requires completion of 60 hours of graduate level work. At most, 29 hours of academic credit can be earned in an online format.

A maximum of nine semester hours of credit may be transferred from a regionally-accredited institution of higher learning. These transfer credits must be in courses determined to be equivalent to courses required in the program. All transfer credits must be approved by the Program Director and the Registrar.

### Advanced Standing

Furthermore, students are not required to repeat courses that they have completed at state-approved (but not regionally accredited) institutions of higher learning. In this case, transfer credit, *per se*, is not

permitted, because the course work was not completed at a regionally-accredited institution. Instead, these student would be granted Advanced Standing and may satisfy the 60-hour requirement by means of a combination of any of the following; (i) case reports; (ii) master’s thesis; (iii) graduate courses in school counseling, namely COOL 530 - Introduction to School Counseling, and COOL 531 - Social and Cultural Foundations of School Counseling

### **Tuition and Fees (KY Programs)**

#### Tuition Fees

\$400 per credit hour x 60 credit hours	\$24,000
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#### Books

Textbooks & reference books	<u>\$1,000</u>
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Typical Program Cost	\$25,000
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Students in the “M.A. in Professional Counseling” degree program are required to complete two 300-hour clinical clerkships unless they already have: (i) well-documented counseling experience; and (ii) hold a prior counseling license. (link to “advanced standing”) Additional costs may be incurred as a result of practicum participation.

### **Tuition and Fees/Expenses (Oxford Program)**

#### Tuition Fees

\$400 per credit hour x 60 credit hours	\$24,000
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#### Room & Board in Oxford

£420 per week at St. Stephen’s House, Oxford x 8 weeks = £3,360	\$6,000
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#### Transportation

Round trip air fare to Oxford, England (approx)	\$1,000
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#### Books

Textbooks & reference books (approx)	<u>\$1,000</u>
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Typical Program Cost	\$32,000
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Students in the “M.A. in Professional Counseling” degree program are required to complete two 300-hour clinical clerkships unless they already have: (i) well-documented counseling experience; and (ii) hold a prior counseling license. (link to “Advanced Standing”)

Practicum Supervision Fees [e.g. British Psychoanalytic Institute]  
(Not required of students who already hold a counseling license)

£4,500 per 300-hour clinical clerkship (incl. 30 hours of face-to-face supervision)  
\$7,335

## Program Curriculum

### Online Courses

PSYOL 532	Lifespan Development
PSYOL 533	Personality Theories in Clinical Practice
PSYOL 534	Lifestyle and Career Counseling
PSYOL 535	Psychological Testing in Clinical Practice
PSYOL 536	Counseling Research Methods
PSYOL 537	Etiology and Diagnosis of Abnormal Behavior
PSYOL 538	Counseling, Psychotherapy and Consulting
PSYOL 539	Counseling Diverse Populations
PSYOL 630	Counseling during Grief and Crisis

### Classroom Courses

PSYC 530	Introduction to Mental Health Counseling
PSYC 531	Ethical and Legal Issues in Counseling
PSYC 631	Counseling Theory and Practice
PSYC 632	Drug Abuse and Dependency
PSYC 633	Group Counseling
PSYC 634	Marriage and Family Counseling
PSYC 635	Child and Adolescent Counseling

### Independent Study

PSYC 560*	Counseling Practicum I (300 clock hours – 6 credit hours)
PSYC 660*	Counseling Practicum II (300 clock hours – 6 credit hours)
PSYC 690**	Case Report Option ( <i>six case reports, 10-12 pages each</i> )
PSYC 691**	Master's Thesis Option ( <i>60-80 pages</i> )

\*These courses are taken only by students in the Entry Level Track.

\*\*Students in the Advanced Standing Track have the option of taking either of these courses and may be repeated for credit.

## Course Descriptions

### PSYC 530 Introduction to Mental Health Counseling\*

This course is an overview and examination of Mental Health Counseling as a helping profession. It is designed to assist the student in developing his/her professional identity as a

counselor. The course will examine historical, philosophical, and social/political influences on contemporary mental health counseling practices, as well as equip the student with an introduction to the practical aspects of a counseling practice (treatment planning, developing the helping relationship, collaboration/referral, etc.). An in-depth examination will be made into the professional organizations of professional counselors as well as their credentialing and licensing. **3 credit hours**

\*Course requirement shall be waived for students who have been admitted with Advanced Standing.

### **PSYC 531 Ethical and Legal Issues in Counseling\***

Legal and ethical issues and practices are integral to the professional counseling career. This course will examine topics such as confidentiality, ethical competence, professional relationships, testing and malpractice. Emphasis will be placed upon critical thinking and the development of skill in evaluating and resolving ethical dilemmas encountered in a mental health counseling practice. **3 credit hours**

\*Course requirement shall be waived for students who have been admitted with Advanced Standing.

### **PSYC 631 Counseling Theory and Practice**

This course provides a comprehensive overview of the various theories of counseling. This course is designed to critically examine the historical/theoretical frameworks that the major forms of counseling utilize. Some of the theoretical perspectives will include: (but are not limited to) Psychodynamic, Person-Centered (Humanistic), Existential, Adlerian, Behavioral, Cognitive-Behavioral, Gestalt, Multimodal, and Systems theory. **3 Credit hours**

### **PSYC 632 Drug Abuse and Dependency\*\*\***

This course is designed to familiarize students with the major theories and strategies currently employed in the assessment and treatment of substance abuse and addiction. This includes an introduction to the knowledge, skills and personal characteristics necessary in performing the core functions of the substance abuse counselor. Since substance abuse problems are prevalent as either primary disorders or associated with other social, behavior or emotional problems, being able to recognize, intervene in an effective manner is crucial for anyone in the counseling field. **3 Credit hours**

\*\*\*Course requirement may be waived for students who hold an Alcohol and Drug Abuse counseling license.

### **PSYC 633 Group Counseling**

This course is designed to provide students with a comprehensive overview of the various group counseling theories. In addition, this course will help students link various theoretical perspectives in group dynamics to its practice in therapeutic settings. Students will learn how to assess interpersonal and group dynamics, identify and practice group facilitation skills, manage

group process and recognize how and when group treatment may or may not be a beneficial treatment process for particular individuals or problems. **3 credit hours**

### **PSYC 634 Marriage and Family Counseling\*\***

This course provides an overview of the field of marriage and family therapy. Students will be introduced to family systems theory, explore their own family dynamics and be exposed to a wide range of skills and techniques designed to help couples and families cope with or overcome emotional, relational or behavioral problems. Students will be given opportunities to practice facilitating mock-family sessions to sharpen their skills as a therapist. **3 Credit hours**

\*\*Course requirement may be waived for students who hold a Marriage and Family Therapy license.

### **PSYC 635 Child and Adolescent Counseling**

This course examines issues related to the counseling of children and adolescents. Focus is on the application of counseling principles and theories to this specific population. Techniques for interviewing children and their families, methods for designing and evaluating treatment plans, age-appropriate assessment procedures, and ethical standards and legal requirements will also be addressed. **3 Credit hours**

## **Online Courses**

### **PSYOL 532 Lifespan Development**

Lifespan Development will focus on human development from conception through adulthood. This course will provide an overview of development in the following areas: physical, cognitive, psychological, social-emotional, and moral. The five areas of development will be examined through various developmental theories with applications to therapeutic settings. Students will examine developmental crises that may be the source of problems that become the focus in a counseling setting. **3 credit hours**

### **PSYOL 533 Personality Theories in Clinical Practice**

This class will cover an in-depth examination into historical and current psychological theories of personality. These will include psychoanalytic, humanistic, behavioral, cognitive and trait theories. The student will be given the opportunity to interpret the strengths and weaknesses of each of these models, and integrate learning toward creating tools for effective counseling. **3 credit hours**

### **PSYOL 534 Lifestyle and Career Counseling**

A thorough examination of major theories of career development and use of career assessment instruments will help equip students in evaluating and applying approaches to career counseling. This course will explore the relationship between career choice, individual skills, and lifestyle, and explore career/occupational resources available to a counselor. **3 credit hours**

**PSYOL 535 Psychological Testing in Clinical Practice**

This course will provide an exploration of the structure, administration, interpretation and uses of various psychological tests typically utilized in a counseling practice. Specific assessment procedures will include (but are not limited to) testing: cognitive ability, personality dynamics, achievement, aptitude, adaptive behavior, and emotional characteristics. Special attention will be paid to helping students develop awareness of the process of conducting a comprehensive assessment, interpreting assessment results and how to communicate those results to clients. **3 Credit hours**

**PSYOL 536 Counseling Research Methods**

This course will provide an introduction to research methods and statistical procedures that are necessary to the design, application, and evaluation of current research in the field of counseling. Generating independent research proposals and analyzing published empirical findings will be emphasized in the course. Topics will include descriptive and inferential statistics, quasi-experimental designs, correlational research methods, nonparametric statistics, APA writing style, and independent research proposal development. **3 Credit Hours**

**PSYOL 537 Etiology and Diagnosis of Abnormal Behavior**

One of the primary roles of counselors in community settings is to recognize the diagnostic criteria for abnormal behavior, understand its possible causes, and begin to develop appropriate treatment or referral plans for addressing the problems associated with psychopathology. This course is designed to provide students with a comprehensive study of the etiology of abnormal behavior. In addition, students will learn how to facilitate the diagnostic process. This will include intimate familiarity with the Diagnostic and Statistical Manual of Mental Disorders, and other tools for facilitating accurate mental health diagnoses. **3 Credit hours**

**PSYOL 538 Counseling, Psychotherapy and Consulting**

This course is an introduction to major therapeutic similarities and differences between counseling, psychotherapy, and consultation. Theories of personality and the causes and severity of abnormal behavior will serve as frameworks for therapeutic intervention strategies. Particular emphasis will be placed on applying theory to professional practice in each of the three disciplines, as well as exploring the diverse responsibilities the counselor must demonstrate in each of these roles. **3 Credit hours**

**PSYOL 539 Counseling Diverse Populations**

This course is designed to provide students with a comprehensive study of the skills, techniques, and information necessary to facilitate a counseling process in a cross-cultural counseling relationship. Students will be encouraged to develop self-awareness of their own cultural biases as well as awareness of many other cultures. Special attention will be given to dimensions of culture, ethnicity, lifestyle, religion, socioeconomic status, and gender issues and how those factors affect the counseling relationship and the choice of treatment processes. **3 Credit hours**

### **PSYOL 630 Counseling during Crisis and Grief**

This course will provide a basic overview of theory and interventions used when working with clients who seek out counseling during times of crisis. Crisis interventions address urgent situations that are triggered by a specific life event. Course material will address social/emotional problems associated with mental illness (depression, OCD, suicide, etc.), bereavement, or other social losses (health/chronic illness, divorce, unemployment, etc.) and how the counselor can intervene to prevent ongoing impairment or distress for clients. **3 Credit hours**

### **Independent Study**

#### **PSYC 560 Counseling Practicum I\***

This course is designed to give students practical experience of the counseling field in a supervised setting. Students are required to spend 300 clock hours per course at selected agencies, working with clients and under direct supervision. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process. *Subject to availability of well-qualified supervisors, students may select clinical clerkships in the following fields:* (i) marriage and family therapy; (ii) community mental health counseling; (iii) clinical mental health counseling; (iv) child abuse; (v) violence against women (*incl. rape, incest and domestic violence*); (vi) alcohol and drug abuse counseling; (vii) court-mandated sex-offender counseling; (viii) grief and separation counseling (*incl. divorce and death*); (ix) adolescent male violence and gang behavior; (x) special problems of refugees and recent immigrant populations; (xi) pastoral counseling; and (xii) combinations thereof. **6 Credit Hours**

*\*Course requirement shall be waived for students who have been admitted with Advanced Standing.*

#### **PSYC 660 Counseling Practicum II\***

This course is designed to give students practical experience of the counseling field in a supervised setting. Students are required to spend 300 clock hours per course at selected agencies, working with clients and under direct supervision. During that time, the student is expected to increase his or her competence in the areas of basic interviewing, assessment, and counseling skills. Furthermore, the student will be made more aware of the ethical, legal, and professional issues inherent in the counseling process. *Subject to availability of well-qualified supervisors, students may select clinical clerkships in the following fields:* (i) marriage and family therapy; (ii) community mental health counseling; (iii) clinical mental health counseling; (iv) child abuse; (v) violence against women (*incl. rape, incest and domestic violence*); (vi) alcohol and drug abuse counseling; (vii) court-mandated sex-offender counseling; (viii) grief and separation counseling (*incl. divorce and death*); (ix) adolescent male violence and gang behavior; (x) special problems of refugees and recent immigrant populations; (xi) pastoral counseling; and (xii) combinations thereof. **6 Credit Hours**

*\*Course requirement shall be waived for students who have been admitted with Advanced Standing.*

### **PSYC 690 Case Report Option\*\***

Students in the Advanced Standing/Oxford track can choose this option to complete their coursework for the Master of Arts in Professional Counseling. This independent study will require students to complete six case reports from their previous counseling experience that document their understanding of counseling process and theory. Each case report will be 8-14 pages in length. The specific format for these case reports will be provided for the students. Credit hours vary depending on the level of Advanced Standing granted. **3 Credit Hours (per report)**

\*\*May be repeated up to 7 times for academic credit.

### **PSYC 691 Master's Thesis Option\*\*\***

Students in the Advanced Standing/Oxford track may choose this option to complete the Master of Arts in Professional Counseling. Students who choose this option would be required to complete a 60-80 page master's thesis on a topic in the field of counseling of their choosing. The student will conduct independent research and complete the thesis in APA format. The student will be assigned a faculty person to supervise the thesis process and this work will be evaluated by a committee of the Professional Counseling faculty. Credit hours vary depending on the level of Advanced Standing granted. **15 Credit Hours**

\*\*\*Thesis Optional

## **Clinical Case Report Description/Format**

A case report is a brief (8 to 14 page) case presentation in narrative form.

In writing a case report, use an actual client from your prior counseling experience, one who has completed treatment or is no longer obtaining services, using a fictitious name for the client in the case. A composite case composed from different clients will not be acceptable.

The preparation of case reports satisfies two distinct purposes. First, the preparation of case reports offers a unique means of integrating theoretical knowledge acquired in the classroom with practical knowledge, training and skills gained during the clinical practicum or in prior clinical experience. Second, case reports typically are submitted to licensing boards and potential employers.

To the extent practical, provide evidence of your knowledge and experience of the following skills.

1. SCREENING - Demonstrate your ability to determine treatment appropriateness and client

eligibility for a particular program. Ability to use appropriate diagnostic criteria in determining eligibility and ability to suggest alternative services if necessary.

2. INTAKE - Demonstrate your ability to perform the administrative and initial assessment procedures for admission to a program.
3. ORIENTATION - Demonstrate your ability to describe to client and significant others program philosophy, program, goals, procedures and rules governing client rights, and treatment costs.
4. ASSESSMENT - Demonstrate your ability to identify and evaluate an individual's strengths, weakness, problems and needs for the development of the treatment plan.
5. TREATMENT PLANNING - Demonstrate your ability to work with client to identify and rank problems needing resolution, establish agreed upon goals, and to determine appropriate process and resources to be utilized.
6. COUNSELING - Demonstrate your ability to utilize special skills to assist individuals, families or groups in achieving objectives through; exploration of a problem and its ramifications; examination of attitudes and feelings; consideration of alternative solutions; and decision making.
7. CASE MANAGEMENT - Demonstrate your ability to utilize activities which bring services, agencies, resources or people together within a planned framework of action toward the achievement of established client goals. Ability to coordinate multiple service plans.
8. CRISIS INTERVENTION - Demonstrate your ability to identify a crisis when it surfaces, attempt to mitigate or resolve the immediate problem while using the negative events to enhance the treatment efforts.
9. CLIENT INTERVENTION - Demonstrate your ability to provide information to individuals and groups concerning available alcohol and drug abuse services and resources.
10. REFERRAL - Demonstrate your ability to identify the needs of the client that cannot be met by the counselor and/or agency and assisting client in utilizing available support systems and community resources. Ability to utilize other resources while maintaining appropriate client confidentiality.
11. REPORT AND RECORDKEEPING - Demonstrate your ability to perform the function of documentation to assist the client's progress toward achievement of established goals; facilitate communication between co-workers and other service providers; assist supervisor in evaluating therapeutic skills and effectiveness.

12. CONSULTATION WITH OTHER PROFESSIONALS - Demonstrate your ability to relate with other professionals (both alcohol and drug counselors and non-alcohol and drug professionals) to assure quality care for the client.
13. COMMUNICATION WITH UNDER-SERVED POPULATIONS - Demonstrate your ability to recognize and to respond effectively to behavior, attitudes, and values unique to different ethnic, racial, religious groups, homosexual adolescents, women, elderly, and other identified underserved client groups.
14. SKILLS ENGAGING FAMILY MEMBERS - Demonstrate your ability to involve family members and other significant persons present in client's life into the treatment process.

As appropriate, use headings to organize your case reports. For instance, if the case report refers to an alcohol and drug abuse case, the following headings would likely be appropriate.

- a. Chemical Abuse History
- b. Psychological Functioning
- c. Education/Vocational/Financial
- d. Legal History
- e. Social
- f. Physical History
- g. Treatment History
- h. Assessment
- i. Treatment Plan Process
- j. Course of Treatment
- k. Discharge Summary

The case reports are reviewed by faculty and are graded on the basis of completeness and clarity.

### **Master's Thesis Option**

Students admitted to the "M.A. in Professional Counseling" degree program with advanced standing (i.e., already have: (i) well-documented counseling experience; and (ii) hold a prior counseling license) are exempt from the clinical practicum requirement.

Instead of completing clinical clerkships, students with advanced standing may satisfy the 60-unit degree requirement by undertaking: (i) additional graduate level coursework in school counseling; (ii) submitting written case reports; and / or (iii) submitting a master's thesis.

The master's thesis is a 60 to 80 page written report that represents significant scholarship, the results of theoretical or applied research, and the application of knowledge to some aspect of counseling.

Upon the submission of an unbound manuscript, a committee of three examiners shall be appointed to review and evaluate the student's work. Typically, one member of the examination committee is a faculty member who has served as the student's advisor during the preparation of the thesis. The second member of the examination committee is typically the chair of the psychology department. The third member of the examination committee is a senior academic who also holds a qualification as a professional counselor.

Before recommending the award of the "M.A. in Professional Counseling" degree the examiners must satisfy themselves that the thesis is: (i) clearly written; (ii) takes due account of previously published work on the subject; and (iii) represents a useful contribution to learning.

Examiners are asked to bear in mind that the research topic is approved in the light of what it is reasonable to expect a student to complete within four months of full-time research and writing.

The thesis must be prepared using the following commonly accepted editorial style: American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th Edition.). Washington, DC.

### **Sample Program Schedules**

Because students enrolled in the M.A. in Professional Counseling program at University of the Cumberlands have many options for completing their program, the schedules provided below reflect how a particular student's schedule might look depending on his/her specific circumstances. However, students may join the program at differing points in a particular semester; therefore their schedule may vary somewhat from these examples.

<b>Entry-Level Student Kentucky Program</b>				
<b>Year 1</b>				
Fall Term I Aug. 23 - Oct. 14, 2010	Fall Term II Oct. 18 - Dec. 9, 2010	Spring Term I Jan. 10 - Mar. 3, 2011	Spring Term II Mar. 7 - Apr. 28, 2011	May - July 2011 Independent Study
<b>PSYC 530</b> Introduction to Mental Health Counseling	<b>PSYOL 532</b> Lifespan Development	<b>PSYOL534</b> Lifestyle and Career Counseling	<b>PSYOL536</b> Counseling Research Methods	<b>PSYC 560</b> Counseling Practicum I
<b>PSYC 531</b> Ethical & Legal Issues in Counseling	<b>PSYOL 533</b> Personality Theory in Clinical Practice	<b>PSYOL 535</b> Psychological Testing in Clinical Practice	<b>PSYOL 537</b> Etiology and Diagnosis of Abnormal Behavior	
<b>Year 2</b>				
Fall Term I Aug. 29 - Oct. 11, 2011	Fall Term II Oct. 24 - Dec. 16, 2011	Spring Term I Jan. 9 - Mar. 2, 2012	Spring Term II Mar. 5 - May 4, 2012	May- July 2012 Independent Study
<b>PSYC 631</b> Counseling Theory and Practice	<b>PSYOL 538</b> Counseling, Psychotherapy and Consulting	<b>PSYOL539</b> Counseling Diverse Populations	<b>PSYOL 630</b> Counseling during Grief and Crisis	<b>PSYC 660</b> Counseling Practicum II
<b>PSYC 632</b> Drug Abuse and Dependency	<b>PSYC 633</b> Group Counseling	<b>PSYC 634</b> Marriage and Family Counseling	<b>PSYC 635</b> Child and Adolescent Counseling	
<p><b>PSYC</b> designates classes to be taken on campus, at a practicum site, or through independent study.</p> <p><b>PSYOL</b> designates classes to be taken online.</p>				

<b>2010-2011 Sample Schedule for a Student with:</b>				
<b>Advanced Standing &amp; Marriage and Family Therapy license</b>				
<b>Master's Thesis Option</b>				
<b>Fall Term I Aug. 23 - Oct. 14, 2010</b>	<b>Fall Term II Oct. 18 - Dec. 9, 2010</b>	<b>Spring Term I Jan. 10 - Mar. 3, 2011</b>	<b>Spring Term II Mar. 7 - Apr. 28, 2011</b>	<b>May - July 2011 Independent Study</b>
<b>PSYC 631</b> Counseling Theory and Practice	<b>PSYOL 532</b> Lifespan Development	<b>PSYOL 534</b> Lifestyle and Career Counseling	<b>PSYOL 536</b> Counseling Research Methods	<b>PSYC 690</b> Case Report I
<b>PSYC 632</b> Drug Abuse and Dependency	<b>PSYOL 533</b> Personality Theory in Clinical Practice	<b>PSYOL 535</b> Psychological Testing in Clinical Practice	<b>PSYOL 537</b> Etiology and Diagnosis of Abnormal Behavior	<b>PSYC 690</b> Case Report II
	<b>PSYOL 538</b> Counseling, Psychotherapy and Consulting	<b>PSYOL 539</b> Counseling Diverse Populations	<b>PSYOL 630</b> Counseling during Grief and Crisis	<b>PSYC 691</b> Master's Thesis
	<b>PSYC 633</b> Group Counseling		<b>PSYC 635</b> Child and Adolescent Counseling	

<b>2010-2011 Sample Schedule for a Student with:</b>				
<b>Advanced Standing &amp; Marriage and Family Therapy license</b>				
<b>Case Report Option</b>				
<b>Fall Term I Aug. 23 - Oct. 14, 2010</b>	<b>Fall Term II Oct. 18 - Dec. 9, 2010</b>	<b>Spring Term I Jan. 10 - Mar. 3, 2011</b>	<b>Spring Term II Mar. 7 - Apr. 28, 2011</b>	<b>May - July 2011 Independent Study</b>
<b>PSYC 631</b> Counseling Theory and Practice	<b>PSYOL 532</b> Lifespan Development	<b>PSYOL 534</b> Lifestyle and Career Counseling	<b>PSYOL 536</b> Counseling Research Methods	<b>PSYC 690</b> Case Report IV
<b>PSYC 632</b> Drug Abuse and Dependency	<b>PSYOL 533</b> Personality Theory in Clinical Practice	<b>PSYOL 535</b> Psychological Testing in Clinical Practice	<b>PSYOL 537</b> Etiology and Diagnosis of Abnormal Behavior	<b>PSYC 690</b> Case Report V
<b>PSYC 690</b> Case Report I	<b>PSYOL 538</b> Counseling, Psychotherapy and Consulting	<b>PSYOL 539</b> Counseling Diverse Populations	<b>PSYOL 630</b> Counseling during Grief and Crisis	<b>PSYC 690</b> Case Report VI
<b>PSYC 690</b> Case Report II	<b>PSYC 633</b> Group Counseling	<b>PSYC 690</b> Case Report III	<b>PSYC 635</b> Child and Adolescent Counseling	<b>PSYC 690</b> Case Report VII

<b>2010-2011 Sample Schedule for a Student with:</b>				
<b>Advanced Standing &amp; Alcohol and Drug Abuse Counseling license</b>				
<b>Master's Thesis Option</b>				
<b>Fall Term I Aug. 23 - Oct. 14, 2010</b>	<b>Fall Term II Oct. 18 - Dec. 9, 2010</b>	<b>Spring Term I Jan. 10 - Mar. 3, 2011</b>	<b>Spring Term II Mar. 7 - Apr. 28, 2011</b>	<b>May - July 2011 Independent Study</b>
<b>PSYC 631</b> Counseling Theory and Practice	<b>PSYOL 532</b> Lifespan Development  <b>PSYOL 533</b> Personality Theory in Clinical Practice  <b>PSYOL 538</b> Counseling, Psychotherapy and Consulting  <b>PSYC 633</b> Group Counseling	<b>PSYOL 534</b> Lifestyle and Career Counseling  <b>PSYOL 535</b> Psychological Testing in Clinical Practice  <b>PSYOL 539</b> Counseling Diverse Populations  <b>PSYC 634</b> Marriage and Family Counseling	<b>PSYOL 536</b> Counseling Research Methods  <b>PSYOL 537</b> Etiology and Diagnosis of Abnormal Behavior  <b>PSYOL 630</b> Counseling during Grief and Crisis  <b>PSYC 635</b> Child and Adolescent Counseling	<b>PSYC 690</b> Case Report I  <b>PSYC 690</b> Case Report II  <b>PSYC 691</b> Master's Thesis

<b>2010-2011 Sample Schedule for a Student with:</b>				
<b>Advanced Standing &amp; Alcohol and Drug Abuse Counseling license</b>				
<b>Case Report Option</b>				
<b>Fall Term I Aug. 23 - Oct. 14, 2010</b>	<b>Fall Term II Oct. 18 - Dec. 9, 2010</b>	<b>Spring Term I Jan. 10 - Mar. 2011, 3</b>	<b>Spring Term II Mar. 7 - Apr. 28, 2011</b>	<b>May - July 2011 Independent Study</b>
<b>PSYC 631</b> Counseling Theory and Practice	<b>PSYOL 532</b> Lifespan Development	<b>PSYOL 534</b> Lifestyle and Career Counseling	<b>PSYOL 536</b> Counseling Research Methods	<b>PSYC 690</b> Case Report IV
<b>PSYC 690</b> Case Report I	<b>PSYOL 533</b> Personality Theory in Clinical Practice	<b>PSYOL 535</b> Psychological Testing in Clinical Practice	<b>PSYOL 537</b> Etiology and Diagnosis of Abnormal Behavior	<b>PSYC 690</b> Case Report V
<b>PSYC 690</b> Case Report II	<b>PSYOL 538</b> Counseling, Psychotherapy and Consulting	<b>PSYOL 539</b> Counseling Diverse Populations	<b>PSYOL 630</b> Counseling during Grief and Crisis	<b>PSYC 690</b> Case Report VI
<b>PSYC 690</b> Case Report III	<b>PSYC 633</b> Group Counseling	<b>PSYC 634</b> Marriage and Family Counseling	<b>PSYC 635</b> Child and Adolescent Counseling	<b>PSYC 690</b> Case Report VII

## Oxford Program Sample Schedules

<b>2010-2011 Schedule</b>					
Aug. 2 - Sept. 24, 2010 in Oxford	Fall Term I Aug. 23 - Oct. 14, 2010	Fall Term II Oct. 18 - Dec. 9, 2010	Spring Term I Jan. 10 - Mar. 3, 2011	Spring Term II Mar. 7 - Apr. 28, 2011	May - July 2011 Independent Study
<p><b>PSYC 530*</b> Introduction to Mental Health Counseling</p> <p><b>PSYC 531*</b> Ethical &amp; Legal Issues in Counseling</p> <p><b>PSYC 631</b> Counseling Theory and Practice</p> <p><b>PSYC 632</b> Drug Abuse and Dependency</p> <p><b>PSYC 633</b> Group Counseling</p> <p><b>PSYC 634</b> Marriage and Family Counseling</p> <p><b>PSYC 635</b> Child and Adolescent Counseling</p>		<p><b>PSYOL 532</b> Lifespan Development</p> <p><b>PSYOL 533</b> Personality Theory in Clinical Practice</p> <p><b>PSYOL 538</b> Counseling, Psychotherapy and Consulting</p>	<p><b>PSYOL534</b> Lifestyle and Career Counseling</p> <p><b>PSYOL 535</b> Psychological Testing in Clinical Practice</p> <p><b>PSYOL539</b> Counseling Diverse Populations</p>	<p><b>PSYOL536</b> Counseling Research Methods</p> <p><b>PSYOL 537</b> Etiology and Diagnosis of Abnormal Behavior</p> <p><b>PSYOL 630</b> Counseling during Grief and Crisis</p>	<p><b>PSYC 560*</b> Counseling Practicum I</p> <p><b>PSYC 660*</b> Counseling Practicum II</p> <p><b>PSYC 690**</b> Case Report Option</p> <p><b>PSYC 691***</b> Master's Thesis Option</p>

\* Courses shall be waived for students with advanced standing

\*\*Case reports are optional for students admitted with advanced standing. This course may be repeated up to 7 times for academic credit.

\*\*\*The master's thesis is optional for students admitted with advanced standing.

### Oxford Program (continued)

<b>2010-2011 Sample Schedule for a Student with:</b> <b>Advanced Standing &amp; Marriage and Family Therapy license</b> <b>Master's Thesis Option</b>					
Aug. 2 - Sept. 24, 2010 in Oxford	Fall Term I Aug. 23 - Oct. 14, 2010	Fall Term II Oct. 18 - Dec. 9, 2010	Spring Term I Jan. 10 - Mar. 3, 2011	Spring Term II Mar. 7 - Apr. 28, 2011	May - July 2011 Independent Study
<b>PSYC 631</b> Counseling Theory and Practice  <b>PSYC 632</b> Drug Abuse and Dependency  <b>PSYC 633</b> Group Counseling  <b>PSYC 635</b> Child and Adolescent Counseling		<b>PSYOL 532</b> Lifespan Development  <b>PSYOL 533</b> Personality Theory in Clinical Practice  <b>PSYOL 538</b> Counseling, Psychotherapy and Consulting	<b>PSYOL534</b> Lifestyle and Career Counseling  <b>PSYOL 535</b> Psychological Testing in Clinical Practice  <b>PSYOL539</b> Counseling Diverse Populations	<b>PSYOL536</b> Counseling Research Methods  <b>PSYOL 537</b> Etiology and Diagnosis of Abnormal Behavior  <b>PSYOL 630</b> Counseling during Grief and Crisis	<b>PSYC 690</b> Case Report I  <b>PSYC 690</b> Case Report II  <b>PSYC 691</b> Master's Thesis

### Oxford Program (continued)

<b>2010-2011 Sample Schedule for a Student with:</b> <b>Advanced Standing &amp; Marriage and Family Therapy license</b> <b>Case Report Option</b>					
Aug. 2 - Sept. 24, 2010 in Oxford	Fall Term I Aug. 23 - Oct. 14, 2010	Fall Term II Oct. 18 - Dec. 9, 2010	Spring Term I Jan. 10 - Mar. 3, 2011	Spring Term II Mar. 7 - Apr. 28, 2011	May - July 2011 Independent Study
<b>PSYC 631</b> Counseling Theory and Practice  <b>PSYC 632</b> Drug Abuse and Dependency  <b>PSYC 633</b> Group Counseling  <b>PSYC 635</b> Child and Adolescent Counseling	<b>PSYC 690</b> Case Report I  <b>PSYC 690</b> Case Report II  <b>PSYC 690</b> Case Report III	<b>PSYOL 532</b> Lifespan Development  <b>PSYOL 533</b> Personality Theory in Clinical Practice  <b>PSYOL 538</b> Counseling, Psychotherapy and Consulting	<b>PSYOL534</b> Lifestyle and Career Counseling  <b>PSYOL 535</b> Psychological Testing in Clinical Practice  <b>PSYOL539</b> Counseling Diverse Populations	<b>PSYOL536</b> Counseling Research Methods  <b>PSYOL 537</b> Etiology and Diagnosis of Abnormal Behavior  <b>PSYOL 630</b> Counseling during Grief and Crisis	<b>PSYC 690</b> Case Report IV  <b>PSYC 690</b> Case Report V  <b>PSYC 690</b> Case Report VI  <b>PSYC 690</b> Case Report VII

### Oxford Program (continued)

<b>2010-2011 Sample Schedule for a Student with:</b> <b>Advanced Standing &amp; Alcohol and Drug Abuse Counseling license</b> <b>Master's Thesis Option</b>					
Aug. 2 - Sept. 24, 2010 in Oxford	Fall Term I Aug. 23 - Oct. 14, 2010	Fall Term II Oct. 18 - Dec. 9, 2010	Spring Term I Jan. 10 - Mar. 3, 2011	Spring Term II Mar. 7 - Apr. 28, 2011	May - July 2011 Independent Study
<b>PSYC 631</b> Counseling Theory and Practice  <b>PSYC 633</b> Group Counseling  <b>PSYC 634</b> Marriage and Family Counseling  <b>PSYC 635</b> Child and Adolescent Counseling		<b>PSYOL 532</b> Lifespan Development  <b>PSYOL 533</b> Personality Theory in Clinical Practice  <b>PSYOL 538</b> Counseling, Psychotherapy and Consulting	<b>PSYOL534</b> Lifestyle and Career Counseling  <b>PSYOL 535</b> Psychological Testing in Clinical Practice  <b>PSYOL539</b> Counseling Diverse Populations	<b>PSYOL536</b> Counseling Research Methods  <b>PSYOL 537</b> Etiology and Diagnosis of Abnormal Behavior  <b>PSYOL 630</b> Counseling during Grief and Crisis	<b>PSYC 690</b> Case Report I  <b>PSYC 690</b> Case Report II  <b>PSYC 691</b> Master's Thesis

## Oxford Program (continued)

<b>2010-2011 Sample Schedule for a Student with:</b> <b>Advanced Standing &amp; Alcohol and Drug Abuse Counseling license</b> <b>Case Report Option</b>					
Aug. 2 - Sept. 24, 2010 in Oxford	Fall Term I Aug. 23 - Oct. 14, 2010	Fall Term II Oct. 18 - Dec. 9, 2010	Spring Term I Jan. 10 - Mar. 3, 2011	Spring Term II Mar. 7 - Apr. 28, 2011	May - July 2011 Independent Study
<b>PSYC 631</b> Counseling Theory and Practice  <b>PSYC 633</b> Group Counseling  <b>PSYC 634</b> Marriage and Family Counseling  <b>PSYC 635</b> Child and Adolescent Counseling	<b>PSYC 690</b> Case Report I  <b>PSYC 690</b> Case Report II  <b>PSYC 690</b> Case Report III	<b>PSYOL 532</b> Lifespan Development  <b>PSYOL 533</b> Personality Theory in Clinical Practice  <b>PSYOL 538</b> Counseling, Psychotherapy and Consulting	<b>PSYOL534</b> Lifestyle and Career Counseling  <b>PSYOL 535</b> Psychological Testing in Clinical Practice  <b>PSYOL539</b> Counseling Diverse Populations	<b>PSYOL536</b> Counseling Research Methods  <b>PSYOL 537</b> Etiology and Diagnosis of Abnormal Behavior  <b>PSYOL 630</b> Counseling during Grief and Crisis	<b>PSYC 690</b> Case Report IV  <b>PSYC 690</b> Case Report V  <b>PSYC 690</b> Case Report VI  <b>PSYC 690</b> Case Report VII

## Policies and Procedures

### Leave of Absence

A leave of absence from the M.A. in Professional Counseling program may be granted by the Program Director for medical or personal reasons. Requests for leaves of absence must be made in writing to the Program Director. A student on a leave of absence may be permitted to resume course work upon receipt of documentation that satisfactory resolution has occurred of the problem necessitating the leave of absence. Repetition of course work satisfactorily

completed prior to the leave of absence will not be required provided resumption in training occurs within one academic year from the date the leave of absence begins.

### **Probation**

Being placed on probation is a warning to the student that academic performance is below the minimum requirements of the Program. During the probation period, a student has the opportunity to raise the GPA or correct other specifically identified problems. If these deficiencies are not remediated, a student may be dismissed from the Program. Probationary status is determined and monitored by the Program Director in consultation with the Academic Coordinator and the Registrar. The minimum length of probation is one semester.

### **Withdrawal**

Students may voluntarily withdraw from the M.A. in Professional Counseling program in accordance following the University's general policies and procedures. Written notice of intent to withdraw must be provided to the Program Director prior to initiating the formal withdrawal process.

### **Readmission**

Any individual who has previously matriculated and failed to complete the entire program of study within the required time period will be required to initiate a new application for admission. Likewise, applicants who have been previously offered admission into the Program but failed to matriculate in the designated class will also be required to initiate a new application for admission.

### **Student Privacy and Informed Consent**

Students pursuing a Master of Arts in Professional Counseling are granted privacy through the Family Educational Rights and Privacy Act of 1974 (FERPA) enacted to protect the privacy associated with educational records, to establish the rights of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. **Privacy Rights of Students** The University is subject to the provision of the Family Educational Rights and Privacy Act (FERPA). This federal law affords students certain rights with respect to the student's education records. These rights are:

1. **The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.** Students should submit to the Office of the Registrar written requests that identify the record(s) they wish to inspect. The Registrar will make arrangements for access and notify the student of the time and place the records may be inspected.
2. **The right to request the amendment of the student's education records that the student believes are inaccurate.** Students may ask the University to amend a record that they believe is inaccurate. They should write the Registrar, clearly identify the part of the record they want changed, and specify why it is inaccurate. If the Registrar decides not to amend

as requested, the Registrar will notify the student of the decision and advise the student of his or her right to a hearing regarding the request and will provide the student with additional information regarding the hearing procedures.

3. **The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.** One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the University discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

The University may also disclose without the student's consent "directory information" unless the student has advised the Registrar in writing at least five days following registration that the student does not wish part or all of the directory information to be made public. Once filed, this instruction becomes a permanent part of the student's record until the student instructs the University, in writing, to have the request removed. The primary purpose of directory information is to allow the University to include this type of information in certain University publications, the media, and outside organizations. The University has designated the following as examples of directory information: The student's name, addresses including electronic mail address, telephone numbers, date and place of birth, major field of study, degree sought, attained class level, expected date of completion of degree requirements and graduation, degrees and awards received, picture, dates of attendance, full or part-time enrollment status, the previous educational agency or institution attended, class rosters, participation in officially recognized activities and sports, weight and height of athletic team members and denominational preference. The University may disclose education records in certain other circumstances, but shall do so only upon the authorization of the Registrar.

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.** The name and address of the office which administers FERPA and to which complaints are to be sent is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202-4605.

In compliance with FERPA, University of the Cumberlands Department of Professional Counseling Studies requires its students' informed consent to the sharing of personal information with its educational partners (clinical practicum sites) strictly on a need-to-know

basis. This personal information may include, but is not limited to, social security numbers, immunization records, e-mail addresses, telephone numbers, results of health care tests, results of credit checks and criminal records known to University of the Cumberland. Notice is hereby given that random drug screenings or additional criminal background checks may be requested of the students at anytime during the didactic or clinical years as well as for placement in certain clinical rotation sites as standard operating procedure. The student may be responsible for the cost of drug screenings or additional criminal background checks.

**UNIVERSITY OF THE CUMBERLANDS Cancellation Deadlines  
(ALL Undergraduate/Graduate Programs)**

Any student that does not cancel prior to their required deadline will be assessed a minimum fee of \$150 for classes and a minimum fee of \$150 for room & board. Deadline dates are posted with the Registrar Office and Bursar Office. Fall Term 2009 Spring Term 2010 Upperclassmen July 3, 2009 January 4, 2010 Freshman/Transfer August 3, 2009 January 4, 2010 **Refund Policy** Students must officially withdraw through the Office of Academic Affairs. Students who fail to officially withdraw forfeit all rights to a refund or reduction in fees.

***Refund Schedule***

**Courses Fifteen Weeks or Greater in Length**

<b>Official Date of Withdrawal</b>	<b>Charge</b>	<b>Refund</b>
Last day to Register	0%	100%
Week 2 of classes	20%	80%
Week 3 of classes	40%	60%
Week 4 of classes	60%	40%
Week 5 of classes	80%	20%
After 5th week of classes	100%	0%

**Courses Greater than Six Weeks but Less than Fifteen Weeks in Length**

<b>Official Date of Withdrawal</b>	<b>Charge</b>	<b>Refund</b>
Last day to Register	0%	100%
Week 2 of classes	50%	50%
After 2nd week of classes	100%	0%

**Courses Six Weeks or Less in Length**

<b>Official Date of Withdrawal</b>	<b>Charge</b>	<b>Refund</b>
Last day to Register	0%	100%
After 1st week of classes	100%	0%

If a student officially withdraws after the posted cancellation deadline and on or before the first day of the term, they will be charged a **non-cancellation fee of \$150 for tuition and \$150 for room and board** for the fall and spring term. There is no non-cancellation fee for the summer term(s). If a student officially withdraws after the first day of classes, they will be charged an **administrative withdrawal fee of \$100 for the fall and spring terms and \$50 fee for the summer and bi-terms**. A student is **not eligible for any financial aid prior to the first day of**

**class attendance. No Refund of Tuition or fees will be applied for dropping a course after the last day to add a course for the term has expired.**

### **TREATMENT OF TITLE IV AID WHEN A STUDENT WITHDRAWS**

The law specifies how your school must determine the amount of Title IV program assistance that you earn if you withdraw from school. The title IV programs that are covered by this law are: Federal Pell Grants, Academic Competitiveness Grants, National SMART grants, TEACH Grants, Stafford Loans, PLUS Loans, Federal Supplemental Educational Opportunity Grants (FSEOGs), and Federal Perkins Loans.

When you withdraw during your payment period or period of enrollment (your school can define these for you and tell you which one applies) the amount of Title IV program assistance that you have earned up to that point is determined by a specific formula. If you received (or your school or parent received on your behalf) less assistance than the amount that you earned, you may be able to receive those additional funds. If you received more assistance than you earned, the excess funds must be returned by the school and/or you.

The amount of assistance that you have earned is determined on a prorated basis. For example, if you completed 30% of your payment period or period of enrollment, you earn 30% of the assistance you are originally scheduled to receive. Once you have completed more than 60% of the payment period or period of enrollment, you earn all the assistance that you were scheduled to receive for that period. If you did not receive all of the funds that you earned, you may be due a post-withdrawal disbursement. If your post-withdrawal disbursement includes loan funds, your school must get your permission before it can disburse them. You may choose to decline some or all of the loan funds so that you don't incur additional debt.

Your school may automatically use all or a portion of your post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school). The school needs your permission to use the post-withdrawal grant disbursement for all other school charges. If you do not give your permission (some schools ask for this when you enroll), you will be offered the funds. However, it may be in your best interest to allow the school to keep the funds to reduce your debt at the school.

There are some Title IV funds that you were scheduled to receive that cannot be disbursed to you once you withdraw because of other eligibility requirements. For example, if you are a first-time, first-year undergraduate student and you have not completed the first 30 days of your program before you withdraw, you will not receive any FFEL or Direct loan funds that you would have received had you remained enrolled past the 30th day.

If you receive (or your school or parents receive on your behalf) excess Title IV program funds that must be returned, your school must return a portion of the excess equal to the lesser of:

1. Your institutional charges multiplied by the unearned percentage of your funds, or
2. The entire amount of excess funds.

The school must return this amount even if it didn't keep this amount of your Title IV program funds. If your school is not required to return all of the excess funds, you must return the remaining amount. Any loan funds that you must return, you (or your parent for a PLUS loan) repay in accordance with the terms of the promissory note. That is, you make scheduled payments to the holder of the loan over a period of time.

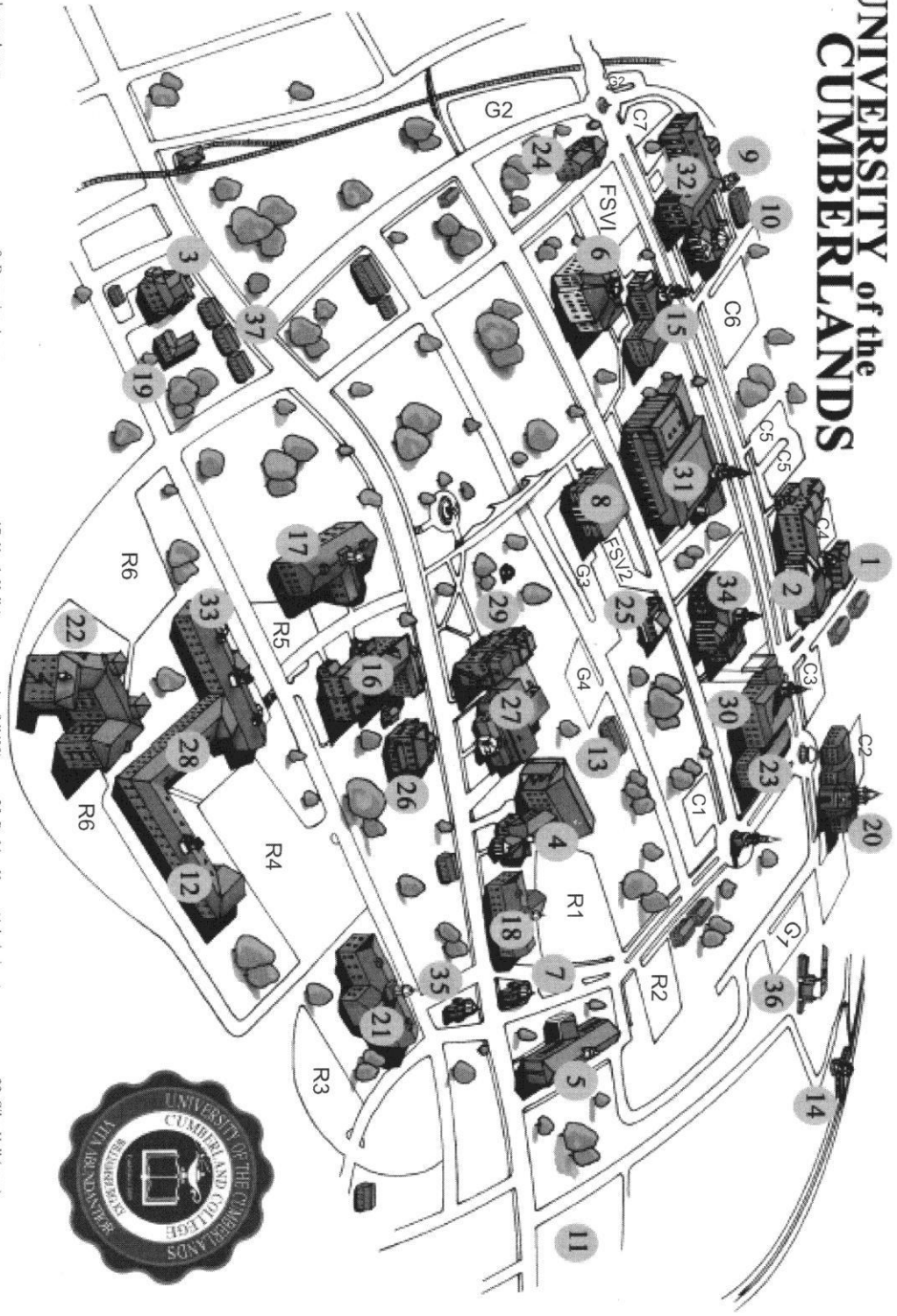
Any amount of unearned grant funds that you must return is called an overpayment. The maximum amount of a grant overpayment that you must repay is half of the grant funds you received or were scheduled to receive. You must make arrangements with your school or the Department of Education to return the unearned grant funds.

The requirements for Title IV program funds when you withdraw are separate from any refunds policy that your school may have. Therefore, you may still owe funds to the school to cover unpaid institutional charges. Your school may also charge you for any Title IV program funds that the school was required to return. If you don't already know what your school's Refund policy is, you can ask your school for a copy. Your school can also provide you with the requirements and procedures for officially withdrawing from school.

If you have questions about your Title IV program funds, you can call the Federal Student Aid Information Center at 1-800-4-fedaid (1-800-433-3243). TTY users may call 1-800-730-8913. Information is also available on Student Aid on the Web at [www.studentaid.ed.gov](http://www.studentaid.ed.gov).

# Campus Map

## UNIVERSITY of the CUMBERLANDS



- 1. Andersen Annex
- 2. Andersen Building
- 3. Angel-Dale House
- 4. Archer Hall (women)
- 5. Ashler Hall (women)
- 6. Bennet Building
- 7. Book Building
- 8. Boswell Campus Center
- 9. Browning Annex
- 10. Browning Building
- 11. Buhl Stadium (Baseball-Softball-Tennis)
- 12. Cook Hall (men)
- 13. Cordell House
- 14. Cumberland Inn
- 15. Galfrt Administration Building
- 16. Gillespie Hall (women)
- 17. Harsh Hall (women-opening fall '08)
- 18. Hutson Hall (women)
- 19. Hutson Outreach Center
- 20. Hutson School of Business
- 21. Kleist Hall (men)
- 22. Mahan Hall (men)
- 23. McGaw Music Building
- 24. Nicholson-Jones Building
- 25. Perkins House (Admissions)
- 26. President's Home
- 27. T.T. Roberts Dining Hall
- 28. Robinson Hall (men)
- 29. Roburn Hall (men)
- 30. Grace Cunn Rollins Fine Arts Center
- 31. O. Wayne Rollins Athletic Center
- 32. Correll Science Complex
- 33. Siler Hall (men)
- 34. J. Charles Smiddy Learning Resource Center
- 35. Smiddy Campus Entrance Building
- 36. James H. Taylor II Stadium (Track-Football)
- 37. University Housing (Faculty-Staff)