

Counseling Program

Student Handbook

2022-2023



[Revised Summer 2022]

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Stephens College Counseling Program

Student Responsibility Form

I understand that I am responsible for all information presented in the Stephens College Counseling program Student Handbook.

I agree to carefully read the materials in this handbook. I will, when necessary, seek additional information or clarification regarding any material in the handbook from my faculty advisor and/or program director. By signing and submitting this document to my faculty advisor, I attest that I have carefully read, understand, and agree to abide by the policies and procedures described within the Stephens College Counseling program Student Handbook*.

Signature

Date

Printed Name

Date

Date Submitted to Faculty Advisor

Student should retain a copy of this document for their files. A copy of this document is placed in the student's clinical file.

Stephens College

Founded in 1833, Stephens College is an institution committed to her mission to Learn. Grow. Lead. Stephens is resilient and optimistic, faithful to her traditions, and eager to embrace the future. Focused on the health sciences, performing arts, and integrative studies, Stephens continues to prepare graduates (whether from our undergraduate residential college, co-educational graduate programs, or 90-year-strong Children's School) for the lives that await them — lives of distinction, integrity, and service.

School of Health Sciences

The School of Health Sciences offers nationally recognized and accredited programs designed to prepare students for advanced studies and careers in life and social sciences, health-related professions, counseling, and equestrian. Faculty cultivate engaged student learning through dynamic activities including research, case studies, service learning, internships, and clinical experiences. The School prepares outstanding professionals to serve as leaders; exhibit critical and creative thinking skills; adhere to high ethical standards; and demonstrate the knowledge, skills, dispositions, and cultural sensitivity required to contribute to the needs of an evolving and diverse society.

STUDENT HANDBOOK

The Stephens College Counseling program's ("the program") student handbook outlines important program policies procedures. This handbook does not establish a contractual relationship. Its purpose is to provide students with information regarding requirements, policies, and procedures to qualify for the Master of Education in Counseling from Stephens College. Students should refer to the Stephens College graduate catalogue corresponding to the academic year they were admitted to the program as a degree seeking student for guidance regarding individual curriculum and graduation requirements. Stephens College reserves the right to change the curriculum, any provision, policy, procedure, requirement, regulation or fee at its own discretion subsequent to the publication of the catalog. The information in this handbook is subject to change without published notice. Students will be informed of substantive changes to the handbook. Depending on the nature of the changes, students may be required to submit an updated Student Responsibility Form.

STUDENT RESPONSIBILITY

Prior to or on the first day of the first official day of their first official semester of enrollment in the Stephens College Counseling program, students must submit the "Student Responsibility Form". This document, held in the student's official personnel folder, is the student's confirmation that they understand the expectations placed on them as counselors-in-training in the Stephens College Counseling program. These expectations address academic, personal, and professional standards expected of students in the program. The document also underscores the potential implications associated with failure to comply with these expectations, up to dismissal from the program.

Section I: Counseling Program: Guiding Principles

Program Purpose

The Master of Education in Counseling program trains students to become professional counselors in school and/or community-based mental and behavioral health settings (public/private mental health centers, hospitals, & non-profit agencies). The 60 credit School Counseling (SC) concentration has been approved by the Missouri Department of Elementary and Secondary Education (DESE) for professional school counselor certification. The 60 credit Clinical Mental Health Counseling (CMHC) concentration meets the Missouri Committee for Professional Counselor's educational requirements for licensure as a professional counselor (*PLPC/LPC*).

Mission

The mission of the M.Ed. in Counseling program is to prepare ethically, culturally, and clinically competent professional counselors through sound evidence-based curriculums grounded in sound relational skills, counseling theory and techniques, professional ethics, strong counselor identity, holistic wellness, and social justice. Graduates of the M.Ed. in Counseling program are prepared to work with diverse clientele in schools and/or a range of public/private community-based mental and behavioral health organizations.

Vision

The M.Ed. in Counseling seeks to align with Stephens College mission statement of "Learn. Grow. Lead". We do this by educating and training counselors who are lifelong learners who recognize the possibility for growth in all humans and strive to become leaders in the areas of professional school and clinical mental health counseling. We uphold the Ten Ideals of Stephens College.

Program Goals and Objectives

The Master of Education degree in Counseling at Stephens College is designed to provide students with the foundational knowledge, skills, and clinical experiences necessary for a successful career in the counseling profession. The program's core and specialization curriculums in clinical mental health (CMHC) and school counseling (SC) align with the eight common core and CMHC and SC specialization curriculums of established professional standards. For more detail, please see <http://www.cacrep.org>.

Specific aims and objectives of the Stephens College Counseling program address curriculum and the growth and development of students in the program. **Course specific objectives are found in course syllabi.**

Curriculum Objectives*

(*see <http://www.cacrep.org> for specific learning outcomes allied with each goal)

1. Stephens College (SC) Counseling students will possess knowledge specific to the historical, ethical, legal, professional, and labor market areas of the counseling profession.
2. SC Counseling students will possess and be able to demonstrate knowledge and skills specific to understanding diverse societies and working with in an ethical and culturally sensitive manner with individuals, groups, families, and organizations.
3. SC Counseling students will possess and be able to demonstrate knowledge and skills specific to theories and issues associated with human growth and development.

4. SC Counseling students will possess and be able to demonstrate knowledge and skills specific to theories and issues related to career development.
5. SC Counseling students will possess and be able to demonstrate knowledge and skills related to counseling and helping relationships.
6. SC Counseling students will possess and be able to demonstrate knowledge and skills related to group counseling and group work.
7. SC Counseling students will possess and be able to demonstrate knowledge and skills specific to assessment and testing in counseling settings.
8. SC Counseling students will possess and be able to demonstrate knowledge and skills related to counseling research and program evaluation.

Professional Objectives (Student)

9. Clinical Mental Health Counseling students will obtain appropriate state licensure as professional counselors (i.e., LPC)
10. School Counseling students will obtain appropriate certification as school counselors.

Values

The Counseling program upholds the college's commitment to the Ten Ideals, adopted in 1921, as they represent what program faculty believe are central values and dispositions of counselors.

1. Respect for our own dignity and the dignity of others, embodied in a sense of social justice
2. Courage and persistence
3. Independence, autonomy, and self-sufficiency
4. Support for others through the willingness to take and give criticism, acceptance, and love
5. Sensitivity to the uniqueness and fragility of the natural world of which we are part
6. Responsibility for the consequences of our choices
7. Belief in our changing selves and in our right to change
8. Creativity in the spiritual and aesthetic dimensions of life
9. Intelligence that is informed and cultivated, critical yet tolerant
10. Leadership which empowers others

Respect for Differences

The ability to engage in open-minded, culturally sensitive dialogue with others regarding differences in values and opinions is a reflection of personal development and professionalism as a counselor. In that vein, the Stephens College Counseling Program strongly believes in a learning climate that models and supports diversity, equity, and inclusion. This includes but is not limited to support of and for the individual and collective differences of counseling students, faculty, and staff. Students in the program are not expected to think or behave the same way but are expected to be accepting of differences and strive to gain an understanding of the perspectives, behaviors, and worldviews of those who hold and/or express views, values, and/or lifestyles different from their own. Thus, no person will be treated differently by faculty or student colleagues regarding race, gender expression, color, national origin, ancestry, religion, sex, age, sexual orientation, marital and/or parental status, citizenship, military status, religion, political beliefs, height, weight, and/or mental or physical ability.

Counselor Self-Awareness

The “personhood” of the counselor, which includes the counselor’s unique experiences, opinions, and personal qualities, is fundamental to the counseling relationship and process. Thus, the counseling curriculum emphasizes personal exploration and development through role-plays, guest speakers, experiential exercises, and assignments. Importantly, while the counseling faculty is committed to creating a safe learning environment, faculty unequivocally believe it is essential that students take the emotional risks required for genuine and sustained personal and professional growth and development. While not exhaustive, the following standards from the current (2014) ACA ethical code further underscore the reasoning for integration of self-awareness activities throughout the curriculum.

A.1.a: Primary Responsibility

The primary responsibility of counselors is to respect the dignity and promote the welfare of clients.

A.3.a: Avoiding Harm

Counselors act to avoid harming their clients, trainees, and research partnerships and to minimize or remedy unavoidable or unanticipated harm.

A.4.b.: Personal Values

Counselors are aware of-and avoid imposing-their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor’s values are inconsistent with the client’s goals or are discriminatory in nature.

C.2.a: Boundaries of Competence

Counselors practice only within the boundaries of their competence, based on their education, training, supervised experience, state and national credentials, and appropriate professional experience. Whereas multicultural competency is required across all counseling specialties, counselors gain knowledge, personal awareness, sensitivity, dispositions, and skills pertinent to being a culturally competent counselor in working with a diverse client population.

F.9.b. Students and Supervisees a. Limitations.

Counselors, through ongoing evaluation and appraisal, are aware of the academic and personal limitations of students and supervisees that might impede performance. Counselors assist students and supervisees in securing remedial assistance when needed and dismiss from the training program supervisees who are unable to provide competent service due to academic or personal limitations. Counselors seek professional consultation and document their decision to dismiss or refer students or supervisees for assistance. Counselors ensure that students and supervisees have recourse to address decisions made to require them to seek assistance or to dismiss them.

F.8.c. Self-Growth Experiences: Self-growth is an expected component of counselor education. Counselor educators are mindful of ethical principles when they require students to engage in self-growth experiences. Counselor educators and supervisors inform students that they have a right to decide what information will be shared or withheld in class.

Accreditation

Stephens College is accredited by the Higher Learning Commission (hlcommission.org) a regional accreditation agency recognized by the U.S. Department of Education.

230 South LaSalle Street, Suite 7-500, Chicago, IL 60604.

Phone: (800) 621-7440; (312) 263-7462; info@hlcommission.org

The Counseling program is in the process of seeking accreditation through the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Code of Conduct

The Stephens College learning community embraces the free exchange of ideas and opinions with civility and respect. Students and faculty have a shared responsibility to embrace the pursuit of learning and to foster a commitment to academic integrity. All members of the campus community also share an obligation to challenge obstacles to that pursuit and to address violations of its policies on academic integrity.

All students and faculty have the right to a learning environment free of verbal abuse, threats, intimidation, harassment, and other conduct that threatens or endangers the physical or mental health or safety of any member of the college community. Interpersonal interactions with classmates/faculty, including in-person and online class discussions, should be conducted in the spirit of respect, tolerance, and the open exchange of ideas that are hallmarks of an effective and productive learning environment. Sarcasm, bullying, caustic or aggressive language, or disrespect expressed in tone/words will not be tolerated. Stephens College expects that students will construct their written communication in electronic format or hard copy carefully, being aware of challenges such as perceptions and interpretations of others.

Should a course instructor believe a student is in violation of this code of conduct, the instructor will immediately notify the student as well as remove them from the classroom or virtual collaboration area.

First Offense: The instructor and student should clarify the conduct within a reasonable time frame and the student will be issued a warning. The Program Director will be notified, and documentation of the warning will be placed in the student's file.

Subsequent Offense(s): The instructor will contact the Program Director and determine appropriate sanctions and next steps within a reasonable time frame. The chair may consult with the Vice President of Academic Affairs. Sanctions may include a two to ten-day removal from classes/collaboration areas, resubmitting the code of conduct policy agreement, completing an assignment related to the code of conduct, removal from the class and/or removal from the program. The sanction/s should reflect the level of violation and the number of times the student has violated the code. Communication with the student should be in writing and a copy placed in the student's file. Any academic work, including participation or assignment submission, missed because of the removal may not be made up by the student. Students who feel their instructors are in violation of the code of conduct have the responsibility to contact the Program Director, respective School Dean, and/or the Vice President of Academic Affairs in a timely manner.

Statement on Non-Discrimination

Stephens College adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The College does not discriminate in its admissions practices (except as permitted by law), in its employment practices, or in its educational programs or activities on the basis of age, color, disability, gender expression and identity, genetic information, national origin, race, religion, sex, sexual orientation, or veteran status and all other classifications protected by law. The same principles apply to admissions policies and practices concerning women applicants to the residential undergraduate program. Any member of the campus community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities and/or benefits of any member of the Stephens College community on the basis of a protected class is in violation of the Policy on Equal Opportunity, Harassment and Nondiscrimination for All Faculty, Students, Employees and Third-Parties.

As a recipient of federal financial assistance for education activities, Stephens College is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not

discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by Stephens College policy. Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct), in person, by mail, by telephone, by video, or by email, using the contact information listed for the Title IX Coordinator (below). A report may be made at any time (including during non-business hours) at www.stephens.edu/titleix.

Stephens College is committed to providing reasonable, non-retroactive accommodations to qualifying students, faculty and employees with disabilities as required by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, as amended, as well as state law. Disabilities may include mental or physical disabilities that substantially limit one or more of a person's major life activities, and which may require modifications to the programs, services or facilities of the College. Consistent with the law, Stephens College is not obligated to provide accommodations that are unduly burdensome or unreasonable, or that fundamentally alter the nature of the College's programs.

Stephens College also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution.

Within any resolution process related to this policy, Stephens College provides reasonable accommodations to persons with disabilities and religious accommodations, when that accommodation is consistent with state and federal law.

Questions regarding Discrimination and Harassment Policies at Stephens College, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990, including the application and/or concerns about noncompliance, should be directed to the Equity Compliance Team.

For a complete copy of Stephens College policy and resolution procedures or for more information, please visit www.stephens.edu/equity or contact a member of the Equity Compliance Team.

Individuals who believe they have experienced discrimination, harassment, and/or retaliation in violation of Stephens College policy should contact the following:

Sex and Gender-Based Discrimination and Harassment

Shannon Walls

Title IX Coordinator

Stamper Commons Student Development Suite, Office 202

(573) 876-7250 or Campus Ext. 4250

Campus Box 2033

sbwalls@stephens.edu | titleix@stephens.edu | www.stephens.edu/titleix

Disability-based Discrimination and Accommodations

Sady Mayer Strand

ADA/504 Coordinator

Hugh Stephens Library, Office 216

(573) 876-7240 or Campus Ext. 4240

Campus Box 2111

smayer@stephens.edu | adacoordinator@stephens.edu | www.stephens.edu/ada

All other forms of discrimination and harassment

Shannon Walls

Director of Diversity, Equity and Inclusion
 Stamper Commons Student Development Suite, Office 203
 (573) 876-2321 or Campus Ext. 4321
 Campus Box 2033
sdial@stephens.edu | diversityandinclusion@stephens.edu | www.stephens.edu/dei

OR

Michael Bates

Director of People & Culture (i.e., Human Resources)
mbates@stephens.edu
 (573) 876-7172 or Ext. 4172
 Campus Box 2036
 LRW, Suite 311

*A person may also file a complaint with the appropriate federal, state, or local agency within the time frame required by law.

External inquiries may be made to:

Office for Civil Rights (OCR)

U.S. Department of Education
 400 Maryland Avenue, SW
 Washington, D.C. 20202-1100
 Customer Service Hotline #: (800) 421-3481
 Facsimile: (202) 453-6012
 TDD#: (877) 521-2172
 Email: OCR@ed.gov
 Web: <http://www.ed.gov/ocr>
 Office for Civil Rights, Kansas City Office
 U.S. Department of Education
 One Petticoat Lane
 1010 Walnut Street, Suite 320
 Kansas City, MO 64106
 Telephone: (816) 268-0550
 Facsimile: (816) 268-0559
 Email: OCR.KansasCity@ed.gov

Employee complaints: Contact the Equal Employment Opportunity Commission (EEOC)

St. Louis District Office

Robert A. Young Federal Building
 1222 Spruce St.
 Rm 8.100
 St. Louis, MO 63103
 Telephone: (800) 669-4000
 Facsimile: (314) 539-7894
 TTY#: (800) 669-6820
 Email: info@eeoc.gov

Graduate Student Leave of Absence Policy for Title IV Recipients

Students wishing to take a temporary leave from their studies are strongly encouraged to formally request a leave of absence (LOA).

An approved Leave of Absence will ensure that the student can continue the degree requirements using the curriculum catalog under which they initially enrolled. In addition, Stephens College will not impose additional charges and the student will receive the same financial aid; no additional Title IV assistance will be rewarded. An LOA may not be granted for academic reasons in accordance with federal financial aid regulations 34 CFR 668.22(d).

Students may request a LOA for up to 180 days in any 12-month period. An LOA is a temporary interruption in a student's program of study.

For an LOA to qualify for approval, the leave must be submitted prior to the start date of the term that is planned for the LOA. The LOA must be submitted in writing using the LOA form. The leave can be initiated by the student or at the discretion of the Vice President of Academic Affairs in cases of unforeseen circumstances that would prevent the student from submitting the form.

An LOA may be granted for the following reasons, but is not limited to:

1. The student's personal health;
2. Family health issues;
3. Death of an immediate family member;
4. Family emergency at the discretion of the Office of Student Development;
5. Personal Safety concerns at the discretion of the Office of Student Development
6. Military duty or service (either the student or the student's spouse): student is a member of National Guard performing a qualifying duty, student resides or is employed in an area declared a disaster area by any Federal, State or local official, or the student is suffering economic hardship as a result of a war, military operation or national emergency.
 - a. A student who is absent more than 180 days in a 12-month period would be considered withdrawn, even if the reason for the withdrawal was a military deployment.
 - b. Grant Overpayments. When a student withdraws from Stephens College because of their status as an affected individual, the "Return of Title IV Funds" requirement that grant overpayments be repaid is waived.
7. Determinations made through judicial processes;
8. Others as determined by the Vice President of Student Development.

Regardless of who initiates the request, it must be submitted to the Program Director and then vetted and approved by the Vice President of Academic Affairs. It should be submitted via the approved Stephens College Graduate Student LOA application form. All courses currently in progress must be completed or withdrawn from prior to the start of the leave of absence and arranged payments on outstanding account balances with Stephens College must be continued.

If a student fails to return from an LOA at the expiration of an approved LOA, the student's withdrawal date is the date the student began the LOA. Students who have borrowed Title IV loans may be subject to the repayment terms on that loan if they fail to return in a timely manner and it may have an effect on the expiration of the student's grace period on any loans, including exhaustion of the grace period.

The student will be informed within five business days of the application date of the status of their requested LOA. The Program Director will use college email and/or the best contact method from the

LOA form. An LOA application that is NOT approved will not be used as an unofficial withdrawal from the college.

The student may return to class before the expiration of the student's LOA. However, until the student has resumed the academic program at the point they began the LOA, the student is considered to still be on the approved LOA. At the end of the LOA, students should work with their academic adviser to enroll in classes and inform their Program Director of their return to campus.

Veterans Administration Benefits

It is the responsibility of the student receiving Veterans Administration benefits to register with the Veterans Administration regarding eligibility for benefits. If the student is eligible for Veterans Administration education benefits, contact the Stephens College, School Certifying Official (SCO), located in the Registrar Office, 248 Lela Rainey Wood Hall. The student receiving the benefit must provide the SCO with a copy of the certificate of eligibility in order for certification to occur. Stephens College is proud to be a Yellow Ribbon School.

Section II: Faculty & Staff

The Stephens College Counseling program consists of 3 core faculty members, 1 administrative assistant, and 1 graduate assistant. The program also employs several experienced non-core instructors with expertise in clinical mental health and school counseling. The program also contracts with Burrell Behavioral Health to provide the program's dedicated practicum site, the Stephens College Counseling Center (SCCC) with an experienced clinician and site supervisor.

Core Faculty

Daniel B. Kissinger, Ph.D., LPC-S
Sarah Irvin, Ph.D., LPC
Kendra Shoge, Ph.D., LPC

Program Title | Teaching Area(s)

Director & Associate Professor | Core/CMHC
Assistant Professor | Core/CMHC
Assistant Professor | Core/CMHC

Non-Core Faculty

Sean Clouse, Ph.D., LP
Tara Vossenkemper, Ph.D., LPC
Renaë Barkema, M.Ed., LPC, LMFT
Robert Reitz, Ph.D.
Ann Landes, M.S.
Carolyn Roof, M.S.
Bragg Stanley, Ed.D.

Program Title | Teaching Areas(s)

Instructor | Core/CMHC
Instructor | Core/CMHC
Instructor | Core
Instructor | Core
Instructor | Core/SC
Instructor | SC
Instructor | Core/SC

Administrative Staff

Anne Tallmage

Program Title

Executive Admin. Assistant

Program Roles

Program Director, Counseling
Director, Stephens College Counseling Center (SCCC)
CMHC Concentration Coordinators
School Counseling Concentration Coordinators
CACREP Liaison
NBCC/CPCE Liaison
Certification Officer-Mo Dept of Elem & Sec Ed (DESE)
Admissions/Recruitment/Retention Committee
Degree Candidacy Committee
Program Director Committee
Program Review Committee
Graduate Assistant
SCCC Site Supervisor
Advisory Council (Faculty Members)
Advisory Council (Community Members)

Faculty/Other

Dr. Kissinger
Dr. Kissinger
Dr. Irvin & Dr. Kissinger
Ann Landes & Carolyn Roof
Dr. Irvin
Dr. Shoge
Dr. Clouse
Dr. Kissinger, Dr. Irvin, Dr. Shoge
Dr. Kissinger, Dr. Irvin, Dr. Shoge
Dr. Kissinger/CMHC & SC students
Dr. Kissinger, Dr. Irvin, Dr. Shoge
Nicole Snow
Renaë Barkema, LPC, LMFT
Dr. Kissinger, Dr. Irvin, Dr. Shoge
Dr. Tara Vossenkemper (Private Practice)
Laura Pinkstaff, M.Ed., PLPC (Private Practice)
Mat Gass, M.Ed., LCSW (Burrell Behavioral Health)
Terence Walker, M.Ed. (School Counseling, CPS)
Leigh Spence, M.Ed. (School Counseling Adm, CPS)

Program Roles

Program Director/SCCC Director

The Program Director has the role of overseeing the entire Program area specific to their appointment. The Program Director is responsible for:

1. Organization of the program.
2. Administration of program-specific curriculum.
3. Continuous review and analysis of program outcomes.
4. Planning, development, and participation in the accreditation process.
5. Promoting the growth and development of their academic area and carry out those administrative responsibilities in support of the academic program.
6. Coordinate assessment of student learning within the program.
7. Analyze assessment results; Consult with program faculty.
8. Modify curriculum to ensure student success.
9. Advise students in the area of specialization; Responsible for the administrative and clinical aspects of the Stephens College Counseling Center (SCCC).

Clinical Coordinator(s) of CMHC and SC Concentrations

The member(s) faculty appointed to coordinate the administrative aspects of each concentration area's practicum and internship courses.

Duties of the clinical coordinator(s) include, but may not be limited to:

1. Verifies all required practicum/internship documentation is completed at beginning of each semester (Note: Students are not allowed on-site until approved by the clinical coordinator).
2. Serves as a liaison for all entities/stakeholders associated with the field experience courses in the Stephens College Counseling program's CMHC & SC concentration areas.
3. Verifies-through personal vetting of site/site supervisor-that all practicum and internship sites meet program/CACREP requirements and will provide students with the experiences and opportunities need to complete their direct and indirect counseling and supervision hours required for each course.
 - a. Site supervisor may meet via zoom if COVID-related protocols are necessary.
4. Communicate with incoming internship students about timelines & requirements.
 - a. Provide formal orientation to students, site supervisors, and internship course instructors regarding internship policy, procedures, and expectations.
5. In consultation with faculty advisors, verify students have successfully completed all required prerequisite courses required for matriculation to internship courses.
6. Notify Stephens College registrar of students confirmed as eligible for enrollment CMHC and SC Counseling courses each semester.
 - a. Upon notification by clinical coordinator, registrar's office will officially enroll student in appropriate practicum/internship course.
7. Facilitate a detailed practicum orientation each semester. Provide general internship orientation when needed. (Note: Site specific orientation is probable).
8. Maintain clinical files for students in their respective concentrations. Clinical files must be retained for minimum of 10 years.
9. When necessary, serves as liaison between course instructor, student, clinical site/supervisor(s), and/or the program director specific to issues and concerns related to the clinical courses. Clinical coordinators are expected to encourage professional communication between all parties to resolve issues and concerns. Issues which may require clinical coordinator intervention include, but are

not limited to:

- a. Communicate with students, site administration, site supervisor(s), course instructor, and program director to process real or potential concerns about the site, student behavior, or other concerns related to the student's behavior or performance in the course, on-site, or in the program.

Liaison, Missouri Department of Elementary & Secondary Education (DESE)

The role of DESE liaison is to maintain and manage the processes for certification for the school counseling program. This includes instructing and assisting students through the process of applying for certification and supplying the appropriate materials to DESE. Additionally, the DESE liaison consults with the state about certification and school counseling issues.

Program Service Committees

Admissions, Recruitment, & Retainment Committee

The Admission, Recruitment, & Retainment Committee is comprised of the core counseling faculty and has a three-fold focus.

The *Admissions* element of the committee focuses on the program's admission process and includes but is not limited to the following activities:

1. Review of all completed applications for admission.
2. Recommend applicants for formal admission interviews.
3. Conduct formal, face-to-face/zoom interviews with each selected applicant.
4. Process applicant interviews with admissions committee.
5. Make formal admission decision based on totality of application/established program admissions assessment criteria.

The *Recruitment* element of the committee is two-fold. First, the committee focuses on recruitment policies and activities specific to growing program enrollment through the recruitment and admission of high-quality applicants from a diverse range of cultural backgrounds. Secondly, the recruitment committee works to develop and implement policies and activities that will lead to the recruitment and hiring of highly qualified counselor educators and adjunct instructors with diverse personal and professional backgrounds.

The primary *Retainment* role of the committee is to a) design, implement, and assess policies and activities that attend to the academic and personal well-being of students that will optimize program completion and career success. Activities may include but are not limited to academic advising, highlighting or offering professional development activities, and ensuring students feel they have a genuine "voice" in the program (see: Program Director Committee).

Degree Candidacy Committee

Acceptance into the Master of Education in Counseling program is not admission to degree candidacy. Degree candidacy is an assessment process to determine readiness for field placement. Acceptance into degree candidacy reflects the confidence of the College in the student's ability to successfully complete requirements and to succeed in the counseling profession.

The College reserves the right to deny candidacy when deemed appropriate by the Counseling Degree Candidacy Committee. Students must be accepted into degree candidacy to be granted permission to enroll in practicum (COUN 601/CMHC or COUN 602/SC, respectively).

The Counseling program's Degree Candidacy Committee shall evaluate the student's readiness for degree candidacy. Evaluation strategies may include the student's academic record, videotape review, personal and professional conduct up to this point based upon the current American School Counselor Association and/or American Counseling Associations Codes of Conduct, and faculty evaluation of student readiness at key assessment points in the program.

Students who receive a favorable evaluation may proceed to degree candidacy within the counseling program. After acceptance into degree candidacy, the student must continue to earn a 3.0 (B) or better or a satisfactory (S) in every course completed. Students who are not approved for degree candidacy may be required to enter a Personal Development Plan (PDP). Students who do not successfully meet the requirements of their PDP-or receive a second unfavorable evaluation during the term of their plan, will not be allowed to proceed to practicum and may face additional evaluation/disciplinary action, including termination from the program.

Program Director Committee

The aim of the Program Director Committee is to ensure students have a "voice" in the program and the opportunity to communicate directly with faculty concern issues and concerns related to the program. Potential discussion areas include course design, program policy, and student concerns/complaints. At the outset of each meeting, the program director will provide the committee with a summary of key current or upcoming issues facing the program and/or update important program data points.

The Program Director Committee includes a minimum of three (3) current student representatives from the CMHC and SC concentration areas, with a minimum of one (1) student member from each area). Elected committee members will serve a minimum of two-year consecutive term, while a committee chair and vice-chair will be selected for one-year terms by a survey vote of currently enrolled counseling students. Both the committee chair and vice-chair are currently enrolled students in the CMCH and SC programs.

Program Review Committee

The Counseling Program Review Committee is comprised of the core Counseling faculty and meets on an as needed basis. This committee is designed to address all manners of student, faculty, or program stakeholder issues and concerns in their infancy to mitigate or stop problems from developing that could impede or otherwise disrupt a student's progress through their plan of study. Issues could be academic, administrative, clinical, personal, professional, relational, or specific to the Stephens College Code of conduct. If the issue concerns the SC code of conduct, the Program Review Committee will demonstrate due diligence to ensure all requisite SC policies are followed. While the Program Review Committee is intended to be a "last stop" in resolving an issue at the program level, the committee can, by majority vote, agree to address a situation on an immediate basis. The specific process for addressing a grievance specifically associated with the counseling program (i.e., fellow students, faculty, adjuncts, graduate assistants, site supervisors, counseling center staff/counselors) is found in (See Program Grievance Policy, p. 35).

Note: This committee does not address grade appeals (See: Grade Appeals, p. 34)

Advisory Council

The Advisory Council (AC) is a group of Counseling program alums (SC/CMHC) and community stakeholders from the public and private mental health and school counseling communities. The Advisory Council meets with the Counseling faculty a minimum of one (1) time per academic year. Priority agenda items in AC meetings include the Counseling program director's report on key data points drawn from the program's comprehensive assessment plan (including how the data is being utilized for program improvement and development) and an open forum where AC members are free to offer their insights suggestions for the CMHC/SC programs specifically and the Stephens College Counseling Program overall.

Stephens College Counseling Center

The Stephens College Counseling Center (SCCC) is Stephen College's campus-based counseling center and serves as the program's dedicated clinical training site. Overseen by the Counseling program director, the SCCC provides face-to-face and telehealth counseling services to all full-time Stephens College undergraduate and graduate students* at no cost. The SCCC is staffed by a minimum of one licensed mental health professional who also serves as the site supervisor. Advanced clinical mental health counseling students completing their practicum and/or internship experience(s) at the SCCC do so under the supervision of fully licensed clinical staff and department faculty.

*Counseling students are not permitted to receive counseling services at the SCCC due to the SCCC's position as the program's dedicated training site.

Personal Counseling

The program strongly encourages students to seek personal counseling as a means for personal and professional growth and development. While ethical standards preclude program faculty from providing personal counseling to degree seeking students (ACA, 2014; F.10.e), faculty will readily provide students with a safe and confidential environment for processing personal and professional issues and will, when necessary, facilitate a referral to a qualified licensed mental health professional upon request from the student or when deemed appropriate by the faculty member.

The Counseling program consistently seeks out qualified counselors and allied mental health professionals who are willing to provide counseling services to students at a reduced rate. A list of these qualified mental health professionals is maintained in the Counseling Advising Site under the heading "Personal Counseling" found in the Student Wellness module. This list is updated as new information becomes available.

Further, given that Counseling students are not allowed to access counseling services at the SCCC, the Counseling program seeks to provide financial assistance, to the extent possible, to help students offset the costs associated with counseling with local private practitioners or agency-based mental health care. Students interested in this program feature should contact the Counseling program director at dkissinger@stephens.edu for guidance on this process. All communication specific to a student's request for assistance with personal counseling will be kept confidential between the student and Counseling director.

Section III: Program Policies & Procedures

Program Admission

While applications are accepted throughout the year, the counseling program admits new cohorts for **FALL SEMESTERS ONLY beginning Fall 2022**. Admission interviews for fall admission occur between mid-March to early April of the spring prior to anticipated Fall enrollment. For example, applicants will interview for fall 2023 admission during the spring 2023 semester. Applicants will be notified of the interview date and process by the program director when the applicant's **completed** application has been reviewed by the program director. Face-to-face admission interviews are required for admission. If geographical or health (i.e., COVID-19) issues prevent in-person interviews, zoom interviews may be utilized.

Applicants must have a bachelor's degree from a regionally accredited institution with a minimum cumulative GPA of 3.0 in the last 60 hours of undergraduate coursework. A minimum of nine credit hours of coursework in the social sciences or allied human services disciplines is required to gain admission into the program. Admission is based on a combination of undergraduate GPA, Statement of Purpose, references, in-person interview and TOEFL score, if applicable.

How to Apply

Applicants must complete a formal application to be considered for admission as a degree seeking student to the Counseling program. The application process is found online at [Stephens College \(force.com\)](https://www.stephens.edu/force.com) and can be accessed through the Counseling program's website. The Counseling program's application process and requirements include:

- A cumulative GPA of 3.0 (strongly preferred). For applicants whose GPA is lower than 3.0, consideration may be given if your last 60 credit hours are at a 3.0 or above.
- **Current resume**
- **Three recommendations** by professional or academic references (completed through application portal)
- **Statement of purpose:** Describe in no more than 2 pages (double-spaced) a) what led to your decision to apply for a counseling program, b) your current career goals as a counseling professional (CMCH or SC), and c) the reasons you chose to apply to the Stephens College's counseling program.
- **\$50 application fee** (waived for Burrell employees). [Stephens College - Online \(usaepay.com\)](https://www.usaepay.com)
- A background check through Family Care Safety Registry
- **Official transcripts** for bachelor's degree and any previous graduate credits earned. To be deemed official, transcripts must be sent to Stephens College directly from your institution.
 - If your past institution can submit electronic transcripts, they may be emailed to admissions@stephens.edu.
 - Paper transcripts should be mailed to:
 - Stephens College Office of Admissions; 1200 E. Broadway, Campus Box 2121 Columbia, MO 65212
 - Note: A transcript submitted from a student will NOT be deemed official until it arrives to Stephens College in a sealed envelope with the institution's stamp across the flap.
- **The Graduate Records Examination (GRE) is not a requirement for admission.**

Applicant Screening & Admission Interviews

Applicants who meet the Counseling program's minimum requirements will undergo an initial review by the Counseling program's Admission Committee. Following this review of applications, the admissions committee will extend admission interview offers to select candidates based on enrollment availability.

Admission interviews are in-person unless geographical or other logistical issues are prohibitive. In these limited cases, interviews may be conducted via zoom. An in-person/zoom interview is mandatory for all applicants. All applicants are asked to respond to a set of questions covering issues pertinent to program/counseling discipline and suitability. Two rounds of interview times will be available to applicants. Applicants are strongly encouraged to complete their applications to receive a spot in the first round of interviews-which occur earlier in the semester-to have the best opportunity for securing a seat in the program.

Following the interview phase, the Admissions Committee will meet formally to make admission decisions.

Note: Acceptance into the counseling program is not admission to degree candidacy.

Admission Deferral

The Counseling program does not allow student to defer their admission to the following fall cohort. However, the program will allow applicants who were previously admitted but chose to defer to have priority admission interview times for the following fall cohort. Importantly, all applicants would have to reapply to the program with no guarantee of acceptance.

Transfer Credit

At the graduate level individual programs set their own policies and standards for transfer credit. For graduate programs that accept transfer credit, the total amount of transfer credit for a student pursuing a first master's degree cannot exceed nine semester hours without permission from the Vice President for Academic Affairs. Students may be asked to audit a course to refresh their knowledge and learn current trends if they completed a required course five (5) years ago or longer at another institution. The auditing requirement will be determined by the Dean or designate. Students auditing a course are not expected to take exams or complete large assignments. No grade will be assigned for students who audit. The instructor will confer with the Dean regarding the students understanding of the course material.

Counseling program students may transfer a maximum of nine semester hours of equivalent graduate credit toward core coursework required in the Counseling program. These graduate credits can be earned prior to admission to Stephens College or, upon approval of the Program Director, after admission to Stephens College. **The total amount of graduate transfer credit cannot exceed nine semester hours.** Regardless of concentration area/previous completion, students transferring into program are minimally required to take the following program courses:

- COUN 500 Core Counseling Skills
- COUN 525 Ethics & Legal Issues
- Practicum (3cr) and internship coursework (6cr) in the appropriate concentration area.

Course Re-Takes

The Counseling faculty has the right to require students to re-take a course for credit if they completed the required course more than **five (5) years** ago. **Courses completed 10 or more years ago must be re-taken.** Students retaking the course for credit are expected to meet all program and course requirements as detailed in this graduate catalogue and/or course syllabus, respectively.

Students who are auditing a course are expected to:

- Attend all class meetings and participate in discussions.
- Complete assigned readings and be an active participant in class discussion/activities.
- Complete minimal writing assignments to demonstrate understanding of the course material.

Course Audit

Students who are auditing a course are expected to:

- Attend all class meetings and participate in discussions.
- Complete assigned readings and be an active participant in class discussion/activities.
- Complete minimal writing assignments to demonstrate understanding of the course material.

Students who are auditing are not expected to take exams or complete large assignments. No grade will be assigned for students who audit; however, the instructor will confer with the program chair regarding the students understanding of the course material.

The following courses are not allowed to be audited and must be taken for course credit upon the decision of the counseling faculty.

- COUN 500: Core Counseling Skills
- COUN 525: Ethics & Legal Issues
- CMHC Practicum (COUN 601); CMHC Internship I (COUN 607); CMHC Internship II (COUN 608)
- SC Practicum (COUN 602), SC Internship I (COUN 602), & SC Internship II (COUN 603)

Background Check

The program requires students to complete background checks **a)** prior to program admission and **b)** a minimum of 45 days prior to enrollment in practicum. Students may also be required to undergo a background check/drug screen as a requirement for their employment/placement at practicum/internship site.

Background Check Process

1. Students applying for admission to the Counseling program must complete a criminal record check through the Family Safety Care Registry (FSCR). Admissions staff will verify registration with FSCR and review each student's registry status prior to admission. This investigation meets statutory requirements and ensures that students have not previously committed violent crimes against persons.
 - a. **Results of the criminal background check may result in removal from consideration for program admission.**
2. Prior to enrollment in practicum, students are required to pass a second formal background check within 45 days of the official start date of their intended practicum semester through **Castle Branch**, an outside background check company. Results of the background check will be sent directly to the student and the student's concentration area clinical coordinator. Upon review of the background check results, the clinical coordinator will notify the student that they are

approved/not approved to enroll in practicum. If the background check reveals concerns, the clinical coordinator will notify program director and, in consultation with the program director, student, clinical coordinator, and (if necessary) appropriate college personnel (i.e., general counsel), will formally meet to develop a plan to address the concern(s). All concerns must be successfully resolved for the student to enroll in practicum.

- a. **Results of the criminal background check may result in removal from consideration for enrollment in practicum, successful completion of a mandated Personal Development Plan, or dismissal from the Stephens College Counseling program.**

Tuition, Fees, & Financial Aid

Information regarding cost of attendance is found at [cost-of-attendance-med.pdf \(stephens.edu\)](#). Potential and current students should contact the Stephens College Financial Aid Office directly at 573-876-2320 for assistance. Detailed information (and staff contact information), including information on types of financial aid loans and outside scholarships, are found at [Graduate Financial Aid \(stephens.edu\)](#).

Burrell Behavioral Health & Stephens College Partnership

Out of a shared commitment to provide more counselors to the state of Missouri, the Stephens College Counseling program has partnered with Burrell Behavioral Health in providing an exciting opportunity for Burrell employees. Specifically, Burrell employees accepted into the program are eligible for the following:

- 20% discount per credit hour
- Waiver of application fee
- Opportunity to qualify for up to \$10,000 in tuition assistance through Burrell.
- Eligibility for a \$1000 scholarship for you or your dependent to pursue an undergraduate degree residential degree.

Ethical Codes

Counseling faculty and students follow the 2014 American Counseling Association (ACA) Code of Ethics. School Counseling students are also guided by the 2016 American School Counselor Association's (ASCA) Ethical Standards for School Counselors. School counseling students should immediately contact their faculty advisor or program director for clarification/guidance specific to ethical concerns that arise between the ACA and ASCA codes. Disciplinary action, up to and including program dismissal, may result due to a student's failure to adhere to the applicable ethical standards/code.

ACA Code of Ethics: [2014 Code of Ethics.indd \(counseling.org\)](#)

ASCA Ethical Standards for School Counselors: [Ethical-Standards.pdf \(schoolcounselor.org\)](#)

Academic Dishonesty

Academic dishonesty includes but is not limited to the following:

1. **Committing plagiarism.**
 - Plagiarism means presenting another person's work as one's own. The work in question could be research data, a text of any kind, a performance, musical composition, design, work of visual art, photograph, film, video, choreography, or any other type of intellectual property, whether copyrighted or not. This includes buying another person's work from any source and presenting it as one's own.

2. **Cheating**
 - Cheating means engaging in any dishonest behavior on examinations, tests, quizzes, assignments, or any other academic activity. This includes use or attempted use of unauthorized assistance, collaboration (unless expressly permitted by the instructor), and unauthorized possession of examinations or other academic materials belonging to a member of the college faculty or staff.
3. **Engaging in activities** that disadvantage another student, including destruction, defacement, alteration or unauthorized removal of resource materials, or sabotaging another student's work.
4. **Turning in** substantially the same work for more than one course (unless expressly permitted by the instructors).
5. **Misrepresenting** oneself or one's circumstances in order to obtain an advantage in academic activities.
6. **Using copyrighted material** without obtaining the appropriate rights or permissions. The material in question could be a computer program, a text of any kind, a performance, musical composition, design, and work of visual art, photograph, film, video, choreography, or any other type of copyrighted material.
7. **Fabricating or falsifying** any data, information, or citation in an academic activity.
8. **Aiding** another student in any act of academic dishonesty.

If Academic Dishonesty is suspected:

An instructor suspecting academic dishonesty will first make a concerted effort to confer with the student.

1. If, after conferring with the student, or attempting to confer with the student, the instructor is convinced the student is not guilty of academic dishonesty, the matter will be dropped.
2. If, after conferring with the student, the instructor is convinced the student is guilty of academic dishonesty, the instructor will impose the penalty or penalties specified in the course syllabus. If the instructor has not stated a penalty or penalties in the syllabus, the penalty will be no more severe than a grade of failure or no credit for the assignment in question. If the instructor imposes a failing grade for the course, the student will not be allowed to withdraw to avoid the penalty. The instructor is required to report all acts of academic dishonesty to the office of the Vice President for Academic Affairs (VPAA). The report will be forwarded to the Graduate Council. A record of every incident of academic dishonesty will be retained in the office of the VPAA.
3. If the student chooses to appeal the instructor's decision, she/he may request a hearing before the Graduate Council by delivering a written request and all supporting evidence to the office of the VPAA within ten (10) business days of notification of the instructor's decision. Pending the outcome of the hearing, the student should continue to attend the class.
4. Having received a request for a hearing from the office of the VPAA, the chair of the Graduate Council will, in a timely manner, convene the council for the hearing. The Council chair will notify the student and the instructor of the time and place of the hearing at least three (3) business days prior. The student and the instructor have the right to appear in person in front of the council at the hearing. If he or she considers it advisable, the Council chair may invite other individuals to take part in the hearing. The hearing will provide a fair opportunity for both the student and the instructor to present fully the specific details of the case. Upon conclusion of the hearing, the Graduate Council will rule by vote in closed session. The Council will notify the student, the Program Director and the course instructor of its decision in writing.

The Graduate Council may decide to:

- Confirm the instructor's finding and impose the penalty or penalties specified in the course syllabus
- Confirm the instructor's finding and in consultation with the instructor, impose a different penalty
- Reverse the instructor's finding, impose no penalty and direct the instructor to impose no penalty.

In addition to the hearings described above, the Graduate Council will separately review all cases in which a student is determined to be guilty of academic dishonesty on more than one occasion. In these cases, the Council may recommend to the Vice President for Academic Affairs that the student be placed on disciplinary probation, be suspended from the College, or be expelled from the College.

In cases of academic dishonesty that affect a degree already conferred, the Graduate Council will make a recommendation to the President of the College regarding revocation of the degree. **All decisions of the Graduate Council are final.**

Advising

Students are assigned a faculty advisor upon admission as a degree seeking or post-graduate student in the program. The student will be notified of their assigned faculty advisor prior to the start of their initial semester in the program, with their initial advising meeting occurring at the new student orientation meeting. In some cases, the student may communicate with their advisor informally prior to the new student orientation. It is important to note the following advising policy:

- a. Faculty advisors will enroll students in courses for their first semester in the program.
- b. After the first semester, students will register for courses through their **Mystephens account**.
Note: Faculty advisors will review each advisee's course selections and approve each selection. Advisors will promptly communicate any course selection/registration concerns to the student to streamline to ensure an accurate enrollment process.

Counseling Advising Site

The Counseling Advising Site, found in the student's Canvas dashboard, houses all key program information. This includes but is not limited to advising information/documents, program documents, CACREP documents, and practicum and internship information.

Electronic Mail (Email) Policy

Counseling program faculty and staff will communicate with students **only** through official Stephens College email addresses. Students should ensure that any personal email addresses link with their Stephens email account.

In limited cases, students may be granted permission to use the secure email system of their practicum/internship site. This exception must be documented in the student's practicum/internship documentation each semester they are completing hours at the site.

Program Homepage

The program's webpage offers key information related to program policies, procedures, and reports along with links to faculty and administrative contact information. The site is found at <https://www.stephens.edu/academics/graduate-programs/master-of-education-in-counseling/>

Social Media

The program continues to develop our social media presence. As we develop our social media footprint, students are reminded of their ethical responsibilities surrounding social media (H.6.a to H.6.d.). While students are encouraged to provide information pertinent to the program's social media presence, all potential information must be approved by the program director. Once approved, the information will be posted.

Supervision Assist

The program utilizes Supervision Assist (SA) as our clinical training platform. Supervision Assist is utilized throughout the curriculum for training and supervision purposes. Access to Supervision Assist is included in the student's tuition and fees.

Canvas (Teaching/Learning Platform)

Canvas is the program's teaching/learning platform. Students should direct CANVAS related problems to the Stephens College Helpdesk at helpdesk@stephens.edu. Access to Canvas is included in the student's tuition and fees.

TherapyNotes

The program uses TherapyNotes for clinical documentation at the Stephens College Counseling Center. Access to TherapyNotes for practicum/internship students assigned to the SCCC is included in the student's practicum/internship course fees.

Counseling Lab/Training Rooms

The program's clinical training rooms are located on the first floor of **Walter Hall in rooms 101-104 and 106**. All enrolled counseling students are eligible to use the training rooms when classes are not in session or utilizing the rooms for classroom activities.

Counseling Practice Rooms: Guidelines for use

Only currently enrolled Stephens College Counseling students are eligible to use the counseling rooms. In addition:

1. All counseling rooms are to be kept locked when not in use. The following counseling faculty and staff members have keys to the rooms. The following faculty/staff have keys to the Counseling Rooms.
 - a. Dr. Kissinger (dkissinger@stephens.edu; 573-876-2307 x 4307)
 - b. Dr. Irvin (sirvin@stephens.edu; 573-232-7320 x 4320)
 - c. Dr. Shoge (kshoge@stephens.edu)
 - d. Dr. Clouse (sclouse@stephens.edu; 573-876-7261 x 4261)
 - e. Anne Tallmage (atallmage@stephens.edu; 573-876-7242)
2. Students must sign in/sign out each time the room is used. This includes name of each user, start/end times, and signature(s)/date.
3. Removal of IT equipment (Ipads, computers, recording devices, etc.) is NOT allowed.
4. Students may request technology items (Ipad, etc.) from the IT department by emailing them at helpdesk@stephens.edu. Advance notice is required-we have a small IT department and they are busy!
5. Upon signing out of a counseling room, the students is verifying the following:

- a. The counseling room used, along with the waiting area, is clean.
- b. Furniture is arranged properly (rooms and/or waiting area)
- c. All IT equipment is turned off and secured. \
- d. If necessary, heat/air conditioning is set at required temperature. Best bet is to NOT touch it, though!). If necessary, directions located on/by wall unit)
- e. ALL counseling rooms not in use are locked. ***If you are the last person/group using the room, verify all doors are locked!***
- f. Report any damages/technology/maintenance issue(s) immediately to Dr. Kissinger.

Counseling/Psychology Student Lounge

Counseling students and psychology students share a dedicated student lounge in Walter Hall Room 404. The lounge is open during the day and evening hours to accommodate counseling evening course times. In the lounge, students have access to a computer, books, and couches and chairs for relaxing, catching up on some reading (or a refreshing power nap), and socializing with classmates. Students are expected to maintain a clean lounge and be respectful of the faculty who are also working on the fourth floor. To that end, no food or drink should be left in the lounge at any time and conversations should remain at a respectful volume. Failure to abide by these guidelines will result in the student losing access to the lounge.

Student Endorsement Policy

Students interested in obtaining a faculty member's recommendation or support letter for future employment or studies should consult directly (i.e., face-to-face) with the faculty member. While faculty members regularly seek to support students in securing employment or matriculating into post-graduate academic programs, faculty members are under no obligation to provide a recommendation or support letter to a student.

Record Keeping

The Counseling program currently maintains hard copies of all student clinical records, which include all practicum and internship documentation. By the Fall 2023 semester, the program will maintain all records electronically. Other records, such as applications, transcripts, and financial aid records are available to the student through admissions, registrar, and financial aid offices, respectfully. Students are strongly encouraged to maintain both electronic and hard copy records of ALL documents created prior to and during their tenure in the program. **Importantly, students should maintain and retain easy access to all practicum and internship documents for the entirety of their professional careers.**

Distance Learning/Telehealth Policies

The Stephens College Student Code of Conduct applies to online behavior as well as in-person or classroom behavior. You are expected to be professional and respectful when attending class on Zoom, including in your use of the "chat" feature or other written comments. If you have unstable internet access, you should contact the IT department at helpdesk@stephens.edu to see if they may have options to help you.

Misuse of the policies as noted below subject the student to potential class participation point reductions as deemed appropriate by the course instructor. Verified exploitation of these zoom policies as noted below may also lead to additional disciplinary action as deemed suitable by the Counseling faculty/course instructor as noted in the student handbook/internship manual.

Online/Synchronous Courses Expectations

1. Student should create/be seated in a location/manner appropriate for learning.
 - a. Seated at a table or desk is an appropriate.
 - b. Lying on the couch or your bed is not appropriate.
 - c. Distraction free (or as close to it as possible) environment.
2. Video camera is on/student seated in front of camera during class unless permission is granted by instructor to turn camera off.
3. Audio/microphone is on when speaking or engaged in required activity.
4. Audio/microphone is off when not speaking or engaged in required class activity.
5. Online/zoom backgrounds are conducive to learning/not distracting. You may be asked to change your background to accommodate this expectation.
6. “Chat” comments are professional and align with the course content/activity. Disrespectful or hate speech, in verbal or written form, will not be tolerated.
 - a. The course instructor reserves the right to turn off the chat feature if they perceive chat content to be inappropriate.

If Attending an In-Class, Face-to-Face Course Via Zoom: Expectations

1. Attending via zoom for in-class, face-to-face courses is permissible under the following circumstances:
 - a. Cancellation of classes by Stephens College senior administration due to inclement weather or other scenario per senior administration.
 - i. In cases of inclement weather cancellation, course instructor will send zoom link for course via Stephens College email. Attendance via zoom is expected.
 - b. Missed class due to student illness verified by documentation from physician:
 - i. In order to receive a verified absence, the following documentation must be provided within 1 week of the missed class period:
 1. Physician signature, date, and statement from physician that in-class attendance is/was not appropriate for health reason(s).
 - ii. If no/not approved documentation is received more than 1 week after missed course, the course is recorded as an unexcused absence.
 - c. Family/Personal Emergency.
 - i. Course instructors recognize that “life happens”. In the event of a personal emergency or event that bars the student from attending an in-class course, a student may make a request to their instructor to attend that week’s in-class course via zoom. The instructor has discretion as to whether to allow the request. The instructor will also be guided by the current Stephens College Covid policy. Participation points will be deducted consistent with “e” below.
 - ii. In order to receive a verified absence due to a personal emergency/event:
 1. To receive a verified absence, the following documentation must be provided within 1 week of the missed class period:
 2. Documentation confirming the event (i.e., obituary/funeral notice).
 3. If no/not approved documentation is received more than 1 week after missed course, the course is recorded as an unexcused absence.
 4. Requests to receive permission for a “verified” attendance of an in-class course via zoom is strictly limited to verifiable illness or an unforeseen emergency/family event. Faculty understands the importance of family events, but absence from class and/or transition from in-class to zoom (if allowed) will have a minimum mandated point deduction, with additional reductions per instructor discretion as noted in this policy.

2. Student should create/be seated in a location/manner appropriate for learning.
 - a. Seated at a table or desk is an appropriate.
 - b. Lying on the couch or your bed is not appropriate.
 - c. Distraction free (or as close to it as possible) environment.
3. Video camera is on/student seated in front of camera during class unless permission is granted by instructor to turn camera off or be “off-camera”.
4. Audio/microphone is on when speaking or engaged in required activity.
5. Audio/microphone is off when not speaking or engaged in required class activity.
6. Online/zoom backgrounds are conducive to learning/not distracting.
7. “Chat” comments are professional and align with the course content/activity. Disrespectful or hate speech, in verbal or written form, will not be tolerated.
 - a. The course instructor reserves the right to turn off the chat feature if they perceive chat content to be inappropriate.

Liability/Malpractice Insurance

Counseling students are REQUIRED to have liability (malpractice) insurance that covers all practicum and internship experiences. Students who join the American Counseling Association receive complimentary liability insurance. Students will not be allowed to enroll in practicum or internship courses absent verifiable and current liability insurance that covers the entirety of their practicum or internship course.

Students may purchase liability insurance independent of joining ACA. The following link will take you to a quality, widely used liability insurance provider.

[Malpractice insurance for Healthcare Providers | HPSO](#)

Comprehensive Examinations

Counselor Preparation Comprehensive Exam (CPCE)

The CPCE is the required comprehensive/exit exam for **both CMHC and SC students**-and a passing score is a **graduation requirement**. The CPCE is administered during the initial weeks of the semester in which students are enrolled in their final internship semester (COUN 608 (CMHC) or COUN 604 (SC), respectively). The CPCE exam date will be set in advance, and it is the responsibility of the student to be present at the exam. A student may retake the CPCE a maximum of three (3) times. A student may re-take the CPCE one (1) time without paying a fee. If a third exam is required, the student is responsible for all costs associated with the second and/or third administration of the CPCE, including proctor fees. If a student is unable to pass the exam after the third attempt, the student shall meet with the program chair to discuss a Personal Development Plan (PDP).

Missouri Educator Gateway Assessment (MEGA)

The Missouri Educator Assessment (MEGA) exam is required for certification as a school counselor in the State of Missouri and is required for **school counseling students only**. While school counseling students generally take this exam during their final semester in the program, students are strongly encouraged to take the MEGA exam at their earliest possible time. It is also important to note that while a passing score on the MEGA is not a graduation requirement, school counseling students must pass the CPCE exam as a graduation requirement.

National Counselor Exam (NCE)

The National Counselor Examination (NCE) is the professional licensure exam accepted by the Missouri Committee for Professional Counselors, the State of Missouri board responsible for the licensure of professional counselors and supervisors. Students may take the NCE exam during their final semester, but **ONLY** following completion of their initial CPCE exam. Information for the NCE-including how to register for the exam-can be found on the Committee for Professional Counselors webpage at the following link: [Committee for Professional Counselors \(mo.gov\)](http://www.cpe.org).

To save time, the NCE registration process on the Committee's website is noted here:

1. Go to CCE's webpage at <http://www.cce-global.org>.
2. Click on the "ProCounselor" tab.
3. Applicant must enter email address and password. If registering for the first time, an account will have to be created.
4. Applicant will need to Create an Account if this is the first time the applicant has registered to take the NCE. Follow the instructions on the page to create an account or log in based upon previous registration. NOTE: The Committee for Professional Counselors does not have information regarding the email address or password associated with the applicant's registration.
5. Follow the instructions to complete the online registration process and submit payment.

The applicant's online registration will be electronically exported to Pearson Vue (examination administrator). If you experience a problem, please contact the Center for Credentialing & Education at 336/482-2856.

Graduation Requirements

To receive the Master of Education degree in Counseling, students must:

- Complete all required core and specialization coursework in selected concentration area (School Counseling, Clinical Mental Health Counseling)
- Maintain a minimum 3.0 cumulative GPA or higher.
- Receive a grade of "B" or higher in all coursework.
- Pass the Counselor Preparation Comprehensive Exam (CPCE).

Section IV: Assessment, Retention, Appeals, Remediation, Suspension, & Dismissal

ASSESSMENT

Comprehensive Assessment Plan (CAP)

The program utilizes a Comprehensive Assessment Plan (CAP) plan to assess each student's academic, personal, and professional development. Additional assessment is conducted specific to courses, faculty, clinical supervisors, clinical training sites, and the overall program. All assessment data is utilized by the program for the explicit purpose of program improvement and development. Key assessment points include a) student academic performance, b) faculty performance, c) clinical site/site supervisor performance, and c) overall program assessment. The Counseling director will provide an executive summary of the previous year's assessment findings, including specific program improvement and development areas.

A copy of the CAP document and executive summaries will be available in the Counseling Advising Site's CACREP SELF-STUDY module. The CAP document and executive summaries are also posted on the Counseling program's website. The following areas comprise the program's CAP.

Course Level Assessment

- Course/Assignment Rubrics
- Course Level Assessments (CACREP Core/Specialization Standards)
- Course Level Assessments (KPI; Key Performance Indicators)

Faculty Assessment

- Course/Faculty Evaluations (Stephens College)
- Course/Faculty Evaluations (Practicum & Internship Courses)

Clinical Site/Site Supervisor Assessment

- Clinical Supervisor Evaluation (Student)
- Clinical Site Evaluation (Student)

Student Disposition Assessment

Being a successful counseling student involves several components, of which academic success is only one aspect. Stephens College Counseling Program faculty are tasked as gatekeepers for the counseling profession and as such must observe student fitness to for the program, the profession, and those we serve. To that end, students will be held to the standards of the American Counseling Association's (ACA) current *Code of Ethics* and/or the current ethical standards of the American School Counseling Association (ASCA), both of which codifies the ethical and personal behavioral standards for counselors. Students who demonstrate potential to act in a manner that does not align with the current and expected ethical mandates of the program, ACA and/or ASCA, and/or state law may, depending on the severity of the violation, face remedial and/or disciplinary actions as designed in a formal Personal Development Plan (see pp. 32-33).

Stephens Counseling students are expected to uphold *Ten Ideals of Stephens College*, as they also represent the appropriate dispositional ideals of counselors. Descriptors denoting program expectations consistent with each of the Ten Ideals are included below.

1. **Respect for our own dignity and the dignity of others, embodied in a sense of social justice**
 - Counseling students evidence respect through adopting the American Counseling Association's Code of Ethics, striving to become multicultural and social justice competent, and are committed to providing others with respect. Counseling students respect others regardless of race, ethnicity, gender, sexuality, physical appearance, ability, or socio-economic status.
2. **Courage and persistence**
 - Counseling students demonstrate courage through a commitment to self-growth, and through an awareness of their thoughts, feelings, and motivations. They further demonstrate courage by remaining open to confronting personal feelings and biases that may be harmful to themselves or others.
3. ***Independence, autonomy, and self-sufficiency***
 - Counseling students show their independence and autonomy via taking responsibility for their education, and by becoming professionals that communicate effectively with other students, faculty, peers, and clinicians.
4. ***Support for others through the willingness to take and give criticism, acceptance, and love***
 - Counseling students evidence support through their commitment to giving and receiving feedback, challenging assumptions that may be harmful to self or others, and by showing care and compassion for others.
5. ***Sensitivity to the uniqueness and fragility of the natural world of which we are part***
 - Counseling students demonstrate sensitivity through an empathic disposition, which is an essential disposition for professional counselors. They consistently demonstrate an ability to express feelings, be they of self or of others. Counseling students work toward authenticity and congruence, which helps in the display of empathy.
6. ***Responsibility for the consequences of our choices***
 - Counseling students make the commitment to be lifelong learners and take the necessary steps to educate themselves in order to work ethically and empathically, and to expand the boundaries of their knowledge competence as counselors. Counseling students also evidence responsibility through showing a personal integrity by remaining authentic and congruent across situations and places.
7. ***Belief in our changing selves and in our right to change***
 - Counseling students evidence the belief that others are capable of change. They also possess a belief that they themselves are capable of change. Counseling students display a belief that all persons are equal regardless of race, ethnicity, gender, sexuality, ability, or spiritual beliefs.
8. ***Creativity in the spiritual and aesthetic dimensions of life***
 - Counseling students evidence creativity via their work in classrooms, their personal approach to counseling, and by remaining creative in their work with clients.
9. ***Intelligence that is informed and cultivated, critical yet tolerance***
 - Counseling students evidence multiple intelligences, particularly emotional and interpersonal intelligence, both of which are essential to becoming a successful counseling student. Intelligence is also displayed by demonstrating competence of self-reflection and critical thinking to aid in their development as counselors-in-training.
10. ***Leadership which empowers others***
 - Counseling students display leadership skills that advocate for clients and the profession. They act as leaders by holding themselves to high standards of personal integrity though trustworthiness and dependability.

Several non-academic conditions may also result in dismissal from the program should they impede the student's ability to work with others in class, practicum, or internship settings. These include but are not limited to:

1. Personal issues or psychopathology
2. interpersonal relationship issues (with other students, faculty, or personal life such as it affects counseling performance)
3. personal attitudes or value systems that conflict with ethical/legal mandates of the counseling profession
4. unethical/illegal behavior
5. unprofessional behavior toward (a) fellow students and/or (b) toward faculty that include and are not limited to: sexual harassment, physical intimidation, physical or sexual assault, and emotional, mental, or academic intimidation/manipulation.
6. **In all cases**, such behaviors include those conducted on any/all social media/technology-based platform.

In compliance with the above statements, the Counseling program aims to:

- ensure to the best of our ability that students are prepared and demonstrate core counseling competencies;
- ensure that students are prepared to perform as ethical and effective professional counselors;
- ensure that students are objectively and fairly evaluated throughout the program affording them developmental opportunities when remediation is warranted.
- Ensure students in the Stephens College Counseling program are regularly assessed by faculty and provided feedback on issues related to personal and professional development.
 - Faculty meetings will be held at midterm each semester to discuss student progress. In addition, students in courses that have been deemed as key assessment points shall be evaluated for personal and professional skills and dispositions.

In sum, the counseling program has integrated student **Dispositional Assessments** throughout the program:

- Student Disposition Assessment I (end of COUN 500 course)
- Student Disposition Assessment II (COUN 515: Diagnosis & Treatment Planning)
- Mid-Term Disposition/Student
- Degree Candidacy
- Practicum Readiness
- As part of practicum and internship mid-term and final site supervisor evaluations.

Program Assessment

- Graduate/Exit Survey
- Employer Survey
- Counselor Preparation Comprehensive Exam (CPCE)
- DESE Exam (School Counseling only)
- National Counselor Exam

Annual Reports

The Counseling program creates an annual report based on each academic year. The annual report includes but is not limited to demographic data, program enrollment, graduation rates, Stephens College Counseling Center (SCCC) data, and critically, data from the Comprehensive Assessment Plan (see below). Annual Reports will be provided to key program stakeholders and posted on the Counseling program website for public access.

Academic Performance

Students must receive a grade of “B” or better in all courses and maintain a cumulative 3.0 GPA. A student earning a grade of “C” or “D” shall be required to repeat the course and may be placed on a Personal Development Plan (PDP: see p. 22) under the direction of the students assigned faculty advisor. Students earning any combination of more than two “C” or “D” grades will be automatically placed on a PDP and required to attain or maintain a minimum 3.0 GPA by the next semester or face automatic program dismissal. A failing grade (“F”) in any Counseling course will result in the student’s automatic dismissal from the program.

Program Grading Scale

The program uses the following grading scale for all courses.

Letter Grade	Percentage/Points Earned	Program of Study Outcome
A	93-100	Pass
B	92-85	Pass
C	77-84	Retake Course/Remediation Required
D	69-76	Retake Course/Remediation Required
F	0-68	Automatic Program Dismissal
I	Incomplete	Requires Course Completion Plan
W	Withdraw	No Grade Penalty; Tuition Fee Penalty Possible

Participation Policy

1. Fall and Spring semester courses are a 16-wk commitment, making class participation an essential and expected element of the course. If you are not in class, you are not participating (i.e. “absent”). Do not ask the instructor to make a judgment call on a reason for an absence.
2. Students are expected to attend and be prepared for all classes.
 - a. Absence from class should be a last resort.
 - b. An absence is defined as missing more than twenty minutes of class.
 - c. Missed class due to student illness verified by documentation from physician:
 - i. In order to receive a verified absence, the following documentation must be provided to the course instructor within 1 week of the missed class period:
 1. Physician signature, date, and statement from physician that in-class attendance is/was not appropriate for health reason(s).
 - ii. If no/not approved documentation is received more than 1 week after missed course, the course is recorded as an unexcused absence.
 - d. Family/Personal Emergency.
 - i. Course instructors recognize that “life happens”. In the event of a personal emergency or event that bars the student from attending an in-class course, a

student may make a request to their instructor to attend that week's in-class course via zoom. The instructor has discretion as to whether to allow the request. The instructor will also be guided by the current Stephens College Covid policy. Participation points will be deducted consistent with "e" below.

- ii. In order to receive a verified absence due to a personal emergency/event:
 1. To receive a verified absence, the following documentation must be provided within 1 week of the missed class period:
 2. Documentation confirming the event (i.e., obituary/funeral notice).
 3. If no/not approved documentation is received more than 1 week after missed course, the course is recorded as an unexcused absence.
 4. Requests to receive permission for a "verified" attendance of an in-class course via zoom is strictly limited to verifiable illness or an unforeseen emergency/family event. Faculty understands the importance of family events, but absence from class and/or transition from in-class to zoom (if allowed) will have a minimum mandated point deduction, with additional reductions per instructor discretion as noted in this policy.
- e. A first absence with a verified/documented reason (e.g., physicians note) provided to the instructor prior to or within one (1) week of the absence will result in a minimum 5% automatic reduction in participation points, as determined by the instructor.
 - i. A second verified absence will result in an additional minimum 5% automatic reduction in participation points, as determined by the instructor.
 - ii. A third verified absence will result in a mandatory meeting with the Program Review Committee to discuss possible penalties, up to and including mandatory re-taking of the course.
- f. A first absence without a verified/documented reason will result in the student being able to earn a grade no higher than 92% (B).
- g. A second unverified absence from class will result in a grade no higher than a C, which will result in the student having to retake the course per Counseling program policy (see page 57 of '21-22 Graduate Catalogue).
3. If missing class is unavoidable, the course instructor must be notified via the instructor's Stephens College email prior to the beginning of class or within 48 hours of the missed class.
4. Students are responsible for all assignments due on day of absence unless an alternative plan with the instructor is documented. Late assignments remain subject to point reductions as outlined in this syllabus.
5. Students should seek guidance from classmates regarding course discussion and materials from day of absence.

Comprehensive Exams

Counselor Preparation Comprehensive Exam (CPCE) (CMHC & SC)

The Counselor Preparation Comprehensive Exam (CPCE) serves as the program's required exit exam and is taken during the student's final internship semester (COUN 608/CMHC or COUN 604/SC) Instructions for registering for the CPCE will be provided by the department's NBCC Liaison.

All CMHC and SC students are required to pass the Counselor Preparation Comprehensive Exam (CPCE) as a graduation requirement. The CPCE is administered during the initial weeks of the semester in which they are enrolled in COUN 608 (CMHC) or COUN 604 (SC), respectively. The CPCE exam date will be set in advance, and it is the responsibility of the student to be present at the exam. A student may retake the CPCE a maximum of three (3) times. If a student is unable to pass the exam after the third attempt, the student shall meet with the program chair to discuss a Personal Development Plan (PDP). A student

may re-take the CPCE one (1) time without paying a fee. If a third exam is required, the student is responsible for all costs associated with the third administration of the CPCE, including proctor fees.

Missouri Educator Gateway Assessment (MEGA*) (*School Counseling only)

The Missouri Educator Assessment (MEGA) exam is required for certification as a school counselor in the State of Missouri. While school counseling students generally take this exam during their final semester in the program, students are strongly encouraged to take the MEGA exam at their earliest possible time. It is also important to note that while a passing score on the MEGA is not a graduation requirement, school counseling students must pass the CPCE exam as a graduation requirement.

RETENTION

Retention/Retainment Policy

The Counseling department is actively engaged in developing a recruitment and retainment policy that will lead to the recruitment, enrollment, and retention of diverse student and faculty. This policy will be available in the Counseling Advising site.

Class Withdrawal

A graduate student may withdraw from a course according to the academic calendar posted on the website. The student must submit a drop form electronically via the Stephens College website. Students should refer to the current academic calendar for deadlines to receive refunds and/or a "W" on their transcript. A student who does not give official notice of withdrawal will receive a grade of "F" that shall be recorded on the permanent record. Instructors will be notified through My Stephens when a student withdraws officially. Failure to begin or continue to attend classes does not constitute official notice of withdrawal.

Practicum Readiness

Students who have completed all prerequisite coursework are eligible for admission into practicum. Students must attend a practicum orientation meeting led by the counseling program's clinical coordinator coordinators and verify their completion of practicum pre-requisite courses. **The CMHC or SC clinical coordinator(s) will submit the student's verified plan of study to the counseling program's degree candidacy committee for formal confirmation of readiness for degree candidacy.** The chair of the Degree Candidacy Committee will notify students that their degree candidacy has been approved or declined. Students who are approved for degree candidacy are eligible to enroll in practicum once they have successfully passed the required background check (see: background check). Students who are not approved to continue into practicum will be required to successfully complete a Personal Development Plan (PDP) to receive permission to enroll in a Practicum course.

Degree Candidacy

Acceptance into the Master of Education in Counseling program is not admission to degree candidacy. Degree candidacy is an assessment process to determine readiness for field placement. Acceptance into degree candidacy reflects the confidence of the College in the student's ability to successfully complete requirements and to succeed in the counseling profession. The College reserves the right to deny candidacy when deemed appropriate by the Degree Candidacy Committee.

Students must be accepted into degree candidacy to be granted permission to enroll in practicum (COUN 601/CMHC or COUN 602/SC, respectively). The Counseling program's Degree Candidacy Committee

shall evaluate the student's readiness for degree candidacy during the semester prior to their expected enrollment in the CMHC or SC practicum course(s). Evaluation data may include the student's academic record, videotape review, student disposition/ethical behavior, and other CAP assessment data as deemed relevant by the committee. Students who receive a favorable evaluation may proceed to degree candidacy within the counseling program. After acceptance into degree candidacy, the student must continue to earn a 3.0 (B) or better or a satisfactory (S) in every course completed. Students who are not approved for degree candidacy may be required to enter a Personal Development Plan (PDP). Students who do not successfully meet the requirements of their PDP-or receive a second unfavorable evaluation-may be dismissed from the program.

REMEDATION

Becoming a successful counseling student involves several components, of which academic success is only one aspect. Stephens College Counseling Program faculty are tasked as gatekeepers for the counseling profession and as such must observe student fitness to for the program, the profession, and those we serve. To that end, students will be held to the standards of the American Counseling Association's (ACA) current Code of Ethics and/or the current ethical standards of the American School Counseling Association (ASCA), both of which codifies the ethical and personal behavioral standards for counselors. Several non-academic conditions may also result in dismissal from the program should they impede the student's ability to work with others in class, practicum, or internship settings. These include but are not limited to: (1) personal issues or psychopathology, (2) interpersonal relationship issues (with other students, faculty, or personal life such as it affects counseling performance), (3) personal attitudes or value systems that conflict with ethical/legal mandates of the counseling profession. (4) unethical/illegal behavior, and (5) unprofessional behavior toward (a) fellow students and/or (b) toward faculty that include and are not limited to: sexual harassment, physical intimidation, physical or sexual assault, and emotional, mental, or academic intimidation/manipulation. In all cases, such behaviors include those conducted on any/all social media/technology-based platform). Students who demonstrate potential to act in a manner that does not align with the current and expected ethical mandates of the ACA and/or ASCA and/or state law may, depending on the severity of the violation, face disciplinary actions as designed in a formal Personal Development Plan (PDP).

Personal Development Plan (PDP)

Students who are identified as having deficiencies or impairments either through data collection at assessment points or faculty observation, shall be required to develop a PDP. A PDP is a behaviorally focused remediation plan established between the student and faculty of the Counseling program. Its focus is to identify specific behaviors for correction, establish measurable behavioral objectives, document progress, establish a timeframe for improvement, and outline consequences, with the overall objective of assisting the student in becoming a more effective human services practitioner.

The PDP will include, at a minimum:

1. Specific activities to be completed.
2. Target measures of accomplishment, which will be documented.
3. A schedule of regular meetings between the student and the faculty member responsible for monitoring and documenting the remediation plan;
4. A timeframe for accomplishment.
5. Contact information for the faculty member responsible for monitoring the student's progress;
6. Delineate consequences for unmet PDP goals;
7. Signatures of all parties developing the PDP.

The PDP may address professional skills remediation and/or personal development remediation. Professional skills remediation may include, but is not limited to, any/ all of the following:

1. Retaking courses (e.g., skills courses, ethics, content courses)
2. Removal from placement site
3. Reassignment of placement site
4. Specific assigned activities in placement site
5. Writing reflection papers
6. Additional supervision meetings
7. Other professional skills interventions, as deemed necessary and appropriate by the program faculty

Personal development remediation may include, but is not limited to, any or all the following:

1. Personal counseling
2. Writing reflection papers
3. Writing apology letters
4. Additional supervision meetings
5. Other personal remediation interventions as deemed necessary and appropriate by the program faculty

Copies of the plan will be retained by the student's adviser, the monitoring faculty member, the program director, and the student. The monitoring faculty member will also retain notes documenting all meetings with the student during the remediation process.

Personal Development Plan: Process

1. Upon observation of concerns, the faculty member will attempt to resolve the concern. All discussions with the student-along with any suggested interventions and student response will be documented, copied to the program director, and placed in the student's file. Note: the faculty member may attempt more than one intervention prior to engaging step 2.
2. If the intervention(s) above is/are unsuccessful, the faculty member will make a formal request to the program director for a full faculty review to consider initiating a PDP. This request will include specific behaviors to be addressed, a summary of intervention strategies to-date, and the reasons for requesting the use of a PDP.
3. Notification shall be provided to the student by the program director that a PDP has been requested. A meeting shall be set between the program director, faculty representative, and student to develop the PDP.
4. Upon the deadline set by the PDP, a final formal review shall be conducted by the program faculty. The disposition of the review may be:
 - a. Termination of the PDP
 - b. Continuance of the PDP
 - c. Modification of the PDP
 - d. Dismissal of the student from the program
5. The student shall be notified in writing of the final disposition of the PDP by the program director.
6. **The student may appeal the Program Review Committee decision to the Graduate Council.**

APPEALS

Grade Appeals

Only final course grades may be appealed after final grades are submitted. A student who believes a final grade has been assigned incorrectly must correspond in writing with the instructor within two weeks after the receipt of the grade. Within one week of receiving this correspondence the instructor will set up a meeting with the student. The instructor may agree that a grade change is appropriate. If so, the instructor shall complete and sign a Change of Grade form, which will be signed by the Program Director and filed with the Registrar. The matter is then closed. If a dispute about a grade cannot be resolved between the student and the instructor, then the student may appeal.

Grade Appeal Procedure

1. Within one week of meeting with the instructor, the student will submit the appeal in writing to the Program Director. In support of the appeal, the student must provide objective evidence that the grade was assigned incorrectly. This evidence may take the form of the course syllabus, assignments, rubrics, photocopies of graded papers, quizzes, tests, and other work performed in the course. The Program Director will establish a time to meet with the student. The Program Director cannot change the grade but will discuss the student's concerns and, failing resolution, will advise the student on further steps in the appeal procedure.
2. Within one week of meeting with the Program Director, the student may write to the Dean of the respective school to pursue the appeal. The student must submit to the Dean objective evidence that the grade was assigned incorrectly. The Dean shall convene an appeal panel of three members of the Graduate Council who are not faculty in the same program as the instructor involved in the appeal. The panel will examine the evidence provided and conclude its review within ten working days of its first meeting.
 - i. The panel will submit its recommendation in writing to the student, instructor, Program Director, and Dean. The panel may:
 - a. Recommend that the instructor change the grade;
 - b. Recommend the instructor review the grade according to the criteria specified by the panel; or
 - c. Dismiss the appeal.

At this point the panel's responsibilities are concluded. The panel is not empowered to change the grade. The grade that the course instructor assigned cannot be changed by anyone but that instructor.

3. If, after considering the panel's recommendation, the instructor wishes to change the grade, the instructor will complete and sign a Change of Grade form, which will be signed by the Program Director and filed with the Registrar. The Program Director will advise the student of a change in grade, if any. This will conclude the appeal procedure; no further review is available.
4. The grade appeal will be considered confidential, and only those directly involved in the appeal procedure will be provided with information concerning the appeal.
5. If the student chooses to make the appeal panel's written recommendation a part of her/his permanent file, the student should instruct the Dean (or her/his designee) to convey the panel's recommendation to the Registrar.

Program Grievance Policy*

*Policies/procedures specific to practicum/internship are found in the separate practicum/internship manuals.

The Counseling faculty firmly believes that most problems/concerns occurring within the program can and should be resolved in a timely, professional, and ethical manner. Thus, the Counseling program has developed the following process for addressing or responding to scenarios within the program deemed by one or more parties to be potentially harmful to student success and/or wellbeing. **If a student encounters a situation that is not listed here, or is unclear on how to proceed, the student should contact the program director (dkissinger@stephens.edu) for directions on how to proceed. If uncertain, **DO NOT** proceed until you have communicated with your advisor and/or program director.** In all cases, the aim and expectation is that, at each stage, all parties will exert maximum effort to resolve the issue/concern in timely, professional, and ethical manner. As can be seen below, issues that cannot be resolved within the Counseling program may be referred to the Stephens College Graduate Council. It should be noted that **Graduate Council decisions are final.**

Example Process I: Student issue/concern with fellow counseling student

Student>>student>>Advisor>>Program Director>Program Review Committee>>

Graduate Council (Final Decision)

Example Process II: Student issue/concern with a course instructor (core or adjunct)

Student>>Course instructor>>Advisor>>Program Director>Program Review Committee>>

Graduate Council (Final Decision)

When a student issue is unable to be resolved, a Counseling faculty member or members of the Program Review Committee may require a student to complete a **Personal Development Plan**.

PROGRAM SUSPENSION & DISMISSAL

If the student is suspended or terminated from the program and wishes to appeal, the student may consult with the Registrar and submit a written appeal to the Graduate Council. The Graduate Council shall review the appeal letter and contact the student if necessary. The Graduate Council shall rule on this appeal and its decision shall be provided to the student in writing. **The decision of the Graduate Council is final.**

Section V: Degree Concentration Areas

The program offers the Master of Education (M.Ed.) degree in Counseling with concentration areas in Clinical Mental Health Counseling (**CMHC**) and School Counseling (**SC**). The program does not offer the thesis option. Both concentration areas are 60 credit degree programs.

The program also offers a post-graduate option for individuals who have a graduate/post-graduate degree in Counseling who seek to complete an additional concentration area (i.e., concentration).

Clinical Mental Health Counseling (CMHC) Concentration

The 60-credit Clinical Mental Health Counseling (CMHC) concentration meets the educational requirements set forth by the Missouri Committee for Professional Counselors to qualify for the Professional Counselor license (PLMHP/LPC). The minimum of 60 credit hours of coursework includes three semesters/nine (9) credit hours of practicum and internship coursework/field experience. CMHC concentration requirements are subject to change based on revisions to state license requirements and/or accreditation.

Clinical Mental Health Counseling Curriculum (60 Credits)

Required Core Courses (36 credit hours)

Class Format

COUN 500: Core Counseling Skills.....	Classroom
COUN 505: Theories of Counseling.....	Classroom
COUN 515: Diagnosis & Treatment Planning.....	Classroom
COUN 520: Group Counseling.....	Classroom
COUN 525: Ethics and Legal Issues.....	Online/Synchronous
COUN 540: Assessment.....	Online/Synchronous
COUN 545: Advanced Human Development.....	Online/Synchronous
COUN 550: Career Counseling & Development.....	Online/Synchronous
COUN 555: Multicultural Counseling.....	Classroom
COUN 560: Research Methods.....	Online/Synchronous
COUN 590: Introduction to Substance Abuse & Process Addictions.....	Classroom
COUN 630: Crisis & trauma Counseling.....	Classroom

CMHC Concentration Curriculum (15 credit hours)

Class Format

COUN 502: Foundations of Professional Counseling.....	Online/Synchronous
COUN 503: Human Sexuality.....	Online/Synchronous
COUN 535: Introduction to Marriage & Family Counseling.....	Classroom
COUN 600: Child & Adolescent Counseling.....	Classroom
COUN 635: Counseling Theory & Methods.....	Classroom

CMHC Field Experience Curriculum (9 credit hours)

Class Format

COUN 601: Counseling Practicum (100 hrs).....	Classroom
COUN 607: Clinical Mental Health Internship I (300 hrs).....	Classroom
COUN 608: Clinical Mental Health Internship II (300 hrs).....	Classroom

Electives

The program does not offer electives for the clinical mental health counseling or school counseling concentrations. All elective courses taken outside the established program curriculum require the approval of the student's faculty advisor and program director.

Clinical Mental Health Counseling Course Descriptions

COUN 500: Core Counseling Skills (3 hrs.) The helping relationship is explored using Ivey's microskills hierarchy model. Students will demonstrate understanding of and efficacy in the intentional use of the core counseling skills (microskills) through empirical readings and supervised role-play activities.

COUN 502: Foundations of Professional Counseling (3 hrs.) This course explores the history, key tenets, and characteristics of the counseling profession and professional counselors. The course also examines the foundational elements of clinical mental health counseling, including treatment settings, advocacy/leadership, and ethical/legal considerations.

COUN 505: Theories of Counseling (3 hrs.) (Prerequisites: COUN 500, COUN 525 and COUN 555) A study of the major theories of counseling, from early philosophical works to current trends in practice. The course also includes an examination of cultural and social justice implications of counseling theory.

COUN 515: Diagnosis and Treatment Planning (3 hrs.) (Prerequisites: COUN 500, COUN 525 and COUN 555) This course will explore the current version of the DSM, concentrating on how to conceptualize and codify a formal diagnostic impression. The course will also address clinical interviewing and the use of the clinical interview to formulate a diagnostic impression and develop a proper treatment plan.

COUN 520: Group Counseling (3 hrs.) (Prerequisites: COUN 500, COUN 505, COUN 525, COUN 555) This course will explore group development and dynamics through examining theories, approaches, and group leadership styles. Contains an in-class experiential practice element.

COUN 525: Ethics and Legal Issues (3 hrs.) (Prerequisites: Must be enrolled in the MEd Counseling program, must be taken concurrently with COUN 500) This course provides comprehensive coverage of ethical and legal issues of counseling within a multicultural society. The use of decision-making models applied to major ethical topics is emphasized

COUN 535: Foundations of Marriage & Family Counseling (3 hrs.) This course serves as a theoretical bridge between individual counseling and family therapy, exploring the philosophical foundations, historical evaluation, and empirical validity of systemic theory, which is the basis for marriage and family therapy. The focus is on exposure to the systems theory, communication theory, psychodynamic systems theory, natural systems theory, experiential theory, and postmodernism. Students will also explore the contextual influences of spirituality, culture, gender, and managed care within family therapy.

COUN 540: Assessment (3 hrs.) (Prerequisites: COUN 500, COUN 525, COUN 555) Survey of common standardized tests counselors will encounter in their practice settings. Students will learn the fundamental theories of various assessments used in counseling, as well as become familiar with concepts such as reliability and validity. The course will also address cultural and social justice consideration related to the ethical use of assessments.

COUN 545: Advanced Human Development (3 hrs.) This course examines human development from birth to death. It includes the theories of development and information on physical, social, emotional and cognitive development within a multicultural context.

COUN 550: Career Counseling & Development (3 hrs.) (Prerequisites: COUN 500, COUN 525, COUN 555; lab fee assessed.) This course will focus on the study and application of theory, procedures, and techniques of career counseling. Topics include assessment instruments used in career counseling, education and career information used in the practice of career counseling, and tools for career identification.

COUN 555: Multicultural Counseling (3 hrs.) (Prerequisites: COUN 500, COUN 525, MEd Counseling majors only.) This course is designed to further students' multicultural and social justice competence. The intersections of identity related to culture, race, ethnicity, gender, LGBTQ+ identity, social class, and aging will be explored.

COUN 560: Research Methods (3 hrs.) Students design and carry out systematic and ethical research, perform electronic literature searches, read and scrutinize research articles, understand basic descriptive and inferential statistics, and apply statistical computer programs to analyze data collected. This course covers the major principles, methods, techniques, and tools used in performing counseling and educational research. Students learn how to develop, write and present research manuscripts.

COUN 575: Human Sexuality in Counseling (3 hrs.) (Prerequisites: COUN 500, COUN 505, COUN 525, COUN 545, COUN 555) Course focuses on helping counselors with clients, couples, and families experiencing problems and concerns with sexuality. Students will become effective in identifying, assessing and intervening with sexuality-related counseling issues and will develop awareness of one's related personal perceptions, attitudes and affect.

COUN 590: Introduction to Substance Abuse and Process Addictions (3 hrs.) (Prerequisites: COUN 500, COUN 505, COUN 515, COUN 525, COUN 555) An overview of the field of substance abuse and process addictions treatment. Topics include an overview of causal factors of substance abuse and process addictions, basic pharmacology, effects of substance abuse with special populations, as well as approaches/techniques recognized as effective in substance abuse and process addiction prevention, intervention, and treatment

COUN 600: Child & Adolescent Counseling (3 hrs.) (Prerequisites: School: COUN 500, COUN 505, COUN 515, COUN 525, COUN 545) This course is designed to provide in-depth information related to working with children and adolescents, including typical challenges encountered in treatment situations.

COUN 630: Crisis and Trauma Counseling (3 hrs.) (Prerequisites: COUN 500, COUN 505, COUN 515, COUN 530, COUN 545, COUN 555) This advanced course will examine the impact of trauma and crisis on diverse client populations. Students will gain knowledge and skills addressing, and intervening in, crises and explore the application of these skills to individuals, families, groups, and organizations.

COUN 635: Counseling Theory and Methods (3 hrs.) (Prerequisites: COUN 500, 505, 515, 520, 525; Co-requisites: COUN 630) This course builds on the theoretical models explored in COUN 505, with a focus on student conceptualization skills across key counseling theories and the intentional selection and application of evidence-based interventions to promote positive therapeutic outcomes.

COUN 601: Counseling Practicum (3 hrs.) (Prerequisites: School: COUN 500, COUN 505, COUN 510, COUN 540, COUN 570; Prerequisites: CMHC: COUN 515, COUN 520, COUN 525, COUN 530. Both require an approved Readiness Review; Practicum fee assessed) Students will complete 100 hours of

counseling field experience in a school or community setting while under supervision by an instructor and an on-site supervisor. A passing grade in this course is a prerequisite to continuation in the program and a successful application for degree candidacy.

COUN 607: Clinical Mental Health Counseling Internship I (3 hrs.) (Prerequisites: COUN 601; Degree Candidacy status; Internship fee assessed.) Continued skill development in the broad range of roles required of the clinical mental health counselor. Students will engage in supervised practice, videotape review and individual feedback at their practice site. Weekly in-class attendance, participation, and completion of course assignments are mandatory. Students will complete 300 hours of experience in a community setting while under supervision by an instructor and an on-site supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments). May be taken for 1-3 hours; course is repeatable up to 6 credit hours.

COUN 608: Clinical Mental Health Counseling Internship II (3 hrs.) (Prerequisite: COUN 607; Internship fee assessed.) Continued skill development in the broad range of roles required of the clinical mental health counselor. Students will engage in supervised practice, videotape review and individual feedback at their practice site. Weekly in-class attendance, participation, and completion of course assignments are mandatory. Students will complete the final 300 hours of experience in a community setting while under supervision by an instructor and an on-site supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments). May be taken for 1 or 2 credit hours with approval of program director; course is repeatable up to 6 credit hours.

[Next Pages: Sample CMHC Full-Time & Part-Time Plans of Study]

Plan of Study Clinical Mental Health Counseling Fall Admission Full-Time (**Summer Course Rotation May Switch Based on Year Admitted)			
FALL, YEAR 1			
Courses	Credits	Practicum Pre- or Co-Requisite	Format
COUN 500: Core Counseling Skills	3	Yes	Classroom
COUN 502: Foundations of Professional Counseling	3	Yes	Online/Synchronous
COUN 525: Ethics & Legal Issues	3	Yes	Online/Synchronous
SPRING, YEAR 1			
COUN 505: Theories of Counseling	3	No	Classroom
COUN 555: Multicultural Counseling	3	Yes	Classroom
COUN: 630: Crisis & Trauma Counseling	3	No	Classroom
SUMMER YEAR 1**			
COUN 545: Advanced Human Development	3	No	Online/Synchronous
COUN 560: Research Methods	3	Yes	Online/Synchronous
FALL YEAR 2			
COUN 515: Diagnosis & Treatment Planning	3	Yes	Classroom
COUN 630: Intro to Substance Abuse Counseling	3	Yes	Classroom
COUN 520: Group Counseling	3	Yes	Classroom
SPRING, YEAR 2			
COUN 600: Child & Adolescent Counseling	3	Yes	Classroom
COUN 535: Intro to Marriage & Family Counseling	3	No	Classroom
COUN 550: Career & Lifestyle Development	3	No	Online/Synchronous
SUMMER, YEAR 2**			
COUN 503: Human Sexuality	3	No	Online/Synchronous
COUN 550: Assessment	3	No	Online/Synchronous
COUN 601: Practicum	3	--_	Classroom
FALL, YEAR 3			
COUN 635: Counseling Theory & Methods	3	No	Classroom
COUN 607: Internship I	3	-----	Classroom
SPRING, YEAR 3			
COUN 608: Internship II	3	-----	Classroom
Comprehensive Exam*: CPCE (*Graduation Requirement)	Pass/Fail	-----	TBD

Plan of Study Clinical Mental Health Counseling Fall Admission Part-Time			
FALL, YEAR 1			
Courses	Credits	Practicum Pre- or Co-Requisite	Format
COUN 500: Core Counseling Skills	3	Yes	Classroom
COUN 502: Foundations of Professional Counseling	3	Yes	Online/Synchronous
SPRING, YEAR 1			
COUN 505: Theories of Counseling	3	Yes	Classroom
COUN 555: Multicultural Counseling	3	Yes	Classroom
SUMMER, YEAR 1**			
COUN 545: Advanced Human Development	3	Yes	Online/Synchronous
COUN 560: Research Methods	3	Yes	Online/Synchronous
FALL YEAR 2			
COUN 525: Ethics & Legal Issues	3	Yes	Classroom
COUN 520: Group Counseling	3	Yes	Classroom
SPRING, YEAR 2			
COUN 600: Child & Adolescent Counseling	3	Yes	Classroom
COUN: 630: Crisis & Trauma Counseling	3	Yes	Classroom
SUMMER, YEAR 2**			
COUN 503: Human Sexuality	3	No	Online/Synchronous
COUN 540: Assessment	3	No	Online/Synchronous
FALL, YEAR 3			
COUN 515: Diagnosis & Treatment Planning	3	Yes	Classroom
COUN 590: Intro to Substance/Process Addictions	3	Yes	Classroom
SPRING, YEAR 3			
COUN 535: Intro to Marriage & Family Counseling	3	No	Classroom
COUN 550: Career & Lifestyle Development	3	No	Online/Synchronous
SUMMER, YEAR 3			
COUN 601: Practicum	3	-----	Classroom
FALL, YEAR 4			
COUN 635: Counseling Theory & Methods	3	No	Classroom
COUN 607: Internship I	3	-----	Classroom
SPRING, YEAR 4			
COUN 608: Internship II	3	-----	Classroom
Comprehensive Exam: CPCE	Pass/Fail	-----	TBD

School Counseling (SC) Concentration

The School Counseling concentration prepares students to become certified as professional school counselors in both the elementary and secondary settings. The program requires 60 credit hours of coursework, which includes nine credit hours of practicum and internship experience. Students who do not have a valid Missouri teaching certificate must complete one additional education course prior to certification-EDU 464 Psychology & Education of the Exceptional Child. Stephens College requires 100 hours of practicum experience as well as 300 hours of internship experience to be conducted in a K-8 and a 7-12 setting, respectively, for a total of 600 internship hours to certify in K-12. Upon completion of the program, students will apply for the school counselor grades K-12 professional certificate from the Missouri Department of Elementary and Secondary Education (DESE), which is valid for a period of five (5) years. Prior to completing the application for certification, students must register and pass content and performance task assessments as outlined by DESE for Professional School Counselors*.

*Requirements are subject to change based on revisions to state certification requirements.

School Counseling Concentration Curriculum

<u>Required Core Courses (36 credit hours)</u>	<u>Teaching Format</u>
COUN 500: Core Counseling Skills.....	Classroom
COUN 505: Theories of Counseling.....	Classroom
COUN 515: Diagnosis & Treatment Planning.....	Classroom
COUN 520: Group Counseling.....	Classroom
COUN 525: Ethics and Legal Issues.....	Online/Synchronous
COUN 540: Assessment.....	Online/Synchronous
COUN 545: Advanced Human Development.....	Online/Synchronous
COUN 550: Career Counseling & Development.....	Online/Synchronous
COUN 555: Multicultural Counseling.....	Classroom
COUN 560: Research Methods.....	Online/Synchronous
COUN 590: Introduction to Substance Abuse & Process Addictions.....	Classroom
COUN 630: Crisis & Trauma Counseling.....	Classroom
<u>Required School Counseling Concentration Courses (15 credit hours)</u>	<u>Teaching Format</u>
COUN 510: Foundations of School Counseling.....	Online/Asynchronous
COUN 565: Family & Community Resources & Crisis Planning.....	Online/Asynchronous
COUN 570: The Practice of School Counseling.....	Online/Asynchronous
COUN 600: Child & Adolescent Counseling.....	Classroom
COUN 615: Comprehensive SC Program Management & Evaluation.....	Online/Asynchronous
<u>Required School Counseling Field Experience Courses (9 credit hours)</u>	<u>Teaching Format</u>
COUN 602: School Counseling Practicum & Behavioral Strategies (100 hrs).....	Hybrid (Classrm/Synch)
COUN 603: School Counseling Internship I (300 hrs).....	Hybrid (Classrm/Synch)
COUN 604: School Counseling Internship II (300 hrs).....	Hybrid (Classrm/Synch)

Electives

The program does not offer electives for the clinical mental health counseling or school counseling concentrations. All elective courses taken outside the established program curriculum require the approval of the student's faculty advisor and program director.

Required Course for Non-Education Majors

Students who do not hold a bachelor's degree in education and/or a valid Missouri teaching certificate are also required to complete EDU 464 Psychology & Education of the Exceptional Child (3 credits).

School Counseling Course Descriptions

COUN 500: Core Counseling Skills (3 hrs.) The helping relationship is explored using Ivey's microskills hierarchy model. Students will demonstrate understanding of and efficacy in the intentional use of the core counseling skills (microskills) through empirical readings and supervised role-play activities.

COUN 505: Theories of Counseling (3 hrs.) (Prerequisites: COUN 500, COUN 525 and COUN 555) A study of the major theories of counseling, from early philosophical works to current trends in practice. The course also includes an examination of cultural and social justice implications of counseling theory.

COUN 510: Foundations of Professional School Counseling (3 hrs.) This course assists counselors-in-training in understanding the role of guidance in the broad scope of the youth's milieu. Familiarity with the Missouri Comprehensive Guidance Program is emphasized. The counseling process includes a lifespan

COUN 515: Diagnosis and Treatment Planning (3 hrs.) (Prerequisites: COUN 500, COUN 525 and COUN 555) This course will explore the current version of the DSM, concentrating on how to conceptualize and codify a formal diagnostic impression. The course will also address clinical interviewing and the use of the clinical interview to formulate a diagnostic impression and develop a proper treatment plan.

COUN 520: Group Counseling (3 hrs.) (Prerequisites: COUN 500, COUN 505, COUN 525, COUN 555) This course will explore group development and dynamics through examining theories, approaches, and group leadership styles. Contains an in-class experiential practice element.

COUN 525: Ethics and Legal Issues (3 hrs.) (Prerequisites: Must be enrolled in the MEd Counseling program, must be taken concurrently with COUN 500) This course provides comprehensive coverage of ethical and legal issues of counseling within a multicultural society. The use of decision-making models applied to major ethical topics is emphasized

COUN 540: Assessment (3 hrs.) (Prerequisites: COUN 500, COUN 525, COUN 555) Survey of common standardized tests counselors will encounter in their practice settings. Students will learn the fundamental theories of various assessments used in counseling, as well as become familiar with concepts such as reliability and validity. The course will also address cultural and social justice consideration related to the ethical use of assessments.

COUN 545: Advanced Human Development (3 hrs.) This course examines human development from birth to death. It includes the theories of development and information on physical, social, emotional and cognitive development within a multicultural context.

COUN 550: Career Counseling & Development (3 hrs.) (Prerequisites: COUN 500, COUN 525, COUN 555; lab fee assessed.) This course will focus on the study and application of theory, procedures, and techniques of career counseling. Topics include assessment instruments used in career counseling, education and career information used in the practice of career counseling, and tools for career identification.

COUN 555: Multicultural Counseling (3 hrs.) (Prerequisites: COUN 500, COUN 525, Med Counseling majors only.) This course is designed to further students' multicultural and social justice competence. The intersections of identity related to culture, race, ethnicity, gender, LGBTQ+ identity, social class, and aging will be explored.

COUN 560: Research Methods (3 hrs.) Students design and carry out systematic and ethical research, perform electronic literature searches, read and scrutinize research articles, understand basic descriptive and inferential statistics, and apply statistical computer programs to analyze data collected. This course covers the major principles, methods, techniques, and tools used in performing counseling and educational research. Students learn how to develop, write and present research manuscripts.

COUN 565: Family and Community Resources & Crisis Planning (3 hrs.) The role of the counselor is examined in the context of family functioning as it relates to the school, community and ethnic or multicultural factors. Students will develop and evaluate effective methods and theories to enhance family functioning by identifying and assessing community resources available to support family needs. Students will design crisis plans and psycho-educational programs to facilitate family functioning. Only those students in the professional school counseling track may take this course

COUN 570: The Practice of School Counseling (3 hrs.) (Prerequisites: COUN 500, COUN 505, COUN 510, COUN 525, COUN 545, COUN 555, COUN 565, COUN 600) Explore the nature of school environment, design/organization of school curricula, characteristics of effective schools, and learn teaching methods and practices. School counseling skills, understanding behavior, and appropriate educational objectives are emphasized. Meets DESE school counseling certification requirements for teaching methods.

COUN 590: Introduction to Substance Abuse and Process Addictions (3 hrs.) (Prerequisites: COUN 500, COUN 505, COUN 515, COUN 525, COUN 555) An overview of the field of substance abuse and process addictions treatment. Topics include an overview of causal factors of substance abuse and process addictions, basic pharmacology, effects of substance abuse with special populations, as well as approaches/techniques recognized as effective in substance abuse and process addiction prevention, intervention, and treatment

COUN 600: Child & Adolescent Counseling (3 hrs.) (Prerequisites: School: COUN 500, COUN 505, COUN 515, COUN 525, COUN 545) This course is designed to provide in-depth information related to working with children and adolescents, including typical challenges encountered in treatment situations.

COUN 630: Crisis and Trauma Counseling (3 hrs.) (Prerequisites: COUN 500, COUN 505, COUN 515, COUN 530, COUN 545, COUN 555) This advanced course will examine the impact of trauma and crisis on diverse client populations. Students will gain knowledge and skills addressing, and intervening in, crises and explore the application of these skills to individuals, families, groups, and organizations.

COUN 615: School Counseling Program Management & Evaluation (3 hrs.) (Prerequisite: COUN 510, COUN 570, COUN 601) This course is a study of the processes fundamental to the designing, implementing, evaluating, and enhancing of comprehensive guidance and counseling programs. The focus of the course will be the framework of the Missouri Comprehensive Guidance Program. Must be taken the spring semester before beginning practicum.

COUN 602: School Counseling Practicum and Behavioral Strategies (3 hrs.) (Prerequisites: School: COUN 500, COUN 505, COUN 510, COUN 520, COUN 525, COUN 590, COUN 630. Degree Candidacy Approval; Practicum Fee; Verified Background Check) This course is designed as a 100-hour school counseling practicum. Course content also focuses on critical aspects of the school counselor's role in a school setting, including principles of classroom management, addressing student behavioral issues, and strategies for serving as a resource for staff and parents related to behavior strategies and interventions.

COUN 603: School Counseling Internship I (3 hrs.) (Prerequisites: COUN 601; Degree Candidacy status; Internship fee assessed.) Continued skill development in the broad range of roles required of the school counselor. Students will engage in supervised practice, videotape review and individual feedback at their practice site. Weekly in-class attendance, participation, and completion of course assignments are mandatory. Students will complete 300 hours of experience in a school setting while under supervision by an instructor and an on-site supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments). May be taken for 1 or 2 credit hours with approval of program director; course is repeatable up to 6 credit hours.

COUN 604: School Counseling Internship II (3 hrs.) (Prerequisites: COUN 603; Internship fee assessed.) Continued skill development in the broad range of roles required of the school counselor. Students will engage in supervised practice, videotape review and individual feedback at their practice site. Weekly in-class attendance, participation, and completion of course assignments are mandatory. Students will complete the final 300 hours of experience in a school setting while under supervision by an instructor and an on-site supervisor. Course is repeatable up to one additional semester if making satisfactory progress, (defined as completing a minimum of 150 hours in the

EDU 464: Education and Psychology of the Exceptional Child (3 hrs.) Students will be introduced to the biological, psychological and educational characteristics of children identified by federal laws for special consideration in public education. The categories covered are intellectual disability, learning disabilities, behavior disorders/emotional disturbance, speech and language disorders, hearing impairment, visual impairment, physical disabilities, and giftedness.

[Next Page: Sample School Counseling Full-Time & Part-Time Plans of Study]

Plan of Study School Counseling Fall Admission Full-Time (**Summer Course Rotation May Switch Based on Year Admitted)			
FALL, YEAR 1			
Courses	Credits	Practicum Pre- or Co-Requisite	Format
COUN 500: Core Counseling Skills	3	Yes	Classroom
COUN 525: Ethics & Legal Issues	3	Yes	Online/Synchronous
SPRING, YEAR 1			
COUN 505: Counseling Theories	3	Yes	Classroom
COUN 555: Multicultural Counseling	3	Yes	Classroom
COUN 510: Foundations of School Counseling (8weeks)	3	Yes	Online/Asynchronous
COUN 565: Family/Community Resources for School Counselors (8weeks)	3	No	Online/Asynchronous
SUMMER YEAR 1**			
COUN 545: Advanced Human Development	3	No	Online/Synchronous
COUN 560: Research Methods	3	No	Online/Synchronous
FALL YEAR 2			
COUN 515: Diagnosis & Treatment Planning	3	Yes	Classroom
COUN 570: Practice of School Counseling (8 weeks)	3	Yes	Online/Asynchronous
COUN 602: Practicum/Behavioral Strategies (8 weeks)	3	Yes	Classroom
COUN 520: Group Counseling	3	Yes	Classroom
SPRING, YEAR 2			
COUN 600: Child & Adolescent Counseling	3	Yes	Classroom
COUN 630: Crisis & Trauma Counseling	3	Yes	Classroom
COUN 615: Comprehensive School Counseling Mgmt/Evaluation	3	Yes	Online/Asynchronous
SUMMER, YEAR 2**			
COUN 540: Assessment	3	No	Online/Synchronous
EDU 464 (DESE requirement for non-education majors)	3	No	Online/Asynchronous
FALL, YEAR 3			
COUN 603: School Internship I	3	No	Hybrid (Classroom/Synchronous)
COUN 630: Intro to Substance abuse	3	No	Classroom
SPRING, YEAR 3			
COUN 604: School Internship II	3	-----	TBD
COUN 550: Career & Lifestyle Development	3	No	Online/Synchronous
Comprehensive Exam*: CPCE (*Graduation Requirement)	Pass/Fail	-----	Online
MEGA/DESE Exam (Certification requirement)	Pass/Fail	-----	Online

Plan of Study School Counseling Fall Admission Part Time (**Summer Course Rotation May Switch Based on Year Admitted)			
FALL, YEAR 1			
Courses	Credits	Practicum Pre- or Co-Requisite	Format
COUN 500: Core Counseling Skills	3	Yes	Classroom
COUN 525: Ethics & Legal Issues	3	Yes	Online/Synchronous
SPRING, YEAR 1			
COUN 505: Counseling Theories	3	Yes	Classroom
510: Foundations of Counseling (8weeks)	3	3	Online/Asynchronous
565: Family/Community Resources for School Counselors (8weeks)	3	3	Online/Asynchronous
SUMMER YEAR 1**			
COUN 545: Advanced Human Development	3	No	Online/Synchronous
COUN 560: Research Methods	3	No	Online/Synchronous
FALL YEAR 2			
COUN 570: Practice of School Counseling (8 weeks)	3	Yes	Online/Asynchronous
COUN 602: Practicum/Behavioral Strategies (8 weeks)	3	Yes	Online/Asynchronous
SPRING, YEAR 2			
COUN 630: Crisis & Trauma Counseling	3	Yes	Classroom
COUN 555: Multicultural Counseling	3	Yes	Classroom
SUMMER, YEAR 2**			
COUN 540: Assessment	3	No	Online/Synchronous
EDU 464 (DESE requirement for non-education majors)	3	No	Online/Asynchronous
FALL, YEAR 3			
COUN 520: Group Counseling	3	Yes	Classroom
COUN 515: Diagnosis & Treatment Planning	3	Yes	Classroom
SPRING, YEAR 3			
COUN 615: Comprehensive School Counseling Mgmt/Eval	3	Yes	Online/Asynchronous
COUN 600: Child & Adolescent Counseling	3	No	Classroom
SUMMER, YEAR 3			
-----	----	-----	-----
FALL, YEAR 4			
COUN 603: School Internship I	3	-----	Hybrid (Classroom/Synchronous)
COUN 590: Intro to Substance Abuse	3	Yes	Classroom
SPRING, YEAR 4			
COUN 604: School Internship II	3	-----	Hybrid (Classroom/Synchronous)

COUN 550: Career & Lifestyle Development	3	No	Online/Synchronous
Comprehensive Exam*: CPCE (*Graduation Requirement)	Pass/Fail	-----	Online
MEGA/DESE Exam (Certification requirement)	Pass/Fail		Online

Post-Graduate Studies

The Stephens College Counseling program does not offer Educational Specialist (Ed.S.) or doctoral (Ph.D.) degree programs. However, individuals who have earned a master's degree in counseling who wish to pursue completion of the clinical mental health counseling (CMHC) or school counseling concentration may apply to complete an additional concentration area through the post-graduate option.

Post-graduate applicants should apply through the Stephens College admissions portal and check the post-graduate option ([Stephens College \(force.com\)](http://StephensCollege.force.com)). Applicants must provide official transcripts of the completed graduate degree in counseling from a regionally accredited college or university. To begin coursework toward completion of a specific concentration area (i.e., clinical mental health counseling or school counseling), the individual must be formally admitted to the Stephens College Counseling program and complete a detailed plan of study. Additional requirements:

- All practicum and internship coursework must be completed through Stephens College.
- If the student is pursuing a concentration in school counseling, COUN 510: Foundations of School Counseling or its equivalent must have been completed at an accredited institution within the state of Missouri or the course must be repeated.
- Official transcripts must be submitted and reviewed by the program's Admissions Committee to determine acceptable courses for transfer credit (if any). Committee decisions regarding acceptable coursework are final.
- The program reserves the right to require additional coursework in cases where previous coursework is deemed sufficiently dated (i.e., 10+ years) and/or professional and pursuant to current ethical and/or accreditation requirements.
- Post-graduate applicants will be required to complete a face-to-face admissions interview with the program's admissions committee.

Completion of the Clinical Mental Health concentration prepares students to be eligible for licensure as a professional counselor in the State of Missouri (and nationwide per state licensure laws).

Completion of the School Counseling concentration prepares students to become certified as professional school counselors in both the elementary and secondary settings. The program requires 60 credit hours of coursework, which includes nine credit hours of practicum and internship experience. Students who do not have a valid Missouri teaching certificate must complete one additional education course prior to certification-EDU 464 Psychology & Education of the Exceptional Child. Stephens College requires 100 hours of practicum experience as well as 300 hours of internship experience to be conducted in a K-8 and a 7-12 setting, respectively, for a total of 600 internship hours to certify in K-12. Upon completion of the program, students will apply for the school counselor grades K-12 professional certificate from the Missouri Department of Elementary and Secondary Education (DESE), which is valid for a period of five (5) years. Prior to completing the application for certification, students must register and pass content and performance task assessments as outlined by DESE for Professional School Counselors. (Requirements are subject to change based on revisions to state certification requirements.)

Section VI: Professional Licensure & Certification

Clinical Mental Health Counseling

Upon the granting of their counseling degree, and in compliance with the licensure requirements of the State of Missouri's Committee for Professional Counselors, program graduates become eligible for licensure as a professional counselor in the State of Missouri. The licensure policies and procedures for obtaining licensure as a professional counselor in Missouri are found at the website of the Missouri Committee for Professional Counselors (<https://pr.mo.gov/counselors-related-links.asp>).

Students who did not take the National Counselor Exam (NCE) and/or the National Clinical Mental Health Counseling Exam (NCMHCE) prior to graduation should consult the licensure link found on the website of the National Board for Certified Counselors (NBCC) (<https://www.nbcc.org/licensure>). This link is also helpful for location information specific to the professional counseling licensure policies and procedures across the country.

Program graduates will be eligible for professional licensure in the vast majority of states, but licensure laws and requirements are created and enforced by state licensing boards.

Counseling Compact

The Counseling Compact is an expanding group of states that allow appropriately credentialed and experienced counselors to apply for professional privileges in other member states. Currently, legislation is pending in Missouri to join the compact. Information specific to current compact member states and other information regarding the Counseling Compact can be found at the following links:

[Counseling Compact](#)

[FAQ for Counselors – Counseling Compact](#)

School Counseling

Upon completion of the program, students may apply for a school counselor professional certificate from the Missouri Department of Elementary and Secondary Education (DESE; <https://dese.mo.gov/>) valid for a period of five (5) years. Prior to completing the application for certification, students must register and pass content and performance task assessments as outlined by DESE for Professional School Counselors. (Requirements are subject to change based on revisions to state certification requirements.)

Certification and other policies and procedures related to elementary and secondary education in Missouri is found at the DESE website.

Section VII: Professional Organizations and Continuing Education

Students are encouraged to join counseling-related organizations as a means of enhancing their personal and professional growth. The organizations below representing the most prominent professional organizations that align with the Stephens College Counseling program. Although the Counseling program director will highlight local/state level monthly professional and continuing education opportunities, students are strongly encouraged to join (or at least explore) each organization below for additional regional/national/international professional development and continuing education opportunities.

Chi Sigma Iota (CSI: <https://www.csi-net.org/>)

CSI is an international honor society that values academic and professional excellence in counseling, including promotion of a strong professional identity as professional counselors, counselor educators, and counseling students who contribute to the realization of a healthy society by fostering wellness and human dignity.

CSI's mission is to promote scholarship, research, professionalism, leadership, advocacy, and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. Students are eligible to apply for membership in CSI/UNO upon the satisfactory completion (3.5 or higher GPA) of nine or more credit hours in their coursework in the Department of Counseling.

American Counseling Association (ACA: <https://www.counseling.org/>)

The mission of the American Counseling Association (ACA) is to enhance the quality of life in society by promoting the development of professional counselors, advancing the counseling profession, and using the profession and practice of counseling to promote respect for human dignity and diversity.

ACA is the world's largest association exclusively representing the community of counselors in various practice settings. ACA provides you with professional development, continuing education opportunities, advocacy services, credibility, and networking opportunities. ACA helps counseling professionals like you develop your skills and expand your knowledge base.

As the world's largest association representing professional counselors in various practice settings, the American Counseling Association stands ready to serve nearly 55,000 members with the resources they need to make a difference. From webinars, publications, and journals to Conference education sessions and legislative action alerts, ACA is where counseling professionals turn for powerful, credible content and support. Whether you are a seasoned professional or starting your career, the resources and services provided through your membership will:

- 1) Expand your knowledge and enhance your skills
- 2) Grow your network
- 3) Demonstrate your commitment to the counseling profession and those you serve
- 4) Help you save on products and services with exclusive discounts
- 5) Students, retirees, and recent graduates can receive discounted memberships

National Board of Certified Counselors (NBCC; <https://www.nbcc.org/>)

Key information on the counseling profession, including but not limited to: NBCC certification standards/application, counselor resources, state professional licensure issues and licensing board contact information, licensure exam, state licensing board issues, and continuing education resources.

Council for the Accreditation of Counseling and Related Educational Programs (CACREP: <https://www.cacrep.org/>)

CACREP is the accreditation organization for the Counseling profession. Their website provides information on accreditation policies and procedures as well as a listing of all CACREP-accredited schools/programs.

American Mental Health Counselors Association (AMHCA: <http://www.amhca.org/home>)

The American Mental Health Counselors Association (AMHCA) is a growing community of more than 7,000 clinical mental health counselors. Together, we make a critical impact on the lives of Americans. AMHCA succeeds in giving a voice to our profession nationwide and in helping to serve you and your colleagues in your state.

Missouri Mental Health Counselors Association (MMHCA: <http://mmhca.com/index.html>)

The MMHCA is the only organization in Missouri whose primary purpose is to advocate for the interests of Licensed Professional Counselors. In addition to that focus, the MMHCA offers ongoing training and networking opportunities to members.

American School Counselor Association (ASCA: <https://www.schoolcounselor.org/>)

The American School Counselor Association (ASCA) supports school counselors' efforts to help students focus on academic, personal/social/career development so that they may achieve success in school, and so that they are prepared to lead fulfilling lives as responsible members of society. ASCA provides professional development, publications, and other resources, research, and advocacy efforts to more than 33,000 professional school counselors around the globe.

Missouri School Counselor Association (MSCA: <http://moschoolcounselor.org/>)

The Missouri School Counselor Association was established in 1948 and serves over 1600 members. MSCA supports professional school counselors' efforts to promote academic, career, and personal/social development for all students; provides professional development; and advocates for school counselors with legislators, parents, school boards, and other educational professionals.

Missouri Addiction Counselor's Association (<http://www.missouriaddictioncounselors.org/>)

The Missouri Addiction Counselors Association is a not-for-profit Professional Organization for Counselors living in or working in the State of Missouri.

MACA engages in activities which promote the integrity and professionalism of addiction counselors. MACA will provide continuing educational opportunities to addiction counselors, counselors-in-training, and other counseling disciplines. MACA will inform legislative and government officials of Missourians' treatment needs. MACA will explore and pursue ideas and principals which advance the Professional recognition of Addiction Counselors in Missouri.