

College of Education, Health, and Human Services (EHHS)
The School of Lifespan Development and Educational Sciences (LDES)



**THE COUNSELOR EDUCATION AND SUPERVISION
MASTERS PROGRAMS BROCHURE & STUDENT HANDBOOK**

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College of Education,
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Revised August 2017



General Information

KENT STATE
UNIVERSITY
College of Education,
Health and
Human Services

OVERVIEW OF CES MASTER'S PROGRAMS

- The Counselor Education and Supervision (CES) Program at Kent State University is located in the College of Education, Health, and Human Services (EHHS). CES is a part of the School of Lifespan Development and Educational Sciences (LDES).
- At the master's degree level, the CES Program focuses on two areas: Clinical Mental Health Counseling and School Counseling. A doctoral degree (Ph.D.) is offered in Counselor Education and Supervision. The CES faculty members are advocates for the counseling profession and are affiliated with the American Counseling Association.
- The two master's degrees and the doctoral degree are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is the national accrediting body representing standards of excellence in the counseling profession.
- Counseling at Kent State University has its roots in over sixty years of history, having been instituted in 1946 as the first counselor preparation program in Northern Ohio. The CES's Program's founder, Professor Dwight Arnold, was one of the pioneers in school counseling and group guidance in the United States.
- We take pride in the graduates from our Clinical Mental Health Counseling and School Counseling programs. Many have distinguished themselves as counselors, supervisors, leaders, and university professors throughout Ohio and in other states.

ROLE AND FUNCTION OF THE ADVISOR

- Each student is assigned a faculty advisor upon admission to the Clinical Mental Health Counseling or School Counseling program. The role and function of the faculty advisor is to sustain a working relationship with the student (advisee) through the duration of the student's plan of study. The goal of the relationship is the successful completion of the program by the advisee. The advising process entails the following procedures:
- The advisee is responsible for scheduling a meeting with his/her faculty advisor **early in the first semester of enrollment** to plan the student's course of study. Concerns related to academic and personal adjustment may be discussed at this time. **THE WRITTEN PROSPECTUS IS TO BE FILED AFTER THIS MEETING.** It is important to note that the student will be blocked from registering for courses at the end of the second term if this prospectus is not filed.
- In subsequent semesters, regular meetings with one's faculty advisor are recommended to determine needs, sign documents, suggest improvements, and develop clinical experience possibilities. It is the responsibility of the advisee to maintain regular contact with his/her faculty advisor.

CES PROGRAM STATEMENT OF EXPECTATIONS

- The Kent State University (KSU) Counselor Education and Supervision (CES) Program is charged with the task of preparing individuals to become professional counselors in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. The KSU CES Program attempts to establish a learning community where students can develop professionally. We do this by providing an environment in which students' rights and responsibilities are respected and by respecting the dignity and worth of each student.
- A student's progress in the program may, however, be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training related requirements for self or others. For example, in order to ensure proper training and client care, all CES students must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are used to evaluate CES students' academic performance and their ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. CES students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.
- CES faculty members expect CES students to behave in a professional manner, inside and outside the classroom. Therefore, disrespectful behaviors, gestures, or comments will be addressed and considered in student retention. Examples of disrespectful or unprofessional behavior within the classroom are texting while in class (even if it is under the table and out of sight), using laptops for nonacademic reasons during class (e.g., Facebook, e-mailing etc.), having cell phones turned on, not completing reading assignments, talking in class while others are speaking, not being on time to class, gossiping, and not adhering to the current ACA Code of Ethics, etc. CES faculty members expect CES students to be active learners! Faculty also expect that counseling students develop (if not already possess) the skills needed to self evaluate and know what is respectful / professional behavior. CES faculty members expect CES students to be active learners!
- It is the role of the CES faculty to prepare students for employment as professional counselors and to assist them in obtaining skills and knowledge relative to continued professional development.

POLICY STATEMENTS ON AFFIRMATIVE ACTION AND DISABILITIES

Kent State University is committed to provide all persons equal access to its programs, facilities, and employment without regard to race, religion, sex, sexual orientation, national origin, physical disability or mental disability (unless the disability is essential to the practice of counseling), and/or identification as a disabled veteran. Kent State University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

CES PROGRAM COMMITMENT TO DIVERSITY

The Counselor Education and Supervision (CES) program at KSU is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the program seeks to develop and nurture diversity, believing that it strengthens the program, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The KSU CES program prohibits discrimination against any person on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual identity, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect that is the cornerstone of the counseling profession and should reflect (Section C.5) of the 2014 ACA Code of Ethics: Counselors do not condone or engage

in discrimination based on age, culture, disability, ethnicity, race, religion/ spirituality, gender, gender identity, sexual orientation, marital status/ partnership, language preference, socioeconomic status, or any basis proscribed by law. Counselors do not discriminate against clients, students, employees, supervisees, or research participants in a manner that has a negative impact on these persons.

A student's enrollment in any course in the CES program signifies that they support and are committed to uphold the CES Program Commitment to Diversity.

POLICY ON RECRUITMENT OF DIVERSE STUDENT BODY

Faculty in the Counselor Education and Supervision Program are committed to recruiting a culturally diverse student body for their master's degree programs in Clinical Mental Health Counseling and School Counseling as well as the Ph.D. program in Counselor Education and Supervision. To this end, letters advertising the Clinical Mental Health Counseling and School Counseling master's degree programs are sent to all liberal arts colleges in Ohio and the two historically Black universities in Ohio, i.e., Central State University and Wilberforce University, both located in Wilberforce, Ohio. With regard to the Counselor Education and Supervision doctoral program, an announcement for graduate assistantships or teaching fellowships is placed in *Counseling Today* each fall noting that Kent State University is an Equal Opportunity / Affirmative Action Employer and letters advertising the doctoral program are sent to Historically Black Universities where there is also a master's degree program in counseling. Faculty members are committed to providing all persons equal access to the programs in School Counseling, Clinical Mental Health Counseling and the doctoral program through Counselor Education and Supervision without regard to race, religion, sex, sexual orientation, national origin, physical disability or mental disability (unless the disability is essential to the practice of counseling) and, identification as a disabled veteran.

ADMISSION, SELECTION, AND ADVISEMENT

Requirements for Master's Degree Admission to the Clinical Mental Health Counseling and School Counseling programs include:

- The applicant must qualify for graduate standing in the College of Education, Health, and Human Services at Kent State University with a total undergraduate grade point average (GPA) of **3.000** on a 4.000 point scale.
- Submission of academic transcripts should be mailed to the Division of Graduate Studies.
- Present satisfactory recommendations from **two** persons regarding the applicant's professional experience and potential strengths as a counselor to the Division of Graduate Studies. Preferably, these should be completed from counselors and/or professors who know your potential as a graduate student in Clinical Mental Health Counseling or School Counseling.
- Provide a goal statement to the Division of Graduate Studies indicating why you want to pursue a graduate degree in your chosen field of study, what you hope to gain in the graduate program and your career goals upon graduating. Include relevant academic and professional experience achieved in the past or expected in the future that support your goal. Narrative length should be approximately 1-2 pages, double-spaced.
- Faculty review application materials. In reviewing materials and interviewing prospective students, the faculty assess the applicants with regard to: (a) potential success in forming effective and culturally relevant interpersonal relationships in individual and small-group contexts; (b) aptitude for graduate study including technological competencies and computer literacy (see note below); (c) career goals in relationship to the program; (d) openness to self-examination; (e) openness to personal and professional development, and (f) each applicant's career goals and their relevance to the program. NOTE: Technological competence and computer literacy include using software to develop web pages, presentations, and professional papers; using audiovisual equipment such as video recorders and playback units; using computerized testing programs; using e-mail; helping clients search for various types of counseling-related information via the internet; being able to subscribe and participate in and sign off counseling related listservs; and using the internet for continuing education opportunities in counseling (ACES Technology Interest Network, 1999).
- Sign Questions in Anticipation of Licensure Form to the Division of Graduate Studies. The CES Program provides informed consent to students regarding the fact that licensing boards and professional liability insurance providers may deny licensure or coverage due to prior felony or some misdemeanor offences. Please contact the Program Coordinator if there are questions regarding the Questions in Anticipation of Licensure form.
- **NOTE: The Graduate Record Examination (GRE) is NOT required for admissions.**

PROCEDURE FOR ADMISSION TO THE COLLEGE OF EDUCATION, HEALTH, AND HUMAN SERVICES

1. We consider applications on a rolling basis within Kent State University's recommendation that applications be completed no later than six weeks before the start of the term in which a student wishes to enroll. Apply online by going to www.kent.edu and click "APPLY" in the top right corner. If unable to apply online, please contact the CES Master's Programs Coordinator.
2. Submit all required documents (see above).
3. Participate in an interview to help ascertain the applicant's aptitude for graduate school level work, to better understand the applicant's career goals and their relevance to the program's mission, and to help ascertain the applicant's interpersonal skills and ability to work effectively with people. When contacted for an Interview, you will also receive a Supplemental Data Form which needs to be completed and submitted the day of the interview. Application packets and interviews are completed before recommendations for admission are made to the College of Education, Health, and Human Services, in which final responsibility for admission decisions is vested. The interview serves a dual purpose; one, to provide the applicant an opportunity to ask questions about the program and get an idea of what the faculty are about, and, two, to provide the faculty with first hand data as to how well they think the applicant might fit into the program specifically and into counseling in general. If there are any questions about the program or admissions procedures, applicants are encouraged to contact the Program Coordinator.

ENDORSEMENTS

The Clinical Mental Health Counseling degree is designed principally to prepare students for employment as counselors in agencies, private practice settings, and consultation practices. The School Counseling degree is designed principally to prepare students for employment as School Counselors in K-12 school settings. Some students also apply to doctoral programs in counselor education and supervision. It is not the general practice of the CES faculty to automatically provide reference letters to graduates for admission to further education or for employment applications, nor to supply evaluations of competencies for individual credentials. However, the faculty is happy to provide such service to students on a request basis. Please do not hesitate to ask for a letter of reference, if it would be helpful to you. It is the faculty member's decision whether or not to provide the letter. Endorsements will be written only if the student's program of studies in fact prepared him/her for the position or credential in question.



Primary/Core Faculty and Staff

JANICE BYRD, Ph. D., Assistant Professor

Janice Byrd earned her Ph.D. in Counselor Education and Supervision from the University of Iowa. Janice has previous experience as a school counselor and career counselor, and teaching and mentoring youth. Her research interests include best practices in school counseling, career counseling, and social justice and advocacy for historically marginalized populations.



JANE A. COX, Ph. D., PCC-S, Associate Professor & CES Doctoral Program Coordinator

Jane Cox completed both her master's degree in Community Counseling and doctoral degree in Counseling and Human Development Services at Kent State University. Prior to coming to KSU, Dr. Cox was an Associate Professor and department chair in the Counselor Education and School Psychology department at the University of Toledo. Dr. Cox also worked as a faculty member and part time staff clinician in a counseling center at Southern Illinois University Carbondale. Her areas of scholarly interest include the use of: social construction concepts to counseling practice and the training of counselors; narrative and solution-focused therapies with individuals, couples, and families; and collaborative methods for supervision. Dr. Cox also serves as the coordinator of the CES doctoral program.



JENNY CURETON, Ph.D., Assistant Professor

Jenny earned her Ph.D. in Counselor Education and Supervision from the University of Northern Colorado and her master's in counseling from the University of North Texas. Her areas of interest and expertise include crisis and trauma and related education/training, career and college counseling, couples and family counseling, social justice. Her experience as a licensed professional counselor includes work in private practice, community-serving clinics, and college settings.



LYNNE GUILLOT MILLER, Ph.D., Associate Professor, CES Clinical Mental Health Counseling & School Counseling Programs Coordinator

Lynne Guillot-Miller earned her Ph.D. in Counselor Education from the University of New Orleans. Her teaching and research interests include school counselor preparation and school counseling for students with mental health concerns. She is particularly interested in using creative approaches when counseling children and in counselor preparation and supervision. She has experience as a counselor in college, agency, and school settings. Dr. Guillot Miller currently serves on the University Teaching Council and is the program coordinator for the CES School Counseling and Clinical Mental Health Counseling masters programs.



MARTIN J. JENCIUS, Ph.D., Associate Professor & Doctoral Practicum and Internship Coordinator

Marty Jencius received his B.A. in Biology and M.Ed. in Counseling Psychology from the University of Illinois at Urbana-Champaign. He earned his Ph.D. in Counselor Education from the University of South Carolina. His sixteen years of clinical experience includes work as an addictions counselor, as a general mental health counselor, coordinating services for severely emotionally handicapped children and as a counselor in a private practice serving business and industry. Prior to coming to Kent, he had a faculty appointment at Columbus State University. While at Kent State his scholarly interest emerged in international aspects of counseling and counselor training. That interest has provided him the opportunity to teach counseling and to make multiple trips to Turkey, the Bahamas and Singapore. He has been involved for the last eleven years on the International Leaders in Education Program, an annual competitive grant (as co-PI the last four years) from the US Dept. of State/IREX that brings in \$180,000 each year. His other interests include multicultural counseling training and the use of technology in counseling. He has served as Past President of North Central Association for Counselor Education and Supervision and Past President of the Association for Counselor Education and Supervision. He is currently serving a 3-year term on the Governing Council of the American Counseling Association. He is interested in international issues with counseling and counselor education and technology applications in teaching counseling.



JASON M. MCGLOTHLIN, Ph.D., PCC-S, Associate Professor & CACREP Liaison

Jason McGlothlin earned his Ph.D. in Counselor Education and Supervision from Ohio University and is currently a Professional Clinical Counselor with Supervisory endorsement (PCC-S) in Ohio. Prior to joining the KSU faculty, he practiced in clinical mental health counseling agencies, private practice, and suicide prevention/hostage negotiation facilities. Dr. McGlothlin has had a variety of local, state, and national leadership positions in the counseling profession. His current areas of teaching, publication, and research include the assessment, prevention, and treatment of suicide; and counselor education accreditation. Dr. McGlothlin also serves as the program's liaison to the Council for Accreditation of Counseling and Related Educational Programs (CACREP).



ALMA MOORE, MA. Ed., LPCC-S, MBA, Faculty Lecturer

Alma Moore earned her master's degree in Clinical Counseling at Malone University and is currently licensed in Ohio as a Professional Clinical Counselor with Supervisory Endorsement (LPCC-S). Alma earned a master's degree in Business Administration from Baldwin Wallace University and held multiple leadership positions in business and the community before entering the community mental health counseling field. Alma worked as a clinical supervisor and clinical director in a mental health agency, in addition to serving on that agency's Board of Trustees as a member of the Human Resources Committee. Alma currently serves as the Chair of the Bylaws Committee and Treasurer of the Ohio Association for Spiritual, Ethical and Religious Values in Counseling for the Ohio Counseling Association. Alma is a doctoral candidate in the Counselor Education and Supervision program at Kent State University, and her research interests include the use of supervision contracts with counselor trainees and doctoral students' gatekeeping experiences in counselor education and supervision.



CYNTHIA J. OSBORN, Ph.D., PCC-S, Professor

Cynthia Osborn earned her Ph.D. in Counselor Education and Supervision from Ohio University in 1996 and joined the CES faculty at Kent State University in 1997. She is licensed in Ohio as a Professional Clinical Counselor (with supervisory endorsement; PCC-S) and a Chemical Dependency Counselor (LCDC-III), and her clinical background is with persons with co-occurring disorders (mental illness and substance use). Research activity, publications, and presentations are in the areas of substance abuse/chemical dependency (including college alcohol misuse, and counselors' perceptions of addiction), motivational interviewing, solution-focused counseling, leadership in counseling, and counseling supervision.



BETSY J. PAGE, Ed.D., PCC-S, Associate Professor, IRB Representative

Betsy Page earned her doctoral degree from the University of Maine in 1996. Her teaching and research interests include group work, clinical supervision, assessment, and diagnosis. She has experience as a counselor and supervisor in community and school settings. Dr. Page is licensed in Ohio as a clinical counselor and as a supervising counselor.



J. STEVE RAINEY, Ph.D., Assistant Professor, Master's Practicum & Internship Coordinator

Steve Rainey began his work at Kent State University in the fall of 2002. He is currently the master's practicum and internship coordinator, and an advisor to the Kappa Sigma Upsilon chapter of Chi Sigma Iota, International. His research interests are in the areas of school counselor preparation, school counselor identity, school counseling program implementation assessment, and counseling sexual minority clients.



CASSANDRA A. STORLIE, Ph.D., Assistant Professor & Chi Sigma Iota Advisor

Cassie Storlie earned her Ph.D. in Counselor Education and Supervision from the University of Iowa. Cassie has gained extensive clinical experience in inpatient mental health and substance abuse settings, community support programs for individuals with severe and persistent mental illness, and also as employee assistance program counselor. She has served in state and regional leadership roles for counseling organizations throughout the Midwest. Her research interests include best practices in career counseling and social justice for marginalized populations, specifically undocumented Latino students and individuals diagnosed with mental illness.



CONTRIBUTING CES FACULTY

DONALD L. BUBENZER, Ph.D., PCC-S, Emeritus Professor

Donald Bubenzer earned his doctorate in counselor education from Ohio University in 1976 and joined the Kent faculty in 1984. For him the draw to being a faculty member was that he could work with others in a place that valued thought, reflection, learning and service in relation to the well-being of society and the world. Don has found Kent State to be a place where faculty, students, staff, and administrators come to make a contribution, and not just to further their careers. With these colleagues he came to believe that education is as much about valuing as it is about knowledge and skills; that building the capacity for leadership is critical to our future; and that there is a need to assume responsibility for how we describe our lives, i.e. the stories we tell ourselves, each other, and the world in which we live—for it is in these descriptions that we draw forth life's possibilities. Currently much of his scholarly, instructional, and administrative work is given to the exploration of the above ideas.



JASON L. MILLER, Ph.D., PCC-S, Director of the Counseling Center

Jason Miller earned his Ph.D. in Counselor Education from the University of New Orleans. Before becoming Director of the Counseling Center at Kent State, he taught at Mississippi State University. He has counseling experience in various mental health agencies, schools, and assisted living facilities as well as administrative and counseling experience in university-based counseling clinics. His current research interests include specialized accreditation and professional identity of counselors.



MARK L. SAVICKAS, Ph.D., LPCC, Adjunct Professor, Professor

Mark Savickas earned his Ph.D. in Guidance and Counseling from Kent State University in 1975. He has been an adjunct professor in the Department since 1975, teaching courses in career development and counseling. His primary position is Professor of Family and Community Medicine, NEOMED, where he served as Chair of the Behavioral Science Department for 27 years. He is a fellow of the American Counseling Association and has edited the Career Development Quarterly (1992-1999) and the Journal of Vocational Behavior (1999-2016).



Jennifer Waugh M.Ed., LPCC-S, LICDC, Assistant Director of the Counseling Center

Jennifer Waugh earned her master's degree in counseling at Kent State University. She is currently in the dissertation phase of the PhD program in Counselor Education and Supervision at Kent State University. Jennifer has 15 years of clinical experience in the mental health field working at community agencies and private practice. Jennifer has experience working with all ages, group, couples, individual and crisis counseling. She is trained in CBT for psychosis and Trauma Focused CBT. Jennifer has worked in the Counseling Center as a graduate assistant and taught a number of master's level course in the CES program. Her research interests include serious mental illness, crisis intervention, clinical work with transitional age youth and supervision.



JOHN D. WEST, Ed.D., PCC-S, Emeritus Professor

John West earned his Ed.D. in counseling and guidance from Idaho State University. Prior to joining the faculty at Kent State, he taught at Louisiana State University and at the West Virginia College of Graduate Studies. His current scholarly interests include the study of social construction theory and its application to practice. He also holds an LPCC license in Ohio. *(Caption of Dr. West and his dog Maggie)*



RETENTION OF STUDENTS

The program faculty reviews the academic progress of all students each semester. According to University policy, those students who fail to maintain a 3.00 GPA are subject to dismissal. In addition, in order to qualify for graduation, students must maintain a 3.0 average for all graduate coursework. A graduate student who receives a combination of more 8 credit hours of B- (2.7) or lower grades, or more than 4 credit hours of grades lower than C (2.0) is subject to dismissal. The faculty desires to help students have a satisfactory academic and professional experience. We may request that students whose GPA falls below a 3.00 consult with their advisor about how to address problem areas. However, at times, it is necessary for the faculty to discontinue students in the program for academic reasons. If students earn a B- or lower in a class, it is recommended that they discuss the issue and consequences with their advisor.

Once grades are submitted they are final and will not be changed except in cases of administrative error. Grades will not be changed by allowing students to do additional work (e.g., retaking exams; redoing papers; submitting extra credit papers, reports, etc.) or by using criteria other than those applied to all students in the class. In the event of a possible administrative error, the student must contact the instructor as soon as possible following the posting of the grade. If there is a dispute over student's grade, the student may file an appeal to the Associate Dean who will then active the University Academic appeals process outlined in the University Policy Register.

Because counseling is a profession, the faculty believes it is important to acculturate students to high standards of professional behavior. As a part of this effort we review students each semester to evaluate their academic performance, professional development, and personal development.

We believe success as a counselor depends upon factors in addition to those measured by typical evaluations in coursework. Thus we reserve the right as a faculty to separate from the program a student, who, in the opinion of the faculty, is not likely to succeed professionally despite earning acceptable grades. Students are evaluated along the following dimensions:

1. potential success in forming effective and culturally relevant interpersonal relationships in individual and group contexts;
2. aptitude for graduate-level study;
3. career goals in relationship to the program;
4. openness to self-examination; and
5. openness to personal and professional development.

If the faculty believes a student is experiencing difficulty on any of these dimensions, a meeting will be scheduled with the student and advisor to discuss ways of responding to the concern(s) or to consider the appropriateness of the counseling profession for the student.

CES PROGRAM POLICY REGARDING STUDENT CONCERNS, PERFORMANCE, AND/OR FUNCTIONING

Graduate programs that prepare professional counselors have an obligation to protect the public and the profession. This obligation requires the CES Program to (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice; and (b) Ensure—insofar as possible—that the student-trainees who complete their programs are competent to manage future relationships (e.g., client, professional, public, scholarly, supervisory, and teaching) in an effective manner. Because of this commitment, the CES Program strives not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

This commitment obligates the CES Program faculty to continually assess the progress of each graduate student in a variety of academic and applied settings. The primary purpose of this assessment is to facilitate professional growth. It is important that there are regular contacts and close working relationships between graduate students and program faculty so that these guidelines can be implemented in a way that maximizes student growth and development.

The CES Program also recognizes that stressors are inherent both in the transition from undergraduate to graduate school, work to graduate school, as well as during the course of the training Program. During graduate school, higher academic expectation is frequently encountered. In addition, when clinical work begins (in any counseling setting) there is stress inherent in being a member of a helping profession. Further, supervision is more intensive, concentrated, and frequent during the graduate program, which may increase the student's sense of personal and professional vulnerability.

Because graduate students make significant transitions during their graduate training and may need special assistance during this time, it is the responsibility of the CES Program to provide recommendations and opportunities that may facilitate growth and minimize stress. Such measures include, but are not limited to: orientation meetings, advising, clear and realistic expectations, clear and timely evaluations that may result in suggestions for positive change, and contact with supportive individuals (e.g., supervisors).

Retention Standards. The CES Program requires the following for students to maintain good academic standing in the program:

1. Because licensure as a counselor requires a background check and documented absence of potentially relevant legal difficulties, retention in the program requires that students have no record of such difficulties.
2. Students must maintain a minimum of 3.0 average in all academic work completed.
3. Students who earn a grade of "C+" (or lower) or a grade of "U" in any course listed on their prospectus will be required to meet with their advisor to evaluate the impact of that performance on the overall course of study and to identify an appropriate response, which may include a faculty-approved remedial plan to develop and demonstrate mastery of essential competencies.

Coursework includes both academic and skill-related training. In addition to traditional academic and skill related growth in graduate professional training, professional growth is critical for future effective functioning as a counselor. The following exemplars illustrate professional dispositions that are considered critical for adequate progress and performance in the program. Professionally related interpersonal/professional skills include the following:

- Ethics
 - Demonstration of knowledge/application of ACA or ASCA Ethical Guidelines.
 - Demonstration of knowledge/application of other statutes regulating professional practice (e.g., licensure and legal regulations).
 - Demonstration of concern for client welfare.
 - Demonstration of appropriate client-counselor relationships.
- Professional Deportment
 - Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by practica, internship, and other field-based partners to be appropriate for educational settings.
 - Appropriate involvement in professional development activities (e.g., professional associations)
 - Appropriate interaction with peers, colleagues, staff, trainees, etc.
 - Awareness of impact on colleagues (faculty and students).
 - Completion of assigned tasks in a timely fashion and in an acceptable format.
- Sensitivity to Client Issues. Acknowledgment and effective interactions with:
 - Clients of any age
 - Parents or family members of clients
 - Professionals in the field and at the worksite
 - Sensitivity to the needs, resources and priorities for individuals from different cultural backgrounds (including differences in SES, gender, disability, sexual orientation, race, etc.)
- Use of Supervision
 - Appropriate preparation.
 - Accepts responsibility for learning.
 - Openness to feedback/suggestions.
 - Application of learning to practice.
 - Willingness to self-disclose and/or explore a personal issue which affects professional functioning.
 - Appropriately self-reliant.
 - Appropriately self-critical.
- Other Training Issues
 - Effective management of personal stress.
 - Lack of professional interference because of own adjustment problems and/or emotional responses, as reflected by ability to maintain appropriate level of concentration, focus, and commitment to graduate study and professional demeanor in academic, social, and field-based settings.
 - Formulation of realistic professional goals for self.
 - Appropriate self-initiated professional development (e.g., self-initiated study).

Definition of Impairment. For purposes of this document, impairment is defined broadly as an interference in professional functioning which is reflected in one or more of the following ways: An inability and/or unwillingness...

- to acquire and integrate professional standards into one's repertoire of professional behavior,
- to acquire professional skills in order to reach an acceptance level of competency, and/or
- to control personal stress, and/or cognitive, behavioral, and/or emotional reactions which interfere with professional functioning.

It is a professional judgment as to when a graduate student's behavior becomes severe enough to be considered impaired rather than just problematic. For purposes of this document a problem refers to a trainee's behavior, which, while of concern and requiring redemption, is perceived not to be unexpected nor excessive for professionals in training. Problems become identified as impairments when they include one or more of the following characteristics:

- the student does not acknowledge, understand, or address the problem when it is identified,
- the problem is not merely a reflection of a skill-deficit which can be reflected by academic or didactic training,
- the quality of services delivered by the student is sufficiently negatively affected,
- a disproportionate amount of attention by training personnel is required, and/or,
- the trainee's behavior does not change as a function of feedback, remediation efforts, and/or time.

Due Process. Due process ensures that decisions made by program faculty about graduate students are not arbitrary or personally biased, requires that programs identify specific evaluative procedures which are applied to all trainees, and have appropriate appeal procedures available to the student so he/she may challenge the program's action.

General due process guidelines include:

- presenting graduate students, in writing, with the program's expectations related to professional functioning;
- stipulating the procedures for evaluation, including when and how evaluations will be conducted (such evaluations should occur at meaningful intervals);
- instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies (see *Evaluation Procedures and Timelines Regarding Due Process*);
- providing written procedures to the graduate student which describes how the graduate student may appeal the program's action;
- ensuring that the graduate student has sufficient time to respond to any action taken by the program;
- considering possible input from multiple professional sources when making decisions or recommendations regarding the graduate student's performance, and;
- documenting, in writing and to all relevant parties, the action taken by the program and its rationale.

Evaluation Procedures and Time Lines Regarding Due Process. In addition to the grades and in-course evaluations students receive as part of all courses, all students in the CES Program are evaluated each semester by the CES faculty. These evaluations involve all members of the CHSD faculty. If a significant concern about a student's performance or functioning is identified, the following procedures will be implemented:

- The student will be formally notified of the specific problem areas noted by the faculty.
- Unless the problems are severe enough to warrant a forced withdrawal, a plan to remedy the problem will be developed by the CES faculty. This plan will, as much as possible, define the student's problem(s), identify the expected behavior or attitude, specify possible methods that could be used to reach those goals, and designate a date for goal attainment and/or re-evaluation. During this remedial period, the student is on programmatic-probation. If the student chooses not to accept the remedial plan, he/she will be automatically dismissed from the program.
- At the time of re-evaluation, four options exist for the CES faculty:
 1. a decision that the specified concerns no longer present a significant problem, and the student is allowed to continue in the program.
 2. continued probation and remediation, an updated remedial plan, and a date set for another re-evaluation.
 3. recommending to the student that he/she leave the program.
 4. recommendation of formal dismissal from the program to the Associate Dean of Administrative Affairs and Graduate Education

Typically, non-academic concerns arise during practica and internship. Therefore, specific guidelines have been established for such times in a student's program. Frequent feedback is provided on a case-by-case basis to students enrolled in practica and internship by on-site and faculty supervisors. Additional procedures have been developed for continued evaluation/feedback during the practica and internship. These include:

- Written internship logs, prepared by the intern, signed by the intern supervisor, and forwarded to the university supervisor every week during internship
- Visits and / or telephone contact with the internship site at least once each semester by the course instructor or CES faculty member. These visits include consultation with the internship supervisor and with the intern
- A written mid-term evaluation and final semester evaluation from the student's supervisor to the course instructor (in some situations this may be the same person) during practica and internship.
- Possible periodic telephone conferences between the supervisors and course instructor interspersed between site visits.
- In the final evaluation in practica, the practica supervisor makes a recommendation regarding the endorsement of the student for internship.
- In the final evaluation in internship, the intern supervisor makes a recommendation regarding the endorsement of the intern for certification/licensure.

If there is to be conditional endorsement or no endorsement, the student and instructor would generally be aware of these concerns at least one month prior to the submission of the final report, unless in circumstances where this is not possible due to violations of ethical and professional conduct occurring late in practica or internship. If the course instructor and CES faculty concur with the supervisor's recommendation to deny moving to internship or potential licensure, and the student is in disagreement, appeal procedures as specified in this document and other university regulations may be initiated by the student.

Remediation Considerations. It is important to have meaningful ways to address impairment once it has been identified. Several possible, and perhaps concurrent, courses of action designed to remedy impairments include, but are not limited to:

- increasing supervision, either with the same or other supervisors,
- increasing field work experience,
- changing the format and/or emphasis of supervision,

- recommending and/or requiring personal counseling in a way that all parties involved have clarified the manner in which counseling contacts will be used in the graduate student's progress,
- reducing the graduate trainee's clinical or other workload and/or requiring a specific academic coursework, and/or
- recommending, when appropriate, a leave of absence and/or repeating a particular experience (e.g., practicum).

When a combination of the above interventions does not, after a reasonable time period, rectify the impairment, or when the trainee seems unable or unwilling to alter his/her behavior, the training program may take more formal action, including recommending dismissal from the program.

Procedures for Dismissal from the Program. If at any time during the course of the graduate program, concerns about performance and functioning are judged to be severe enough to warrant dismissal from the program, the Program Coordinator will notify the student of this decision in writing. The student will be given 14 days to prepare a response to the notification of dismissal and have the opportunity to request a formal review of the recommendation for dismissal from the School Director in which the program is housed. The following procedure will be followed in carrying out this review:

- Upon notification of a request for formal review, the School Director will charge a Review Panel, comprised of three faculty members from outside the program area. One of the three faculty members will be designated by the School Director as the convener of the Review Panel.
- The Review Panel will review evidence provided by the program and the student related to the program's recommendation for dismissal and forward a written recommendation for disposition to the School Director, the Program Coordinator, and the student within five days of their deliberations. As part of their review, the Review Panel may request clarification or further information from either the student or the Program Coordinator. The student and/or Program Coordinator may request to meet with the Review Panel as part of this process.
- The student may submit a written response to the Review Panel's recommendation to the School Director within 5 days of receipt of their determination.
- The School Director will consider the Review Panel's recommendation and any response by the student and make a determination for disposition within 10 days of their determination. This disposition may uphold or reverse the program's recommendation for dismissal. The School Director will notify the student and the Program Coordinator of the disposition.
- The student may appeal the decision for dismissal from the Director to the Associate Dean of Administrative Affairs and Graduate Education within 10 working days of receipt of notification of the decision. This represents the final step in the appeal process.

Taken in part from the KSU School Psychology Program. Established November 2009 into the CES Program

STUDENT GRIEVANCES AND ACADEMIC COMPLAINTS

The University's policies and procedures which govern student grievances and student academic complaints are included in the University Policy Register. Please see the "University Policy Register" Policies: 3342-4-02.102, 3342-02-3 and 3342-8-01.4. This site has changed over the years so please type "University Policy Register" in the *Search* box on the KSU homepage.

IMPORTANT INFORMATION REGARDING GRADES

In the School Counseling program and Clinical Mental Health Counseling program, students must earn grades of a B Minus or better in all coursework. The Ohio Counselor, Social Worker, and Marriage & Family Therapist Board, will not accept grades lower than a B Minus. Therefore, if students earn a "C+" or lower in a class, they would have to repeat this class. The CES faculty also adopted this standard for the school counseling program. Any course that is required for clinical mental health counseling or school counseling licensure must have an earned grade of "B minus" or higher. It is also important to note that pass/fail (or "S" / "U") courses follow the policy that a grade of "S" or "Pass" is comparable to a "B Minus" or better. Please consult individual course syllabi for further grading policies.

DEFINING AND AVOIDING CHEATING / PLAGIARISM

(Modified for all CES Students from the Department of Counselor Education and School Psychology; The University of Toledo)

This document was developed to help students understand what constitutes cheating and plagiarism and also to help students avoid such actions. In your coursework, you will frequently be asked to write papers or give presentations in which you will be drawing upon the literature in our profession; understanding and discussing the ideas of others is vital to professional academic work. Professional behavior must also reflect the knowledge of when and how to give credit to others, and this document will give you some guidelines for doing so. The CES faculty wants to hear your ideas and evaluate your knowledge in an ethical and appropriate manner.

Defining Cheating and Plagiarism

This document is an expansion of the information found in the *APA Manual* (APA, 2010) and *The Kent State University Official Policy Register* (Kent State University, n.d.). In this document, "plagiarism" or "cheating" are given as examples of academic dishonesty that require sanction.

The KSU Official Policy Register defines "cheating" as the following:

"Cheat" means intentionally to misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Such misrepresentations may, but need not necessarily, involve the work of others. As defined, cheating includes, but is not limited to: (a) Obtaining or retaining partial or whole copies of examination, tests or quizzes before these are distributed for student use; (b) Using notes, textbooks or other information in examinations, tests and quizzes, except as expressly permitted; (c) Obtaining confidential information about examinations, tests or quizzes other than that released by the instructor; (d) Securing, giving or exchanging information during examinations; (e) Presenting data or other material gathered by another person or group as one's own; (f) Falsifying experimental data or information; (g) Having another person take one's place for any academic performance without the specific knowledge and permission of the instructor; (h) Cooperating with another to do one or more of the above; (i) Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to

whom the work is presented, and (j) Presenting falsified information in order to postpone or avoid examinations, tests, quizzes, or other academic work. (policy 3342-3-01.8)

Cheating is considered to be unethical by Kent State University. However, overtly cheating (e.g., looking off another student's test) is what is of consequence to the university. Cheating oneself from an educational experience (e.g., only skimming a chapter rather than thoroughly reading it) is also of concern to the CES program and the counseling profession at large.

The KSU Official Policy Register defines "plagiarism" as the following:

"Plagiarize" means to take and present as one's own a material portion of the ideas or words of another or to present as one's own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. As defined, plagiarize includes, but is not limited to: (a) The copying of words, sentences and paragraphs directly from the work of another without proper credit; (b) The copying of illustrations, figures, photographs, drawings, models, or other visual and nonverbal materials, including recordings, of another without proper credit; and (c) The presentation of work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers. (policy 3342-3-01.8)

Plagiarism is unethical behavior; The American Counseling Association Code of Ethics states in Section G.5.b. that "Counselors do not plagiarize; that is, they do not present another person's work as their own work" (ACA, 2014, p. 17). Plagiarism can be very obvious, such as when a student copies someone else's paper for a class assignment or copies information from a website without appropriate citation. It can also be subtler, such as paraphrasing someone's words or ideas without properly citing the source. The examples contained in this document are intended to help students understand both the obvious and the more subtle forms of plagiarism, and to give students information about how to avoid committing plagiarism.

Avoiding Cheating

Cheating can obviously be avoided by just not doing it. However, the temptation for cheating arises when grades can be improved or failure can be avoided. Cheating, if not caught, can have benefits in grades. However, students cheat themselves out of available resources and ultimately cheat their clients out of the best services. Thorough preparation of assignments and readings along with utilizing instructors and the KSU writing center may help in avoiding the need to cheat.

Avoiding Plagiarism

If you are using another's words or ideas in a paper, manuscript, presentation, and so forth, you must acknowledge the source of the words/ideas.

If you want to incorporate another person's ideas in your own writing you must either put the idea in your own words or use direct quotes. And, no matter whether you use quotes or paraphrasing, you must acknowledge the original source by properly citing the original author. (Western Washington University, n.d., p. 2).

To avoid plagiarism, you must give credit whenever you use [1] another person's ideas, opinion, or theory; [2] any facts, statistics, graphs, drawings – any pieces of information – that are not common knowledge; [3] quotations of another person's actual spoken or written words; or [4] paraphrase of another person's spoken or written word. (Indiana University, n.d., ¶12)

Examples of Plagiarism and Appropriate Citations

The following examples demonstrate proper and improper citations; for more information on appropriate citations and the use of quotations, refer to the *APA Manual* (APA, 2010).

Here are two direct quotes from a recent article that we will use to illustrate examples of plagiarism and proper paraphrasing. Note the first is a block quote because it is over 40 words.

On the basis of the current study and similar studies, it is clear that the need for systematic, comprehensive coverage of substance abuse issues in counselor preparation has been well established. The most appropriate method for providing this training has yet to be determined. Future research could address the feasibility of the three methods presented in this article for including substance abuse training in CACREP standards. (Salyers, Ritchie, Luellen, & Roseman, 2005, p. 41).

"The majority of respondents rated the inclusion of substance abuse training in counselor education as important, and a majority (84.5%) reported that they offered substance abuse courses" (Salyers, Ritchie, Luellen, & Roseman, 2005, p. 37).

For any citation that you include in your text, also include a full reference in your reference list at the end of the paper. For example:

Salyers, K.M., Ritchie, M.H., Luellen, W.S., & Roseman, C.P. (2005). Inclusion of substance abuse training in CACREP-accredited programs. *Counselor Education and Supervision*, 45, 30-42.

Direct Copying

Directly copying another person's words without citation is an obvious example of plagiarism. It is improper to directly quote a paragraph, a sentence, or even a key phrase without citing the source.

Plagiarism:

It is clear that the need for systematic, comprehensive coverage of substance abuse issues in counselor preparation has been well established.

You may use another person's words allowing that you properly cite them. For example, a proper citation for the above would be:

"... it is clear that the need for systematic, comprehensive coverage of substance abuse issues in counselor preparation has been well established" (Salyers, Ritchie, Luellen, & Roseman, 2005, p. 41).

Improperly Paraphrasing

Instead of directly quoting a passage you may wish to paraphrase an idea or passage using your own words. If you use exact words or phrases from the original source it is still plagiarism. You cannot simply replace a few words in a passage. It is plagiarism to cut and paste sentences or paragraphs from articles and change a few words.

Plagiarism:

On the basis of several studies, clearly there is a need for systematic, comprehensive coverage of substance abuse issues in counselor preparation.

In the above example, the original sentence was used almost in its entirety with only the beginning clause changed and the ending changed. This constitutes plagiarism, as does the lack of citation of the source.

Plagiarism:

According to current studies, there is a need for systematic, comprehensive coverage of substance abuse issues in counselor training, but the best method for providing this training has yet to be found (Salyers, Ritchie, Luellen, & Roseman, 2005).

In this example, the paraphrased passage is attributed to the source, but it still uses original passages and mere substitution of words and, thus, is still plagiarism. It should either be completely restated in your own words, or quoted directly from the original and properly cited.

Plagiarism:

The inclusion of training for addictions counseling is vital within counselor education curricula according to current research.

This example appropriately paraphrases (puts the original in other words), but neglects to cite the source.

Properly cited:

The inclusion of training for addictions counseling is vital within counselor education curricula according to current research (Salyers et al., 2005).

Properly cited:

The inclusion of "systematic, comprehensive coverage" of addictions counseling is vital within counselor education curricula according to current research (Salyers et al., 2005, p. 41).

It is proper to include exact passages if they are identified by quotation marks and properly cited which includes citing the page for the direct quote.

What needs to be cited?

Any fact, idea, or research finding that is not common knowledge needs to be properly cited. Facts that are readily available for verification (e.g., the capital of Canada is Ottawa) do not need a citation. If you are unsure of whether something is common knowledge it is a good idea to go ahead and cite the source where you found it.

Plagiarism:

Most counselor education programs offer substance abuse courses.

This is not common knowledge, but is the finding of a recently published survey of counselor education programs. The proper way to cite this is:

Properly cited:

Most counselor education programs offer substance abuse courses (Salyers, Ritchie, Luellen, & Roseman, 2005, p. 37).

Does not require a citation:

The Kent State University, Counselor Education and Supervision Program offer CACREP-accredited programs in Clinical Mental Health Counseling, School Counseling and doctoral-level Counselor Education.

Patricia Arredondo was president of ACA in 2005-2006.

The Kent State University's School Counseling program is approved by the Ohio Department of Education.

These facts may not be known by everyone, but in all three cases the information is generally accessible to the public and not the result of a specific study or publication.

Consequences of Plagiarism

Students are expected to behave in a responsible and professional manner while functioning in classes. Failure to conform one's behavior to acceptable standards of practice (e.g., avoidance of plagiarism) shall be considered cause for dismissal from the department and possibly from the university.

Acknowledgements and References

The format/structure of this document was adapted in part from statements about plagiarism on the websites of Indiana University, Western Washington University Department of Sociology, and the University of Toledo's Department of Counselor Education and School Psychology. Most of the examples and much of the wording was taken from the University of Toledo's CESP website, with their permission.

References

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- The Department of Counselor Education and School Psychology (n.d.). *Defining and avoiding plagiarism*. Retrieved June 15, 2008, from http://www.utoledo.edu/hshs/cesp/Policies/PDFs/Plagiarism_Policy.pdf
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FINANCIAL AID AND STUDENT EMPLOYMENT OPPORTUNITIES

Some applicants to the program look for financial support during their studies. The Career Services website at Kent State University typically lists Graduate Assistantship opportunities as well as the University's Financial Aid office maintains listings of jobs and graduate assistantships that are available on campus. Feel free to contact the CES Master's Programs Coordinator with questions pertaining to assistantships and fellowships.

PROFESSIONAL ORGANIZATIONS

The Counselor Education and Supervision (CES) Program is most closely identified with the American Counseling Association (ACA) and ACA divisions. The address for the ACA is: American Counseling Association, 5999 Stevenson Avenue, Alexandria, VA 22304-3300 (website: <http://www.counseling.org>). Twenty divisions of the ACA are as follows:

- Association for Adult Development and Aging
- Association for Assessment and Research in Counseling
- Association for Child and Adolescent Counseling
- Association for Creativity in Counseling
- American College Counseling Association
- Association for Counselor Education & Supervision
- The Association for Humanistic Counseling
- Association for Lesbian, Gay, Bisexual and Transgender Issues in Counseling
- Association for Multicultural Counseling and Development
- American Mental Health Counselors Association
- American Rehabilitation Counseling Association
- American School Counselor Association
- Association for Spiritual, Ethical, & Religious Values in Counseling
- Association for Specialists in Group Work
- Counselors for Social Justice
- International Association of Addictions & Offender Counselors
- International Association of Marriage & Family Counselors
- Military and Government Counseling Association
- National Career Development Association
- National Employment Counseling Association

Students are urged to join ACA as well as the state branch (OCA). Membership in these organizations is for the purpose of helping to establish the identity of a counselor. Membership will help students gain knowledge through professional journals, newsletters focusing on current trends, and announcements pertaining to upcoming events. Involvement in committee work in these organizations, submissions of manuscripts to journals, and participation at conventions are encouraged. Faculty members are pleased to talk with students about the possibility of becoming active in these organizations. **Chi Sigma Iota, Counseling Academic and Professional Honor Society International**, has a chapter, Kappa Sigma Upsilon, at Kent State University. The chapter sponsors continuing education and social activities. Chapter membership is by invitation to students who have completed one semester of full-time graduate coursework in a counselor education degree program and who maintain a 3.5 GPA. Additionally, students must have promise for a capacity to represent the best about professional counseling. See the chapter's faculty advisor for further details.

ACADEMIC AND PERSONAL RESOURCES

The University, the City of Kent, and northeastern Ohio offer many academic, personal and cultural resources to students. Following is a description of some of the academic and personal resources.

Program. Counselor Education and Supervision occupies multiple classrooms, study rooms, practicum facilities, offices, and service areas, all housed together as one unit on the Kent campus. We are also associated with the Counseling Center— Room 325, an on campus practicum facility for counseling. Eight group, family and individual rooms are maintained. The Counseling Center has facilities for live observation, digital recording and playback, and state of the art record keeping.

The University. Kent State University is a publicly supported center of undergraduate and graduate education located in northeastern Ohio in the large urban triangle that includes Cleveland, Akron, Canton, and Youngstown. The University has been designated a Doctoral Research University-Extensive by the Carnegie Foundation for the Advancement of Teaching. There are over 40,000 students enrolled from all 50 states and over 100 countries.

The Kent Campus of KSU includes 2,466 acres. The focal point of the 112-building campus is the University Center with its plaza, 12 story open-stack library, and Student Center. The University library is a member of the Association of Research Libraries, it has continuing subscriptions to many of the journals directly related to counseling, and it is a member of Ohio LINK which provides cooperative resource sharing through online circulation of materials. The University is well known for its student operated Campus Bus Service. Special transportation services and accessible facilities open the campus to individuals with disabilities. In addition, Student Accessibility Services provides assistance to students with varying degrees and types of disabilities in order to maximize educational opportunity and academic potential.

A wellness program exists for the benefit of the Kent State community, and many recreational and athletic opportunities are available to students. A full range of cultural activities is also available to students. The University maintains a graduate level residence hall with single rooms and one and two bedroom apartments for married students and students with families.

Students in need of personal counseling are encouraged to use the University Psychological Services (UPS). UPS is located in the DeWeese Health Center on campus. To make further inquiries call 330-672-2487. There are other community based mental health agencies in Kent, Ohio. University Psychological Services (or a CES faculty member) could help with referrals.

Instructional Resource Center (IRC): IRC services are now available in room 221 White Hall. If you need to make equipment reservations, put items on reserve, purchase supplies, get state and/or federal fingerprints, make color copies and transparencies, or any other IRC services, please call 672-2256, or come to room 221.

Computer Labs: There are three computer labs in the College for classes and individual use. Each lab has 20 student computers, a teacher station, and projection equipment. Internet access and Microsoft Office are available in all labs. The labs are open for individual use during the hours not scheduled for classes. Class times are posted near each lab and can change weekly. Typical hours of operation are 8:30am --- 8:00pm Monday --- Thursday and 8:30 --- 5:00pm on Friday.

Four computer laboratories and two mobile labs are maintained for student use:

- Mac & Windows Lab, located in room 203 (22 computers + teacher station + SmartBoard)
- Windows Lab, located in room 205 (24 computers + teacher station + SmartBoard)
- Windows Lab, located in room 211 (29 computers + teacher station)
- Windows Lab, located in back of IRC / 221B (24 laptop computers + teacher station + SmartBoard + Digital Presenter)
- Mobile Labs: The Dell Card has 20 laptops (with printing capabilities) and the Mobile Netbook Cart has 20 netbooks available for faculty use.

Curriculum Materials: Over 10,000 computer, CD-Rom, print, and media titles covering all levels of education and related areas are included in the collection. Assessment materials are available to students in specific classes. Faculty may place materials on reserve for students to access. Students with a valid KSU ID may borrow most materials free of charge for a one-week period. Fines are charged for materials returned late.

Printing: Printing may be done in any lab in the IRC through the UniPrint system with a flash card. Color printing is available through the 221 service desk and can be accessed from any computer in White Hall. Copies can also be made from print materials.

Flex Lab: Windows and Macintosh computers are available for special projects in this lab. The room can also be used for short term computer classes with addition of a wireless computer lab. Scanning, video digitizing, CD-Rom and DVD burning, and printing are available. Student access to this lab is controlled.

Tech Services Group: Tech Services provides computing resources to departments, faculty, staff, and students. These resources include access to the following: e-mail; networked printers; word processing; databases; spreadsheets; presentation software; and the Internet. Support also includes installation of new software, troubleshooting hardware and software problems, and updating virus signatures.

Production Facilities: Materials may be purchased or borrowed for creating posters, bulletin boards, and other materials. Both Windows and Macintosh computers with scanners are available for desktop publishing activities. Software such as Microsoft Office, OmniPage, PowerPoint, and PhotoEditor are provided. Facilities also include a roll laminating machine, desktop publishing, lettering aids, a GBC binder for binding reports, a color copier/printer, and overhead transparency production. In addition, computer diskettes, zip disks, recordable CD's and VHS videotapes and other supplies for creating instructional materials can be purchased.

Bureau of Research Training and Services (BRTS): Graduate students involved in research may use the services of the BRTS. The following services are provided: tape transcription and coding, computer data entry and analysis, and computer network services and consultation for programming and data analysis. The Bureau is located on the 5th floor of White Hall, room 507. (Accessible on the east side of the building.) For more information call 330-672-7918.

Graduate Student Senate: The College of Education, Health, and Human Services has a Graduate Student Association in Education which considers the concerns of the student body and transmits them to various faculty and administrative groups on campus as appropriate. Each program area has its own representative. The University also has a Graduate Student Senate, which performs a similar function at the campus-wide level. The CES Program has had a representative to the Graduate Student Senate.

PROGRAM COORDINATOR CONTACT INFORMATION

Please contact Dr. Lynne Guillot Miller at the below address if you have any comments, questions, or concerns about the Clinical Mental Health Counseling program or the School Counseling program. **310 White Hall, Kent State University, Kent, Ohio 44242. (330) 672-0697 or Lguillot@kent.edu**

PRE-PRACTICUM AND COMPREHENSIVE EXAMINATIONS POLICY IN THE CES PROGRAM

There are two formal programmatic examinations 1) the Pre-Practicum Examination and 2) the Comprehensive Examination. All students in the CMHC and SCON Programs will take programmatic examinations. Both examinations are to be taken electronically, at KSU, in a supervised setting, and are in a multiple-choice format. The intent of these examinations is to 1) provide a more comprehensive evaluation of student's knowledge than can be completed in an individual course, 2) ensure retention of student knowledge / learning outcomes, 3) systematically evaluate student knowledge, 4) provide insight on curricular and programmatic offerings, and 5) provide students with opportunities to prepare for the licensure examination.

The first examination that master's students take is the "Clinical Mental Health Counseling Pre-Practicum Examination" or the "School Counseling Pre-Practicum Examination". Pre-Practicum Examinations are to be taken after all prerequisite coursework is completed (in full). Pre-Practicum Examinations cover only the courses that are prerequisite to each program's practicum course. Pre-Practicum Examinations are to be successfully completed in order to enter the Practica course and experience. (for CMHC students this is CMHC: Practicum I).

- *Clinical Mental Health Counseling Students:* Pre-Requisite coursework for CES 6/77492: Practicum I: Clinical Mental Health Counseling includes the following courses: (1) Counseling Theories, (2) Counseling Skills and Techniques (3) Orientation to CMHC, (4) Group Work: Theory & Techniques, (5) Career Counseling, and (6) Intro to Assessment in Counseling.
- *School Counseling Students:* Pre-Requisite coursework for CES 6/78392: School Counseling Practicum includes the following courses: (1) Counseling Theories, (2) Counseling Skills and Techniques, (3) School Counseling: Orientation and Ethics, (4) Group Work: Theory & Techniques, (5) Counseling Children, and (6) Counseling Adolescents.

The second examination that master's students take is the "Clinical Mental Health Counseling Comprehensive Examination" or the "School Counseling Comprehensive Examination" depending on which program you are enrolled. Comprehensive Examinations are to be taken at the end of the first semester of internship and will cover all required (non-elective) coursework in the program, including course content covered in your respective Pre-Practicum Examination (please see program specific prospectus). Comprehensive Examinations must be successfully completed in order to graduate.

- *CMHC Students:* All required courses in the CMHC program (excluding electives) will be represented on the "Clinical Mental Health Counseling Examination."
- *SCON Students:* All courses in the SCON program are required and will be represented on the "School Counseling Comprehensive Examination".

Study Tips: the following tips were developed by the CES faculty to help students prepare for the Pre-Practicum and Comprehensive Examinations:

- Don't cram! Thorough studying is much more effective for such an exam than starting to study a week or two before the exam.
- Review all syllabi for the courses that the exam covers (see below). Specifically review the CACREP standards in each course. The exams were developed off of the CACREP standards.
- Review all reading materials (e.g., books, handouts, lecture notes, etc.) for the courses that the exam covers (see below).
- Study the "Encyclopedia of Counseling" by Rosenthal. It is recommended to read this and study this book multiple times prior to taking the exam.

Passing / Failing / Remediation: The outcome of the examinations is based on the overall score, not specific content areas. For example, students can still pass the examination even if they do not do well on a certain content area. Student will pass the examination if they scores 80% or higher on the examination. A 70% -- 79% will result in students having a discussion with the CES Master's Programs Coordinator to see how they can improve their learning. A score of 69% or below will constitute a failure.

Registration for Examinations: Students will be made aware of when registration sign-up will begin through their kent.edu e-mail address and the CES student listserv. Students must register in the CES Office, 310 White Hall. This registration is on a first come, first serve basis.

Pre-Practica Examination Policy: Once students have met the academic prerequisite coursework for a practicum, all students must register for a practicum (e.g., Practicum I: Clinical Mental Health Counseling OR School Counseling Practicum). Once registered for a practicum, the CES faculty will determine eligibility for the Pre-Practicum Examination. During the finals week of the semester directly before starting practicum, students will take their Pre-Practicum Examination (e.g., if you are starting Practicum in the spring, you would take the Pre-Practicum Examination during the fall semester finals week [i.e., in December]). Students will have a maximum of two hours to complete the Pre-Practicum Examination. There will be two opportunities during this week to take the Pre-Practicum Examination: Thursday starting at 1pm or Friday starting at 3:00pm. If students do not take the Pre-Practicum Examination during one of these two times, they will be de-enrolled from their practicum and therefore cannot start their practicum the next semester.

If students successfully pass their Pre-Practicum Examination, they can begin their practicum experience and move forward in the program. Students will be informed whether or not they passed their Pre-Practicum Examination; specific scores will not be given to students who pass their Pre-Practicum Examination.

However, if students fail the Pre-Practicum Examination they will be de-enrolled from their practicum and will be prohibited from taking their practicum until they successfully pass the Pre-Practicum Examination.

- Students who fail the Pre-Practicum Examination the first time will be provided with written feedback regarding their score in each area of the Pre-Practicum Examination but are prohibited from beginning practicum.
- Students who fail the Pre-Practicum Examination the second time, will be provided with written feedback regarding their score in each area of the Pre-Practicum Examination and will be prohibited from beginning the practicum. In addition, a remediation plan may be required by faculty that would need to be successfully completed before taking the Pre-Practicum Examination again. However, if they pass the Pre-Practica Examination after the second time, they will be allowed to begin practicum.
- Students who fail the Pre-Practicum Examination the third time will be dismissed from the program.

Comprehensive Examination Policy: Toward the end of the first semester of Internship, students will take Comprehensive Examinations. Students will have a maximum of three hours to complete the Comprehensive Examination. There will be one opportunity to take the Comprehensive Examination during their regularly scheduled internship course time. If students do not take the Comprehensive Examination during this time, they will have the opportunity to take the Comprehensive Examination at the end of the next semester.

If students fail the Comprehensive Examination remediation will occur.

- Students who fail the Comprehensive Examination the first time will be provided with written feedback regarding their score in each area of the Comprehensive Examination. Students who fail their Comprehensive Examination the first time can begin their second semester of internship to ensure continuity of client care. However, they will need to take the Comprehensive Examination again at the next scheduled time Comprehensive Examinations are offered in the Program.
- Students who fail the Comprehensive Examination the second time, will be provided with written feedback regarding their score in each area of the Comprehensive Examination but will receive an In Progress (IP) grade for their second semester of internship. In addition, a remediation plan may be required by faculty that would need to be successfully completed. Students who fail the Comprehensive Examination a second time will be prohibited from graduation. However, if they pass the Comprehensive Examination on the third attempt, they will be allowed to graduate.
- Students who fail the Comprehensive Examination the third time will be dismissed from the program.

Important Note on Who Takes Examinations: Everyone in the Clinical Mental Health Counseling (CMHC) program and the School Counseling (SCON) program is required to take the exams. Students are held to all of the above policies.

TIMES TO REMEMBER THROUGHOUT YOUR PROGRAM

- Obtain a parking permit (Michael Schwartz Center) and KSU Flash Card (Campus Center) each year
- Meet regularly with your advisor and meet with your advisor the first semester of your program and sign your prospectus
- Register for classes as soon as possible
- Obtain professional liability insurance coverage prior to practicum and internship
- Meet with your advisor to sign necessary paperwork for SCON Practicum and SCON and CMHC Internship
- Apply for graduation the first week of your last semester.

CLINICAL MENTAL HEALTH COUNSELING (M.Ed.)

MISSION AND OBJECTIVES

The Clinical Mental Health Counseling Program Mission Statement:

Building on a long tradition of academic excellence, the mission of the Clinical Mental Health Counseling program at Kent State University is to prepare research-informed and ethically sound students for lifelong learning and employment as Licensed Professional Counselors who diagnose and treat mental and emotional disorders in a diverse and ever changing society.

The Clinical Mental Health Counseling Program Objectives:

The objectives of the Clinical Mental Health Counseling program at Kent State University are...

- to deliver the high quality education required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP);
- to prepare students to meet the requirements of the State of Ohio Counselor, Social Worker, and Marriage and Family Therapist Board (CSW&MFTB) to become licensed as Professional Counselors;
- to provide students with extensive practica experiences in an on-site, state-of-the-art facility that utilizes multiple levels of supervision; and
- to provide students with a minimum of four semesters of supervised clinical experiences designed to effectively work with clients from a multicultural and pluralistic society.

CLINICAL MENTAL HEALTH COUNSELING CURRICULUM

The Clinical Mental Health Counseling curriculum prepares individuals for beginning employment in institutions of higher education and community-based human service agencies. The Masters of Education (M.Ed.) degree may be earned with a minimum of 60 semester hours of successful graduate work in specified courses.

CHARACTERISTICS OF STUDENTS ADMITTED IN CLINICAL MENTAL HEALTH COUNSELING

	2008	2009	2010	2011	2012	2013	2014	2015	2016
Number Admitted	80	88	80	88	90	61	73	71	62
Male	5	12	8	18	20	6	11	10	12
Female	75	76	72	70	70	55	62	61	50

EMPLOYMENT OF GRADUATES

Graduates of the Clinical Mental Health Counseling master's degree program have held a number of positions, and an illustration of employment sites of graduates follows:

- Akron Children's Hospital, Akron, Ohio
- Akron Drug Board, Akron, Ohio
- Canton Family Services, Canton, Ohio
- Center for Psychological Health, Kent, Ohio
- Child Guidance and Family Solutions --- Ohio
- Children's Advantage -- Ravenna, Ohio
- Coleman Professional Services, Kent, Ohio
- Counseling for Wellness, Kent, Ohio
- Crossroads --- Lake County Child and Adolescent Counseling Center
- Cuyahoga County Board of MRDD & Recovery Services, Cleveland, Ohio
- Department of Human Services, Ravenna, Ohio
- Family and Community Solutions, Kent, Ohio
- Family Services, Dayton, Ohio
- Family Service Center, Chicago, Illinois
- Family Solutions, Cuyahoga Falls, Ohio
- Granby Jr. / Sr. High School, Granby, MA
- Hastings Youth Academy, St. Augustine, FL
- Kent State University, Kent, Ohio
- Northeast Community Mental Health Center, Cleveland, Ohio
- Parmadale Residential Services, Parma, Ohio
- Portage Path Mental Health Center, Akron, Ohio
- Ravenswood Mental Health Center, Geauga County, Ohio
- Robinson Memorial Hospital, Ravenna, Ohio
- Safer Futures, Kent, Ohio
- Summit Psychological Associates, Inc., Akron, Ohio
- Todd Children's Hospital, Warren, Ohio
- Townhall II, Kent, Ohio

Results of evaluations of the Clinical Mental Health Counseling program are contained in the Council for Accreditation of Counseling and Related Educational Programs (CACREP) Self Study. A copy of this Self Study is available through the secretary in room 310 of White Hall for review.

SCHOOL COUNSELING (M.Ed.)

MISSION AND OBJECTIVES

The School Counseling Program Mission Statement:

Building on a long tradition of academic excellence, the mission of the School Counseling program at Kent State University is to prepare research-informed and ethically sound students for lifelong learning and employment as licensed professional school counselors in K-12 institutions who are responsible for implementing comprehensive school counseling programming, and delivering individual and group counseling within a diverse school system.

The School Counseling Program Objectives:

The objectives of the School Counseling program at Kent State University are...

- to deliver the high quality education required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP);
- to prepare students to meet the requirements of the Ohio Department of Education (ODE) to become Licensed School Counselors in K-12 settings;
- to provide students with more than one-third of their graduate program's curriculum focusing specifically on school counseling;
- to prepare students in current school counseling models that aid them in becoming leaders, advocates, collaborators, and change agents in the schools; and
- to provide students with an abundance of supervised experiences designed to aid them in working effectively with students from a multicultural and pluralistic society.

SCHOOL COUNSELING CURRICULUM

The School Counseling curriculum prepares individuals for beginning employment in K-12 settings as a School Counselor. The Masters of Education (M.Ed.) degree may be earned with a minimum of 48 semester hours of successful graduate work in specified courses.

CHARACTERISTICS OF STUDENTS ADMITTED IN SCHOOL COUNSELING

	2008	2009	2010	2011	2012	2013	2014	2015	2016
Number Admitted	38	55	44	45	34	22	25	34	40
Male	6	5	6	7	7	4	2	6	6
Female	32	50	38	38	27	18	23	28	34

EMPLOYMENT OF GRADUATES

Graduates from the School Counseling program have held positions as school counselors in a number of school systems. An illustration of employment sites follows:

- Akron City Schools – Akron, Ohio
- Aurora City Schools – Aurora, Ohio
- Barberton City Schools – Barberton, Ohio
- Bedford City Schools – Northfield, Ohio
- Broadview Heights Schools – Broadview Heights, Ohio
- Canton City Schools – Canton, Ohio
- Cleveland Heights City Schools – Cleveland Heights, Ohio
- Cleveland Municipal School District – Cleveland, Ohio
- Crestwood Local School—Mantua, Ohio
- Cuyahoga Falls City Schools— Cuyahoga Falls, Ohio
- Cuyahoga Valley Career Center – Cuyahoga Falls, Ohio
- Kent City Schools, Kent, Ohio
- Lakewood City Schools – Lakewood, Ohio
- Mentor City Schools – Mentor, Ohio
- Nardon School – Macedonia, Ohio
- Orrville City Schools – Orrville, Ohio
- Panesville School District, Tampa Bay, Florida
- Ravenna City Schools, Ravenna, Ohio
- Rootstown Local Schools – Rootstown, Ohio
- Rosman High School – Rosman, North Carolina
- Solon City Schools – Solon, Ohio
- Springfield Local School District – Springfield, Ohio
- Stow – Monroe Falls School System – Stow, Ohio
- Strongsville City Schools, Strongsville, Ohio
- Twinsburg City Schools – Twinsburg, Ohio
- Winner City Schools – Winner, South Dakota