



University of
Kentucky®

GRADUATE STUDENT HANDBOOK

Counselor Education MASTER OF ARTS IN COUNSELING

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Dear Students,

We encourage all students to become familiar with the Counselor Education Student Handbook during their first semester of enrollment and carefully read and refer to it frequently throughout the program. By policy and directed by the university, it is the program's responsibility to ensure that the Student Handbook is accessible to all. Additionally, the Counselor Education Program will do the following to make sure the Student Handbook is accessible to all students, understanding that posting of the Student Handbook relies on others outside of the Counselor Education Program:

1. Post on the Counselor Education website during the first week of fall classes (subject to when Information Technology in the College of Education can put the Student Handbook on the website).
2. Post under the "module" heading in Canvas on the Student Advising Center (SAC) during the first week of fall classes.
3. Send to all students via the SAC on Canvas during the first week of fall classes.
4. Send it to all New Students via email on file during the first week of fall classes.

By reading the Student Handbook, you have agreed to follow all policies and procedures outlined by the university and the Counselor Education Program. Please notify the Program Chair (keithbwilson@uky.edu) if any parts of the Student Handbook are unclear during your first semester of enrollment. We will facilitate it so that students are clear about program expectations.

Welcome to the Counselor Education Program at the University of Kentucky! We are pleased to have you be a part of our nationally ranked program. All students should have a copy of the program handbook. This document is available for viewing or downloading from the Canvas Student Advising Center (SAC) website. NOTE: The Student Handbook is subject to change. Please see the latest version on the SAC Canvas Website. This Handbook has been developed to provide information for students at all phases of their progress toward their graduate degree. Please note that any underlined text contains a hyperlink. Additionally, students are expected to review and be familiar with the university publication, "Student Rights and Responsibilities." This document, along with our program handbook, contains information about ethical standards as well as plagiarism. All deadlines in this handbook must be adhered to in order to facilitate your academic progress. Missing any deadline without approval will result in having to take assessments or exams the next time it is offered. We recommend you develop a checklist with appropriate dates to assist you.

It is the student's responsibility "knowing and understanding the rules and regulations that govern their academic lives at the university." It is the also responsibility of the department and program to make sure the Student Handbook is accessible to all students. Furthermore, it is also the responsibility of the program to encourage students to read the Student Handbook as a matter of university policy. Please go to the following URL (<https://ombud.uky.edu/students/students-academic-rights-appeals>) to learn more about your rights and responsibilities as a student. **PLEASE READ AND FAMILIARIZE YOURSELF** with the dates and times of the Field Work and Final Exams and other details of this Student Handbook.

Students are expected to refer to the material contained in this document regularly and use it as a constant reference throughout their program. There is also a student site in Canvas which houses forms, applications, and relevant information for students during their time in the program (e.g., job postings, internship opportunities, etc.).

This Handbook is divided into three sections:

Section 1: a brief description of the program's history and status, faculty and staff, and the program mission statement.

Section 2: program and curriculum information, program and university requirements.

Section 3: resources for professional organizations, honor societies, and student organizations.

It is the responsibility of each student to ensure that they meet all university and program requirements. The program does not have the authority to waive any university regulations without university approval. Unless otherwise specified, this handbook does not supersede regulations set forth by in the University of Kentucky Graduate School.

Our nationally recognized faculty have many opportunities for students to get involved in research, writing, professional honor societies and organizations, and our UK Counselor Education Student Organization. We encourage you to seek out these opportunities and to keep in regular communication with faculty about your professional interests.

Welcome to the program, we look forward to getting to know you!

Sincerely,

The Counselor Education Program Faculty

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SECTION 1: ABOUT OUR PROGRAM

The University of Kentucky Counselor Education Program was established in 1962 and is among the oldest Rehabilitation Counseling graduate programs in the nation. The UK Rehabilitation Counseling Program was previously accredited by the Council on Rehabilitation Education (CORE) before CORE merged with the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The counselor education program has 3 CACREP-Accredited programs: Clinical Mental Health Counseling (masters), Rehabilitation Counseling (masters) and Counselor Education and Supervision (Doctoral). The Kentucky Council on Higher Education approves the Counselor Education Program, which includes the only master's program specializing in Rehabilitation Counseling in the Commonwealth of Kentucky.

Our Mission

To promote professional excellence through personal development and the highest academic standards as we work with our students, persons with disabilities, and our state and community partners in rehabilitation and mental health counseling to achieve equal rights, social justice, and quality of life for persons with disabilities in our community, in the Commonwealth of Kentucky, nationally, and globally.

Program Objectives

Students and graduates of the counseling program at the University of Kentucky will bring the following qualities with them into their professional roles as counselors:

1. Knowledge, skills, and awareness relevant to working within a diverse society, including engaging in social justice and advocacy for individuals across all differences
2. An embodiment of culturally competent counseling practice and lifelong learning
3. The ability to evaluate and apply appropriate counseling or consultation processes based within theoretical foundations
4. The belief in the dignity and worth of all people
5. A commitment to the counseling profession and ethical counseling practice based on evidence-based research and an experiential clinical training program
6. An understanding of quality of life indicators as assessed through research, interviewing, formal assessments, and counseling sessions
7. Experience with researching and engaging community resources necessary to advocate for and support clients in all stages of development
8. An active relationship with the broader rehabilitation counseling and clinical mental health counseling communities and related professional associations through consultation, education and training, advocacy, and leadership activities for promotion of societal inclusion of people with disabilities

Program Communication and UK email Address

All students are required to use their UK email (the email without the “g”) address for program correspondence. To set up your UK email, please visit [this link](#) and follow pertinent instructions.

All important information will be shared and housed on the Student Advising Center (SAC) on Canvas. Please add this to your favorites and check back regularly.

Following graduation, students will be contacted to provide updated employment information and to assist in developing fieldwork sites for future practicum and internship students.

Please communicate early and often with your course instructors and advisor regarding any issues or concerns that may arise. We are here to help you!

New Students: Getting and Using Your University of Kentucky Email Address

Go to the University of Kentucky Account Web site: if you are having problems activating your new UK email and other IT Support concerns. You must check your UK email on a daily basis so that you do not miss any important announcements. We will not be responsible for students missing important information because they do not use their University of Kentucky email address.

Once accepted and enrolled in the Counselor Education Program, all students are expected to have and use a University of Kentucky e-mail address when communicating with the Counselor Education Program. Rationale: Because the university distributes UK email addresses, UK email addresses are on a secure server. Thus, this is one way of knowing that the student is who they say they are when communicating with the university. Using a UK email address decreases the likelihood that university employees will disclose Family Educational Rights and Privacy Act (FERPA)- protected information to those who might try to impersonate a student, for example. FERPA is a federal law. More likely, student emails may not be answered if a non-University of Kentucky email address is used. Please include your student ID # in your email as well. Adding your student ID # will facilitate your request from the Counselor Education Program.

Student Advising

Please note that all advising for both our new and returning students should occur before the end of the spring semester. While the Counselor Education (CED) Program faculty might teach classes during the summer, they are not on contract to work for the university during the summer. If students have advising questions, they must wait until the faculty are back on contract for the fall semester. Thus, student academic advising will take place only from your advisors during the Fall and Spring semesters. Please contact Dr. Wilson during the summer for program- and graduate school-related matters, not student advising. The last day of student advising will be on the last day of final exams during the Spring semester. New students entering the CED program for fall semester will be advised during the spring semester for the summer and fall semesters. Once new students have been informed of their advisor, they are to contact their advisor as soon as possible to seek academic advisement. However, if new students attend New Student Orientation in the spring, students should contact their advisors.

Academic Load

The total semester or term academic load of a student is the sum of all credits and credit equivalents (e.g., graduate language courses, undergraduate courses, courses audited, etc.) being carried. The normal academic load of a graduate student during any semester is nine credit hours or equivalent. Under no circumstances may it exceed 15 credit hours or equivalent. During the summer term, the maximum academic load for the second summer term is nine credit hours, and for the first summer term it is four credit hours. The maximum academic load for any combination of the first and second terms is 12 credit hours.

Students satisfactorily completing nine-course credits, or equivalent, of graduate level work during a semester, are classified as full-time students by the University. Students satisfactorily completing five course credits, or equivalent, during a summer term are classified as full-time. Those completing less than these amounts are classified as part-time. Full-time students who fall below the minimum full-time

equivalent as the result of failing or dropping one or more courses are reclassified as part-time students for that semester or term. This is important because there are implications for financial aid. More information can be found here: <https://gradschool.uky.edu/workload>.

Program Specifics

The successful completion of this program results in a Master's degree of Arts in Counseling (MAC) specializing in Rehabilitation Counseling or Clinical Mental Health Counseling. Students in the Rehabilitation Counseling specialization will be eligible to sit for the Certified Rehabilitation Counselor examination to earn this national credential. Students completing the Clinical Mental Health Counseling degree will be eligible to seek licensure as a professional counselor in their state. *

* More information about state licensure can be found here, and questions can be directed to UK's Distance Learning Office and Compliance Officers. Each state has unique requirements for licensure, so we recommend checking into your state's requirements early and often during your time in the program (these requirements do NOT apply to the Rehabilitation Counseling specialization). There are two specializations offered at the master's level: Rehabilitation Counseling and Clinical Mental Health Counseling. The Rehabilitation Counseling specialization requires completing a **minimum 60 credit hours**; the Clinical Mental Health Counseling specialization also requires completion of a **minimum of 60 credit hours**. Both specialty areas also require students to complete **100-hours of Practicum experience (CED 710), and 600-hours of Internship (CED 730)**. See Section 2 for more details about each program plan and graduation specialization.

Matriculation

To apply for admission, potential applicants should complete the online application found at the UK Graduate School website. For Summer and Fall admission to the Counselor Education Program, applications are due by April 1. Check with the UK Academic Calendar to confirm due dates. In addition to transcripts, 3 letters of reference and a writing sample are required.

Admission requirements include: (1) an undergraduate GPA of at least **2.75**, or a graduate GPA of at least **3.00**, (2) a personal interview with one or two program faculty, (3) letters of reference indicating the appropriateness of student for the program, and (4) a written statement indicating interest in and goals for the degree program. Letters of recommendation should be typed on official letterhead. The recommendation form that is included in the application is not a substitute for a written letter of recommendation.

Final admissions decisions are the purview of the program faculty. Following the application deadline, interviews will be scheduled for the applicant and one or two program faculty. The faculty will review a student's relevant experience, education, and long-term goals. NOTE: Interviews have been postponed until further notice.

Post Baccalaureate Admissions Status

Students who would like to begin taking Counselor Education classes in the specializations of Rehabilitation Counseling and Clinical Mental Health Counseling because they have either missed the deadline (April 1) or would like to start taking Counselor Education classes before summer or fall may look to see if the Post-Baccalaureate Admission Status is appropriate. Students will apply directly to the Graduate School, not the Counselor Education Program. Again, the Post Bac admission status will allow

you to take classes in the Counselor Education Program without being admitted to the Counselor Education Program.

Students can apply to the Counselor Education Program during the next admission window, before the April 1 deadline. Please check with the Graduate School to see when the admissions window will be open for the following year. With noted parameters (B or higher grade), courses taken in the Counselor Education Program as a Post Baccalaureate student can be transferred to the Counselor Education Program if admitted to the Counselor Education Program. Students should review the Counselor Education Student Handbook for the semester's classes are offered. Again, the deadline to apply for the Counselor Education Program is April 1 of each year.

Students must maintain a 3.0 GPA while enrolled in the program, or they will be put on Academic Probation via the Graduate School Policies.

Advisor in Post-Baccalaureate Status

Students who are admitted to the Post-Baccalaureate Admission Status will have Dr. Keith B. Wilson (keithbwilson@uky.edu), Program Chair and Director of Graduate Studies, as their advisor. Since advisors are randomly assigned to students admitted to the program, Dr. Wilson may or may not be their advisor upon admission to the program.

Program Faculty

Carla Adkison-Johnson, Ph.D, LPCC-S (Kentucky), LPCC-S (Ohio), LPC (Michigan) [Professor].,

Dr. Adkison-Johnson is a professor in the Department of Early Childhood, Special Education, and Counselor Education at the University of Kentucky. She is also Professor Emerita at Western Michigan University (WMU), where she previously served as professor and department chair in Counselor Education and Counseling Psychology. Dr. Adkison-Johnson is Editor-in-Chief of the *Journal of Multicultural Counseling and Development*, the official journal of the Association for Multicultural Counseling and Development (AMCD), a division of the American Counseling Association. She has published widely on culturally competent counseling, recruitment and retention of counselor educators and clinicians, and African American child-rearing practices. Her 2021 book, *African American Child Discipline: Culturally Responsive Policies*, critically examines the disciplinary practices of African American mothers and fathers with school-age children. She recently served as Principal Investigator and Project Director for a \$1.9 million Health Resources and Services Administration (HRSA) grant focused on developing a culturally competent behavioral health workforce. She has also worked as a consultant, clinician, and collaborator with agencies, juvenile courts, and legal organizations to strengthen culturally responsive services. In 2026, she was appointed to the Research Committee of the American Psychology-Law Society (AP-LS), Division 41 of the American Psychological Association. Dr. Adkison-Johnson is past national chair of the Chi Sigma Iota Leadership and Professional Advocacy Committee. She also served on the Board of Directors for the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the accrediting body for the counseling profession, where she chaired the Training Committee.

Aylin Celik Zencir, Ph.D. Assistant Professor [Clinical Coordinator] Dr. Celik Zencir received her

doctoral degree in Rehabilitation Counselor education from University of Wisconsin-Madison. Her research focuses on stigma and ableism with an emphasis on promoting equity and inclusion for individuals with disabilities. She is particularly interested in advancing mental health and vocational rehabilitation services and exploring how technology can enhance service delivery, accessibility, and counselor education.

Si-Yi (Jessica) Chao, Ph.D., CRC [Assistant Professor]

Dr. Chao is an assistant professor in the Counselor Education program at the University of Kentucky. She has worked for 10 years as a licensed physical therapist and has provided physical therapy, rehabilitation counseling, and case management for people with neurological impairments, people with acute and chronic pain conditions, people with cancer, people living with HIV/AIDS, and people with working injuries. She was also a leader who supervised new employees and conducted internship training programs. She received her bachelor's degree of physical therapy at China Medical University, the master's degree in Rehabilitation Counseling at Changhua University of Education in Taiwan, and the doctoral degree in the Rehabilitation Counseling and Administration program in the Rehabilitation Institute at Southern Illinois University Carbondale (SIUC). Dr. Chao has served and integrated the resources for those requiring intensive care, inpatient services, and outpatient services in the hospital using a "whole person" model related to medical, psychological, vocational, academic, and social aspects. She constructed a community-based rehabilitation program funded by Taiwan's government. Program services included evaluation, treatment plan development, education and health promotion, psychological adaptation, coping strategies, advocacy, and resource integration for the customers and the community. Additionally, she provided outreach to nursing houses, community organizations, and schools for physical and mental health promotion. Dr. Chao's research interests include career development for school-age students, life care planning for people with disabilities, community-based rehabilitation application, quality of life and wellness promotion, case management, supervisor education training, and multicultural competencies of human service professionals. She has published seven peer-reviewed articles, two edited books, one translated book, and six book chapters. Dr. Chao has been honored with the Dorothy Dykema Endowed Scholarship and the National Association of Rehabilitation Leadership Award presented by the Rehabilitation Institute at Southern Illinois University, Carbondale, and a recipient of A Teacher Who Made a Difference at the University of Kentucky.

Andrea Hampton Hall, Ph.D., CRC [Assistant Professor, Director Interdisciplinary Disability Studies Undergraduate Program]

Dr. Andrea Hampton Hall is a professor in the Department of Early Childhood, Special Education, and Counselor Education. Dr. Hall's educational background includes degrees in Communication and Broadcast Journalism (BA), Rehabilitation Counseling (MS), and Counselor Education and Supervision (Ph.D.). Dr. Hall has 8 years of experience working as a Certified Rehabilitation Counselor and director in the community agency setting. Her work included job development, skills assessment, corporate employer training, job analysis, job coaching, and job coach training. Dr. Hall worked as the director of vocational services for the Arkansas PROMISE Grant, which allowed her to work with multiple government agencies throughout the state to provide employment opportunities and resources to transition-age youth with disabilities. Dr. Hall has spent the last three years focusing on effective and culturally responsive clinical mental health and supervision skills. Dr. Hall's research interests include qualitative approaches to understanding the experiences of individuals with multiple marginalized identities, high-achieving women of color and their clinical mental health needs, and identity shifts within those groups.

Debra Harley, Ph.D., CRC, LPCC-S [Professor]

Dr. Harley is a Provost Distinguished Service Professor. Her research interests include cultural diversity, substance abuse, gender issues, LGBTQ, and ethics. She has published 85 referred articles and 90 book chapters. Her books include *Disability Studies for Human Services: An Interdisciplinary and Intersectionality Approach*, *Cultural Diversity in Mental Health and Disability Counseling for Marginalized Groups*, *Disability and Rehabilitation in Rural Settings*, *Handbook of LGBT Elders*, and *Contemporary Mental Health Issues for African Americans*. Dr. Harley is a recipient of the Distinguished Career In Rehabilitation award from the National Association for Rehabilitation, Research, Policy and Education, the NCRE Educator of the Year Award, the Sylvia Walker Educator of the Year Award from

the National Association of Multicultural Rehabilitation Counseling (NAMRC), Bobbie Atkins Research Award from NAMRC, the Veron Hawkins Pioneer and Leadership Award from NAMRC, Outstanding Teaching Award at UK, and is a Mary E. Switzer Scholar. She is a former commissioner of the Commission on Rehabilitation Counselor Certification and member of the CRCC Standard Setting Workshop. Dr. Harley serves as a research mentor for the Rehabilitation Research & Training Center on Research and Capacity Building for Minority Entities for NIDILRR. In addition, she serves on community-based boards of directors. Dr. Harley teaches extensively in both the doctoral and master's level counseling programs and serves as an advisor for many doctoral students. She is a past editor for many of the flagship journals in the rehabilitation counseling field. In addition, Dr. Harley has served on the editorial review board for the Journal of Psychology in Africa, Austrian Journal of Rehabilitation, Journal of AIDS and HIV Research, and a grant reviewer for NIDILRR and OSERS.

Sheerah Keith [PhD, LMHC-S (FL), LPC (MS), NCC, BC-TMH, Registered Play Therapist [Assistant Professor]

Dr. Sheerah Neal Keith is an assistant professor of Counselor Education with several years of clinical experience serving children and families, specializing in infant and early childhood mental health and play therapy. Dr. Keith joined the University of Kentucky in 2023 as a Postdoctoral Scholar of Early Childhood and Family Policy in the Department of Educational Leadership Studies. Her research examines how public policies and social norms shape lifelong development with particular focus on perinatal and infant mental health, including how the repeated and prolonged stress of marginalization contributes to health disparities and how child- and family-serving systems respond. Dr. Keith holds a BA in psychology from North Carolina Central University, an MEd in Clinical Mental Health Counseling from Florida Atlantic University, an EdS in Counselor Education (emphasis in play therapy) from the University of Mississippi, and a PhD in Counselor Education and Supervision from the University of Mississippi.

Keith B. Wilson, Ph.D., CRC, LPCC-S, NCC [Professor; Program Chair and Director of Graduate Studies in Counselor Education]

Dr. Wilson joined the UK Counselor Education program in Fall of 2019. Previously, he served as an administrator and faculty member at The Pennsylvania State University for 15 years, and as Dean and faculty in the College of Education & Human Services at Southern Illinois University Carbondale. He received his B.A., M.Ed., and Ph.D. degrees from Wilberforce University, Kent State University, and The Ohio State University, respectively. Committed to the ideals of research, teaching, and service, he has been honored with several service, research, and lifetime achievement awards including: the Virgie Winston-Smith Lifetime Achievement Award (National Association of Multicultural Rehabilitation Concerns), the James F. Garrett Distinguished Career in Rehabilitation Research Award (American Rehabilitation Counseling Association), and the Outstanding Faculty Award (Penn State University). With well over 100 publications and several books, Dr. Wilson's research focuses on disability and underrepresented groups, phenotype discrimination, the lack of application in the Multicultural Counseling Competencies and how identity (e.g., gender, disability) affects advocacy.

Program Affiliate/Part Time Faculty

David Beach, Ph.D., CRC [Adjunct Professor; Director, Disability Resource Center]

Dr. David Beach received his Ph.D. in Educational Psychology and his master's of Rehabilitation Counseling from the University of Kentucky in 2006. Currently, he is the Director of the Disability Resource Center at UK and has been in that position since 2015. Before this post, Dr. Beach was the

Executive Director of the Kentucky Office of Vocational Rehabilitation, responsible for providing vocational rehabilitation services to more than 25,000 Kentuckians with disabilities. While there, he gained national recognition for integrating asset development and financial literacy programs into the public VR program. He has served the profession in many service-related roles, most recently as President of the National Rehabilitation Association, and is the current Southeast Regional National Rehabilitation Association President-Elect. Dr. Beach teaches Vocational Assessment, Rural Rehabilitation, and fieldwork courses. Dr. Beach's research interests include rehabilitation counselor professional development, poverty related issues of persons with disabilities, counselor mentoring and transition of students with disabilities to post-secondary institutions.

SECTION 2: CURRICULUM INFORMATION & REQUIREMENTS

This section will present information about matriculation requirements, retention and remediation policies, and University requirements.

Registration

Please contact Lori Hunley (lori.hunley@uky.edu) if you have any problems with the registration process. Advanced registration is held in April for Summer and Fall semesters. You will receive an email from the Registrar when you are eligible to register. If you miss your window, you may be subject to a late registration penalty. Instructions for registration can be found on this [Registrar's website](#).

Counseling Core

All students, regardless of specialization area, must take the following core courses

Course #	Title	Credits
CED 516	Medical & Psychosocial Aspects of Disabilities: Psychiatric Disabilities	3
CED 520	Foundations of Professional Counseling	3
CED 525	Human Growth, Disability, & Development Across the Lifespan	3
CED 530	Social & Cultural Foundations of Counseling	3
CED 550	Ethics for the Counseling Profession	3
CED 620	Assessment in Rehabilitation & Mental Health	3
CED 630	Career Development Counseling and Job Placement	3
CED 650	Counseling Theories	3
CED 660	Counseling Techniques	3
CED 670	Group & Family Mental Health Counseling**	3
CED 750	Counseling Research and Program Evaluation	3

Course #	Title	Credits
CED 710	Clinical Practicum in RC & CMHC	3
CED 730	Clinical Internship in RC & CMHC*	9
	Total Core Credits Required:	45

*CED 710 must be successfully completed to advance to CED 730 (NOTE: CED 710 and CED 730 are offered and taught in the summer semester)

**or approved alternate course

Rehabilitation Counseling (RC) Specialization

Course #	Title	Credits
CED 515	Medical & Psychosocial Aspects of Disabilities: Physical Disabilities	3
CED 554	Rural Rehabilitation	3
CED 560	Supported Employment, Independent Living, & Transition	3
CED 610	Case Management in Rehabilitation Counseling	3
	Electives	3
	Total Rehabilitation Specialty Credits Required:	15

*If you have any questions about electives, please contact your advisor prior to registration

Clinical Mental Health Counseling (CMHC) Specialization

Course #	Title	Credits
CED 540	Addiction & Substance Use Counseling	3
CED 570	Crisis & Trauma Counseling	3
CED 600	Psychopharmacology	3
CED 615	Case Management in Clinical Mental Health Counseling	3
CED 680	Mental Health Diagnosis & Treatment Planning for Counselors	3
	Electives * CMHC students entering after Fall 2024, have no electives	0
	Total Clinical Mental Health Specialty Credits Required:	15

*

Electives

Because the program increased credit hours (bringing both CED 550 and CED 670 to 3 credit hours) over the last three years, the program changed the number of elective hours students are required to take. For example, students entering the Counselor Education Program after Fall 2024 in the CMHC specialization are not required to take electives. The number of electives for RC students decreases from 6 (two classes) to 3 (1 class) credit hours in electives.

THE CURRICULUM BY SEMESTER

This next section is an example of the curriculum for both the Rehabilitation Counseling and the Clinical Mental Health Counseling specializations in the Counselor Education Program for full-time students. If students need more time to complete the program, they can enroll as part-time students with several options in classes to select. Usually, this means less than 9 Credit Hours (CH) for graduate students. To accommodate our students, several classes are offered during either the first or second eight-week period of the semester, and different delivery methods are used. **Synchronous courses are those courses that would include face-to-face and Zoom, for example. Asynchronous are those courses that may have recorded lectures and are not taught in “real-time” (i.e., face-to-face).** Both CED 710 (Practicum) and CED 730 (internship) are offered during the summer.

*Synchronous Courses
 **Classes taught 1st 8 weeks
 ***Classes taught 2nd 8 weeks
 Credit Hour = CH

Rehabilitation Counseling (RC) (Four Semesters)

Fall (First Semester) (15 CH)

CED 520 Foundations of Professional Counseling (3) (**)
 CED 650 Counseling Theories (3) *
 CED 525 Human Growth, Disability, & Development Across the Lifespan (3) (**)
 CED 515 Medical & Psychosocial Aspects of Disabilities: Physical Disabilities (3) (***)
 CED 530 Social & Cultural Foundations of Counseling (3) *

Spring (Second Semester) (18 CH)

CED 550 Ethics for the Counseling Profession (3) (**)
 CED 660 Counseling Techniques (3) *
 CED 516 Medical & Psychosocial Aspects of Disabilities: Psychiatric Disabilities (3) (***)
 CED 560 Supported Employment, Independent Living, & Transition (3) (**)
 CED 630 Career Development Counseling and Job Placement (3) (***)
 CED 620 Assessment in Rehabilitation and Mental Health (3)

Summer (Third Semester) (6 CH)

CED 710 Clinical Practicum in RC & CMHC (3) *
 CED 610 Case Management in Rehabilitation Counseling (3) (**)

Fall (Fourth Semester) (18 CH)

CED 750 Counseling Research and Program Evaluation (3) *
 CED 730 Clinical Internship in RC & CMHC (9) *

CED 670 Group & Family Mental Health Counseling (3) (**)

CED 554 Rural Rehabilitation (3) (***)

Electives (Must complete a minimum of 3 credit hours; electives must be 500 level or above):

Suggested courses: CED 540 Addiction & Substance Use Counseling (3 credit hours, fall & Spring), SW 521 Poverty, Inequality, & Injustice (3 credit hours, fall), SW 524 Substance Misuse (3 credit hours, fall & spring), CED 570 Crisis and Trauma Counseling (3 credit hours, summer), SW 600 Practice with Individuals & Families (3 credit hours, spring), SW 602 Theory Informed Practice with Groups (3 credit hours, spring); EDP 558 Gathering, Analyzing, and Using Educational Data II (3 credit hours, spring). All electives must be at the graduate level (i.e., 500-level or higher). An advisor can approve other classes.

Clinical Mental Health Counseling (CMHC) (Five Semesters)

Fall (First Semester) (12 CH)

CED 520 Foundations of Professional Counseling (3) (**)

CED 650 Counseling Theories (3) *

CED 525 Human Growth, Disability, & Development Across the Lifespan (3) (**)

CED 530 Social & Cultural Foundations of Counseling (3) *

Spring Semester (Second Semester) (15 CH)

CED 540 Addiction & Substance Use Counseling (3) (***)

CED 660 Counseling Techniques (3) *

CED 550 Ethics for the Counseling Profession (3) (**)

CED 516 Medical & Psychosocial Aspects of Disabilities: Psychiatric Disabilities (3) (***)

CED 620 Assessment in Rehabilitation and Mental Health (3)

Summer (Third Semester) (11 CH)

CED 570 Crisis & Trauma Counseling (3) (**)

CED 680 Mental Health Diagnosis & Treatment Planning for Counselors (3) (**)

CED 615 Case Management in Clinical Mental Health Counseling (3) (***)

CED 600 Psychopharmacology (3) (**)

Fall (Fourth Semester) (9 CH)

CED 750 Counseling Research and Program Evaluation (3) *

CED 670 Group & Family Mental Health Counseling (3) (**)

CED 710 Clinical Practicum in RC & CMHC (3) *

Spring (Fifth Semester) (12 CH)

CED 730 Clinical Internship in RC & CMHC (9) *

CED 630 Career Development Counseling and Job Placement (3) (***)

No Elective is required for CMHC

INFORMATION NEEDED WHEN CORRESPONDING WITH THE COUNSELOR EDUCATION PROGRAM

When contacting the Counselor Education Program (e.g., faculty, staff assistants) about program related matters, please include your student ID and other important information (i.e.

practicum/internship site, supervisor, etc.) in case we need to search for information to assist you. Finally, please use your UK email address.

PROFESSIONAL DISPOSITIONS, ADMISSIONS TO FIELDWORK (FW), PROGRAM FINAL EXAM, AND GRADUATION

Professional Dispositions

The program uses two types of Professional Dispositions. 1) Fieldwork (Practicum and internship) and 2) Academic. Fieldwork Dispositions are used to evaluate students during their fieldwork experience. Academic dispositions are used to evaluate students during the annual evaluation and are based on interactions with faculty, peers, and fieldwork evaluations.

Fieldwork Information

Detailed information about CED 710 Practicum and CED 730 Internship is provided in the Counselor Education Clinical Handbook. However, you should begin planning for your fieldwork experience during the spring semester of your first year. Please keep the following in mind:

1. Internship must be completed in one semester for a total of 600 hours. This requires availability for at least 35–40 hours per week over 16 weeks during fall or spring semester, and 12 weeks during summer semester.
2. If you are in the Clinical Mental Health Counseling program, you must secure an internship site that allows you to diagnose and treat clients with mental and emotional disorders. At least 240 of the 600 hours must involve direct service, such as individual or group counseling. Your site supervisor must confirm that the site can provide opportunities for you to counsel clients 15–20 hours each week.

Downloading Program PDF Forms

Students must properly download the fillable PDF. If not, the form will not be accepted by the program. To ensure that Program Forms retain the fillable format, please do the following in downloading:
Click on the hyperlink to download the form from the Canvas website.
Open with “Adobe Acrobat Reader DC”
Save the form to your desktop as a PDF
Complete the form
Save the form again as a PDF
Send this file to the appropriate person

Students cannot graduate from the University of Kentucky Counselor Education Program with an “E” on their UK graduate transcript. **If you are a Post Bac student, you cannot enroll in CED 710.**

NCE or CRC

NCE, CRC, or the NCMHCE are no longer required as a program final exam for some students. All students will register for the program’s internal final exam, per the Graduate School guidelines. No exceptions. However, if taking the NCE or CRC will facilitate your end goal of certification/licensure, the Counselor Education Program encourages all students to take exams administered by NCE or CRC. **Again, these exams are no longer part of the program’s final exam policy.**

To view the [Certified Rehabilitation Counselor \(CRC\)](#) application deadlines (p.7)

To view the [National Counselor Exam](#) (NCE) application information and the [webpage](#) for deadlines. To view the National Clinical Mental Health Counseling Exam (NCMHCE) please visit the [website](#).

Students who would like to take the NCE Exam should submit the following information in the required below format to Dr. Wilson when they complete the application for the program's final exam:

Legal First Name:

Legal Last Name:

Email address:

Degree type: MA

Degree track: CMHC

Expected graduation date: (Example, Dec 2026)

**This information must be submitted by Dr. Wilson to the NCE Exam Board.
Deadlines to submit information to Dr. Wilson for NCE exam:**

Fall 2026 Graduates: Deadline by September 30th, 2026

Spring and Summer 2027 graduates should submit to Dr. Wilson no later than of January 31, 2027

Failure to meet deadlines will result in a delay being able to take the exam

FINAL EXAMINATION REQUIREMENT FOR THE PROGRAM

Starting Fall 2026, ALL CED students must take the Program's Internal Final Exam. The Graduate School no longer approves the Program's External Final Exam in its current delivery. The Internal Program Final Exam consists of 100 objective questions taken on Canvas..

Students must make a score of 70 or higher on the program final exam. If a student scores below 70, they are required to take the test again. The second attempt will consist of different questions but cover the same competencies. The time limit is three (3) hours. No books or notes will be allowed when taking the test. If a student fails the program final exam 2 times the faculty will meet and consult about a remediation plan or dismissal from the program. CED faculty reserves the right to dismiss a student from the program.

Please make sure you submit the [Final Exam Form](#) to Denise Stewart by the deadline. Please see the submission date for Final Exam Form under Program Graduation Step #1. As stated before, the Internal Program Final Exam is multiple-choice and has 100 questions. **NOTE: Filing for graduation in counselor education may be earlier than noted by the graduate school. Please pay attention to all the Counselor Education deadlines in this Handbook. Missing the Counselor Education deadlines may delay your graduation and or preclude you from taking the necessary program exams.**

DAY AND TIMES PROGRAM FINAL EXAMS

NOTE: FW Exam and the Internal Program Exam are administered in the fall and spring of each year.

Fall 2026

Program Final Exam Date: October 12, 2026

Paperwork for Program Final Exam is due September 30, 2026

Program Final Exam Time: 10:00 AM until 2:00 PM EASTERN STANDARD TIME.

Disability accommodations documentation is also due on September 30, 2026 and must be submitted to Lori Hunley at Lori.hunley@uky.edu. Final Exam Program Application, Disability accommodation should go to Denise Stewart (denise.stewart@uky.edu) on September 30, 2026.

Deadline to apply for Fall graduation at the graduate school: November 1, 2026

<https://gradschool.uky.edu/current-students>

Spring 2027 (Program Final Exam is given in Spring for Spring and Summer Graduations)

Final Exam Date: March 26, 2027

Paperwork for Program Final Exam is due March 12, 2027

Fieldwork Exam Time: 10:00 AM until 2:00 PM EASTERN STANDARD TIME. Disability accommodations documentation is also due on March 13, 2026 must be submitted to Lori Hunley at Lori.hunley@uky.edu. Final Exam Program Application and Disability accommodation letter should go to Denise Stewart (denise.stewart@uky.edu) on March 13, 2026.

Both the Spring and Summer graduation dates are included under the Spring 2027 deadlines. Why? The university does not have a separate deadline for summer graduation. Thus, the Internal Program

Deadline to apply for Spring/Summer graduation at the graduate school: April 1, 2027

<https://gradschool.uky.edu/current-students>

NOTE: Documentation for disability accommodations if you are taking the exam should be sent to Lori Hunley at Lori.hunley@uky.edu. Final Exam Program Application, Disability accommodation should go to Denise Stewart (denise.stewart@uky.edu).

Late submission of any of the aforementioned information will mean that students cannot take, for example, the Fieldwork Exam or the Program Final Exam until the next time the exam is offered.

Mandatory Virtual Field Work Orientation for Practicum and Internship

For students who will do a practicum or internship in the Spring 2027 Semester,

November 12, 2026, Time: 4 pm until 5 pm (EST)

Zoom link for FW Mandatory FW Orientation: Join from PC, Mac, Linux, or mobile device:

Please see Canvas announcement for zoom link

For students who will do a practicum or internship in the Summer or Fall 2027

April 5, 2027 Time: 4 pm until 5 pm (EST)

Zoom link for Mandatory FW Orientation: Join from PC, Mac, Linux, or mobile

Please see Canvas for zoom link

PROGRAM GRADUATION

NOTE: Program Deadlines may be before graduate school's deadline. Based on the deadline, please submit CED Program paperwork for Spring and Summer graduation in the Spring. If for

some reason you register to graduate in a particular semester and decide to graduate another semester you must resubmit an application to graduate to the Graduate School the semester you will graduate. You must also resubmit the Program Final Exam Application for the semester you intend to graduate to the CED Program to Stewart, Denise denise.stewart@uky.edu. Both the Graduate School and the CED Program must have an accurate graduate date for you because of university and accreditation standards.

There is a three-step process you MUST follow to complete for formal application to graduate. **IF YOU DO NOT FOLLOW AND COMPLETE THESE THREE STEPS AND ADHERE TO THE FOLLOWING DATES AND DEADLINES, YOU WILL NOT GRADUATE IN THE SEMESTER YOU WOULD LIKE TO GRADUATE.**

For graduation ceremony information please go to the following website:
<http://www.uky.edu/Commencement/>

Fall 2026

If you are graduating in December, the last day to file for graduation is November 1, 2026. The date is given by the Graduate School, not the program. **ALL** necessary program paperwork for graduation, disability accommodations, and CRC or NCE confirmation email, if appropriate, is due on September 30, 2026, to Denise Stewart (denise.stewart@uky.edu) for December 2026 graduation.

Step 1: You must complete the Application for Program Final Exam for the RC or CMHC Program Exam and submit the information to Denise Stewart (denise.stewart@uky.edu) by September 30, 2026.

Step 2: You must file an online application with the Graduate School by September 30, 2026. To access the online application process go to <http://myuk.uky.edu/>. Once you have entered your User ID and Password, click on "Student Services." You must then click "Student Services" and then on "myRecords," and lastly, "Graduate Degree Application", which is on the left side. If you are unsuccessful in your attempts to complete the online degree application, please contact Lindsay Oberhausen at gsacademicservices@uky.edu (859- 257-8142).

Step 3: You must request a Master's/Specialist Final Examination. This is also to be completed by September 30, 2026. To ensure that you will be able to sit for your program final examination, you must request that a final examination be established. Go to this web site: <http://gradschool.uky.edu/degree-forms>. Click on "Master's/Specialist Degree Forms"

Please use the following information in your final examination application: The date for your examination is October 12, 2026; the time of the exam is 10 am, and the place for the exam is 224 Taylor Education Building. Your committee consists of three of the following faculty: Drs. Keith B. Wilson (Director of Graduate Studies, DGS), Debra Harley, Si-Yi Chao, Andrea Hampton Hall, Dr. Carla Adkison-Johnson, Dr. Sheerah Keith, or Dr. Aylin Celik Zencir.

Spring and Summer (May 2027 & August 2027 Graduation Dates)

If you are graduating in May or August, the last day to file for graduation is April 1, 2027. **ALL** Counselor Education Program paperwork for graduation, disability accommodations, and CRC or NCE confirmation email, if appropriate, is due on March 13, 2027, to Denise Stewart

(denise.stewart@uky.edu). Again, all the program documentation needed for both May and August graduation is due on **March 13, 2027**. The Program Final Exam for both Spring and Summer will be March 26, 2027 from 10 am to 2 pm. Please follow all the below steps to complete the process from both the program and Graduate School:

Step 1: You must complete the Application for Program Final Exam for the RC or CMHC Specialization and submit this to Denise Stewart (denise.stewart@uky.edu) by March 13, 2026.

Step 2: You must file an online application with the Graduate School before **April 1, 2027**. To access the online application process go to <http://myuk.uky.edu/>. Once you have entered your User ID and Password, click on “Student Services.” You must then click “Student Services” and then on “myRecords,” and lastly, “Graduate Degree Application”, which is on the left side. If you are unsuccessful in your attempts to complete the online degree application, please contact Bethany Womack bethany.womack@uky.edu (859- 257-4614).

Step 3: You must request a Master’s/Specialist Final Examination. This is also to be completed before **March 13, 2027**. To ensure that you will be able to sit for your program final examination, you must request that a final examination be established. Go to this web site: <http://gradschool.uky.edu/degree-forms> . Click on “Master’s/Specialist Degree Forms”

Even if you are taking the CRC or NCE, please use the following information in your final examination application: The date for your examination is March 26, 2027; the time of the exam is 10 am, and the place for the exam is 224 Taylor Education Building. Your committee consists of three of the following faculty: Drs. Keith B. Wilson (Director of Graduate Studies, DGS), Debra Harley, Si-Yi Chao, Andrea Hampton Hall, Dr. Carla Adkison-Johnson, Dr. Sheerah Keith, or Dr. Aylin Celik Zencir.

Failure to meet these deadlines could delay your graduation

Program Administration Information

The Director of Graduate Studies (DGS) is the representative of the Graduate School in the Counselor Education Program. Dr. Keith B. Wilson is the DGS for the Counselor Education program. He is responsible for communicating with the Graduate School regarding individual student matters and for assisting with admissions, retention, credit transfers, graduation, and final examinations. For questions related to admissions and graduation requirements, please contact Dr. Wilson by email at keithbwilson@uky.edu (preferably) or at 859-257-4291. You may also contact Denise Stewart, our DGS Assistant, by email at denise.stewart@uky.edu (preferably) or at 859-257-3834. Our fax number is 859-257-3835.

Advisor Assignments and Changes

Upon admission to the program, each student will be assigned an academic advisor. If there is a particular faculty member that you are interested in working with prior to the start of your first semester, you may request an advisor assignment by contacting Dr. Wilson at this time. If you would like to request an advisor change once you have been enrolled in the program, please contact your present advisor to notify them that you would like another advisor. Once you and your present advisor have communicated and have spoken to a person you would like to take the place of your current advisor, please contact the Director of Graduate Studies (DGS)/Program Chair, Dr. Wilson, about a suggested new advisor. As confirmation, The DGS/Program Chair will ask the student to contact the potential new

faculty advisor to see if this faculty member would like to have the student as their new advisor. Because of the Distribution of Effort (DOE) for faculty, students may not get the advisor they want. Your advisor's role is to collaborate with you in guiding you towards program completion, as well as professional and career goals you may have. You are responsible for meeting with your advisor on a regular basis.

Endorsement & Pathways to Credentials

Endorsement

Student requests for endorsements should be directed to appropriate individual faculty. Decisions about the appropriateness of an endorsement for professional credentialing and/or employment will be based on the student's area of specialization and/or course work completed. These requests will be addressed on an individual basis relevant to the specific endorsement being sought and the qualifications of the student requesting the endorsement. Under no circumstances will students be endorsed for employment outside their area(s) of demonstrated competence.

Pathway to Certification: Rehabilitation Counseling (RC)

Students enrolled in the **Rehabilitation Counseling specialty area** must complete the RC specialization curriculum. This curriculum makes students eligible under Category 1 to sit for the Certified Rehabilitation Counselor (CRC) exam once they have completed 75% of their coursework and meet the appropriate deadlines stipulated by CRC for each exam offering. Students in this specialty area may take the CRC Exam as their final exam. In certain states, the CRC exam is recognized for general counseling licensure (AZ, DC, IL, MI, NC, OR, PA, WV, WI, WY). Students in other states will need to complete additional requirements in order to qualify for a general counseling license (see below). Review the CRC Certification Guide for more information.

Pathway to Licensure: Clinical Mental Health Counseling (CMHC)

Students enrolled in the **Clinical Mental Health Counseling specialty area** must complete the CMHC specialization curriculum. Licensure is determined by each individual state. Students are required to consult with their state's licensure board to identify the requirements necessary to obtain their desired credential (i.e., Licensed Professional Counselor or your state's equivalent). Many states require additional examinations such as the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE).

The state license board information about the exam is provided at

<https://nbcc.org/search/stateboarddirectory>

Florida and New Mexico have specific requirements to apply the NCE or NCMHCE. Other states allow students to apply for NCE and/or NCMHCE before graduation.

- Florida State Board requires the applicant to graduate from the program, then, take the NCMHCE.
- New Mexico State Board requires the applicant contacts the board first and get the approval to apply the NCE or NCMHCE.

Review the National Counselor Examination (NCE) Handbook for more information.

Kentucky Licensure

Students who earn a master's degree in Counseling from a CACREP-accredited program have the education requirements necessary to be eligible for Licensed Professional Counselor Associate (LPCA) status in the state of Kentucky. Full educational requirements for licensure in Kentucky can be found here. For full licensure status in Kentucky (Licensed Professional Clinical Counselor), LPCA's are

required to complete 4,000 hours of supervised experience (post-graduation) and to take and pass the National Counselor Examination (NCE). Kentucky has licensure reciprocity with Tennessee.

Policies & Requirements

Credit Overload Requests

This form is required to be completed by students requesting a credit load **exceeding**: 1) 15 credits in the spring or fall semesters, 2) 12 credits in the 4-week and 8-week sessions combined, 3) 9 credits in the 8-week session when carrying 3 credits or less in the 4-week session, 4) 4 credits in the 4-week session when carrying 8 hours or less in the 8-week session. This must be submitted to Dr. Wilson at least 30 days prior to the semester for which a request is being made. Submitting this form late will result in late enrollment in a course and can lead to missing assignments. Again, *because the Graduate School needs the course section number (s) on the overload form, please add all course section numbers next to the course number on the overload form before submitting.* Failure to include all information will result in a delay processing the form.

Transferring Credit Hours to the Counselor Education Program

Transfer of Credits

With the approval of the student's advisor, the Director of Graduate Studies and the Dean of the Graduate School, a University of Kentucky's Post Baccalaureate student can transfer as many hours as they like into the graduate Counselor Education Program that were earned at UK. Transferred courses must have a grade of "B" or better. For more information, please see "*The following apply to credit transfer*" in this Handbook. NOTE: Automatic acceptance in the UK Counselor Education Program is not guaranteed because a student is transferring from the UK Post-Bac Program to the Counselor Education Program at UK.

Appropriate courses coming from a CACREP accredited program will increase the likelihood of transferring courses into the UK Counselor Education Program.

Post Baccalaureate status at another university: *Non-CACREP accredited program hours will not be reviewed or accepted.* To formally approve transfer credit from an outside university from a CACREP program, the student must be enrolled at the University of Kentucky in the CED Program. All potential transferred courses will be evaluated. Courses considered for transfer must have a grade of "B" or better. For more information, please see "*The following apply to credit transfer*" in this Handbook.

Transferring Counselor Education Courses from UK Post Baccalaureate Status

Students wanting to transfer Counselor Education courses from UK Post Baccalaureate Status once they have matriculated (i.e., be enrolled in CED classes) in the Counselor Education Program must click on the following link to formally transfer these credits. Transferred course must have a grade of "B" or better. For more information, please see "*The following apply to credit transfer*" in this Handbook. Additionally, credit transfer must be completed in the first semester of the student matriculated in the Counselor Education Program. Please consult with the Program Chair or your advisor in Counselor Education before you complete the following form to transfer classes:

Student Portal Login: <https://ris.uky.edu/gs/StudentPortal/Login.aspx>.

Transferring Non-CACREP Accredited Hours: Course (s) from a non-CACREP or accredited program will not be reviewed or accepted into the UK Counselor Education Program.

CACREP Accredited Program: Course (s) that come from a program pending CACREP accreditation or is currently CACREP accreditation, must meet the covered CACREP standards in the CED UK course

(s) to transfer into the CED Program at UK. Students wanting to transfer courses from other universities in a UK Graduate Program can only transfer a *maximum of twenty-five percent* of the hours required for the degree. This typically translates into three to five classes (9-15 credit hours). Transferred courses must have a grade of “B” or better. For more information, please see “*The following apply to credit transfer*” in this Handbook.

Submitted the first semester in the program as an accepted student in the Counselor Education Program. Provide the following to the Program Chair/Director of Graduate Studies of Counselor Education. Also, in the email, the students should include the name of the university and, if the program is CACREP accredited, the website verifying the university's CACREP accreditation. The student must provide a copy of the syllabus or syllabi for each course (s) they would like to transfer into UK from an outside university. Additionally, the student should provide the equivalent Counselor Education UK course(s) with credit hours listed side-by-side with the course(s) they would like to substitute via email. The student should also provide the letter grade they received from each course. The following is the required format for submitting this information to Dr. Wilson for first-semester students entering the counselor education program:

<u>University of Blank</u>	<u>Credit Hrs</u>	<u>Grade</u>	<u>Course Equivalent at UK</u>	<u>Credit Hours</u>	<u>Grade</u>
REB 502 Cultural Div in Soci	(3)	A	CED 530 Social& Cultural Found of Couns	(3)	A

The following rules also apply to credit transfer:

1. Course credits applied toward a previously awarded graduate degree cannot be transferred.
2. Transfer of independent work, research, thesis, or dissertation credit is not permitted.
3. Short courses lasting fewer weeks than the number of credits may not be transferred.
4. A student must have been in graduate status at the time the courses were taken.
5. A student must be in good academic standing at the time of transfer.
6. Only courses assigned a B grade or better can be transferred.
7. Courses must have been taken no more than 10 years (masters) or 8 years (doctoral) prior to the semester the transfer is requested.
8. Transfer of external credit cannot be applied to a graduate certificate unless it is specified and justified in the initial request to establish the certificate (or at the time of renewal).

Requests for Waivers of Course Requirements

A student must petition the Director of Graduate Studies to request a waiver of, or substitution for, a program course requirement. Such requests must be made in writing, and at least a semester prior to the waived course. Approval from the Dean of the Graduate School is also required. These requests will be handled on a case-by-case basis.

Leave of Absence, Admission Deferrals, Readmission: Graduate School Admission Counselor for Students

A student may defer initial enrollment in the program and also may request a leave of absence for one or more semesters (excluding the summer). This leave of absence may be done by notifying the Graduate School in advance of the proposed leave or deferral. A leave of absence exceeding two consecutive semesters (excluding summer) required students to reapply. If a student withdraws in good standing, they may reapply for admission through the Graduate School, which the program faculty then review.

Process for a leave of absence or a deferment of admission date for graduate students:

Students must first email their Graduate School Admission Officer, copying the Counselor Education Director of Graduate Studies (DGS), requesting a leave of absence. The DGS will approve or not approve the leave of absence in the email to the Graduate School Admissions Officer.

Graduate School Admission Officers

Based on the student's last name, the below Graduate School Admission Officers are assigned to students:

A-D : Karen Dickens (Karen.Dickens@uky.edu)

E-K : Nate Morrish-Harling (Nathaniel.MorrishHarling@uky.edu)

L-R : Marthann Sheldon (marthann.sheldon@uky.edu)

S-Z : CJ Johnson (cj.johnson236@uky.edu)

Note: If an admission offer is no longer with the Graduate School, please understand that your admission offer may change. Please contact the Graduate School to get your updated Graduate School Admissions Officer. This information may also be posted on the Graduate School website.

Continuous Enrollment (Leave of Absence)

A student must maintain continuous enrollment in the CED program to avoid inactivity. If a student fails to maintain enrollment for two consecutive semesters (i.e., fall and spring), excluding an approved leave of absence from the Program Chair and Graduate School, they will be required to reapply to the program. The Process: A student can send an email requesting a leave of absence to the Program Chair/Director of Graduate Studies with their Graduate School Admission Officer copied on the email to get approved for the leave of absence.

Completion Time Limits and Incompletes

Degree requirements must be completed within 8 years following admission.

Students may request an Incomplete if regularly assigned work in the course is not completed by the end of the semester because of a significant, non-academic reason, and the expectation is that the work can be completed. Grades given as an incomplete ("I") will turn into a failing grade if the work is not completed by the time agreed upon in the Incomplete Form and must be completed within 12 months.

Repeat Option

Students who have repeated a course can file a Repeat Option so that the grade for the second attempt of the course is applied to their record, and the grade for the first attempt is no longer applied. This can be used to replace the first attempt of a course with a better grade or can be used to eliminate an E grade when the student has received an E in both attempts. Undergraduate students are allowed a total of 3 Repeat Options while Graduate and Professional students can use 1 Repeat Option per degree program. Repeat Options requests must be submitted prior to the end of the term in which the student plans to graduate. Any requests submitted for an in-progress course will be held until grades are posted at the end of the term and will be processed if the grade achieved in the second attempt is higher than the grade for the first attempt. Requests will also be processed if the student received an E in the first attempt and receives another E once grades are posted. <https://registrar.uky.edu/repeat-option>

This action will be initiated by petition of the Director of Graduate Studies to the Dean of the Graduate School and may be used only once in a particular degree program or in post-baccalaureate status.

[Form to complete for the Repeat Option](#)

https://gradschool.uky.edu/sites/gradschool.uky.edu/files/Forms/StudentForms/RepeatOption_9-18-20.pdf

Programs with Class Registration

Students are expected to consult with their advisor if they have any questions about registering for classes. If you receive an error message or require assistance with registration, you should email Hollie Holladay at hollie@uky.edu. Do not wait until it is too late to register for classes. UK's Registrar will notify students of registration periods each semester. The academic year's Academic Calendar should be consulted regularly. Registration typically takes place several months prior to the next semester, and classes may be filled up. Contact your advisor ASAP if a class is full when you register; an override may be available. Failure to register for classes during the registration period will result in a University imposed late fee.

Financial Aid, Scholarships, & Assistantships

For financial aid resources, contact the Student Financial Aid Office. The Graduate School also offers financial resources for students of varying needs. Scholarships from federal agencies may be available for a limited number of students. Available awards will be highly competitive and have service requirements attached to them. Please contact Dr. Wilson for more information about scholarship availability. Additional scholarships and endowments may be available; you should seek information about these from your academic advisor. In addition, some students may be eligible for Research or Graduate Assistantships. These will be promoted in the Canvas Student Advising Center and require follow-up with the faculty who is offering the assistantship.

Retention, Remediation, & Dismissal (See Appendix B for Remediation Template)

Consistent with the Code of Professional Ethics for Rehabilitation Counselors (RC), Clinical Mental Health Counselors (CMHC), and the American Counseling Association's Code of Ethics, the counseling education faculty commit to the welfare of current and future counseling clients. Therefore, the faculty assume the responsibility of ensuring each student is fit for the role of a counselor (RC or CMHC). To help support students to meet these standards and, when necessary, act as gatekeeper to keep students from the profession, students will be evaluated continuously. Program faculty will regularly evaluate students on academic competencies, professional disposition development, and overall demonstration of the embodiment of a professional counselor. Graduating from this program may afford students the opportunity to seek national and state certification and licenses. As such, both academic and non-academic development are held to high standards. The evaluation process is described in the following sections. Additional information related to professional competence in Practicum and internship is described in the practicum and internship section of this manual.

The program faculty regularly review the individual student assessment data of applicants, current enrollment, and graduates to track students' progress throughout the program. In addition, each student goes through a series of assessments, including (1) coursework (KPIs, grading), (2) annual Academic Dispositions evaluation, (3) fieldwork midterm and final evaluations, and (4) Fieldwork Dispositions that allows faculty to assess each individual's performance. The faculty review informally and discuss students' concerns in the monthly program meeting regularly. Additionally, faculty complete an annual Academic Disposition evaluation as a formal review and meet with the student who the faculty views as needing a Retention, Remediation and Dismissal Plan in two weeks after the formal review. Faculty also follow-up on the student's progress on the Retention, Remediation and Dismissal Plan in one month to six months according to the student's need. The clinical site supervisor, faculty supervisor, and the student review the midterm and final practicum and internship performance evaluation and implement a remediation plan if necessary. The student who is rated low on their fieldwork dispositions in Practicum by the clinical site supervisor will receive intense supervision during the Practicum and Internship. The clinical site supervisor and the faculty supervisor ensure that the student positively demonstrates the fieldwork dispositions in both Practicum and Internship before they are able to proceed to the next

academic expectation. Please review Appendix A for a full description of the Assessment Plan for students enrolled in the Counselor Education program. Several steps of the retention, remediation and dismissal process in the program are:

Review and Retention

The student review policy involves a continuous and systematic examination of student progress within the program by the counselor education faculty.

This helps to ensure that students receive due process regarding any issues that arise during the graduate program. Progress is evaluated based on academic performance as well as personal and interpersonal growth related to professional development.

Types of Review and Procedures

Informal Review. Counselor Education faculty discuss student performance and growth during routine faculty meetings and document those in meeting minutes. Although faculty members may discuss students without providing advance notice, students must be notified if faculty need to take any corrective action. At this level, corrective action does not require a formalized remediation plan.

Formal Review. During each spring semester (in March), faculty members conduct a formal review of each student who is currently enrolled in the program and not scheduled to graduate at the end of the current semester. Faculty members use multiple sources of data to complete the formal review by using the annual academic dispositions evaluation, including but not limited to informal review meeting minutes, faculty observations, reports from core and/or adjunct faculty, and completed student's academic professional dispositions.

Faculty Advisor Student Meeting. A meeting between a student and faculty advisor may be requested by either person to discuss student performance and growth in relation to challenges and strengths of the student toward progressing within the program. Typically, faculty advisor meetings are requested when students are provided with feedback at the informal or formal review level, but the necessary changes were not made by the student.

Student Retention Meeting. When deemed advisable by the faculty, a meeting will be held with the student and at least two faculty members to discuss the barriers to academic progress. Concerns could include lack of academic performance in counseling knowledge and counseling skills, lack of professional dispositions, interpersonal behavior inhibiting professional development and effectiveness, or other related concerns. During the meeting, conditions for continuing in the program will be determined, if warranted.

Remediation

The Counselor Education faculty will develop a plan for remediation when attempts to resolve concerns of student deficiencies associated with academic performance and professional development were unsuccessful through the student's informal and formal review process. The Retention, Remediation and Dismissal Plan is drafted by Counselor Education faculty and then shared with the student before any agreed upon amendments to the plan are made. The finalized plan will include the following elements:

- Academic and professional development deficiencies.
- Step-by-step procedures required to remediate skills associated with deficient areas.
- Timeline to complete all requirements of the remediation plan.
- Signatures of all persons involved.

Dismissal

If a student does not achieve the goals and expected tasks written in the Retention, Remediation, and Dismissal Plan, the entire program faculty will meet to discuss the continuation of the student in the

program. If the program faculty feel the student is unable to meet the program's expectations, the core faculty will counsel the student toward a career or field where they might find more success. If the student does not agree with the program decision, the student may utilize the university appeal process. All Graduate School policies can be found, in depth, in the Graduate School Bulletin. Decisions by faculty may be appealed, or reported to the Ombudsman, if deemed unfair or in violation of a student's rights.

Scholastic Probation

When students have completed 12 or more semester hours of graduate coursework with a cumulative GPA of less than 3.00, they will be placed on scholastic probation. Students will have one full-time semester or the equivalent (9 hours) to remove the scholastic probation by attaining a 3.00 cumulative GPA. If probation is not removed, students will be dismissed from the Graduate School. Students who have been dismissed from the Graduate School, for this reason, may apply for readmission after two semesters or one semester and the eight-week summer term. If they are accepted by the program, admitted students will have one full-time semester or the equivalent (9 hours) to be removed from scholastic probation by attaining a 3.00 cumulative GPA. Exceptions to this policy can be made only by the Dean of the Graduate School. Students placed on scholastic probation are not eligible for fellowships or tuition scholarships and may not sit for doctoral qualifying examinations, or master's or doctoral final examinations.

Reasons for termination from the program may include:

*See Appendix A for full information regarding the program's assessment plan for students

All students enrolled at the University of Kentucky are expected to abide by the Student Code of Conduct. This document includes the rights of students, acceptable standards of conduct, and remediation processes that may take place in the event of a violation. Any University-level violation of the Code would also lead to dismissal from the program.

After 12 or more semester hours, or at any point following the student's first two semesters in the program, a cumulative grade point average (GPA) below 3.0 may lead to termination from the program. This is after students have been given a semester to regain a 3.0 GPA (on scholastic probation). The Graduate School enforces GPA violations.

Students who do not advance through the program via GPA requirements (i.e., maintaining a 3.0), or by passing the Admission to Fieldwork Exam after 2 attempts, will be terminated from the program. Students will be formally evaluated at multiple points on professional dispositions. Faculty will review these evaluations as a group each semester. Any student who consistently demonstrates inadequate professional disposition development without evidence of growth may be terminated from the program. *

The expectations of ethical behavior are spelled out by the American Counseling Association and Commission on Rehabilitation Counselor Certification Codes of Ethics. Any breach or violation that represents unethical behavior inconsistent with the Program and University's values and with the maintenance of counseling licensure or certification may lead to termination. Faculty will discuss any such unethical behavior, and will determine appropriate actions to be taken, in line with the outlined assessment plan. Dismissal from the program may occur, depending on the level of violation.

*The Counselor Education Program is designed to prepare professional counselors who can practice ethically in a variety of counseling positions. As such, in addition to high expectations for academic coursework, students are expected to demonstrate appropriate non-academic professional dispositions. These dispositions will be assessed by faculty in an ongoing format. More information about the evaluation of Professional Dispositions (i.e., Academic and Fieldwork) and the program student assessment plan can be found in Appendix A. The evaluation of Professional Dispositions is both an ethical obligation of counselor educators, and a component of maintaining accreditation through CACREP. Faculty will work with students to identify areas for improvement and develop appropriate

dispositional qualities. Students found to be unwilling or unable to engage in this process may be terminated from the program.

Appeals Processes

Students who wish to appeal a violation of the student's academic rights, a finding of an academic offense, or any other action involving an academic matter must confer with the Academic Ombudsman before appealing to the University Appeals Board. Academic Ombudsman Services provides a mechanism for resolving issues when normal procedures have not yielded a satisfactory solution, or no established procedure exists.

Academic Ombudsman Services is not intended to supplant the normal processes of problem resolution. Students must attempt to resolve the issue through normal procedures before contacting Academic Ombudsman Services; students may contact our office for consultation as the student attempts to resolve the issue through the normal processes.

Issues that can be reported to the Ombudsman may include:

- Grievances regarding a specific instructor

- Appealing a final grade

- Academic offenses (e.g., plagiarism, cheating)

Penalties for academic offenses depend upon a student's prior record of any offenses, which are kept by the Registrar. If there are no prior offenses, the instructor must award a grade of zero on the assignment on which the offense occurred and notify the student. Additional penalties may include extra work, a reduced final grade in the course, an E in the course, and, in extreme cases, more severe penalties imposed by the Dean.

Please note: There is a 180-day statute of limitations for appeals involving academic matters; there is a 10-day statute of limitations for appeals involving academic integrity issues.

SECTION 3: STUDENT RESOURCES

Professional Organizations

*Pricing in these organizations increases once you are no longer a student and may change over time; check the websites (linked) for the most updated rates. Typically, membership in divisions requires membership in the parent organization.

General Counseling & Mental Health Counseling Organizations

	Student Cost
<u>American Counseling Association (ACA)</u>	\$102
<u>American Mental Health Counselors Association (AMHCA)</u>	\$84
<u>Association for Counselor Education and Supervision (ACES)</u>	\$42
<u>National Association for Rural Mental Health (NARMH)</u>	\$30
<u>Association for Addiction Professionals (NAADAC)</u>	\$60

General Counseling & Mental Health Counseling Organizations

	Student Cost
<u>Association for Multicultural Counseling and Development (AMCD)</u>	\$30

Rehabilitation Counseling Organizations

	Student Cost
<u>American Rehabilitation Counseling Association (ARCA)</u>	\$15
<u>National Rehabilitation Association (NRA)</u>	\$25
<u>Rehabilitation Counselors & Educators Association (RCEA)</u>	\$45
<u>Association on Higher Education & Disability (AHEAD)</u>	\$40
<u>The National Council on Rehabilitation Education (NCRE)</u>	\$40

Specialty Area Counseling Organizations

	Student Cost
<u>National Association of the Deaf</u>	\$40
<u>Hearing Loss Association of America</u>	\$25
<u>Association for Lesbian, Gay, Bisexual, & Transgender Issues in Counseling (ALGBTIC)</u>	\$32
<u>National Association of Multicultural Concerns (NAMRC)</u>	\$45
<u>Association for Child and Adolescent Counseling (ACAC)</u>	\$35

Chi Sigma Iota: Counseling Honor Society

UK has an active chapter of [Chi Sigma Iota](#), called Rho Zeta. Dr. Hampton-Hall is the faculty advisor for Chi Sigma Iota (CSI), and each year she will send out information for students to join the honor society. Membership in CSI requires students to have completed at least one semester of full-time graduate coursework with a GPA of 3.5 or better. Recommendation for membership has to come from the chapter, therefore you must contact Dr. Hampton Hall to express interest in joining CSI. A membership fee is assessed at \$50. Members of CSI may purchase Honor cords to wear during graduation.

Professional Resources

Important resources to keep track of as you develop and seek licensure and certification include:

- [Commission on Rehabilitation Certification \(CRCC\)](#)

- [National Board for Certified Counselors \(NBCC\)](#)
- [Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](#)

Where to Find Forms

The Student Advising Center on Canvas has a page dedicated to all forms necessary for navigating the program. Please check the SAC in anticipation of needing any forms to make the process with your advisor or the DGS more expedient.

APPENDICES

Appendix A: Student Assessment Schedule

This table is designed to provide students with general information about the various assessments that will take place over the course of their time in the program. Please note, these assessments are in addition to class-based assessments, such as exams or papers. Students should consult with their advisor if they are uncertain about whether they have completed an assessment or not. Below is based on a full-time schedule.

*With the exception of Program Exit Survey, paperwork found in student file

Semester 1	Semester 2*	Semester 3*	Semester 4*
<u>Student Database</u> (occur in CED 520)	Admission to Fieldwork	<u>Practicum Midterm Eval</u> by Supervisor	<u>Internship Midterm Eval</u> by Supervisor
Student Orientation prior to entering the program in May		<u>Practicum Final Eval</u> by Supervisor	<u>Internship Final Eval</u> by Supervisor
	<u>Evaluation of Academic Dispositions</u> by faculty	<u>Practicum Fieldwork Dispositions Eval</u> by Supervisor	<u>Internship Fieldwork Dispositions Eval</u> by Supervisor
	<u>Counselor Fieldwork Application</u>	<u>Evaluation of Practicum Site</u>	<u>Evaluation of Internship Site</u>
	Fieldwork Orientation prior to entering the Practicum in Fall or Spring		<u>Program Final</u> (CRC, NCE, Internal Final Exam)
			<u>Program Exit Survey</u> (occurs in CED 730)

Note: PD = Professional Dispositions

Note: This is based on a full-time schedule; students enrolled part-time should consult with their advisor about their individual assessment schedule

CACREP defines Professional Dispositions as the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues. An academic disposition evaluation form is developed by the

core faculty of the program to examine students' academic GPA, academic professional dispositions, professional identity, and participation of professional organizations. To ensure equal ratings among supervisors and faculty, the evaluation of students' fieldwork professional dispositions is modified to use a standardized measure, the Dispositional Development Scale (Levine, 2019). The academic dispositions form and the fieldwork dispositions form can be found on the Student Advising Center on Canvas. Practicum and Internship evaluations will be completed during CED 710 & CED 730. A clinical site supervisor must complete these. More information on fieldwork requirements can be found in the Learning Goals Contract (also on the SAC).

Appendix B: Remediation Plan

GRADUATE PROGRAM IN COUNSELOR EDUCATION

Retention, Remediation, & Dismissal Plan

Student Name _____

Program Specialization ☐ RC ☐ CMHC

Faculty Advisor's Name _____

Evaluation Category ☐ Annual Academic Disposition ☐ Fieldwork Exam ☐ Practicum

☐ Internship ☐ Other (please specify _____)

Description (Purpose of Plan):

A remediation plan is designed to assist a student in meeting the program's academic requirements to matriculate successfully toward completion. This plan aims to improve necessary competency areas as outlined and defined by the *Council for Accreditation of Counseling and Related Education Programs* (CACREP):

Date of Initial Plan Review	Date of Follow-up	Date of Final Review

DESCRIPTION OF THE PROBLEM:

- ☐ Knowledge
- ☐ Technical Skills
- ☐ Disposition/Behaviors
- ☐ Other, (please specify _____)

TARGET GOAL(S) TO BE COMPLETED BY STUDENT:

POSSIBLE TASK(S) FOR STUDENT TO COMPLETE TARGET GOALS:

INDICATORS OF SUCCESS FOR STUDENT:
PROGRESS SINCE LAST REVIEW (IF APPLICABLE):
☐ SUFFICIENT ☐ INSUFFICIENT
COMMENTS

Drafted & signed by both parties at initiation of "contract". Use additional page(s) to elaborate when necessary.

Student's Signature _____ Date _____

Instructor/Advisor's Signature _____ Date _____