University of the Cumberlands

Master of Arts in Professional Counseling Program

with specializations in
Clinical Mental Health Counseling
and
Addiction Counseling

Academic Handbook
and
Course Catalog

2014 - 2015
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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.

Accreditation

University of the Cumberlands is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, masters, education specialist, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of University of the Cumberlands.

The University of the Cumberlands is currently seeking accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) which is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). CACREP grants accredited status to graduate-level programs in the professional counseling field.

Policies and Procedures

Non-Discrimination Policy

University of the Cumberlands does not illegally discriminate on the basis of race, color, national or ethnic origin, sex, disability, age, religion, genetic information, veteran status, because a person is a smoker or nonsmoker, or any other basis on which the University is
prohibited from discrimination under local, state, or federal law, in its employment or in the provision of its services, including but not limited to its programs and activities, admissions, educational policies, scholarship and loan programs, and athletic and other University-administered programs. In order to fulfill its purpose, the University may legally discriminate on the basis of religion in employment, and the University has sought and been granted exemption from certain regulations promulgated under Title IX of the Education Amendments of 1972 which conflict with the University's religious tenets.

The following person has been designated to handle inquiries or complaints regarding the disability non-discrimination policy, including compliance with Section 504 of the Rehabilitation Act of 1973: Dr. Tom Fish, Dean of Undergraduate Studies, Retention, and Assessment, Library Office 021, (606) 539-4216. Tom.fish@ucumberlands.edu

The following person has been designated to handle employee inquiries or complaints regarding the sex nondiscrimination policy including compliance with Title IX of the Education Amendments of 1972: Ms. Pearl Baker, Human Resources Director and Title IX Coordinator, Gatlin Administration Office 116, (606) 539-4211. Pearl.baker@ucumberlands.edu

The following person has been designated to handle student inquiries or complaints regarding the sex nondiscrimination policy including compliance with Title IX of the Education Amendments of 1972: Dr. Emily Coleman, Student Success Coordinator and Deputy Title IX Coordinator, Gatlin Administration Office 103, (606) 539-4171. Emily.coleman@ucumberlands.edu

The following person has been designated to handle inquiries or complaints regarding all other portions of the non-discrimination policy: Mr. Steve Morris, Vice President for Business Services, Gatlin Administration Office 001, (606) 539-4597.

Disability Accommodations

University of the Cumberlands accepts students with certified disabilities and provides reasonable accommodations for their certified needs in the classroom, in housing, in food service or in other areas. (Please see the University’s Non-Discrimination Policy on the inside front cover.) Students with disabilities may incur additional costs for services not provided by the University. The University’s obligation to reasonably accommodate any student’s disability ends where the accommodation would pose an undue hardship on the University or where accommodation in question would fundamentally alter the academic program.

For accommodations to be awarded, a student must submit a completed Accommodations Application form and provide documentation of the disability to the Disability Services Coordinator, Dr. Tom Fish Library 021, (606) 539-4216. Documentation may include copies of accommodation records from a high school or previously attended educational institution,
testing results and evaluation by a licensed psychometrician, and/or statements from a physician describing the disability and the necessary restrictions. When all paperwork is on file, a meeting between the student and the Coordinator will be arranged to discuss possible accommodations before accommodations are formally approved. Students must then meet with the Coordinator at the beginning of each semester before any academic accommodations can be certified for that term. Certifications for other accommodations are normally reviewed annually. All accommodations may be reviewed at any time at the request of the student or the Disabilities Coordinator.

Transfer of Credit Policy

The M.A. in Professional Counseling degree program requires completion of 60 hours of graduate level work in Counseling. This is also a requirement for licensure as a Professional Counselor in most states. No more than 30 post-baccalaureate semester hours of credit may be transferred from a regionally-accredited institution of higher learning outside of the University of the Cumberlands. 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 Dean of the School of Counseling and the Registrar.

Leave of Absence

A leave of absence from the M.A. in Professional Counseling program may be granted by the Program Dean for medical or personal reasons. Requests for leaves of absence must be made in writing to the Dean. 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.

Time Limit for Degree Completion

The program of study for the Master of Arts in Professional Counseling must be completed within four years of enrolling in the program. Any extension of this time limit must be approved by the Dean of the School of Counseling.

Academic Standing

The following standards will determine a student’s academic standing:

1. Candidates must maintain a GPA of 3.0 for the M.A. of Professional Counseling degree.
2. A student with a GPA below 3.0 will be placed on academic probation.
3. Students on academic probation for two consecutive semesters may not be allowed to continue as a degree candidate in the program.
In addition, students are expected to adhere to the ethical standards and guidelines of the American Counseling Association or the American Mental Health Counselors Association. Breach of ethical practices will result in dismissal from the program.

Being placed on probation warns 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 Dean of the School of Counseling in consultation with the student advisors and the Registrar. The minimum length of probation is one semester.

**Grades**

The following grading system is used of the Professional Counseling program:

- **A** Superior performance, four quality points earned for each semester hour
- **B** Performance distinctly above average, three quality points earned for each semester hour
- **C** Average performance, two quality points earned for each semester hour
- **F** Failure, given for unsatisfactory work, no quality points earned.
- **W** Withdrawn from class without a punitive grade.
- **I** Incomplete, assigned only where a small unit of work is not complete because of verifiable extenuating circumstances. An “I” contract must be approved by the Academic Affairs Office and submitted to the Registrar’s Office for each “I” grade assigned.

The grade point average is computed on all graduate course work with the exception of “W”. The grade of “I” is computed as an “F” in determining qualifications for candidacy. If the grade point average is below 3.0 (B), the candidacy application is held until the incomplete is cleared and the grade earned is then considered in determining the grade point average. A grade of “F” cannot be used toward degree or non-degree programs but will be used toward computing GPA. Candidates for a graduate degree are required to have a combined cumulative grade point average of “B” in all courses. A “W” grade has no bearing on the grade point average. Students wishing to withdraw prior to completing the semester should complete an official withdrawal form from the Office of Academic Affairs.

The grade of incomplete is awarded only when legitimate circumstances warrant. The grade of “I” will be recorded on the graduate student’s transcript and will remain until the faculty member assigning this grade makes the appropriate change or until the time specified on the “I” contract expires. The maximum length of time an “I” may remain on a transcript is one calendar year. At the end of a one calendar year period, the incomplete will change to the grade of “F” if the student has not completed the course requirement as specified by the instructor. Each submitted incomplete must be accompanied by a valid contract for this grade. This contract will indicate all of the necessary steps to be taken by the student to satisfactorily change the grade of “I”.

**Academic Appeals**
A student wishing to appeal a grade must appeal first to the professor of the course. If the situation remains unresolved, the student may then appeal to the Dean of the School of Counseling. Following the ruling of the Dean, either the professor or the student may file a complaint with the Academic Appeals Committee of the University. This formal written appeal must be filed by the end of the 4th week of classes in the next regular term following the term in which the course in question was taken. The Academic Appeals Committee then gathers information from the student, the instructor, and any other relevant parties. The Committee will deliver its recommendation on the complaint to the Vice President for Academic Affairs. After reviewing this recommendation and concurring with or amending it, the Vice President for Academic Affairs will inform the student and instructor of the disposition of the complaint no later than the last day of classes of the term in which the complaint was filed.

An appeal of any application of program policy made by the Dean of the School of Counseling may also be filed with the Vice President for Academic Affairs, who will make the final determination in the matter.

**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 Dean of the School of Counseling prior to initiating the formal withdrawal process.

Students withdrawing from all classes in a given semester must follow these university policies and procedures:

A student desiring to withdraw from University of the Cumberlands within any semester must complete required paperwork and receive permission from the Vice President for Academic Affairs. The following policies and procedures govern withdrawal from the University for the current term.

1. The permanent record of a student who withdraws from University of the Cumberlands up until the last day to drop a class published on the Academic Calendar for that semester or bi-term will list a mark of “W” for all courses for which another grade (such as an “aF”) has not been previously posted. A “W” carries no grade point penalty.
2. Students withdrawing after the last day to drop a course for the semester or bi-term will receive a grade as determined by the professor. In many cases this may be an “F.”
3. A student who does not attend or ceases to attend a class but never officially drops or withdraws will receive an “aF” for each class when appropriate. An administrative withdrawal will be processed when aF’s are posted for all courses on a student’s schedule.
4. No student who withdraws from University of the Cumberlands is entitled to a grade report or transcript of credits until the student’s account is cleared by the Bursar’s Office.
5. The official date of withdrawal will be used by the Bursar’s Office and the Office of Financial Planning to determine any adjustments involving financial aid and financial charges.

**Medical / Emergency Withdrawal.** Students who must withdraw from classes for medical reasons or because of dire personal circumstances may submit a written request to the Academic Affairs Office as soon as the student intends to stop attending classes. This request must be supported by a letter from a medical professional or other source supporting the student’s request with specific information on the student’s diagnosis, current condition, and continuing treatment requirements, or on the student’s personal emergency that necessitates the withdrawal request. If the medical / emergency withdrawal is granted, the student will receive grade of a “W” in all current classes. NOTE: Normally, partial medical / emergency withdrawals are not permitted (that is, withdrawal from one or two courses while the student continues in others).

**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.

**Cancellation Deadlines and Refund Schedule**

**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. 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**

<table>
<thead>
<tr>
<th>Courses Fifteen Weeks or Greater in Length</th>
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<tbody>
<tr>
<td><strong>Official Date of Withdrawal</strong></td>
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<tr>
<td>Last day to Register</td>
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<tr>
<td>Week 2 of classes</td>
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<tr>
<td>Week 3 of classes</td>
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<td>Week 4 of classes</td>
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<td>Week 5 of classes</td>
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<td>After 5th week of classes</td>
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<tr>
<th>Courses Greater than Six Weeks but Less than Fifteen Weeks in Length</th>
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</thead>
<tbody>
<tr>
<td><strong>Official Date of Withdrawal</strong></td>
</tr>
<tr>
<td>Last day to Register</td>
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</tbody>
</table>
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 schools 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.

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
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 Cumberlands. 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

School of Counseling

MAPC Program

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School of Counseling Mission Statement

The mission of University of the Cumberlands School of Counseling (UCSC) is to provide a superior educational experience that will coach passionate students to become mental health counselors, addiction counselors, and counseling leaders distinguished by sound ethical values with a heart for humanity who can change the world one life at a time.

Vision of the School of Counseling

The UC School of Counseling programs prepare professionals who are committed to integrity of the individual, client-centered counseling, diversity, social change, and academic excellence. Our faculty distinguish themselves in areas of research, scholarship, professional integrity, evidence-based practice, as well as both local and international collaborations. They are dedicated to impacting our profession to effect positive change in our communities. The Department’s faculty, students, and alumni are actively engaged in connecting families and communities; serving the community’s needs through our work in schools, organizations, and centers within the community; and designing and delivering specialized training to professionals and families in surrounding communities.

MAPC Mission Statement

The mission of the MAPC program is to prepare graduates to be professional Mental Health Counselors and Addiction Professionals with a passion for healing the sick.

Program Description

Through its Master of Arts in Professional Counseling (MAPC), 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 other 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 MAPC program is a 60-hour master’s degree program. The majority of the coursework is offered in an online format in 8-week sessions (bi-terms). Two bi-terms make up a semester. Students may enter the program at the beginning of any 8-week bi-term.

Program Objectives

Program Objectives for the MAPC program include the following:

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<tr>
<th>CACREP STANDARDS</th>
<th>MAPC OBJECTIVES</th>
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<tr>
<td>Professional Identity</td>
<td>To prepare counselors who are knowledgeable about the philosophy, history, and current and future trends in the counseling profession</td>
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<td>-----------------------</td>
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</tr>
<tr>
<td>Social and Cultural Diversity</td>
<td>To train counselors who can recognize, understand, and respond to social and cultural differences and change in our society</td>
</tr>
</tbody>
</table>
| Human Growth and Development | To train counselors who have a foundation for understanding human behavior and development  
To prepare counselors who are able to design, implement, and evaluate developmentally appropriate counseling interventions and programs |
| Career Development | To prepare counselors who are knowledgeable and skilled in helping clients make life and career decisions |
| Helping Relationships | To train counselors who are knowledgeable and skilled in the helping/counseling process  
To prepare counselors who are able to apply knowledge, theory, and skills to work effectively with clients in a variety of modalities (individual, group, family) and to use crisis intervention, brief counseling, and long term approaches |
| Group Work | To train counselors who are knowledgeable and skilled in providing group counseling |
| Assessment | To prepare counselors who are knowledgeable and skilled in gathering, analyzing, interpreting, and presenting data about individuals  
To prepare counselors who are knowledgeable and skilled in the use of assessment techniques, including diagnosis, with individuals and groups |
| Research and Program Evaluation | To prepare counselors who are knowledgeable about research and program evaluation  
To prepare counselors who are able to read, critique, utilize and contribute to professional research literature and who are able to engage in program evaluation |
| Program Areas (Clinical Mental Health, Addiction) | To prepare counselors who meet additional curricular objectives for their specialization area in the areas of service, prevention, treatment, referral, and program management |
| Professional Practice | Develop, through supervised practicum and internship experiences, an integration of the knowledge and skills needed to be successful as practicing counselors |
| Personal Growth and Understanding | Develop, through self-reflection and insight, an understanding of oneself and the use of self in the counseling process. Develop a personal approach to counseling and client advocacy with a clear understanding of counselor functions. |

**Admission Requirements**

Applicants to the MAPC program must submit the following materials to the Graduate Admissions Office:

- Transcripts of all undergraduate and graduate coursework from all colleges and universities attended. A minimum cumulative grade point average (GPA) of 3.0 for their bachelor’s degree is required for full acceptance. Provisional acceptance can be an option for those who do not meet the 3.0 GPA requirement. This will require approval
of the Dean. The conferred Bachelor’s degree must be from a regionally accredited school.

- 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.

Admission for non-degree seeking students

Upon application, a non-degree admission may be granted to those who wish to enroll in courses but who do not intend to pursue a degree. Such course work may aid in completing certification requirements, enriching professional development, or similar objectives. If a student who is enrolled as a non-degree seeking student and who subsequently wishes to seek a degree, must make application to the program requesting a change in status and must meet all criteria for graduate admission. If approved, a student may carry forward no more than 12 hours of credit earned as a non-degree student. The same commitment to high standards and professionalism is expected of non-degree seeking students and is a requirement for continued participation.

Projected Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Fees</td>
<td>$400 per credit hour x 60 credit hours = $24,000</td>
</tr>
<tr>
<td>Books</td>
<td></td>
</tr>
<tr>
<td>Textbooks &amp; reference books</td>
<td>$1,000</td>
</tr>
<tr>
<td>Typical Program Cost</td>
<td>$25,000</td>
</tr>
</tbody>
</table>

Orientation and Advisement

Students will be oriented into the graduate program through a series of online tutorials. It is the responsibility of the student to participate in these trainings in order to be fully oriented into the program and be able to fully participate in online instruction. The student will also be assigned a faculty advisor who will mentor them through the entire MAPC program.

Academic Course Load

A student enrolled for 9 hours is considered a full-time student. A student enrolled for 6 hours is considered a half-time student. A student enrolled for less than 6 hours is considered a part-time student. No student will be permitted to enroll for more than 12 hours per semester without special approval from the director of the graduate program.
Class Attendance

Regular class attendance is expected of each student. The classroom experience is considered an integral part of the institution’s educational program. Students who miss a significant amount of class time are subject to failure. Students who expect to miss class should consult with their teachers in advance and additional assignments may be required to compensate for the missed classes. Students who find themselves in circumstances which would cause them to miss meetings/practicum/internship for an extended period of time should contact your supervisor immediately.

UC Counselor Comprehensive Exam

All students are required to complete and pass the UC Counselor Comprehensive Exam, while enrolled in his or her final Internship experience. This exam will test eight core curricular areas as identified by CACREP. There is no additional cost for this test. You will need to arrange this exam with your advisor.

Professional Development

In addition to the responsibilities inherent in the curricular demands of the graduate program, students are encouraged to aggressively pursue their professional development through attendance and participation at local, regional, state, and national professional conferences and workshops. Faculty of the School of Counseling welcome the opportunity to collaborate with students in writing, presentation, and other professional development activities. Graduate students are expected to be active and involved in the professional organizations that pertain to their areas of specialization.

Licensure Information

The Master of Arts in Professional Counseling (MAPC) is designed to lead to professional licensure as outlined by individual state boards of counseling. Before enrolling in a counseling program students are encouraged to consult the rules and regulations regarding Professional Counseling in their particular state. Graduation in the MAPC program does not guarantee licensure as a professional counseling in all states or other jurisdictions. Students are responsible for meeting all academic and professional requirements for graduation. Further information regarding these academic and professional requirements is outlined in this handbook. Students enrolled in the MAPC program are responsible for knowing the material outlined in this handbook. Further, it is the sole responsibility of the student, not the program, to obtain information regarding prerequisites for licensure as outlined by their particular state counseling licensure board.

Specifically, students should make note of the following:
• State regulations regarding licensure opportunities if an applicant has a previous felony conviction.
• State regulations regarding the type and number of academic courses and practicum/internship hours.
• The state accreditation requirements for educational institutions.
• The state regulations and requirements for online graduate education programs.

*To obtain your state’s web address, view State Licensure Boards

State Boards with Unique Licensure Requirements regarding online programs

Illinois
Illinois requires specific courses to be done in a residential format. Thus, the University of the Cumberland’s online degree may not meet the residency requirements for this state.

Kansas
Kansas requires specific courses to be done in a residential format. Thus, the University of the Cumberland’s online degree may not meet the residential requirements for this state.

Missouri
Missouri does not accept online degree programs for licensure. Thus, the University of the Cumberland’s online degree may not meet the residency requirements for this state.

New Hampshire
Students are required a minimum of one academic year of full-time academic graduate study in mental health counseling in residence of the institute granting the degree. Thus, the University of the Cumberland’s online degree may not meet the residency requirements for this state.

Chi Sigma Iota

“CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity.”

“Membership in Chi Sigma Iota, as specified in the Bylaws, is by chapter invitation to both students and graduates of the chapters’ counselor education programs. Students must have completed at least one semester of full-time graduate coursework in a counselor education degree program, have earned a grade point average of 3.5 or better on a 4.0 system, and be recommended for membership by the chapter, including promise for a capacity to represent the best about professional counseling through appropriate professional behavior, ethical judgment, emotional maturity, and attitudes conducive to working to advocate for wellness and human dignity for all.” See website for more details:
http://www.csi-net.org/
Professional Expectations

Faculty, Staff and Students in the School of Counseling will all conduct themselves in a professional manner that honors them, the School and the University. The faculty and staff will attempt to model appropriate behavior to the student, as the student will model appropriate behavior for their clients. Everyone with the School of Counseling has the responsibility to become familiar with the expectations that reflect the high standards of the university’s mission. These values include, but are not limited to:

1. Respect for all the laws set forth by the government at the local, state, and federal levels.
2. Respect for one self and others within the school and in the community.
3. Respect for the legacy, mission of University of the Cumberlands
4. Respect for cultural diversity of students, faculty, staff, clients and members of the community
5. Respect for the ACA code of conduct that guides the counseling profession.

The following are prohibited and could lead to disciplinary action, including suspension or dismissal from the college:

1. Conduct that is blatantly disrespectful and unprofessional toward another human being.
2. Conduct that disrupts, impedes, or interferes with the operation of the School of Counseling and University of the Cumberlands
3. Violation of any published regulation of conduct approved by University of the Cumberlands
4. Conduct that substantially infringes on the rights of others.
5. Noncompliance with a directive from a member of the administration, faculty or school authority when such noncompliance could result in disruption and interference with the operation of the school or university.
6. Violence or threat of violence against another.
7. Dishonesty, cheating, plagiarism or furnishing false information to the school or University.
8. Failure to maintain the minimum academic requirements of the School of Counseling.
9. Failure to maintain the minimum standards required for a student of the School of Counseling as identified in the MAPC performance evaluation.

Students who fail to comply with the policies of the School of Counseling and University of the Cumberlands may be suspended or permanently dismissed from the program.
Grievances, Complaints, and Appeals Policies and Procedures

University of the Cumberlands extends to any student the right to be fully informed of and to challenge or appeal actions of the institution and its agents that the student believes inappropriate or unfair, especially in light of the University’s published policies. (Please see the University’s Non-Discrimination Policy.) A student may make an informal complaint or inquiry in one of the following area by contacting the office or individual noted:

- Academic Appeals concerning grades or academic discipline such as plagiarism, class absence, etc. (the Vice President for Academic Affairs and the Academic Appeals Committee)
- Academic Standing concerning probation/suspension or academic bankruptcy (the Registrar and the Academic Standing Committee)
- Harassment involving faculty, staff, or students (any University officer and the Committee to Investigate Harassment Issues)
- Social Discipline and Other Grievances involving faculty, staff, or students (the Vice President for Student Services and the Social Discipline/Grievance Committee)

If a resolution is not achieved through informal dialogue, the student may file a formal written complaint following procedures articulated for each area. These procedures along with the full policy regarding each area are reviewed below. The dispositions of all formal written complaints are subject to review by the President of the University.

Diversity and the School of Counseling

The School of Counseling at the University of the Cumberlands honors and celebrates diversity among their students, faculty and staff. The School of Counseling understands that each individual is unique and brings distinctive qualities of race, ethnicity, gender, age, religious and political beliefs and much more to enhance each person’s educational experience. Human similarity and diversity will be explored in a safe, positive and nurturing environment. The school desires to move beyond artless tolerance to embrace and celebrate the rich dimensions of human diversity while also pointing to our universal human qualities of love and understanding. The School of Counseling proposes to lead by example to embrace diversity among the faculty, which will be passed down to the students who will later embrace diversity as professional clinicians and educators.

Diversity in the Counseling Profession

The School of Counseling respects and upholds the mission of the American Counseling Association to “enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.” Counselors need to maintain awareness and cultural sensitivity when working with their clients. The faculty of the
School of Counseling infuses cultural competence in their training and supervision. They enthusiastically instill in students the knowledge and skills needed for multicultural competence in regards to counseling, assessment, supervision, counselor education and research.

**Diversity among Faculty and Staff**
The School of Counseling attempts to recruit, hire and retain faculty and staff who bring diversity to the program. Recruitment announcements notify the potential applicant of the school’s intent to hire a diverse faculty. While those who are responsible for hiring faculty desire professional experience, a qualifying education, scholarship and other important areas in the hiring process, diversity is another essential area that will be explored to make this important decision. The current School of Counseling faculty brings a rich diversity in race and ethnicity, religious experiences, political views, gender, age, areas of disability, national and regional origins and more to each student’s experience.

**Diversity of the Student Body**
Students of the School of Counseling come from all over Kentucky, the surrounding states and beyond. While the on-campus students come predominately from the immediate Appalachian area, the School of Counseling has a highly diverse student body. Students come from the West Coast of California to the East Coast of New York and New Jersey. Students also come from outside the United States including Jamaica and South Korea. Each student enhances the School of Counseling by bringing it diverse backgrounds, ages, handicaps, views, colors, cultures, religions, languages, and much more.

**Faculty Endorsement**
Program faculty members are pleased to provide recommendation and endorsement for program graduates. It should be noted, however, that endorsement will reflect the student’s overall competence. Requests for recommendation should be made directly to the program faculty member from whom the endorsement is solicited with sufficient time for completion. Faculty reserve the right to refuse a recommendation request.

**Program Completion Sequence**

1. Application Process
   a. Submit Application
   b. Submit Purpose Statement
   c. Submit Letters of Reference
   d. Submit Undergraduate Transcripts
      i. 3.0 gpa for full acceptance
      ii. under 3.0 gpa requires provisional acceptance
   e. Obtain approval for any transfer of credits from Dean of School of Counseling
   f. Complete Admission Interview
   g. Receive notification of Admission Status

2. Orientation and Initial Advisement
   a. Adviser Assignment
b. Complete Orientation to Program (within 30 days of Acceptance)
   i. University and School
   ii. Faculty and Staff
   iii. Registration Process
   iv. Handbooks and Manuals
   v. Blackboard
   vi. Collaborate
   vii. Library
   viii. Professional Writing
   ix. Complete Graduate Acknowledgment Form

c. Complete Initial Advisement and Registration
   i. Complete Initial Program of Study with Faculty Adviser
   ii. Complete Registration for First Semester
   iii. Complete Orientation and Advisement Evaluation Form

3. Program Evaluation and Completion
   a. Successfully complete progress review after first 9 credit hours
   b. Successfully complete progress review after 18 hours resulting in promotion to Candidacy Status
   c. File intent to pursue practicum or internship experience to the clinical director
   d. Attend orientation to clinical experiences
   e. Complete evaluation of orientation to clinical experiences
   f. Successfully pass each experience and evaluation review after practicum, internship I and internship II
   g. Pass the UC Counseling Comprehensive Exam
   h. Pass all required Coursework
   i. Complete all course evaluations

4. Graduation Process
   a. Complete Exit Interview
   b. Complete application for graduation
   c. Attend Hooding Ceremony
   d. Attend Graduation Ceremony
   e. Serve humanity as a counselor

Program Curriculum

The 60-hour curriculum includes online courses, and clinical experiences that can be done without coming to the campus. The student can choose to complete the clinical mental health counseling specialization or the specialization in addiction counseling. Both specializations should be sufficient to meet the educational requirements in most states for the graduate to be licensed as a professional counselor or counseling associate. The specialization in addiction counseling should also meet the educational requirements for most addiction counseling certifications and licenses in most states.
Core Courses

- COUN 530/532 Introduction to Mental Health Counseling (or Addiction Counseling)
- COUN 533 Legal and Ethical Issues in Counseling
- COUN 534 Lifestyle and Career Development
- COUN 535 Psychological Assessment in Clinical Practice
- COUN 536 Human Growth and Development
- COUN 537 Etiology and Diagnosis of Mental Disorders
- COUN 539 Counseling Theories and Techniques I
- COUN 632 Advanced Clinical Assessment
- COUN 633 Counseling during Grief and Crisis
- COUN 636 Theory and Practice of Multicultural Counseling
- COUN 637 Group Counseling
- COUN 638 Research Methods and Program Evaluation
- COUN 639 Theories and Techniques for Treatment of Process Addictions & Substance Abuse
- COUN 645 Counseling Practicum (100 hours)
- COUN 646 Counseling Internship I (300 hours)
- COUN 647 Counseling Internship II (300 hours)

Specialization Courses:

**Clinical Mental Health Counseling**
- COUN 630 Counseling Theories and Techniques II
- COUN 631 Private Practice and Clinical Supervision
- COUN 634 Marriage and Family Counseling
- COUN 635 Child and Adolescent Counseling

**Addiction Counseling**
- COUN 640 Psychopharmacology and Addictions
- COUN 641 Motivation and Change
- COUN 642 Family Therapy in Addiction Treatment
- COUN 643 Spirituality and Values in Counseling

Clinical Experiences

Clinical experiences provide students the opportunity to do actual therapy under the supervision of a licensed mental health professional. Through the field placement experience, practicum and internship students will apply what has been learned in class and grow in their counseling skills, knowledge, and confidence. Finding a good site/experience along with a good on-site supervisor is important towards getting the most out of this experience.
Students will normally begin their clinical experiences in their second year of full-time study. The first clinical experience is a practicum, which requires 100 hours of which 40 are direct client-contact hours and 60 are indirect hours. After the Practicum has been successfully completed, a student will participate in two (2) Internship experiences. An Internship experience requires a minimum of 300 hours, 120 of which must be direct client-contact hours and 180 indirect hours. State requirements for the minimum number of internship hours vary, so students need to review the requirements for the state in which they will seek licensure to make sure they complete the minimum. Students may begin the Practicum semester after a minimum of 21 semester hours, depending on their individual Plan of Study (POS). Students will be able to begin the Practicum after the following steps have been successfully completed:

- File Intent to Pursue Practicum Form to the Clinical Director
- Promotion to Candidate Status
- Successful completion of prerequisites
  - COUN 530 Intro to Mental Health Counseling or 532 Introduction to Addiction Counseling depending on their POS
  - COUN 533 Legal and Ethical Issues in Counseling
  - COUN 537 Etiology and Diagnosis of Mental Disorders
  - COUN 539 Counseling Theories and Techniques I
  - COUN 636 Theory and Practice of Multicultural Counseling
  - COUN 637 Group Counseling
- Continued good standing in the program.

Complete information about clinical experiences can be found in the Practicum and Internship Handbook. Some of the information will include how to find a site/experience, what satisfies the requirements for a site/experience, and who can be an on-site supervisor. In the semester prior to beginning practicum, the student needs to complete all the work necessary to be ready to begin the practicum experience on the day that the course starts.

For more information about clinical experiences, please consult the Practicum and Internship Handbook.

Course Descriptions

COUN 530 Introduction to Mental Health Counseling – 3 credit hours
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 organizations of professional counselors as well as their credentialing and licensing.
COUN 531 Introduction to School Counseling – 3 credit hours
This course is the introductory course in the school counseling program and provides a basic introduction to school counseling at the K-12 level. This course is designed to give candidates an overview of current trends in school counseling, on both a local and national level. Topics to be covered include: Historical basis for school counseling, assessing school guidance needs, and planning, implementing, and evaluating a guidance program based on the National School model. Five Field Experience Hours required.

COUN 532 Introduction to Addiction Counseling – 3 credit hours
Candidates in this course explore the fundamental concepts and issues necessary to gain an understanding of addiction counseling. Participants will be able to define and describe various models of addiction and use evidenced-based treatment strategies to treat those struggling with addiction disorders. Criteria for Substance Abuse Disorders and process addictions will be examined and applied to illustrative case studies. The participants will gain an understanding of the knowledge, skills, and abilities required to be an effective addiction counselor.

COUN 533 Legal and Ethical Issues in Counseling – 3 credit hours
Legal and ethical issues and practices are integral to the professional counselor. This course will examine topics such as confidentiality, ethical competence, professional relationships, testing and malpractice as outlined in the American Counseling Association (ACA) code of ethics and the counseling profession. Emphasis will be placed upon critical thinking and the development of skills in evaluating and resolving ethical dilemmas encountered in a mental health counseling practice.

COUN 534 Lifestyle and Career Development – 3 credit hours
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 in order to empower clients to make effective career/lifestyle choices.

COUN 535 Psychological Assessment in Clinical Practice – 3 credit hours
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.

COUN 536 Human Growth and Development – 3 credit hours
This course 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.

**COUN 537 Etiology and Diagnosis of Mental Disorders – 3 credit hours**
One of the primary roles of counselors in community settings is to recognize the diagnostic criteria for mental disorders, 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 and treatment plans.

**COUN 538 Counseling Individuals with Diverse Needs – 3 credit hours**
This course is designed to help prepare school counselors to provide the collaborative services for individuals with diverse needs in elementary, secondary and post-secondary educational settings. The course includes topics including IDEA, Section 504, learning disabilities, identification of candidates suspected of having a disability, transition planning, working with parents and collaboration with related service specialists. Five Field Experience Hours required.

**COUN 539 Counseling Theories and Techniques I – 3 credit hours**
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.

**COUN 630 Counseling Theories and Techniques II – 3 credit hours**
This course will provide an advanced look into the major theories of counseling. The student will go beyond the basics of each theory and take their theoretical foundation and build on it through the use of advanced techniques. Each student will be able to use methods and concepts from each theory but also the freedom to develop their own eclectic model of treatment that can fit the client’s theory of change.

**COUN 631 Private Practice and Clinical Supervision – 3 credit hours**
This course is designed to help the student conceptualize their own private practice and give them the knowledge and tools to be a successful entrepreneur. This course will focus on the business-related aspects of professional counseling. Additionally, this course presents conceptual and empirical literature on counseling supervision, including models, approaches/techniques, relationship and process issues, and ethical and legal considerations.

**COUN 632 Advanced Clinical Assessment – 3 credit hours**
This course is designed to instruct the student in advanced concepts and applications of clinical and personality assessments. This course is intended to provide a thorough understanding of theory and concepts relevant to objective clinical assessment, as well as to build skills needed
to administer, score, and interpret well-known personality inventories and other clinical assessment instruments.

COUN 633 Counseling during Grief and Crisis – 3 credit hours
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.

COUN 634 Marriage and Family Counseling – 3 credit hours
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.

COUN 635 Child and Adolescent Counseling – 3 credit hours
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.

COUN 636 Theory and Practice of Multicultural Counseling – 3 credit hours
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.

COUN 637 Group Counseling – 3 credit hours
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.

COUN 638 Research Methods and Program Evaluation – 3 credit hours
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, program evaluation and independent research proposal development.

**COUN 639 Theories and Techniques for the Treatment of Process Addictions and Substance Abuse – 3 credit hours**

This course is designed to provide students with a framework to assess and treat clients with addictive disorders. This course will cover advanced strategies and techniques for working with issues of substance abuse and process addictions. Students are given the practical application of managing a client’s case from initial diagnosis through discharge and aftercare. In addition, the student will explore the relatedness of these strategies with current ethical and professional issues in the field.
COUN 640 Psychopharmacology and Addictions – 3 credit hours
This course provides a broad understanding of psychopharmacology theories of drug abuse, addiction, and treatment. The student is introduced to the basic principles of pharmacology, anatomy, and physiology as applied to the major classes of drugs of addiction. The course will also examine the effects of various drugs on human behavior. The course introduces medications that have been developed to support drug treatment such as methadone, suboxone, naloxone and others. Emphasis is placed on basic principles of drug ingestion, distribution, elimination, dose response relationships, neurotransmitter chemicals, and synaptic activity.

COUN 641 Motivation and Change – 3 credit hours
The course will focus on the theory and evidence based practice of Motivational Interviewing (MI) by engaging resistant individuals in the process of change. The student will learn to help their clients explore and resolve their ambivalence by enhancing intrinsic motivation for change. Motivational Interviewing will be explored as a stand alone intervention, as a method of increasing client adherence to other intervention approach's or as a general counseling approach underlying all client interactions. Given the wide variety of application, this class is appropriate for those who are interested in substance abuse and addiction practice or in adapting these methods and theory to guide counseling for other behaviors and populations.

COUN 642 Family Therapy in Addiction Treatment – 3 credit hours
This Addiction specialization course involves an exploration of family issues in abuse and addiction. Topics include system theory and family dynamics, codependency, abuse issues, the family life-cycle, developmental issues in families, the role of culture in families, co-occurring disorders including medical and psychological disorders, and models of family therapy.

COUN 643 Spirituality and Values in Counseling – 3 credit hours
This course is designed to help mental health and school counseling students integrate spirituality into their professional counseling practice. The course is designed to encourage individual exploration of the cultural topic. The approach to the topic of spirituality is from a multicultural perspective, understanding spirituality/religion as a cultural aspect of all people. The didactic and experiential learning experiences are designed to encourage awareness, knowledge and skills related to spirituality. Course content will focus on the following topics in addition to those selected by students: distinction between religion and spirituality, world religions & worldviews, ethical issues and spirituality, assessment and spirituality, and faith development models.

COUN 645 Counseling Practicum – 3 credit hours
The practicum is a class that allows candidates to promote their development as a skilled practitioner capable of applying the knowledge base in counseling in an ethical, reflective, and culturally responsive manner. This course is intended to provide candidates with faculty supervision of direct counseling experience at placement sites and supplements the on-site and on-line supervision experience.
COUN 646 Counseling Internship – 3 credit hours
Internship I continues the field experience for the counseling student. This clinical experience is designed to provide the student with a real-world experience that will create the necessary bridge between training and professionalism. Candidates are expected to function per the expectations of other full-time employees and counseling staff at the internship site. Internship experiences must follow a successful practicum experience.

COUN 647 Counseling Internship II – 3 credit hours
Internship II is the final field experience for the counseling student who desires to practice as a licensed professional. This clinical experience is designed to provide the student with additional real-world experiences that will create the necessary bridge between training and professionalism. Candidates are expected to function per the expectations of other full-time employees and counseling staff at the internship site. Internship II must follow a successful completion of the practicum and Internship I experience.

Forms
Course Transfer Request Form (Link to Form)

The picture only displays the first page of the form:

### Course Transfer Request Form

**School of Counseling**  
**University of the Cumberlands**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date of Request</th>
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<th>E-mail</th>
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**Program**  
- MAPC  
- PhD or EdD

**Directions:**  
*Complete this form, recording the course you have taken at a different university and the UC course you wish for it to replace. Make sure you have also submitted your official transcript from the other university.*

**Course One**

<table>
<thead>
<tr>
<th>Prefix, Number and Title of the Course from the other University</th>
<th>University</th>
<th>Semester and Year Taken</th>
</tr>
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</table>

**CACREP Accredited?**  
- Yes  
- No

**Grade Received in Course**

**UC Course you Wish to Replace**

**Course Two**

<table>
<thead>
<tr>
<th>Prefix, Number and Title of the Course from the other University</th>
<th>University</th>
<th>Semester and Year Taken</th>
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It is the policy of School of Counseling with the University of the Cumberlands that any student participating in the Master of Arts in Professional Counseling and the doctorate in Counselor Education and Supervision must adhere to the policies articulated in the following documents: Graduate Catalogs, Student Handbooks, Practicum and Internship Handbook, course syllabi, American Counseling Association (ACA) Code of Ethics, and University of the Cumberlands regulations concerning academic, scientific, and behavioral standards. Students must provide evidence of this agreement by submitting this Graduate Student Acknowledgement Form.

Graduate Students Full Name

Date

Student's Email

By pressing submit, you acknowledge that you have read and will comply with the expectations contained in the documents above and acknowledge that from time-to-time policies may be reviewed and revised without advance notice. You further acknowledge that it is your responsibility to remain informed of university, departmental, and program policy changes and comply with them as they are published.

I Agree
I Disagree
New Student Orientation Evaluation Form ([Link to Form](#))

The picture only displays the first page of the form:

**University of the Cumberlands**
**School of Counseling**

- New Student Orientation Evaluation Form -

Please choose the best answer for each of the following:

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<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The orientation provided valuable information regarding the program and my professional options</td>
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<tr>
<td>The orientation helped me understand the mission and culture of University of the Cumberlands and the School of Counseling</td>
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</tr>
<tr>
<td>The orientation provided useful reference materials</td>
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<tr>
<td>The orientation helped me prepare for the online program at UC</td>
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<tr>
<td>The orientation helped me understand better where to find help and who to contact for help</td>
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<tr>
<td>The orientation showed me how to Check my Grades on MyUC</td>
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<tr>
<td>The orientation showed me how to self-register for classes on MyUC</td>
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<tr>
<td>The orientation showed me how to navigate BlackBoard and Collaborate</td>
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<tr>
<td>The orientation helped me to navigate library resources.</td>
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</tr>
<tr>
<td>Overall, the orientation met me expectations</td>
<td></td>
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</tbody>
</table>
This review is completed at different times throughout the students progress in the MAPC program. It is designed to provide counselors in training constructive feedback in the domains of academic performance, personal characteristics/dispositions, and professional development. This review will be conducted at the end of 9 hours credit hours, 18 credit hours and after each clinical experience.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Completed by</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Semester / Year</th>
<th>Date Completed</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Number or Courses Taken</th>
<th>Current GPA</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Type of Review</th>
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</thead>
</table>

## Academic Performance

<table>
<thead>
<tr>
<th>GPA</th>
<th>Quality of Work</th>
<th>Attendance and Participation in Class</th>
<th>Timely Completion of Work</th>
<th>Effort - Potential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Poor under 2.5 F</td>
<td>Poor 2.5+ - C-B</td>
<td>3.0+ - B</td>
<td>3.5+ - A-B</td>
<td>4.0 - A</td>
</tr>
<tr>
<td>Poor 2.5+ - C-B</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Passing 3.0+ - B</td>
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<tr>
<td>Good 3.5+ - A-B</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Very Good 4.0 - A</td>
<td></td>
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</tr>
</tbody>
</table>
### MAPC Performance Review Rubric

<table>
<thead>
<tr>
<th>Academic Performance</th>
<th>Very Poor</th>
<th>Passing</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>GPA Under 2.5</td>
<td>GPA between 3.0 and 3.5</td>
<td>GPA at 4.0</td>
</tr>
<tr>
<td>Quality of Work</td>
<td>Grades below C</td>
<td>Grades at B</td>
<td>Grades at A</td>
</tr>
<tr>
<td>Attendance &amp;</td>
<td>• Student frequently fails to attend class, appointments, and meetings at the time designated.</td>
<td>• Student usually attends class, appointments, and meetings at the time designated.</td>
<td>• Student always attends class, appointments, and meetings at the time designated.</td>
</tr>
<tr>
<td>Participation</td>
<td>• Changes in schedule not reported in a timely manner.</td>
<td>• Necessary changes are generally reported prior to scheduled obligations.</td>
<td>• Absences are reported prior to scheduled obligations.</td>
</tr>
<tr>
<td>Timely Completion of</td>
<td>• Consistently turns in assignments late or fails to turn them in at all.</td>
<td>• Occasionally fails to turn in assignments on time</td>
<td>• Completes assignments in a timely manner</td>
</tr>
<tr>
<td>Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effort/Potential</td>
<td>• Appears to be unengaged in class.</td>
<td>• Is generally engaged in class.</td>
<td>• Demonstrates curiosity and interest in counseling.</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates little or no creativity or initiative.</td>
<td>• Generally demonstrates some creativity and initiative.</td>
<td>• Demonstrates creativity and initiative.</td>
</tr>
<tr>
<td></td>
<td>• Neglects available resources</td>
<td>• Sometimes seeks resources beyond those provided in class.</td>
<td>• Seeks resources beyond those provided in class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Characteristics</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open to New Ideas</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>• Dogmatic about own perspective &amp; ideas</td>
<td>• Amenable to discussion of perspectives other than own</td>
<td>• Solicits others’ opinions and perspectives about own work</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ignores or is defensive about constructive feedback</td>
<td>• Accepts constructive feedback without defensiveness</td>
<td>• Invites constructive feedback and demonstrated interest in others’ perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Shows little or no evidence of incorporating constructive feedback in order to change behavior</td>
<td>• Some evidence of effort to incorporate relevant feedback in changing behavior</td>
<td>• Showed strong evidence of incorporation of feedback received to change own behavior</td>
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<tr>
<td>Flexible</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Shows little of no effort in recognizing or changing demands in the professional environment</td>
<td>• Recognition of changing demands in the professional &amp; interpersonal environment is evident but sometimes inaccurate</td>
<td>• Accurate recognition of changing demands in the professional &amp; interpersonal environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Shows little or no effort in flexing response to changing environmental demands</td>
<td>• Effort to flex response to environmental demands is evident but sometimes ineffective</td>
<td>• Effectively flexes response to changing environmental demands</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Refuses to flex response to changing environmental demands despite knowledge of the need for change</td>
<td>• Flexes response to changing environmental demands when directed to do so</td>
<td>• Independently monitors the environment for changing demands and flexes response accordingly</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Intolerant of unforeseeable or necessary changes in established schedule or protocol</td>
<td>• Accepts necessary changes in established schedule or protocol but without effort to understand the reason for the changes</td>
<td>• Attempts to understand &amp; accept need for changes in established schedule or protocol as well as underlying reasons for the changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cooperates with Others</td>
<td>Accepts and Uses Feedback</td>
<td>Aware of Impact on Others</td>
<td>Effectively Deals with Conflict</td>
<td>Accepts Personal Responsibility</td>
<td></td>
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<tr>
<td>------------------------</td>
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</tbody>
</table>
| *Shows little or no engagement in collaborative activities*  
*Undermines goal achievement in collaborative activities*  
*Unwilling to compromise in collaborative activities* | *Discourages feedback through defensiveness and anger*  
*Shows little or no evidence of incorporation of feedback*  
*Interprets feedback contrary to won perspective as personal affront*  
*Demonstrates greater willingness to give feedback than receive it* | *Words and actions reflect little or no concern about impact on others*  
*Ignores feedback about negative impact of words and actions on others* | *Unable or unwilling to consider others’ points of view*  
*Unwilling to examine own role in a conflict*  
*Ignores supervisory advisement if contradicts own perspective*  
*Shows no effort at problem solving*  
*Displays hostility when conflicts are addressed* | *Refuses to take responsibility for or examine contribution to problems*  
*Lies, minimizes or embellishes the truth to avoid responsibility* |
| *Engages in collaborative activities but rarely allows or invites input*  
*Accepts but rarely initiates compromise in collaborative activities*  
*Concerned mainly with own part in collaborative activities* | *Generally receptive to supervisory feedback*  
*Shows some evidence of incorporating feedback into own views and behaviors*  
*Shows some defensiveness to critique through over-explanation of own actions, without anger*  
*Demonstrates greater willingness to receive feedback than to give it* | *Effort to determine impact of words and actions on others is evident but sometimes inaccurate*  
*Responds, as necessary, to feedback regarding negative impact of words and actions on others, but, at times, with resentment* | *Attempts to grasp conflicting points of view, but sometimes with some difficulty*  
*Examines own role in a conflict when directed to do so*  
*Responsive to supervision in a conflict when offered*  
*Participates in problem solving when directed* | *Willing to examine own role and responsibilities in problems, when informed of need to do so*  
*Describes accurately and honestly own and others’ roles in problems* |
| *Works actively toward reaching consensus in collaborative activities*  
*Initiates compromise in order to reach group consensus*  
*Shows concern for group as well as individual goals in collaborative activities* | *Directly requests feedback and positively acknowledges it*  
*Shows evidence of active incorporation of feedback into own views and behaviors*  
*Demonstrates a balanced willingness to give and receive feedback* | *Empathetic recognition of impact of words and actions on others*  
*Initiates and invites feedback from others regarding impact of won words and behaviors*  
*Regularly and effectively incorporates feedback regarding impact of own words and behaviors and changes behavior positively* | *Always willing and able to consider others’ points of view*  
*Almost always willing to examine own role in a conflict*  
*Consistently open to supervisory critique about own role in a conflict*  
*Initiates problem solving efforts in conflicts*  
*Actively participates in problems solving efforts* | *Monitors level of personal responsibility in professional performance*  
*Invites constructive critique from others and applies it toward professional growth* |
<table>
<thead>
<tr>
<th>Expresses Feelings Effectively &amp; Appropriately</th>
<th>Very Poor</th>
<th>Acceptable</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Consistently blames others for problems, without self-examination</td>
<td>• Might blame initially, but is open to self-examination about role in and responsibility for problems</td>
<td>• Accepts responsibility for mistakes and responded to them as opportunity for self-improvement</td>
<td>• Avoids blaming others in favor of self-examination and personal responsibility</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Very Poor</th>
<th>Acceptable</th>
<th>Very Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Counseling Skills</td>
<td>• Not successful at building rapport, problem identification, solidifying a plan of action, or transitioning to action</td>
<td>• Is generally successful at building rapport, problem identification, solidifying a plan of action, and transitioning to action</td>
<td>• Is successful at building rapport, problem identification, solidifying a plan of action, and transitioning to action</td>
</tr>
<tr>
<td></td>
<td>• Has demonstrated poor ethical judgment or has been insensitive to diversity, or failed to demonstrate a congruent theoretical orientation</td>
<td>• Generally utilizes ethical judgment, is sensitive to diversity, and demonstrates a congruent theoretical orientation</td>
<td>• Utilizes ethical judgment, is sensitive to diversity, and demonstrates a congruent theoretical orientation</td>
</tr>
<tr>
<td>Case Conceptualization</td>
<td>• Does not appear able to conceptualize cases utilizing the language and understandings of a behavioral health professional</td>
<td>• Generally demonstrates the ability to conceptualize cases utilizing the language and understandings of a behavioral health professional</td>
<td>• Demonstrates ability to conceptualize cases utilizing the language and understandings of a behavioral health professional</td>
</tr>
<tr>
<td>Treatment Planning</td>
<td>• Treatment plan fails to address issues raised by diagnosis and/or theoretical orientation</td>
<td>• Treatment plan addresses most issues raised by the diagnosis and/or theoretical orientation.</td>
<td>• Treatment plan addresses all issues raised by diagnosis and/or theoretical orientation</td>
</tr>
<tr>
<td></td>
<td>• Fails to understand client’s needs</td>
<td>• Generally demonstrates good insight into client’s needs</td>
<td>• Demonstrates good insight into client’s needs</td>
</tr>
<tr>
<td>Accountability &amp; Record Keeping</td>
<td>• Client files are incomplete, not up-to-date, or lack the appropriate supervisory oversight and/or signatures</td>
<td>• Client files are mostly complete, up-to-date with all appropriate supervisory oversight and signatures</td>
<td>• Client files are complete and up-to-date with all appropriate supervisory oversight and signatures</td>
</tr>
<tr>
<td>Counseling Outcomes</td>
<td>• Has repeated poor outcomes with clients, i.e., excessive no-shows, complaints</td>
<td>• Demonstrates some success but also experiences some difficulty producing positive counseling outcomes</td>
<td>• Generally has outcomes expected of a counselor in training</td>
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</tr>
<tr>
<td>Attends to Ethical &amp; Legal Considerations</td>
<td>•Engages in dual relationships with clients</td>
<td>•Responsive to supervision for occasional personal and/or professional boundary confusion with clients</td>
<td>•Establishes and maintains clear personal and professional boundaries with clients</td>
</tr>
<tr>
<td></td>
<td>•Acts with prejudice toward those of different age, race, culture, socio-economic status, gender, or sexual orientation</td>
<td>•Responsive to supervision for occasional multicultural insensitivity in professional interactions</td>
<td>•Demonstrates consistent multicultural sensitivity</td>
</tr>
<tr>
<td></td>
<td>•Endangers the safety and the wellbeing of clients</td>
<td>•Engages in some risky judgments that could compromise client safety, wellbeing and confidentiality</td>
<td>•Satisfactorily ensures client safety and well-being</td>
</tr>
<tr>
<td></td>
<td>•Responsive to supervision for occasional personal and/or professional boundary confusion with clients</td>
<td>•Responsive to supervision for occasional multicultural insensitivity in professional interactions</td>
<td>•Appropriately safeguards the confidentiality of clients</td>
</tr>
<tr>
<td></td>
<td>•Engages in some risky judgments that could compromise client safety, wellbeing and confidentiality</td>
<td>•Responsive to supervision for occasional multicultural insensitivity in professional interactions</td>
<td>•Appropriately safeguards the confidentiality of clients</td>
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