

Counseling Program

Student Handbook

Academic Year 2025-2026



(v6, Revised Summer 2025)

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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*.

Student Signature

Date

Printed Name

Date

*Students should retain a copy of this document for their files.

Section I: Introduction

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 lives of distinction, integrity, and service.

School of Health Sciences

The School of Health Sciences (SHS) 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 SHS 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 student handbook outlines key program information, policies, and procedures. The 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 Curriculum Catalogue corresponding to the academic year they were formally admitted to the program as a degree seeking student for guidance regarding individual curriculum and graduation requirements. Stephens College and the Stephens College Counseling program reserves the right to change the curriculum and/or any provision, policy, procedure, requirement, regulation, or fee at its own discretion after the publication of the Graduate Curriculum Catalog. The information in this handbook is subject to change without published notice. Students will be informed of substantive changes to the handbook in a timely fashion. If information in the handbook differs from the current Stephens College Graduate Catalogue, the student should immediately seek clarification from their faculty advisor and/or program director for clarification and guidance. Depending on the nature of the changes, students may be required to submit an updated Student Responsibility Form.

Student Responsibility

All enrolled students must submit the **Student Responsibility Form** to their faculty advisor by the first week of their initial semester in the program. Submission of the completed form confirms the student understands the policies and procedures in the student handbook. Submission of the completed form also confirms the student understands and agrees to adhere to the academic, personal, and professional standards expected of them as students in the Stephens Counseling program. Further, submission of the document confirms the student understands the potential implications associated with failure to comply with the policies, procedures, and expectations in the student handbook, up to and including dismissal from the program.

Section II: Guiding Principles

Mission: Stephens College

Learn. Grow. Lead

Vision: Stephens College

Inspired by its tradition as an undergraduate women's college, Stephens College engages lifelong learners in an educational experience characterized by intellectual rigor, creative expression, and professional practice, in an environment distinguished by accomplished faculty, dedicated staff and engaged alumnae and alumni. Graduates of Stephens College are educated in the liberal arts, informed by diverse perspectives, and committed to lives of leadership, integrity and service.

Values (Ten Ideals): Stephens College

Stephens College is committed to its Ten Ideals as core values that inspire and enrich our lives.

Inherent in the culture at Stephens College is the tradition of the Ten Ideals, which originated in 1921. Each year, 10 students whose activities represent the overall ideals of Stephens College are selected as personifications of individual Ideals.

The Ten Ideals

1983 through today

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

Mission: Stephens College Counseling Program

The mission of the Stephens College Counseling program is to prepare ethically, culturally, and clinically competent professional counselors through evidence-based curriculums that address counseling skills, theory, technique, professional counselor identity, wellness, cultural competence/social justice, and ethics. Program graduates are well prepared to work in a pluralistic society serving diverse students and clientele within and across public and private schools and mental/behavioral health systems and organizations.

Program Objectives

Program objectives (PO) are aligned with key performance indicators (AQI) and designed to address the requisite content knowledge, counseling skills, and personal/professional disposition to ensure program graduates are prepared to offer competent, ethical counseling services to clients and students across diverse clinical mental health and school settings and communities. The program's core and clinical mental health counseling specialization curriculums align with the eight core content and CMHC specialization standards established by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2024; <http://www.cacrep.org>). The school counseling specialization areas are also generally aligned with same CACREP standards, although the program is currently not seeking CACREP accreditation for the SC specialization. Course specific performance indicators are found in individual course syllabi.

Objective I: Students will demonstrate content knowledge appropriate to working effectively with diverse client/student populations in a pluralistic society.

Objective II: Students will demonstrate knowledge of and ability to effectively apply counseling theory, skills, and techniques with diverse client/student populations in a pluralistic society.

Objective III: Students will demonstrate understanding of and ability to apply-the appropriate professional and ethical standards required to work effectively with diverse client/student populations in a pluralistic society.

Objective IV: Students will demonstrate the personal and professional dispositions appropriate to working effectively with diverse client/student populations in a pluralistic society.

AQI = Academic Quality Indicator

PO = Program Objective

AQI	PO #	Measurement Standard	Focus	Course/Timeline
AQ1	PO1	Reflection Paper I	Knowledge	COUN 500/Year 1, Semester 1
AQ2	PO1	Competence Assignment	Knowledge	COUN 555/Year 1, Semester 2
AQ3	PO1	Experiential Reflection	Knowledge	COUN 590/Year 1, Semester 1
AQ4	PO2	Mock Session 2	Knowledge/Skills	COUN 500/Year 1, Semester 1
AQ5	PO2	Experiential Group	Knowledge/Skills	COUN 520/Year 1, Semester 2
AQ6	PO2	Child/Adolescent Interview	Knowledge/Skills	COUN 600/Year 2, Semester 5
AQ7	PO3	Ethics Case Study	Knowledge/Skills	COUN 501/Year 1, Semester 1
AQ8	PO3	Paired Debate	Knowledge/Skills	COUN 545/ Yr 1, Sem 3 or Yr 2, Sem 6
AQ9	PO4	Mock Session 3	Knowledge/Skills/Disposition	COUN 500/Year 1, Semester 1
AQ10	PO4	Suicide Assessment	Knowledge/Skills/Disposition	COUN 630/Year 1 , Semester 2
AQ11	PO4	Sexuality Psychoeducational Group	Knowledge/Skills/Disposition	COUN 575/ Yr 1, Sem 3 or Yr 2, Sem 6

The program also collects data on program effectiveness through the surveys of community partners noted below. Analysis of this data is utilized by faculty for program improvement and development.

1. Employer Survey
2. Fieldwork Site Supervisor Survey
3. Graduate Survey

Individual Student Learning (Key Program Indicators-KPI)

CACREP (2024) defines **Key Program Indicators (KPI)** as, “*Student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives*”. The chart below shows the KPI selected by the counseling program and their assessment points in the curriculum. (see also, pp. 38-39).

KPI I - CACREP 3. A	Assessment I	Assessment II
Students will demonstrate an understanding of the professional identity, roles, responsibilities, and dispositions inherent in the counseling discipline.	Course: COUN 501 Measurement: Ethics Case Timeline: Year 1, Semester 1	Course: COUN 630 Measurement: Quiz 1 Timeline: Year 1, Semester 2
KPI 2 – CACREP 3. A	Assessment I	Assessment II
Students will demonstrate an understanding of the professional identity, roles, responsibilities, and dispositions inherent in the counseling discipline.	Course: COUN 501 Measurement: Reflection Paper Timeline: Year 1, Semester 1	Course: COUN 630 Measurement: Self-Care Strat Timeline: Year 1, Semester 2
KPI 3 – CACREP 3. B	Assessment I	Assessment II
Students will demonstrate multicultural knowledge, self-awareness, humility, skill, and dispositions necessary for working effectively within and across a dynamic, pluralistic society.	Course: COUN 555 Measurement: Competence Assign Timeline: Year 2, Semester 4	Course: COUN 545 Measurement: Up Journal (final) Timeline: Yr 1, Sem 3 or Yr 2, Sem 6
KPI 4 – CACREP 3.C	Assessment I	Assessment II
Students will demonstrate knowledge and awareness of life events and stages that could influence an individual's mental, emotional, and psychological health and well-being across the lifespan.	Course: COUN 545 Measurement: Up Journal (final) Timeline: Yr 1, Sem 3 or Yr 2, Sem 6 Focus: Knowledge	Course: COUN 630 Measurement: Crisis Pamphlet Timeline: Year 1, Semester 2 Area: Knowledge
KPI 5 – CACREP 3. D	Assessment I	Assessment II
Students will demonstrate the knowledge and skills required to conceptualize client issues through a career development theory framework and design an ethical, effective, and evidence-based treatment plan to maximize a client's career development and trajectory.	Course: COUN 501 Measurement: Final Exam items Timeline: Year 1, Semester 1	Course: COUN 550 Measurement: Case Presentation Timeline: Year 3, Semester 8
KPI 6 – CACREP 3. E	Assessment I	Assessment II
Students will demonstrate the requisite knowledge, counseling skills, and professional dispositions necessary to establish and maintain quality therapeutic alliances with diverse client populations.	Course: COUN 500 Measurement: Reflection Paper 2 Timeline: Year 1, Semester 1	Course: COUN 520 Measurement: Group Proposal Timeline: Year 1, Semester 2
KPI 7 – CACREP 3. F	Assessment I	Assessment II
Students will demonstrate the knowledge, skills, and professional disposition necessary to conduct ethical, effective individual and group counseling services	Course: COUN 520 Measurement: Group Proposal Timeline: Year 1, Semester 2	Course: COUN 600 Measurement: Group Curriculum Timeline: Year 2, Semester 5
KPI 8- CACREP 3. G	Assessment I	Assessment II
Students will demonstrate understanding of the ethical and legal issues required to prepare, implement, and interpret assessment instruments and strategies for clients as part of an effective individualized, evidence-based treatment plan.	Course: COUN 540 Measurement: Mid-Term/Final Timeline: Yr 1, Sem 3 or Yr 2, Sem 6	Course: COUN 560 Measurement: Final Exam Timeline: Yr 1, Sem 3 or Yr 2, Sem 6
KPI 9 – CACREP 3.H	Assessment I	Assessment II
Students will demonstrate an understanding of the importance of using evidence-based models, strategies, and interventions to inform clinical practice and advance the counseling professional.	Course: COUN 560 Measurement: Final Exam Timeline: Yr 1, Sem 3 or Yr 2, Sem 6	Course: COUN 607 Measurement: Reflection 1 Timeline: Year 2, Semester 7
KPI 10 – CACREP 5-C (CMHC)	Assessment I	Assessment II
Students will demonstrate the knowledge, skills, and professional disposition necessary to conduct detailed clinical interviews and, by extension, create and maintain effective, evidenced-based individualized treatment plans.	Course: COUN 515 Measurement: Clinical Interview Timeline: Year 2, Semester 4	Course: COUN 601 Measurement: Case Present I Timeline: Year 2, Semester 5
KPI 11 – CACREP 5-C (CMHC)	Assessment I	Assessment II
Students will demonstrate the ability to draw from and implement evidence-based strategies and interventions to facilitate the prevention and treatment of a wide range of mental health issues. Students will also demonstrate, in word and action, the professional dispositions expected of a Counseling professional.	Course: COUN 635 Measurement: Case Concept II Timeline: Year 2, Semester 4	Course: COUN 608 Measurement: Capstone Timeline: Year 3, Semester 8

Respect for Individual Differences

The Stephens College Counseling Program endorses a learning climate that represents diversity and individual differences and encourages the open-minded exploration of distinctions among individuals. Students in the program are not expected to think the same way but are expected to be accepting of differences and strive to understand how other peoples' perspectives, behaviors, and worldviews are different from their own. Students' ability to maintain an open mind and respectfully discuss and understand the values and opinions of others is a reflection of personal development and professionalism as a counselor. No person will be treated differently by faculty or student colleagues with regard to 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 underscore the reasoning for integration of self-awareness activities across 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.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.

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.

Section III: Institutional Policies & Procedures

Offices of Equity + Compliance

Stephens College affirms its commitment to equity and fairness in all aspects of its educational program. Harassment, discrimination, sexual misconduct and retaliation not only disrupt this commitment, but may also violate College policy and federal, state, and local law. Stephens College prohibits harassment, discrimination, sexual misconduct, and retaliation and addresses reported incidents through institutional procedures, and, if desired by the individual who has experienced or is experiencing such behavior, through assistance in reporting to law enforcement as applicable.

Should you or someone you know experience behavior that is discriminatory, harassing, coercive, and/or violent in nature, or if you or someone you know has questions about their rights and options regarding such behavior, you are encouraged to contact the appropriate Equity + Compliance Team member at:

- For concerns related to sex- or gender-based misconduct, discrimination or harassment, contact the **Title IX Coordinator**, Alex Bryan at (573) 876-7230, abryan@stephens.edu, or [Title IX \(stephens.edu\)](https://www.stephens.edu/title-ix).
- For concerns related to disability discrimination or accommodations, contact the **ADA/504 Coordinator**, Sady Mayer Strand at (573) 876-7240, smayer@stephens.edu, or [ADA + Accessibility | Stephens College](https://www.stephens.edu/ada).
- For concerns related to all other forms of civil rights discrimination or harassment, contact the Equity Team at equity@stephens.edu.

Unless specifically identified otherwise by policy, all faculty, staff, and administrators of Stephens College are considered mandatory reporters and are required to notify the College's Title IX Coordinator of any incident of discrimination, harassment, sexual misconduct, or retaliation disclosed to them or known to them involving a member of the campus community. This includes any and all reports of sexual harassment, sexual or gender-based violence, sexual misconduct, domestic or dating violence, stalking, or retaliation. Mandatory reporting helps to ensure that individuals who are experiencing or have experienced discrimination, harassment, violence or retaliation have opportunity to be connected to the full range of resources and options afforded to them on- and off-campus. If you disclose information about these behaviors to me, I am required to report to the Title IX Coordinator.

Disclosures in classroom writing assignments, classroom discussions, or other open campus forums will not be considered to be a formal complaint or notice by the College unless you intend them to be and make that clear to a mandatory reporter.

If you disclose something to a mandatory reporter, you can request that information about your situation be shared by your instructor with the Title IX Coordinator without sharing your name or personally identifiable information. Please understand that if you make this request, the Title IX Coordinator will not be able to reach out to offer you services and resources. An anonymous report is not considered a formal complaint by the College.

If you want to make a formal complaint, I can help to connect you to the Title IX Coordinator, or you can connect with the Title IX Coordinator directly if you prefer, using the contact information above. Once you are connected with the Coordinator, you are under no obligation to take any action.

The College respects your right to file or not file a formal complaint. The Title IX Coordinator must take action only in situations that pose a serious threat of harm to you or the community, or in the case of misconduct by an employee. Otherwise, you are in control of how the College responds.

In all cases, the College's formal grievance process is confidential, and only the small group of administrators involved in the process will be given information about your situation.

If you are in need of support and wish to discuss such matters confidentially, you are invited to consult the **Stephens College Counseling Center** at (573) 876-7157 or counselingcenter@stephens.edu. Unlike other College employees, staff in the Counseling Center are confidential and are exempted from mandatory reporting obligations to the Title IX Coordinator. See www.stephens.edu/titleix for a list of other confidential reporting options off-campus.

Accreditation

Higher Learning Commission (HLC)

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

Council for the Accreditation of Counseling & Related Programs (CACREP)

The Counseling program is not currently accredited by CACREP. The program is completing their self-study and will be seeking CACREP accreditation for the 60 credit-hour *clinical mental health counseling* (CMHC) under the 2024 CACREP standards. The CACREP 2024 standards and other CACREP Policies are found at <https://www.cacrep.org/>.

Code of Conduct (see '23-24 Graduate Curriculum Catalogue, p. 20)

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. Class discussions, both in the classroom and via electronic learning engagement tools, 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 him/her 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 OFFENSES: 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 – 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 as a result 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.

Graduate Student Leave of Absence Policy for Title IV Recipients (see '23-24 Grad Catalogue, p. 13)

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.

Mission Promise Kept at Stephens College

Elizabeth Herrera, Executive Director: 573-876-7168
[Center of Excellence for Veterans Success | Stephens College](#)

Women veterans are encouraged to contact Elizabeth Herrera, Executive Director of **Mission Promise Kept**, a living and learning community for Women Veterans at Stephens College.

Mission Promise Kept is a living-learning community specially designed for women veterans. This program offers the same benefits as other veterans, with additional support tailored to their unique needs.

- Free On-Campus Childcare: We assist women veterans living on campus with non-school-aged children in securing free on-campus childcare.
- Tailored Support Programs: We offer programs designed to understand and address women veterans' unique challenges, providing a supportive environment where they can feel understood and valued.
- Community and Inclusion: Women veterans living on campus can bring their pets and children. They will be placed in two-, three-, or four-bedroom apartments on campus, creating a community that understands and supports them.
- Veteran Center Access: Enjoy access to the Veteran Center and all its resources.
- Activities and Support: We also provide activities and support for women veterans, ensuring their unique needs and experiences are addressed.

Section IV: Counseling Program

The Stephens College Counseling program consists of four (4) core faculty members, one (1) administrative assistant, one (1) graduate assistant, and experienced non-core (e.g., adjunct) instructors with expertise in clinical mental health counseling and school counseling. The program currently contracts with Burrell Behavioral Health to provide a licensed mental health provider to serve as the lead clinician and dedicated site supervisor at the Stephens College Counseling Center (SCCC).

Core Faculty

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

Program Title | Teaching Area(s)

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

Affiliate (“Adjunct”) Faculty

Sean Clouse, Ph.D., LP
Robert Reitz, Ph.D., LP
Kate Weir, M.Ed., LPC-S, RPT
Debi Hake, M.Ed. LPC-S

Program Title | Teaching Areas(s)

Affiliate Faculty | Core/CMHC
Affiliate Faculty | Core
Affiliate Faculty | Core/CMHC
Affiliate Faculty | CMCH

Administrative Staff

Allison Miller
Jennifer Blair

Title

Executive Assistant to Dean Barger
Administrative Assistant

Graduate Assistant

Shana Nunn

Title

Graduate Assistant

Program Roles

Program Director
Clinical Coordinator, Clinical Mental Health
Clinical Coordinator, School Counseling
CACREP Liaison
Assessment/Supervision Assist Coordinator
NBCC/CPCE Coordinator
Certification Officer-Mo Dept of Elem & Sec Ed (DESE)
Admissions/Recruitment/Retainment Committee
Degree Candidacy Committee
Student Advisory Council
Program Review Committee
Advisory Council (Faculty Members)
Advisory Council (2023-Present)

Faculty/Members

Dr. Kissinger
Dr. Shoge
Dr. Fifield
Dr. Irvin
Dr. Irvin
Dr. Shoge
Dr. Fifield
Drs. Kissinger, Irvin, Shoge, Fifield
Drs. Kissinger, Irvin, Shoge, Fifield
Dr. Kissinger/CMHC & SC students
Drs. Kissinger, Irvin, Shoge, Fifield
Drs. Kissinger, Irvin, Shoge, Fifield
Tara Vossenkemper, PhD, LPC-S (CMHC)
Debi Hake, LPC (CMHC)
Chelsea Gilliam, Ph.D., LP (CMHC)
Kate Weir, M.Ed., LPC-S, RPT (CMHC)
Carolyn Roof, M. Ed (SC)
Terence Walker, M.Ed. (SC)
Leigh Spence, M.Ed. (SC)

Program Roles & Committees

Program Director

In collaboration with the Dean and subject to the approval of the VPAA, the Program Director has responsibility for the following three areas:

Faculty

1. Works with faculty to recommend assignments for instruction, research, and service responsibilities.
2. With the Dean, manages the recruitment of new faculty.
3. Holds regular meetings with faculty, and in other ways communicates with program members regarding matters relevant to the school and program.
4. Assists with faculty professional development by encouraging faculty to participate in state, regional, and national activities.
5. Mentors junior faculty in the program.
6. Conducts performance reviews of faculty as outlined in the Faculty Personnel Policies.

Program

1. Prepares course schedules that meet the enrollment needs of the program and college.
2. Initiates and provides leadership for program reviews, evaluation, and improvement.
3. Ensures TherapyNotes is active for SCCC fieldwork site supervisor &/or SCCC Director.
4. Consults with SCCC site supervisor &/or SCCC Director on campus related mental health issues.
5. Engages the faculty in curriculum development to create/maintain strong academic programs.
6. Stimulates the formation and offering of new courses and recommends discontinuation of outdated or under-enrolled courses.
7. Provides program reports regarding course offerings, faculty assignments, and enrollments.
8. Reviews and evaluates department data with the Dean.
9. With the Dean, supervises administrative assistants and student workers.
10. Monitors expenditures to ensure the program adheres to sound fiscal practices.
11. Maintains an inventory of program equipment and assumes responsibility for its security.
12. Participates in school-wide planning.

Students

1. Actively engages in student recruitment.
2. Provides initial and follow-up information to students regarding majors in the program.
3. Reviews the academic records of transfer students and determines transfer credit, as appropriate.
4. Assigns academic advisers.
5. Maintains relationships with program alumnae.

Clinical Coordinator: Clinical Mental Health Counseling (CMHC)

Note: The program director may act in place of the CMHC clinical coordinator when the clinical coordinator is unavailable.

1. Visit, assess, and (re) approve all prospective practicum and internship fieldwork placement sites. Site approval requires, minimally, an on-site face-to-face meeting between the CMHC CC and site administrator and/or prospective site supervisor(s), and b) a tour of the facility(ies) where practicum/student would complete their fieldwork hours. Formal approval of a fieldwork placement site is made following the site visit and, if approved, is added to the Practicum and Internship Site List.

- a. Prior to site visit, email current Practicum and Internship Handbook.
 - b. During site visit, highlight key Practicum and Internship roles, policies, and procedures to ensure prospective (current or future) fieldwork placement site administrator and/or site supervisor(s) are clear regarding program requirements and expectations.
2. Verify and approve required practicum/internship application documents submitted by students via Supervision Assist.
3. Serve as program liaison/resource for program stakeholders associated with the field experience courses in the CMHC Counseling specialization (COUN 601, 607, 608).
4. Coordinate as necessary with Supervision Assist coordinator to communicate with incoming practicum/internship students about documentation timelines & requirements.
5. Lead formal practicum orientation meeting for prospective CMHC counseling students.
6. Coordinate as needed with program director to confirm eligible students for enrollment in the fieldwork courses (i.e., COUN 601/607/608); Upon confirmation, notify Registrar's office of student enrollment in each section*.
 - a. *Upon notification by CMHC clinical coordinator, registrar's office will officially enroll student in the appropriate practicum/internship course.
7. Address issues and concerns related to the practicum/internship experience, including but not limited to issues related to real or potential student learning, performance, and/or disposition.
8. Work with student(s), faculty supervisor(s), site supervisor(s), and program director to resolve grievances according to established program policies and procedures as stated in the student handbook and/or Stephens College Graduate Catalogue.

Clinical Coordinator: School Counseling (SC)

Note: The program director may act in place of the SC clinical coordinator when the clinical coordinator is unavailable.

1. Visit, assess, and (re) approve all prospective practicum and internship fieldwork placement sites. Site approval requires, minimally, an on-site face-to-face meeting between the CMHC CC and site administrator and/or prospective site supervisor(s), and b) a tour of the facility(ies) where practicum/student would complete their fieldwork hours. Formal approval of a fieldwork placement site is made following the site visit and, if approved, is added to the Practicum and Internship Site List.
 - a. Prior to site visit, email current Practicum and Internship Handbook.
 - b. During site visit, highlight key Practicum and Internship roles, policies, and procedures to ensure prospective (current or future) fieldwork placement site administrator and/or site supervisor(s) are clear regarding program requirements and expectations.
2. Verify and approve required practicum/internship application documents submitted by students via Supervision Assist.
3. Serve as program liaison/resource for program stakeholders associated with the field experience courses in the CMHC Counseling specialization (COUN 601, 607, 608).
4. Coordinate as necessary with Supervision Assist coordinator to communicate with incoming practicum/internship students about documentation timelines & requirements.
5. Lead formal practicum orientation meeting for prospective CMHC counseling students.
6. Coordinate as needed with the program director to confirm eligible students for enrollment in the fieldwork courses (i.e., COUN 601/607/608); Upon confirmation, notify Registrar's office of student enrollment in each section*.
 - a. *Upon notification by CMHC clinical coordinator, registrar's office will officially enroll students in the appropriate practicum/internship course.
7. Address issues and concerns related to the practicum/internship experience, including but not

- limited to issues related to real or potential student learning, performance, and/or disposition.
8. Work with student(s), faculty supervisor(s), site supervisor(s), and program director to resolve grievances according to established program policies and procedures as stated in the student handbook and/or Stephens College Graduate Catalogue.

CACREP Liaison

The CACREP Liaison is defined by CACREP on as:

“The CACREP Liaison serves as the primary point of contact between CACREP and the institution’s accredited program(s). The CACREP Liaison is the person to whom CACREP will send important notifications and news updates. While multiple individuals within a program may assume responsibility for various CACREP accreditation-related functions, CACREP requires there be only one person designated as the CACREP liaison. It is preferred that the Program Liaison be a core faculty member in the counseling program. Not only is this individual the person to whom all CACREP information will be sent, but this person’s name will also be listed in the CACREP online Directory of Accredited Programs as the contact person for potential students’ questions about the program(s); therefore, the CACREP Liaison should be someone knowledgeable of and experienced with institutional and program policies and procedures.”. The full description of CACREP Liaison responsibilities is found at [CACREP-Liaison-Responsibilities-7.2015.pdf](#)

Supervision Assist Liaison

Supervision Assist is the program’s digital platform for recording, documenting, and assessment of practicum and internship activities. The Supervision Assist liaison has primary responsibility for communicating with students, clinical coordinators (CMHC/SC), the program director, and course instructors. The Supervision Assist liaison partners with Supervision Assist administrators specific to the design, build, and revision of all practicum and internship documents, policies, and procedures. When appropriate, the Supervision Assist liaison creates and offers trainings to students, faculty, practicum/internship instructors, and approved site supervisors to facilitate the most effective and efficient use of Supervision Assist for all program stakeholders.

NBCC Coordinator

The program’s NBCC coordinator is tasked with communicating with NBCC regarding guidelines, policies, and procedures for the program’s administration of the Counselor Preparation Comprehensive Exam (CPCE) and National Counselor Exam, including coordination of the exam for students. The NBCC coordinator also provides updates to the faculty and students regarding new or revised policies, laws, and other professional issues.

Certification Officer/Program Liaison-MO Dept 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.

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

The *Recruitment* element of the committee is two-fold.

1. Focus 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.
2. Collaborate with Office of Enrollment & Marketing to enhance recruiting efforts through social and institutional media.

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, mentoring/advocating for students/profession, highlighting or offering professional development activities, creative programming, and ensuring students feel they have a genuine "voice" in the program.

Degree Candidacy Committee (DCC)

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 success 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; COUN 602/SC). The Counseling program's Degree Candidacy Committee (DCC) shall evaluate the student's readiness for degree candidacy. Evaluation strategies may include the student's current academic record and performance, videotape review, faculty and site supervisor assessment of academic/clinical performance, faculty and site supervisor assessment of personal and professional dispositional assessments of students, and student adherence to expected College, Counseling program and Counseling professional conduct and ethical standards (i.e., American Counseling Association and American School Counseling Ethical Standards/Codes of Conduct).

Prior to the required Practicum Orientation meeting (semester prior to projected practicum enrollment), the program will send degree candidates the degree candidacy form with directions and timeline for submission, usually on or before the scheduled practicum orientation meeting. Assessment methods for determining degree candidacy status includes but may not be limited to:

1. Student completion of the "Student Degree Candidacy Form".
2. Faculty review of the student's academic performance and record.
3. Faculty review of audio/video recordings in Counseling courses.
4. Faculty review of student's disposition and ethical conduct.

Following the DCC's formal review of each candidate's materials, the chair of the degree candidacy committee will notify each student individually regarding the outcome of their degree candidacy application. Students who are not approved for degree candidacy may be required to enter a Personal Development Plan (PDP) designed in collaboration with the DCC. Students who do not successfully meet the requirements of their PDP-or receive a second unfavorable evaluation during the term of the PDP, will not be eligible for practicum and may face additional evaluation/disciplinary action, up to and including termination from the program.

Note: Stephens College School of Health Sciences reserves the right to deny candidacy even if deemed appropriate by the DCC.

Student Advisory Council

The aim of the Student Advisory Council (SAC) is to facilitate the student "voice" by providing students with the opportunity to communicate directly with the program director and to be informed of key program issues by the program director. The SAC includes current student representatives from the CMHC and SC specialization areas, with a minimum of one (1) and a max of three (3) student members from each area. Council members will be nominated and elected by enrolled students in the counseling program and will serve a minimum of one (1) year on the committee, with part-time and full-time students eligible to serve. Annual elections will be held at the beginning of each Fall semester, while meetings will be held a minimum of one time per semester (fall/spring).

Program Review Committee

The Program Review Committee (PRC) is comprised of the core Counseling faculty and is intended to as the primary faculty oversight committee with responsibilities for addressing program policy/procedures, degree candidacy, student disposition, and/or all manners of student, faculty, or program stakeholder issues and concerns. The aim of the committee is to ensure the integrity of the academic, clinical, and administrative aspects of the Counseling program and our students, faculty, staff, and university/community/professional stakeholders. Scenarios addressed by the PRC include but are not limited to mitigating or stopping academic, administrative, clinical, personal, or professional problems from developing or reaching a point that could impede or otherwise disrupt a student's academic progress or that run afoul of the Stephens College Student Code of conduct and/or the Counseling program's expectations.

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 the Program Grievance Policy, p. 35).

Note: This committee does not address grade appeals (See: Grade Appeals)

Advisory Council

The Advisory Council (AC) is a collection of Counseling program alums (SC/CMHC) and a cross-section of counseling professionals from 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, discussion on program policies/procedures, discussions of program strengths/growth areas, recruitment and retainment efforts, and an open forum where AC members are encouraged to share insights and suggestions for the continued development and improvement of any aspect of the Counseling program broadly and specialization areas specifically.

Stephens College Counseling Center

The Stephens College Counseling Center (SCCC) is Stephen College's campus-based counseling center. The SCCC provides face-to-face and telehealth counseling services to all full-time Stephens College undergraduate and graduate students at no cost.

**See Personal Counseling*

Stephens College Counseling Center Site Supervisor

The Counseling program currently contracts with a community based licensed mental health practitioner to serve as the on-site clinic coordinator. Primary responsibilities of this role include administrative and clinical supervision of practicum and internship students (i.e., "site supervisor"), lead clinician, and liaison with counseling program director.

Personal Counseling

The program encourages students to seek personal counseling as a means for personal and professional growth and development. While the Counseling faculty will provide a safe and confidential environment for students to address personal and professional issues impacting their experience and success in the program, ethical standards preclude program faculty from providing personal counseling to degree seeking students (ACA, 2014; F.10.e). Current program students interested in personal counseling should consider the following options:

- a. Counseling students may seek personal counseling at the Stephens College Counseling Center with the licensed counselor contracted through Stephens College. Counseling students are **not** allowed to be seen for counseling services by Stephens Counseling practicum or internship students who have chosen to complete all or part of their fieldwork experience at the SCCC.
 - a. Students in the CMHC specialization who receive counseling at the SCCC from the licensed clinician contracted by Stephens College will be ineligible for practicum/internship placement at the SCCC if this clinician is the SCCC site supervisor.
 - i. If "a" is true, counseling faculty can help facilitate a referral to a qualified licensed mental health professional upon request from the student.
 - ii. All communication specific to a student's request for assistance with personal counseling will be kept confidential between the student and program director/faculty.
 - b. A list of qualified local licensed counselors and allied professionals is vetted by the program director and updated periodically for students interested in private/off-campus counseling services, with priority given to practitioners offering minimal or sliding scale fees for students. To access the list:
 - i. ***Canvas >>Counseling Advising Site>>Student Wellness Module>>Personal Counseling***

Students with additional questions regarding personal counseling or who are aware of additional options

for counseling services for students should contact Dr. Kissinger at dkissinger@stephens.edu

Section V: Program Policies & Procedures

Program Delivery

The Stephens College Counseling program delivers courses using in-person/synchronous (i.e., in-class, face-to-face) and digital/synchronous (i.e., zoom/face-to-face at a dedicated date/time). Course delivery types are noted in the 3-year course rotation document. All in-class/synchronous courses are taught on the Stephens College main campus in Columbia, MO. Faculty advisors will also highlight course delivery methods during advising meetings.

Program Admission

The counseling program admits new cohorts during each Fall semester, with the deadline for Fall admission set at February 1st of the previous spring semester. The program may admit new students up to the beginning of the Fall semester and at the beginning of the spring semester based on availability.

Admission Application & Requirements

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 \(site.com\)](http://Stephens College (site.com)) and can be accessed through the Counseling program's homepage at [Master of Education in Counseling \(stephens.edu\)](http://Master of Education in Counseling (stephens.edu)). The Counseling program's application process and requirements include:

*** The Graduate Records Examination (GRE) is not required for admission.**

- Application for Admission
- \$50 Application Fee
- Current Resume
- **Three Completed Recommendation recommendations** by professional or academic references (completed through application portal)
- **Statement of Purpose**
 - Describe in no more than 2 pages (double-spaced) your decision to apply for a counseling program, your interest in Stephens College's counseling program, and your career goals.
- **Official transcripts** from where the bachelor's degree was earned and official transcripts from institutions where previous graduate credit has been earned.
 - M.Ed. Counseling applicants must have a qualifying GPA of 3.0 for the last 60 credit hours of undergraduate and/or graduate coursework
 - To be deemed official, transcripts must be sent to Stephens College directly from the institution. ○ If the institution can submit electronic transcripts, they can be emailed to admissions@stephens.edu.
 - Transcripts submitted from a student will NOT be deemed official unless it arrives to Stephens College in a sealed envelope with the institution's stamp across the flap on the back.
- Review Computer and Technical Requirements for Stephens students
- Register with the Family Care Safety Registry: Missouri Educators Profile
 - School Counseling Track Only
- Non-native international students are required to complete and submit official TOEFL or IELTS examination scores. TOEFL score must be a minimum score of 213 on the computer-based test or 79-80 on the Internet based test. IELTS score must be a minimum of 6.5 with no individual band score below 6.0. Stephens College may also accept the completion of a bachelor's degree from a

U.S.-based, regionally accredited institution, as proof of English proficiency. See <https://studyinthestates.dhs.gov/> for more information

- **Selection Process**

- Selection of students will involve a two-step process including review of applications and an interview (in-person or virtual as directed by the College). Initial evaluation of applications will be conducted by members of the Admissions Committee**. The criteria described above will be used to select candidates for acceptance.
- Acceptance Decisions
 - Offers of acceptance into the program are made throughout the entire interview process. If a student is offered a seat in the program, the program director will email the applicant directly with an official notice of acceptance and formal offer for admission.
- Candidates will be divided into the following categories:
 - Accepted: The candidate is accepted to enter with their defined start term.
 - Waitlisted: Candidates will be informed of their waitlist status. At any point up until the start of classes, if a spot becomes available in the cohort, the candidate will be contacted with an offer of acceptance.
 - Denied: The candidate is not accepted for entrance into the program
- An on-campus orientation and completed Intent to Enroll form are required for all accepted students who intend to begin the program.

Admission Interview

An in-person admission interview is required for admission and generally occurs in mid to late February. Admission interviews are generally set up as dyads or triads, are one hour in length, and are conducted on campus in Walter Hall. A completed application is required for admission consideration/interview consideration. Applicants selected for an in-person interview will be notified by the program's graduate assistant via email, with follow-up by phone as needed. Following formal notification, the program's graduate assistant will communicate with applicants to set up an interview time. If significant geographical distance or health-related issues prevent an applicant from attending the in-person interview, the applicant may formally request a zoom interview from the program director.

Admission Deferral

Deferments are not allowed. If a student is admitted and chooses not to attend, the individual must re-apply for admission.

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 (VPAA).

The Stephens College Counseling program may accept up to a **maximum of nine** semester hours of equivalent graduate credit with the exception of the following courses in the core and specialization curriculums. These courses must be taken in the Stephens Counseling program, regardless of successful completion at a prior institution:

- **Core Curriculum**
 - COUN 500 Core Counseling Skills

- COUN 501: Professional Orientation and Ethics
- **Clinical Mental Health Counseling Specialization**
 - COUN 601: Practicum
 - COUN 607: Internship I
 - COUN 608: Internship II
- **School Counseling Specialization**
 - COUN 602: SC Practicum & Behavioral Strategies
 - COUN 603: SC Internship I
 - COUN 604: SC Internship II

Course Enrollment

Course Enrollment Process:

1. The Counseling program enrolls each student for their first semester courses.
2. Beginning their second semester, students will register for courses and follow this process:
 - a. Students will meet face-to-face via in-person or zoom with their faculty advisor to review and agree upon a plan of study for the following semester(s).
 - b. Student will register for the semester through their MyStephens account once their registration “window” is open, as indicated in MyStephens.
3. The student’s faculty advisor will then accept or decline the student’s semester courses.
 - a. If accepted, the student is formally enrolled in the course.
 - b. If declined, the student and faculty advisor will meet to clarify scheduling/plan of study.
4. Counseling faculty will enroll students in their practicum and internship courses.

Course Re-Takes

The Counseling program 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 a course for credit are expected to meet all program and course requirements as detailed in the graduate catalogue and/or course syllabus, respectively.

Course Audit

The Counseling program may require a student to audit a course to refresh their knowledge and learn current trends when the requisite course on their transcript was taken five (5) years ago or longer and/or at another institution. The auditing requirement will be determined by the (School of Health Sciences) 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 student’s understanding of the course material. Tuition & course fees may apply.

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 and appropriateness for subsequent enrollment in any course in the core or specialization curriculums.

The following courses are not allowed to be audited and must be taken for course credit.

- Core Curriculum
 - COUN 500 Core Counseling Skills
 - COUN 501: Professional Orientation and Ethics
- Clinical Mental Health Counseling Specialization
 - COUN 601: Practicum
 - COUN 607: Internship I
 - COUN 608: Internship II
- School Counseling Specialization
 - COUN 602: SC Practicum & Behavioral Strategies
 - COUN 603: SC Internship I
 - COUN 604: SC Internship II

Fees & Tuition

Stephens College calculates an annual “cost of attendance” for the Stephens Counseling program. The cost of attendance policy is found at [2025-2026 COA Sheets Master.xlsx](#)

Financial Aid

Specific questions concerning tuition, fees, and financial aid should be directed to the Stephens College Financial Aid Office at 573-876-2320. Detailed information (and staff contact information), including information on types of financial aid loans and outside scholarships, are found at [Graduate Financial Aid - Stephens College](#)

Background Check

The Counseling program requires students to successfully complete background checks as part of the admission process and a second background check 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. This process includes:

1. Applicants to the Stephens Counseling program must complete a criminal record check through the Family Safety Care Registry (FSCR), which is found under the State of Missouri Department of Health and Senior Services. The Counseling program director will work with the School of Health Sciences executive administrative assistant to verify registration with FSCR. The program director will review and verify all applicants met all FSCR requirements. Of note, the FSCR investigatory process meets statutory requirements and ensures that students have not previously committed violent crimes against persons. It is important to note that results of the criminal background check may result in removal from consideration for program admission.
 - Link to Family Care Safety Registry: [FCSR-BSEES \(mo.gov\)](#)
2. Following conferral of degree candidacy, practicum eligible students are required to pass a second formal background check within 45 days of the official start date of their intended practicum semester. This background check is to be conducted through **Castle Branch**, an outside organization respected and used by several Stephens College programs.
3. Students will receive an email from Allison Miller, executive administrative assistant to the School of Health Sciences Dean, outlining the application process for the Castlebranch background check.
4. Results of the background check will be sent directly to the student and the program director. The program director will review the results with the CMHC or SC clinical coordinators.

- a. If no issues are noted, the clinical coordinator will notify the student that the background check has been successfully completed and the program will register them for practicum.
 - b. If a background check reveals a potential concern, the clinical coordinator and program director will consider an appropriate course of action, including a referral to the Program Review Committee for consideration of potential disciplinary action, up to and including termination from the program.
5. Based on the results of the criminal background check, outcomes could include but are not limited to:
- i. Student is ruled eligible for practicum and enrolled by faculty in practicum.
 - ii. Student is ruled ineligible for practicum.
 - iii. Student is required to successfully complete a Personal Development Plan (PDP) in order to be considered for practicum eligibility.
 - iv. Student is dismissed from the Counseling program.

Student Expectations (See also, Retainment, (Assessment), Remediation & Dismissal)

Student Values: Ten Ideals

Stephens Counseling students are expected to uphold the *Ten Ideals of Stephens College*, as they align with the expected personal and professional dispositional ideals of the counseling program. 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 through trustworthiness and dependability.

Personal and Professional Dispositions

Stephens College Counseling faculty are tasked as gatekeepers for the program, counseling profession, and those we may serve. To that end, faculty systemically assess the personal and professional dispositions of students across the duration of the program. Failure to demonstrate and/or uphold these elements, individually or in combination, may result in disciplinary action up to and including program dismissal.

- a. **Ethical Behavior:** Student demonstrates attitudes, behaviors, and decision-making that adhere to the current American Counseling Association Ethical Code and/or ASCA Ethical Standards.
 - a. ACA Code of Ethics: [ACA 2014 Code of Ethics \(counseling.org\)](https://www.counseling.org/files/2014/06/ACA-2014-Code-of-Ethics.pdf)
 - b. ASCA Ethical Standards for School Counselors: [Ethical-Standards.pdf\(schoolcounselor.org\)](https://www.schoolcounselor.org/asca/media/asca/ethical-standards.pdf)
- b. **Professionalism/Behavior:** Student demonstrates attitudes and behavior that is respectful toward instructors, supervisors, peers, clients, and all other individuals-at all times.
- c. **Respect for Boundaries:** Student demonstrates ability and willingness to set and maintain healthy and ethical professional personal boundaries with instructors, supervisors, peers, clients/students, and all other individuals-at all times; Demonstrate respect for the personal boundaries of all individuals.
- d. **Multicultural Competence/Humility:** Student displays awareness of and ability to demonstrate openness, respect, and humility to and for the experiences and beliefs of all individuals and groups; Demonstrates behavior and attitudes that facilitate a respectful, inclusive learning environment in in-person and online interactions with faculty, peers, supervisors, clients/students, and all other individuals.
- e. **Emotional maturity and stability:** Student demonstrates emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and all other individuals.
- f. **Personal and Professional Growth:** Student demonstrates engagement and initiative toward personal growth and development.
- g. **Openness to Feedback:** Student demonstrates willingness to seek out, provide, respond to, and integrate feedback from peers, instructors, supervisors, and/or clients/students in a strength-based, positive manner.

- h. **Adaptableness/Flexibility:** Student demonstrates ability to respond/adapt to relational, environmental, and/or procedural changes in a professional manner in classroom (in-person/online) and clinical/school settings.
- i. **Genuineness:** Student demonstrates non-judgmental attitudes and behaviors toward the experiences and worldview of all individuals.
- j. **Personal Wellness:** Student demonstrates openness to and engagement in advocating for the holistic wellness of self and all individuals.

Academic/Learning Environment Expectations

- In all interactions and learning environments (i.e., in-person/online), engages with instructors, peers, supervisors, clients, and/or other program stakeholders in a manner that respects the individual and collective experiences and worldviews of peers, instructors, site supervisors, and all others.
- Attends & actively participates in all scheduled classes and in-class activities.
- Demonstrates clear evidence that reading assignments have been completed prior to class.
- Is actively engaged in class discussions/activities on a weekly basis.
 - Receives and integrates feedback from faculty, supervisors, and peers.
 - Provides feedback in a strength-based and respectful manner.
- Adheres to all course policies as outlined in course syllabi.
- Follows all online/zoom protocols as outlined in the course syllabus, student handbook, and/or practicum or internship manual, respectively.
- Submits all required documents and/or assignments on time and in proper format as assigned by the instructor and/or site supervisor.
- Demonstrates critical/reflective thinking in class discussions, written assignments/exams, experiential exercises, and/or assigned projects.

Academic Dishonesty

Academic honesty is expected of all students.

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, photography, 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, photography, 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.*

The procedures to be followed in cases of academic dishonesty are outlined below.

1. An instructor suspecting academic dishonesty will first make a concerted effort to confer with the student.
2. 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.
3. 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.
4. 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.
5. 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, or
 - To confirm the instructor's findings and in consultation with the instructor, impose a different penalty, or
 - To reverse the instructor's findings, impose no penalty and direct the instructor to impose no penalty.
6. 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.
7. 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.
8. **All decisions of the Graduate Council are final**

Zoom/Online Behavior Expectations & Policies

The Counseling program's rules and expectations regarding student conduct apply to online behavior as well as in-person or classroom behavior. Students are expected to be professional and respectful when

attending class on Zoom, including 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 violation or exploitation of these policies may also lead to additional disciplinary action as deemed suitable by the Counseling faculty/course instructor as noted in the Student Handbook and/or Practicum/Internship manual.

Online/Synchronous Courses Expectations

For the duration of any digital/online synchronous course, the following items apply:

1. Students should be seated in a location/manner appropriate for learning, such as:
 - a. Seated at a table or desk that is appropriate for learning/engaging in class discussion.
 - Note: Lying down on the couch or your bed is not appropriate.
 - b. Always prioritize confidentiality.**
 - c. Create a distraction free (or as close to it as possible) environment.
2. Video cameras are 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. All comments offered during class, including “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.

Attending In-Person Course via Zoom

1. Attending class via zoom when class meets in person is permissible under the following circumstances:
 - a. Cancellation of class due to inclement weather or other scenario by Stephens College President Lynch or other 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.
 2. As part of a student’s ADA accommodation plan verified by the Stephens College ADA coordinator ([The Margaret Campbell Student Success Center - Stephens College](#))
 - a. Student illness: Student must communicate with course instructor prior to the course and request permission to attend via zoom. NOTE: The instructor is not required to allow the student to attend via zoom.
 - b. Course instructors can require the student to provide documentation of illness from a physician:
 - i. To receive a verified absence, the following documentation must be provided within 1 week of the missed class period:
 - Physician signature, date, and statement from physician that in-class attendance is/was not appropriate for health reason(s).
 - ii. If no documentation is received by 1 week after the 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. *Again, the instructor has discretion as to whether to allow the request.* If the illness is related to or potentially related to Covid-19, the instructor will be guided by the current Stephens College Covid policy. Participation points will be deducted consistent with “e” below.
- ii. To receive a *verified absence* due to a personal emergency/event, the course instructor has the right to require documentation from the student verifying the absence within 1 week of the missed class period. These documents may include but are not limited to:
 1. If requested documentation is not submitted to the course instructor within 1 week of the missed class, the absence is recorded as *unexcused*.
3. Create/be seated in a location/manner appropriate for learning.
 - a. Seated at a table or desk as appropriate for optimal learning/engagement.
 - b. Lying on the couch or your bed is not appropriate.
 - c. Distraction free (or as close to it as possible) environment that **prioritizes confidentiality**.
4. 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”.
5. Audio/microphone is on when speaking or engaged in required activity.
6. Audio/microphone is off when not speaking or engaged in required class activity.
7. Online/zoom backgrounds are conducive to learning/not distracting.
8. All comments offered during class, including “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.

Advising

Students are assigned to 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. New degree seeking students will meet and have their initial advising meeting at the new student orientation meeting. In some cases, the student may communicate with their assigned faculty advisor informally prior to the new student orientation. It is important to note the following advising policy:

- a. The program will enroll students in courses for their first semester in the program.
- b. At the beginning of the second semester, students are required to meet with their faculty advisor either face-to-face or via zoom to discuss following semester enrollment and overall plan of study.
- c. Following the advisory meeting, students will register for courses through their **Mystephens account**.
- d. Faculty advisors will review and approve/decline* the student’s registration request(s).
 - *If declined, the advisor will promptly communicate any course selection/registration concerns to the student to address any registration/plan of study issues.

Advisor Evaluations

Students are provided the opportunity to evaluate their faculty advisor/advising process on multiple occasions during their time in the program. These methods are described below:

Method I: End of Semester Advisor Survey

1. During the last two weeks of each semester, a link to the faculty advisor survey (i.e., evaluation) is emailed to students at their Stephens College email address.
2. Faculty Advisor evaluations are open for students to complete for two weeks and close the day before grades are officially required to be posted (generally 2-3 days from last day of scheduled semester courses).
3. Faculty advisors can access advisor evaluations in Canvas once grades have been officially submitted.
4. Faculty access their advisor evaluations via each course's Canvas location by using the "EvaluationKIT Course" link.

Method II: Program Climate Survey

1. Annual program survey of the counseling program, including faculty advising.

Counseling Advising Site

The *Counseling Advising Site*, found in the student's Canvas dashboard, houses key program documents and professional information. Information contained (and updated) in the *Counseling Advising Site* modules includes:

- Graduate Catalogue & Academic Calendars
- Student Handbook and Manuals
 - a. Student Handbook
 - b. CMHC Practicum & Internship Manual
 - c. Site Supervisor Manual
 - d. Supervision Assist Manual (Students)
 - e. Supervision Assist Manual (Site Supervisors)
- Advising
- Counseling Program Orientation
- Scholarships & Financial Aid
- Ethical Codes (ACA/ASCA) & Missouri State Regulations (CMHC & SC)
- Missouri Committee of Professional Counselors (LPC Licensure, Policies, & Procedures)
- 3-Year Course Rotation
- Course Syllabi
- Comprehensive Exam (CPCE) & National Counselor Examination (NCE)
- The Focal Point (Counseling Program Newsletter)
- Clinical Mental Health Counseling specialization information
- School Counseling (SC) specialization information
- Assessment Instruments
- Degree Candidacy
- Practicum & Internship Information | Clinical Mental Health Counseling
 - a. Practicum & Internship Manual
 - b. Site List (i.e., program-approved practicum and internship sites)
 - c. Assessment/Evaluation documents
- Practicum & Internship Information | School Counseling
 - a. Practicum & Internship Manual
 - b. Columbia Public Schools Practicum Booklet
 - c. Missouri Comprehensive Counseling Program document
 - d. Assessment/Evaluation documents
- Supervision Assist Information: Student Version

- Supervision Assist Information: Site Supervisor Version
- Professional Development, Diversity Events, Continuing Education (Monthly List)
- Retention, Assessment, Remediation, & Dismissal
- CMHC Licensure Information (Missouri)
 - a. Missouri Committee for Professional Counselors
- Council for the Accreditation of Counseling & Related Programs (CACREP)
- Archived Materials

Program Homepage

The Counseling program's homepage provides information and links to program policies, procedures, reports, and faculty information. Students can access all Stephens College webpages through the program's homepage. The site is found at [Master of Education in Counseling - Stephens College](#)

Electronic Mail (Email)

Counseling program faculty and staff communicate with students only through official Stephens College email addresses. Students should ensure that any personal email addresses link with their Stephens email account. Students will be assigned an official Stephens College email address upon verified enrollment. Problems related to official email accounts should be directed to Information Technology Services via submission of a "ticket" using this link: [IT Help Desk - Stephens College](#)

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.

Social Media

The Counseling program has dedicated Facebook and Instagram pages that are maintained primarily by the program's graduate assistant. The aim of the program's social media presence is to provide students with current program updates and information about local, regional, and national counseling related activities. Students interested in adding content to the program's social media accounts should contact the program director at dkissinger@stephens.edu.

Importantly, students are reminded to always act in accordance with current American Counseling Association ethical standards related to social media (H.6.a to H.6.d.).

Technology Resources & Competencies

The following statement on technology is found in all course syllabi:

As part of the Stephens College Counseling Program, all courses requiring the recording of counseling sessions will utilize Supervision Assist. Supervision Assist is a HIPAA-compliant platform designed to ensure the confidentiality and security of all recorded sessions. Students are required to create a Supervision Assist account during their first semester in the program. If you encounter any issues or have questions about Supervision Assist, please contact Dr. Irvin at sirvin@stephens.edu. Additionally, detailed information and resources about Supervision Assist can be found on the Counseling Advising Site in CANVAS.

In addition to using Supervision Assist, proficiency in Microsoft Word and PowerPoint is essential for completing assignments in your counseling courses. Please ensure you are familiar with these tools to meet course requirements effectively.

If you have any issues with MyStephens, CANVAS, the Student Gateway, or other technology issues, please contact the Information & Technology Services Department (I&TS). You can reach them at (573) 876-2381, Ext. 4381, or via email at helpdesk@stephens.edu. To report an issue, I&TS will require you to submit a ticket to the helpdesk using the helpdesk@stephens.edu email address.

As noted, the program uses a variety of technology and web-based learning and clinical platforms. Students are expected to be proficient with each platform and seek assistance with the Supervision Assist coordinator, faculty advisor and/or program director immediately to address barriers to effective use of any of the following platforms.

Technology/IT Services

Information Technology Services (IT) provides technology products and support services for students. Students experiencing technical/computer related issues-such as computer/Stephens email/internet related issues-students should submit a service request to IT services via the link below.

IT Homepage: [IT Help Desk - Stephens College](#)

To submit a service request: helpdesk@stephens.edu

Phone: 573-876-2381, x 4381

CANVAS (Teaching/Learning Platform)

Canvas is the program's dedicated teaching/learning platform and is included in the student's tuition/fees. Students needing assistance with CANVAS should first click on the (?) (i.e., "Help") button on the far left column of their CANVAS homepage. While faculty utilize CANVAS differently for their classes, CANVAS is **not** used by faculty to communicate via electronic mail with students enrolled in counseling courses. As noted, e-mail correspondence between students and faculty is done only through official/current faculty and student Stephens College email addresses.

Supervision Assist

Supervision Assist (SA) is a HIPAA-secure, cloud-based platform used by the Counseling program for practicum and internship. While students use SA's capabilities for recording counseling practice sessions/assignments in multiple courses, Supervision Assist is primarily utilized by CMHC and SC students across their practicum and internship courses. Specific activities completed within Supervision Assist include recording counseling sessions and completing required practicum and internship documentation (including self/site evaluations).

Supervision Assist is included in the student fees and available until graduation or the student is no longer enrolled in the program. Directions for accessing and using Supervision Assist are provided to new students at the new student orientation meeting. Additional questions regarding Supervision Assist should be directed to Dr. Irvin (sirvin@stephens.edu), the program's designated Supervision Assist coordinator.

On the Supervision Assist website ([Supervision Assist: Unparalleled Practicum & Internship Training](#)), students, course instructors, and site supervisors are provided multiple "how to" training videos for using Supervision Assist. To access training guides/videos, students, course instructors, and site supervisors should log in to Supervision Assist and then can click on the (?) in the upper right corner.

The Counseling program provides students and site supervisors with a variety of documents to help better navigate Supervision Assist. Students can access these documents via the "**Supervision Assist: Student Version**" module found in the "*Counseling Advising Site* on the Canvas dashboard.

Note: Program approved site supervisors are provided Supervision Assist information and training independently, but should be referred to the Supervision Assist coordinator, Dr. Irvin at sirvin@stephens.edu.

TherapyNotes

The program uses TherapyNotes, a secure web-based clinical practice software platform for documentation, scheduling, and related administrative tasks at the Stephens College Counseling Center. Students placed at the SCCC are provided a subscription (i.e., access) to TherapyNotes at no cost to them for the duration of their practicum/internship.

Zoom

Student technology fees provide access to a Stephens College zoom account. However, students are strongly encouraged (and often required per course instructor/SCCC policy) to utilize the HIPAA-compliant zoom feature of Supervision Assist.

Telehealth

Students are required to demonstrate basic competencies in the efficient and ethical/legal use of telehealth services. General telehealth policies will be discussed during new student orientation and in relation to class activities and assignments in several courses. However, formal telehealth training will be provided by faculty during practicum orientation. Students must demonstrate competency in the procedural, ethical, and legal aspects of telehealth prior to matriculating to their practicum clinical site. Further, students in all CMHC and SC practicum/internship courses must adhere to the program's telehealth policies for practicum/internship found in their respective practicum and internship course syllabi and CMHC and SC Practicum and Internship Manuals, including the submission of a completed "**Telehealth Consent**" document.

Counseling Practicum Area/Rooms in Walter Hall

The program's counseling/skills training rooms are located on the first floor of **Walter Hall in rooms 101-104, 106, and 204**. All enrolled counseling students are eligible to use the training rooms when classes are not in session for practicing their skills or completing skills-based assignments.

Guidelines for use:

Only currently enrolled Stephens College Counseling students are eligible to use the counseling rooms and associated recording technology in Walter Hall. In addition:

1. All counseling practice 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)
 - b. Dr. Irvin (sirvin@stephens.edu)
 - c. Dr. Shoge (kshoge@stephens.edu)
 - d. Dr. Fifield (afifield@stephens.edu)
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. 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!).
 - e. ALL counseling rooms not in use are to remain locked. ***If you are the last person/group using the room, verify all doors are locked-you are responsible.***
 - f. Report damages/technology/maintenance issue(s) immediately to Dr. Kissinger via email.
4. Removal of any IT/electronic equipment and/or furniture/decor is not allowed. Students found responsible for removal of equipment and/or furniture may face disciplinary action from the program and will be responsible for returning the material or for all replacement costs.
5. 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-they are very helpful and very busy!

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 initially email the faculty member with an outline of the request. Faculty will respond to each specific request. 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 letter of support to a student.

Retention and Disposal of Student Academic Records

Stephens College follows the American Association of Collegiate Registrars and Admissions Officers (AACRAO) guidelines for the retention, disposal, and archive of student academic record.

Included in the list of documents that are permanently retained are Transcripts or permanent academic record, letters of dismissal, academic integrity code violations (with sanctions), lists of graduates, and grade submission data at the end of each term. The Registrar's office retains the academic file of each student that graduates for a minimum of ten years. The records of students who attend and leave prior to graduation will be retained for five years after last date of attendance.

Student and Client Privacy and Confidentiality

The privacy and confidentiality of all student and client records is a core expectation of the counseling program. The following ethical and legal mandates regarding student and client privacy and confidentiality are foundational to this expectation.

Professional Ethics

American Counseling Association Code of Ethics (2014)

- Section B: Confidentiality & Privacy (pp. 6-8)
- **American School Counseling Association (ASCA)**
 - **Ethical Standards for School Counselors (2022)**
 - Section A.2: Confidentiality
 - Section A.13: Student Records
 - Section D (a-n): School Counseling Practicum/Internship Site Supervisors

Family Educational Rights and Privacy Act (FERPA)

Stephens College complies with the Family Educational Rights and Privacy Act of 1974, as amended (FERPA), designed to protect student privacy and to ensure the accuracy of educational records.

Under FERPA, eligible students have certain rights with respect to their education records. (As FERPA relates to Stephens College, an "eligible student" is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review their education records within 45 days after the day Stephens College receives a request for access. A student should submit to the Office of the Registrar (LRW 248) a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected. If the requested records are not maintained by the Registrar's Office, the Registrar or her designee shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask Stephens College to amend a record should write the Registrar (or whatever school official is responsible for the record, as indicated by the Office of the Registrar) to clearly identify the part of the record the student wants changed and specify why it should be changed.

If Stephens College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for

amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the College discloses personally identifiable information (PII) from the student's education records, *except to the extent that FERPA authorizes disclosure without consent.*

A postsecondary institution may disclose Personally Identifiable Information from the education records *without obtaining prior written consent of the student*:

- To other school officials, including faculty, within the College whom the College has determined to have legitimate educational interests. A school official is a person employed by Stephens College in an administrative, supervisory, academic, research or support staff position (including law enforcement unit personnel and health staff); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the College who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor or collection agent or a student volunteer to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Stephens College.
 - To officials of another educational institution where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
 - To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
 - To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the school determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the College's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
 - To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College, governing the use or possession of alcohol or a controlled substance if the College determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))
4. The right to withhold the disclosure of "Directory Information." FERPA allows Stephens College to disclose appropriately designated "directory information" upon request without a student's written consent. Directory information is information that is generally not considered harmful or an invasion of privacy if released, and includes:
 - A student's name, address, telephone number, email address;
 - A student's date and place of birth, dates of attendance and grade level;

- A student's major field of study, most recent educational agency or institution attended and degrees, honors and awards received;
- A student's photograph when the student is participating in officially recognized College activities and athletics;
- A student's weight and height as a member of an athletic team;
- A student's ID number, user ID or other personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (a student's SSN cannot be used for this purpose).

Students who wish to withhold directory information should contact the Office of the Registrar (LRW 248; 573-876-7277). Stephens College assumes no liability for honoring a student directive that Directory Information be withheld.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Stephens College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW
Washington, DC 20202

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

Questions about FERPA and student records may be directed to the Office of the Registrar (573-876-7277) or to the Office of the Vice President for Academic Affairs (573-876-7213). Students who wish to allow parents or others who would not otherwise be allowed under FERPA to review their educational records should visit the Office of the Registrar (LRW 248) to sign the appropriate authorization form.

Health Insurance Portability and Accountability Act (HIPAA)

Medical ethics forbid violation of patient confidentiality. Students must always be sensitive to this issue. Any discussion of a client's diagnosis, care, and condition should be conducted with the utmost discretion and always with client privacy in mind. All current HIPAA guidelines must be followed.

Students must complete a program approved HIPAA training prior to beginning their practicum course (COUN 601/CMHC; COUN 602/SC). The CMHC and SC clinical coordinator, respectively, will provide prospective practicum students the link to the HIPAA training during practicum orientation. Students must provide evidence of their successful completion of the HIPAA training to their respective clinical coordinator prior to being enrolled in their practicum course. This document will be uploaded in the student's Supervision Assist account along with other required practicum documentation.

Counseling Program Records

The counseling program retains hard copies of student records, including practicum and internship documentation, through the Fall 2023 semester. Beginning Spring, 2024, all practicum and internship documentation is retained electronically through Supervision Assist. Exceptions to this may include but are not limited to documentation related to student retention, remediation, and dismissal, with all student

records stored in a secure filing cabinet housed in a secure room that is accessible only to the program director and core faculty.

Student records will be digitized upon graduation or termination from the program. However, the program cannot guarantee that student documents requested after the 7-year period will be available. Therefore, students are strongly encouraged to maintain both electronic and hard copy records of ALL documents created prior to-and especially during- their tenure in the program. **This is especially important for all practicum and internship documents given these documents may be required for professional licensure or accreditation given individual state licensing and certification organizations and boards are likely to have distinct policies, procedures, and requirements.**

Practicum & Internship Records

Policies and procedures for documentation of all student and client records associated with the practicum and internship courses in the Clinical Mental Health Counseling (CMHC) and School Counseling (SC) specialty areas is found in the program's dedicated Practicum and Internship Handbook found on the program website (insert link) and in the student's Counseling Advising Site in Canvas under the CMHC and SC Practicum & Internship Information modules, respectively.

Liability/Malpractice Insurance

Current liability (malpractice) insurance is required for all students prior to and during enrollment in practicum and internship courses. Students will not be allowed to enroll or continue in practicum or internship courses until and unless proof of current liability insurance is verified and on-record with the program.

Liability insurance is available through the American Counseling Association and American School Counseling Association ([Student Liability Insurance Now Available to ACA Master's Level Students \(counseling.org\)](#)) or through HPSO [Malpractice insurance for Healthcare Providers | HPSO](#). Notably, student members of ACA receive complimentary liability insurance.

Comprehensive Exam & Credentialing Exams

Overview

1. The Counselor Preparation Comprehensive Exam (CPCE) **IS** a graduation requirement for students in **both** CMHC and SC specialization areas.
2. The National Counselor Exam (NCE) **IS NOT** a graduate requirement for students in either the CMHC or SC specialization areas but **IS** required for full licensure as a professional counselor in the State of Missouri.
3. The Praxis Exam is Not a graduation requirement for CMHC or SC but IS required for certification as a school counselor in the State of Missouri.

Counseling Program Comprehensive Examination (CPCE)

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. Students will be made aware of the CPCE exam date and registration guidelines/timeliness by the program's NBCC liaison well in advance of the

administration date. 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 proctor 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.

A passing score on the CPCE is one (1) Standard Deviation below the cut-off (i.e., “mean”) score. Students are allowed two re-takes of the CPCE. However, due to CPCE testing schedules, which are outside the program’s control, the program cannot guarantee a CPCE re-take exam can be scheduled prior to the student’s planned graduation date. **In other words, failure to pass the CPCE on any of the re-take attempts could delay a student’s graduation.**

Praxis Exam

The Praxis Exam is NOT a graduation requirement for SC students but IS required for certification as a school counselor in the State of Missouri. School Counseling students take the Praxis exam after completion of COUN 655 and COUN 660.

National Counselor Exam (NCE)

The National Counselor Examination (NCE) is the (national) 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 are strongly encouraged to take the NCE exam during their final semester, but only following completion of the CPCE exam.

Counseling faculty will provide students with insights and reminders about the NCE exam and other pertinent counselor licensure guidelines and requirements, with specific information provided during the practicum and internship courses. In the meantime, students interested in learning more about the NCE and other State of Missouri licensing guidelines and requirements for professional counselors should go to [Committee for Professional Counselors \(mo.gov\)](http://Committee for Professional Counselors (mo.gov)). For information on the NCE, go to the “*Licensure Requirements*” link. Students interested in learning more about the **National Counselor Exam** (and the Counseling profession more broadly) should go to NBCC | National Board for Certified Counselors.

Graduation Requirements

To receive the Master of Education (M.Ed.) in Counseling degree from Stephens College, students must:

- Complete all required core and specialization coursework (i.e., CMHC/SC)
- Maintain a minimum 3.0 cumulative GPA or higher.
- Receive a grade of “B” or higher in all coursework.
- Passing score on the Counselor Preparation Comprehensive Exam (CPCE).

Section VI: Assessment, Recruitment, Retention, Remediation, Grievance, Appeals, & Suspension/Dismissal

ASSESSMENT

Comprehensive Assessment Plan (CAP)

The program's Comprehensive Assessment Plan (CAP) provides continuous and systematic assessment of the program's academic quality, graduate outcomes, and the diversity of our learning community. To do so, the program gathers and analyzes data from current students, program graduates, fieldwork site supervisors, employers of program graduates, and the program's advisory committee. The Counseling program director will provide an annual report highlighting key assessment data/areas and analysis specific to ongoing program and improvement. A copy of the CAP document and all annual reports will be available to students and the public on the Counseling program's homepage. Students will also have access to the CAP document and annual reports under the **Accreditation + Program Reports** link on the program homepage.

Individual Student Assessment

Students are assessed at multiple points over the course of the program specific to counseling skills, knowledge, and personal/professional disposition (see: Personal/Professional Dispositions) as part of the program's Comprehensive Assessment Plan (CAP). Students also assess course instructors, practicum/internship site supervisors and placement sites, and the program at multiple points across the program. (see *Comprehensive Assessment Plan* on the program homepage).

Student Assessment of Faculty & Faculty Advisors

Students are provided with an opportunity to evaluate course instructors and their assigned faculty advisors at the conclusion of each semester course. Two weeks prior to the conclusion of each semester, students will receive an email notifying them of the availability of a course instructor evaluation and faculty advisor survey (i.e., evaluation) in each of their Canvas courses. Both assessments are critical for faculty and program development/improvement. In practicum/internship courses, students will complete an additional Course Instructor assessment that is found in the student's Supervision Assist file (see *separate Practicum/Internship Manuals* for details).

Key Program Indicators (KPI)

CACREP (2024) defines **Key Program Indicators (KPI)** as, "Student learning outcomes that are connected to the required curriculum and that program faculty have chosen to represent student knowledge and skills related to program objectives". The chart below shows the KPI selected by the counseling program and their assessment points in the curriculum.

KPI I - CACREP 3. A	Assessment I	Assessment II
Students will demonstrate an understanding of the professional identity, roles, responsibilities, and dispositions inherent in the counseling discipline.	Course: COUN 501 Measurement: Ethics Case Timeline: Year 1, Semester 1	Course: COUN 630 Measurement: Quiz 1 Timeline: Year 1, Semester 2
KPI 2 – CACREP 3. A	Assessment I	Assessment II
Students will demonstrate an understanding of the professional identity, roles, responsibilities, and dispositions inherent in the counseling discipline.	Course: COUN 501 Measurement: Reflection Paper Timeline: Year 1, Semester 1	Course: COUN 630 Measurement: Self-Care Strat Timeline: Year 1, Semester 2
KPI 3 – CACREP 3. B	Assessment I	Assessment II
Students will demonstrate multicultural knowledge, self-awareness, humility, skill, and dispositions necessary for working effectively within and across a dynamic, pluralistic society.	Course: COUN 555 Measurement: Competence Assign Timeline: Year 2, Semester 4	Course: COUN 545 Measurement: Up Journal (final) Timeline: Yr 1, Sem 3 or Yr 2, Sem 6

KPI 3 – CACREP 3. B	Assessment I	Assessment II
Students will demonstrate the multicultural knowledge, self-awareness, humility, skills, and professional dispositions necessary for working effectively with diverse clients within and across a dynamic, pluralistic society.	Course: COUN 555 Measurement: Competence Assign. Timeline: Year 2, Semester 4	Course: COUN 545 Measurement: Up Journal (final) Timeline: Yr 1, Sem 1 or Yr 2, Sem 6 Focus: Knowledge
KPI 4 – CACREP 3.C	Assessment I	Assessment II
Students will demonstrate knowledge and awareness of life events and stages that could influence an individual's mental, emotional, and psychological health and well-being across the lifespan.	Course: COUN 545 Measurement: Up Journal (final) Timeline: Yr 1, Sem 3 or Yr 2, Sem 6 Focus: Knowledge	Course: COUN 630 Measurement: Crisis Pamphlet Timeline: Year 1, Semester 2 Area: Knowledge
KPI 5 – CACREP 3. D	Assessment I	Assessment II
Students will demonstrate the knowledge and skills required to conceptualize client issues through a career development theory framework and design an ethical, effective, and evidence-based treatment plan to maximize a client's career development and trajectory.	Course: COUN 501 Measurement: Final Exam items Timeline: Year 1, Semester 1	Course: COUN 550 Measurement: Case Presentation Timeline: Year 3, Semester 8
KPI 6 – CACREP 3. E	Assessment I	Assessment II
Students will demonstrate the requisite knowledge, counseling skills, and professional dispositions necessary to establish and maintain quality therapeutic alliances with diverse client populations.	Course: COUN 500 Measurement: Reflection Paper 2 Timeline: Year 1, Semester 1	Course: COUN 520 Measurement: Group Proposal Timeline: Year 1, Semester 2
KPI 7 – CACREP 3. F	Assessment I	Assessment II
Students will demonstrate the knowledge, skills, and professional disposition necessary to conduct ethical, effective individual and group counseling services	Course: COUN 520 Measurement: Group Proposal Timeline: Year 1, Semester 2	Course: COUN 600 Measurement: Group Curriculum Timeline: Year 2, Semester 5
KPI 8- CACREP 3. G	Assessment I	Assessment II
Students will demonstrate understanding of the ethical and legal issues required to prepare, implement, and interpret assessment instruments and strategies for clients as part of an effective individualized, evidence-based treatment plan.	Course: COUN 540 Measurement: Mid-Term/Final Timeline: Yr 1, Sem 3 or Yr 2, Sem 6	Course: COUN 560 Measurement: Final Exam Timeline: Yr 1, Sem 3 or Yr 2, Sem 6
KPI 9 – CACREP 3.H	Assessment I	Assessment II
Students will demonstrate an understanding of the importance of using evidence-based models, strategies, and interventions to inform clinical practice and advance the counseling professional.	Course: COUN 560 Measurement: Final Exam Timeline: Yr 1, Sem 3 or Yr 2, Sem 6	Course: COUN 607 Measurement: Reflection 1 Timeline: Year 2, Semester 7
KPI 10 – CACREP 5-C (CMHC)	Assessment I	Assessment II
Students will demonstrate the knowledge, skills, and professional disposition necessary to conduct detailed clinical interviews and, by extension, create and maintain effective, evidenced-based individualized treatment plans.	Course: COUN 515 Measurement: Clinical Interview Timeline: Year 2, Semester 4	Course: COUN 601 Measurement: Case Pres 1 Timeline: Year 2, Semester 5
KPI 11 – CACREP 5-C (CMHC)	Assessment I	Assessment II
Students will demonstrate the ability to draw from and implement evidence-based strategies and interventions to facilitate the prevention and treatment of a wide range of mental health issues. Students will also demonstrate, in word and action, the professional dispositions expected of a Counseling professional.	Course: COUN 635 Measurement: Case Concept II Timeline: Year 2, Semester 4	Course: COUN 608 Measurement: Capstone Timeline: Year 3, Semester 8

Annual Reports

The program director creates an annual report that addresses but is not limited to program demographics, enrollment, retention, and graduation rates and Stephens College Counseling Center (SCCC) data. Additionally, the annual report will include data and analysis derived from the program's Comprehensive Assessment Plan (see below). Annual reports from the previous academic year are posted under the *Accreditation + Program Reports* link on the program's homepage.

Participation Policy

1. Fall and Spring courses are a 16-week commitment, Summer internship courses are a 14 week commitment, and Summer content courses (i.e., COUN 540, 575) are 8 week (on-line) commitments, making class participation an essential and expected element of each course. If you are not in class, you are not participating (i.e., "absent").
2. Students are expected to attend and be prepared for all classes. Do not ask the instructor to make a judgment call on a reason for an absence.
3. Absence from class should be a last resort.

- a. Course instructors reserve the right to label an absence as “excused” or “unexcused” if the absence is related to a family/personal emergency.
 - b. Absence = **Being late for class by 20 or more minutes without notifying instructor.**
 - c. Course instructors reserve the right to require verified documentation in the event of a student’s absence from class. Examples of documentation include but are not limited to a document from a medical/mental health professional.
 - i. Documents requested from the course instructor (“b” above) must be provided to the course instructor within one (1) week of the student’s return to class.
 - ii. An absence will be recorded as “unexcused” if the requested appropriate document is not provided to the instructor within one (1) week of the student’s return to class.
 - d. Family/Personal Emergency.
 - i. Course instructors recognize that “life happens”. In the event of a personal emergency or family crisis, a student may ask their instructor to attend that week’s in-class course via Zoom. The instructor has the discretion to allow the request.
 - ii. Course instructors reserve the right to require verified documentation of the event.
4. **Absence Policy**
- a. **One (1) “excused” absence** (not ADA related) with required documentation provided to the instructor within one (1) week of the absence will result in a maximum 2% automatic reduction in total course points possible, as determined by the instructor.
 - i. **A second (2) “excused” absence** (not ADA related) will result in a maximum 5% automatic reduction of remaining total available course points, as determined by the instructor.
 - ii. **A third (3) “excused” absence** (not ADA related) will result in a mandatory meeting with the Program Review Committee to address absences according to the program’s retention, remediation, and dismissal policy. (see policy, p. 38)
 - b. **A first (1st) unexcused absence** will result in an automatic 5% reduction of the total course points possible.
 - c. **A second (2nd) unexcused absence** will result in an automatic 10% reduction of the remaining total course points available.
 - d. **A third (3rd) unexcused absence** will require the student to re-take the course and a mandatory meeting with the Program Review Committee.
5. **In practicum/internship courses:**
- a. Students must still complete the required one (1) hour of site supervision per week for all sites where they are completing direct hours (i.e., face-to-face/approved telehealth counseling sessions).

Student Retention, Remediation, & Dismissal

The retainment of all admitted students through degree completion is the ongoing aim of the faculty. Addressing this aim is the responsibility of the program’s **Admissions, Recruitment, and Retainment Committee (ARRC)**. Comprised of core faculty, retainment efforts include but are not limited to:

- a. Design, implement, and assess program policies and procedures that facilitate the academic, professional, and personal well-being of students.
- b. Design and consistently provide/promote professional development activities, creative programming, and opportunities for students to engage in program service/leadership to ensure they have a “voice” in the program.
- c. Create and maintain effective program delivery systems that are equitable, inclusive,

- challenging, and maximize student learning and success.
- d. Hiring and retention of core and adjunct faculty who are responsive to student needs, including timely and accurate academic advising.
- e. Provide opportunities for students to have Activities may include but are not limited to academic advising, mentoring/advocating for students/profession.
- f. Utilize systemic assessment procedures to secure outcome data for use with continual program improvement surrounding student retention.

Ten Ideals

The Stephens College Counseling Program upholds the Ten Ideals, adopted in 1921, as they represent what program faculty believe are important dispositions of counselors. The program faculty have added statements describing their expectations for Stephens Counseling students, describing how they will evidence the Stephens College **Ten Ideals** as they progress through the curriculum.

1. **Respect** *for our own dignity and the dignity of others, embodied in a sense of social justice* M.Ed. 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** M.Ed. 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** M.Ed. 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* M.Ed. 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* M.Ed. 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. M.Ed. Counseling students work toward authenticity and congruence, which helps in the display of empathy.
6. **Responsibility** *for the consequences of our choices* M.Ed. 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. M.Ed. 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* M.Ed. counseling students evidence the belief that others are capable of change. They also possess a belief that they themselves are capable of change. M.Ed. 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* M.Ed. 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 tolerant* M.Ed. 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* M.Ed. 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.

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 below) 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 failing grade (“F”) will result in automatic program dismissal.

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

Unmet Minimum Thresholds

In the Counseling program, the term *unmet minimum threshold* relates to **a)** formal academic grades, and **b)** performance on all CACREP standards.

Unmet Minimum Thresholds: Final Course Grade

As detailed in the Program Grading Scale, the Counseling program has established a **grade of B or above** as the minimum threshold for academic performance in all program courses. Implications for not meeting minimum course grade thresholds are noted in the “Program of Study Outcome” column in the Program Grading Scale (above), including the program’s formal remediation policies, procedures, and potential outcomes in the following **Personal Development Plan** through **Program Suspension or Expulsion (“Dismissal”)** sections of this handbook.

Unmet Minimum Thresholds

Faculty assess students in all classes using a **master assessment rubric**. In this rubric, performance levels on designated student learning outcomes (i.e., CACREP standards/CMHC) is assessed at “*Exceeds Standard*”, “*Meets Standard*”, “*Minimally Meets Standard*”, “*Does Not Meet Standard*”, and “*Not Applicable*”. The process for addressing “unmet minimum thresholds” (i.e., “Does Not Meet Standard”) is noted below.

- a. A student who fails to meet the minimal performance threshold (i.e., “minimally meets” or better) on any formal measure of knowledge, skills, and/or professional dispositions - as assessed by a *course instructor* (CI), *fieldwork site supervisor* (FSS), and/or *faculty supervisor** (FS) - are initially subject to the remediation plan designed by the CI and/or FS.
 - **Course Instructors (CI) serve as Faculty Supervisor (FS) only in the prac/internship courses.
- b. If a student is non-compliant with the remediation plan and/or fails to meet the minimal performance threshold for the unmet standard(s), the CI/FS will refer the student to the program’s Professional Review Committee (PRC) for further required remediation in accordance with the program’s established remediation policies and procedures. (see Remediation, Retention, Dismissal policies, pp. 40-50)
- c. Once the unmet standard(s) is met as determined by the PRC, the FS determines a final official grade and submits an official grade change form to the Office of the Registrar.

Student Personal & Professional Dispositions

The Stephens College Counselor Education program has an obligation to students, the counseling profession (American Counseling Association Code of Ethics; American School Counselor Association Ethical Standards;), and the communities in which we serve 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.

Students admitted into the Stephens College Counseling program shall be 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.

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. 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)**.

Assessment of Student Personal and Professional Dispositions

Counseling faculty, fieldwork site supervisors, and faculty supervisors systematically assess the professional dispositions (numbered below) of students at multiple points in the program. Dispositional assessments are completed by faculty on all pre-fieldwork students during their first and second fall semesters using the ***Student Dispositional Assessment***. During the mid-term & conclusion of each fieldwork course, fieldwork site supervisors, faculty supervisors, and students assess (& self-assess) student professional dispositions (& knowledge/skills) using the ***CMHC-Site Supervisor & Course Instructor Assessment and Student Self-Assessment, respectively***. Site/faculty supervisors will then review their mid-term/final evaluation with each student/supervisee and, if required, take remedial action per program policy (see “Unmet Thresholds”, p. 39; Remediation, Retention, Dismissal policies, pp. 40-50).

1. **Ethical Behavior:** Student demonstrates attitudes, behaviors, and decision-making that adhere to the current American Counseling Association Ethical Code and/or ASCA Ethical Standards.
 - a. ACA Code of Ethics: [ACA 2014 Code of Ethics \(counseling.org\)](https://www.counseling.org/docs/default-source/ethical-standards/aca-2014-code-of-ethics.pdf?sfvrsn=1)
 - b. ASCA Ethical Standards for School Counselors: [Ethical-Standards.pdf \(schoolcounselor.org\)](https://www.schoolcounselor.org/asca/media/asca/ethical-standards.pdf)
2. **Professionalism/Behavior:** Student demonstrates attitudes and behavior that is respectful toward instructors, supervisors, peers, clients, and all other individuals-at all times.
3. **Respect for Boundaries:** Student demonstrates ability and willingness to set and maintain healthy professional personal boundaries with instructors, supervisors, peers, clients/students, and all other individuals-at all times; Demonstrate respect for the personal boundaries of all individuals.
4. **Multicultural Competence/Humility:** Student displays awareness of and ability to demonstrate openness, respect, and humility to and for the experiences and beliefs of all individuals and groups; Demonstrates behavior and attitudes that facilitate a respectful, inclusive learning environment in in-person and online interactions with faculty, peers, supervisors, clients/students, and all other individuals.
5. **Emotional maturity and stability:** Student demonstrates emotional maturity and ability to self-regulate emotions with peers, instructors, supervisors, and all other individuals.
6. **Personal and Professional Growth:** Student demonstrates engagement and initiative toward personal growth and development.
7. **Openness to Feedback:** Student demonstrates willingness to seek out, provide, respond to, and integrate feedback from peers, instructors, supervisors, and/or clients/students in a strength-based, positive manner.
8. **Adaptableness/Flexibility:** Student demonstrates ability to respond/adapt to relational, environmental, and/or procedural changes in a professional manner in classroom (in-person/online) and clinical/school settings.
9. **Genuineness:** Student demonstrates non-judgmental attitudes and behaviors toward the experiences and worldview of all individuals.
10. **Personal Wellness:** Student demonstrates openness to and engagement in advocating for the holistic wellness of self and all individuals.

NOTE: Admission into Stephens College M.Ed. Counseling Program does not guarantee graduation. 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

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 or site supervisor 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 or site supervisor will make a formal written request to the Program Review Committee (PRC) chair for a full PRC review to consider initiating a Personal Development Plan (PDP) for the student. This request will include specific behaviors to be addressed, a summary of intervention strategies to-date, and the reasons for requesting the creation of a PDP.
3. Notification of the formal request-and a request by the Program Review Committee (PRC) to meet formally with the student, shall be provided to the PRC members and the student by the PRC chair within 3 business days of the PRC receiving the formal information/concerns.
4. The PRC chair will set a meeting within 10 business days between the PRC, student, and pertinent individuals to process the formal concerns and, as necessary, develop a PDP and timeline for resolution of the PDP. The meeting is required for the student.
5. At the conclusion of the established PDP deadline, the PRC, student, and any pertinent individuals will convene at a PRC meeting to discuss the current disposition of the PDP. The disposition of this conclusive PRC meeting may be:
 - a. Termination of the PDP
 - b. Continuance/Modification of the PDP
 - c. Suspension or Dismissal of the student from the program
6. The student shall be notified in writing of the final disposition of the PDP by the PRC Chair within 10 business days of the formal PRC meeting.
7. Students who are dismissed for coursework and/or professional conduct may petition the program director to be evaluated for reinstatement in the degree program after a 12-month period.
8. Students dismissed from the program for unsatisfactory performance in graduate level coursework are not permitted to enroll in program coursework as a non-degree seeking student.
9. **The student may appeal the Program Review Committee decision to the Graduate Council. Graduate Council decisions are final.**

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.

Stephens will refund all of the student's comprehensive fees if he or she cancels his or her enrollment before the first day of the semester. In the event that a student completely withdraws after the first day of classes but prior to 60% of the completion of the semester, a proration of comprehensive fees is calculated based on the number of class days attended compared to the total number of class days in the semester. Comprehensive fees are credited and financial aid is charged back in accordance with Federal regulations. Official notification of withdrawal must be given to the Program Director in all cases of voluntary withdrawal. If no official notice is provided to the College, the student will be considered to be enrolled for the purposes of this policy; additionally, the student's Stephens College academic transcript will not be released until the Withdrawal Form has been completed. After the 60% point in the semester, a student will be charged 100% of the comprehensive fees and will be deemed to have earned 100% of their financial aid.

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. The appeal procedure is as follows:

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.
3. 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 that 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.
4. 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.
5. The grade appeal will be considered confidential, and only those directly involved in the appeal procedure will be provided with information concerning the appeal.
6. 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

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. In all cases, the aim and expectation is that, at each stage, all parties will exert maximum effort to resolve the issue/concern in a timely, professional, and ethical manner. As can be seen in the examples below, students, faculty, and site supervisors have a process that should be followed. **If uncertain of the appropriate path to follow, DO NOT proceed until you have communicated with your advisor and/or program director for direction.**

Non-Practicum or Internship Course Issues

Student issue/concern with fellow counseling student

- *Student>>student>>Advisor>>Program Director>Program Review Committee>> Graduate Council (Final Decision)*

Student issue/concern with a course instructor (core or adjunct)

- *Student>>Course instructor>>Advisor>>Program Director>Program Review Committee>> Graduate Council (Final Decision)*

Practicum & Internship-Based Issues

Student issue/concern with site-supervisor

- *Student >>site-supervisor>>course instructor>>clinical coordinator>>program director>>program review committee>>PDP/program review committee>>graduate council (final decision)*

Student issue/concern with course instructor

- *Student>>course instructor>>clinical coordinator>>program director>>program review committee>>Graduate Council (Final Decision)*

Site-supervisor issue/concern with student

- *Site-supervisor>>student/supervisee>>course instructor>>clinical coordinator>>program director>>Program Review Committee>>PDP/program review committee>>graduate council (final)*

Site-supervisor issue/concern with course instructor

- *Site-supervisor>>course instructor>>clinical coordinator>>program director>>program review committee>>Graduate Council (Final Decision)*

Course instructor issue/concern with student

- *Course instructor>>student>>clinical coordinator>>program director>>program review committee>>Graduate Council (Final Decision)*

Course instructor issue/concern with site-supervisor

- *Course instructor>>site supervisor>>clinical coordinator>>program director>>program review committee>>Graduate Council (Final Decision)*

The example provides a more detailed analysis of the process for addressing a problem/concern between a course instructor and an internship student.

Course Instructor Issue or Concern w/Student

1. Upon observation of concern, the course instructor will attempt to resolve the concern directly with the student. All discussions with the student-along with any suggested interventions and student responses- are to be documented by the course instructor and provided to the clinical coordinator and placed in the student's internship/clinical file.
 - Note: Faculty may attempt more than one intervention prior to engaging step 2.
 - Student(s) and course instructor documentation should be solicited and documented.
2. If the intervention(s) above is/are unsuccessful, the course instructor may refer the situation to the CMHC/SC clinical coordinator and/or Program Review Committee for assistance in resolving the student problem/concern**.

****See Personal Development Plan and Personal Development Plan: Process**

3. If sent to the CMHC/SC clinical coordinator, the coordinator will review all available documents submitted by the student and course instructor and meet with the student to process the concern. Depending on the situation, the CMHC/SC clinical coordinator may meet with the course instructor and student individually or together. If the problem/concern is not resolved at the CMHC/SC clinical coordinator level, the CMHC/SC clinical coordinator refers the problem/concern to the program director or the Program Review Committee.

****See Personal Development Plan and Personal Development Plan: Process**

4. If sent to the program director, the director will review all documents submitted by the student, course instructor, and clinical coordinator. Depending on the situation, the program director may meet with one or all relevant parties. If the problem/concern is not resolved at the program director level, or the program director deems it necessary, the program director refers the issue(s) to the Counseling program's *Program Review Committee (PRC)*.

****See Personal Development Plan and Personal Development**

Program Suspension or Expulsion (“Dismissal”)

Prior to suspension or dismissal from the program, the student (and all individuals involved) in a program dispute would be afforded full due process. This process would be conducted under the authority of the Program Review Committee. Importantly, the decisions of the Program Review Committee are final. However, if the student is suspended or expelled 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 VII: Degree Plans & Requirements

Degree Plans

The Stephens College Counseling program offers the following degree plans.

1. 60 credit hour Master of Education (M.Ed.) degree in Counseling with a specialization in Clinical Mental Health Counseling (**CMHC**).
 - a. The 60-credit hour Clinical Mental Health Counseling (CMHC) specialization meets the educational requirements set forth by the Missouri Committee for Professional Counselors to qualify for licensure as a professional counselor in the State of Missouri (PLPC/LPC). Licensure information is available at the Missouri Committee of Professional Counselors website at <https://pr.mo.gov/counselors.asp>.
2. 60 credit hour Master of Education (M.Ed.) degree in Counseling with a specialization in School Counseling (**SC**).
 - a. The 60-credit hour School Counseling (SC) specialization degree plan meets the eligibility requirements for certification as a school counselor in the State of Missouri (DESE).
 - b. Graduates of the 60-credit hour School Counseling Specialization degree plan are eligible for certification as a school counselor in the State of Missouri (DESE)
 - c. Students interested in becoming eligible for licensure as a professional counselor in the State of Missouri will need to follow the additional steps:
 - i. Receive permission from Counseling faculty to enroll in CMHC clinical coursework (i.e., COUN 601/607/608)
 - ii. At minimum, complete COUN 607 and COUN 608 over the course of 2 consecutive semesters.
 - iii. Information regarding the minimal requirements for licensure as a professional counselor in MO is found at the Missouri Committee of Professional Counselors website at <https://pr.mo.gov/counselors.asp>.
3. 45 credit hour Master of Education (M.Ed.) degree in Counseling with a specialization in School Counseling. school counseling.
 - a. The 45-credit hour Master of Education (M.Ed.) degree in Counseling with a specialization in School Counseling (SC) specialization degree plan meets the eligibility requirements for certification as a school counselor in the State of Missouri (DESE).

The program also offers a post-graduate option for individuals with a graduate/post-graduate degree in Counseling who seek to complete courses toward additional state certification or licensure.

Degree Candidacy

Enrollment in the CMHC practicum/internship I/Internship II course sequence in the CMHC/SC specialization areas is contingent on the student being granted **degree candidacy** by the Counseling Program's **Degree Candidacy Committee**. The process for being granted degree candidacy status is as follows.

1. During the semester prior to expected enrollment in practicum, the student will attend a mandatory practicum-orientation meeting. At this meeting, the CMHC and/or CMHC clinical coordinators will address issues and timelines related to degree candidacy and enrollment in the advanced clinical courses (i.e., Practicum/Internship I/Internship II).
2. At the practicum-orientation meeting, students are required to submit the following documents with all applicable signatures (Electronic signatures are acceptable).

- **A Plan of Study form:**
 - This document, signed by the student, student's faculty advisor, and CMHC clinical coordinator, verifies the student has completed coursework necessary to be considered for degree candidacy and, by extension, enrollment in COUN 601.
 - **Student Degree Candidacy Form**
 - The Counseling program will send students the link to the online survey at the appropriate time.
3. Following the practicum orientation meeting, the Degree Candidacy Committee will review the materials used in the degree candidacy decision making process. Materials and information used in determining each student's degree candidacy (i.e., approved/declined) may include but is not limited to:
 - a. academic record in Stephens College Counseling Program
 - b. video/audio recording(s) of student performances/skills (i.e., COUN 500, 515, etc.)
 - c. dispositional assessments by Counseling faculty/staff or verified Stephens Counseling program stakeholders with direct knowledge of an enrolled Stephens Counseling student's behavior/ethical conduct.
 - d. assessment or other types of data requested by the Degree Candidacy Committee deemed relevant to determining a student's degree candidacy status and, by extension, eligibility for enrolling in the appropriate CMHC or CMHC practicum course.
 4. The chair of the Degree Candidacy Committee will communicate the committee's decision regarding degree candidacy to each student individually, via the student's Stephens College email address. This communication will include the following information.
 - a. Status of degree candidacy (i.e., approved/declined)
 - b. If declined, procedures for addressing the reasons for the declination, up to and including the development of a Personal Development Plan
 - c. If approved, the guidelines/requirements for registering for practicum the following semester

Clinical Mental Health Counseling Specialization: Curriculum & Plans of Study

60 Credit Hour Clinical Mental Health Counseling Specialization (CMHC)

CMHC Core Curriculum (45 credits)	
COUN 500: Core Counseling Skills (3)	Classroom
COUN 501: Professional Orientation & Ethics (3)	Classroom
COUN 505: Theories of Counseling (3)	Classroom
COUN 515: Diagnosis & Treatment Planning (3)	Classroom
COUN 520: Group Counseling (3)	Classroom
COUN 535: Intro to Marriage & Family Counseling (3)	Classroom
COUN 540: Assessment (3)	Online (Synchronous)
COUN 545: Advanced Human Development (3)	Online (Synchronous)
COUN 550: Career Counseling & Development (3)	Online (Synchronous)
COUN 555: Multicultural Counseling (3)	Classroom
COUN 560: Research Methods (3)	Online (Synchronous)
COUN 575: Human Sexuality in Counseling (3)	Online (Synchronous)
COUN 590: Intro to Subs Abuse & Process Addictions (3)	Online (Synchronous)
COUN 600: Child & Adolescent Counseling (3)	Classroom
COUN 630: Crisis & trauma Counseling (3)	Classroom
CMHC Specialization Curriculum (6 credits)	
COUN 635: Counseling Theory & Methods (3)	Classroom
COUN 680: Special Topics in Counseling (3)	Online (Synchronous)
CMHC Clinical Sequence (9 credits)	
COUN 601: Counseling Practicum (100 hrs.) (3)	Classroom
COUN 607: Clinical Mental Health Internship I (300 hrs.) (3)	Classroom
COUN 608: Clinical Mental Health Internship II (300 hrs.) (3)	Classroom
CMHC Exam Schedule (*Graduation Requirement)	
Counselor Preparation Comprehensive Exam (CPCE)*	Taken during COUN 608 semester
National Counselor Exam (NCE)	Taken after CPCE (COUN 608 semester)

CMHC Graduate Curriculum Catalogue 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 501: Professional Orientation & Ethics (3 hrs.) This introductory course integrates foundational, ethical, and legal perspectives in the field of counseling, offering valuable insights into the counseling profession and the laws and regulations governing practicing counselors. Students will be exposed to the historical, philosophical, societal, economic, and political dimensions of this profession while gaining an understanding of professional practices and the relationship between counseling ethical codes and state and federal laws.

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.) 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.) 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.) This course will explore group development and dynamics through examining theories, approaches, and group leadership styles. Contains an in-class experiential practice element.

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.) 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.) (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.) 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.) Course focuses on helping understand and work with those experiencing concerns related to sexuality and gender issues. Content areas address how to effectively identify, engage, and assess clients, couples, and/or families experiencing sexuality and gender-related counseling issues. Students will also be challenged to develop awareness of one's own personal perceptions, attitudes and affect toward issues and clients related to issues involving sexuality and gender.

COUN 590: Introduction to Substance Abuse and Process Addictions (3 hrs.) 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.) 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.) 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.) 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: Degree Candidacy Approved; Practicum fee assessed; Background Check) 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: 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: 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.

COUN 680: Topics in Counseling (1-3 hrs.) Topics courses are devoted to special subjects that may not be covered in depth in other courses.

CMHC Plan of Study: Full-Time, 3 yr., 60 credit hours

FALL, YEAR 1			
Courses	Credits	Format	Semester
COUN 500: Core Counseling Skills	3	Classroom	
COUN 501: Professional Orientation & Ethics	3	Classroom	
COUN 680: Special Topics in Counseling	3	Online/Synchronous	
SPRING, YEAR 1			
COUN 505: Theories of Counseling	3	Classroom	
COUN 520: Group Counseling	3	Classroom	
COUN 630: Crisis & Trauma Counseling	3	Classroom	
SUMMER YEAR 1			
COUN 545: Advanced Human Development	3	Online/Synchronous	
COUN 560: Research Methods	3	Online/Synchronous	
FALL YEAR 2			
COUN 515: Diagnosis & Treatment Planning	3	Classroom	
COUN 555: Multicultural Counseling	3	Classroom	
COUN 635: Counseling Theory & Methods	3	Classroom	
SPRING, YEAR 2			
COUN 535: Intro to Marriage & Family Counseling	3	Classroom	
COUN 600: Child & Adolescent Counseling	3	Classroom	
COUN 601: CMHC Practicum	3	Classroom	
SUMMER, YEAR 2			
COUN 575: Human Sexuality In Counseling	3	Online/Synchronous	
COUN 540: Assessment	3	Online/Synchronous	
FALL, YEAR 3			
COUN 590: Introduction to Substance Abuse Counseling	3	Online/Synchronous	
COUN 607: CMHC Internship I	3	Classroom	
SPRING, YEAR 3			
COUN 550: Career & Lifestyle Development	3	Online/Synchronous	
COUN 608: CMHC Internship II	3	Classroom	
Comprehensive Exam (CPCE): Graduation Requirement	Pass/Fail	Online	
National Counselor Exam (NCE): State of MO Licensure Requirement	Pass/Fail	Online	

CMHC Plan of Study: Part-Time, 4 yr., 60 credit hours

FALL, YEAR 1			
Courses	Credits	Format	Semester
COUN 500: Core Counseling Skills	3	Classroom	
COUN 501: Professional Orientation & Ethics	3	Classroom	
SPRING, YEAR 1			
COUN 505: Theories of Counseling	3	Classroom	
COUN 520: Group Counseling	3	Classroom	
SUMMER, YEAR 1**			
COUN 545: Advanced Human Development	3	Online/Synchronous	
COUN 560: Research Methods	3	Online/Synchronous	
FALL YEAR 2			
COUN 590: Intro to Substance Abuse Counseling	3	Online/Synchronous	
COUN 555: Multicultural Counseling	3	Classroom	
SPRING, YEAR 2			
COUN 535: Intro to Marriage & Family Counseling	3	Classroom	
COUN 600: Child & Adolescent Counseling	3	Classroom	
SUMMER, YEAR 2			
COUN 575: Human Sexuality in Counseling	3	Online/Synchronous	
COUN 540: Assessment	3	Online/Synchronous	
FALL, YEAR 3			
COUN 515: Diagnosis & Treatment Planning	3	Classroom	
COUN 635: Counseling Theory & Methods	3	Classroom	
SPRING, YEAR 3			
COUN 550: Career & Lifestyle Development	3	Online/Synchronous	
COUN 601: CMHC Practicum	3	Classroom	
SUMMER, YEAR 3: NO CLASSES			
FALL, YEAR 4			
COUN 680: Special Topics in Counseling	3	TBD	
COUN 607: CMHC Internship I	3	Classroom	
SPRING, YEAR 4			
COUN: 630: Crisis & Trauma Counseling	3	Classroom	
COUN 608: CMHC Internship II	3	Classroom	
Comprehensive Exam (CPCE): Graduation Requirement	Pass/Fail	Date/Format TBD	
National Counselor Exam (NCE): State of MO Licensure Requirement	Pass/Fail	Date/Format TBD	

School Counseling (SC) Specialization: Curriculum and Plans of Study

The 60 and 45 credit hour School Counseling specialization degree plans prepare students to become certified as professional school counselors in the State of Missouri in both elementary and secondary settings. Students without a valid Missouri teaching certificate must also complete EDU 464 Psychology & Education of the Exceptional Child prior to certification.

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.

60 credit hour Master of Education (M.Ed.) degree in Counseling with a specialization in School Counseling (SC).

- a. The 60-credit hour School Counseling (SC) specialization degree plan meets the eligibility requirements for certification as a school counselor in the State of Missouri (DESE).
- b. Students interested in becoming eligible for certification as a school counselor in MO **and** licensure as a professional counselor in the State of Missouri will complete a slightly altered degree plan, to include the following:
 1. Receive permission from Counseling faculty to enroll in CMHC clinical coursework (i.e., COUN 601/607/608)
 2. Substitute COUN 607: Clinical Mental Health Counseling Internship I (3) for COUN 575: Human Sexuality in Counseling.
 3. Substitute COUN 608: Clinical Mental Health Counseling Internship II (3) for COUN 604: SC Internship II
 4. A passing score on the National Counselor Examination (NCE) is required for licensure as a professional counselor (PLPC/LPC) in the State of Missouri (See: [Committee for Professional Counselors \(mo.gov\)](http://www.mo.gov)).

45 credit hour Master of Education (M.Ed.) degree in Counseling with a specialization in School Counseling.

1. The 45-credit hour Master of Education (M.Ed.) degree in Counseling with a specialization in School Counseling (SC) specialization degree plan meets the eligibility requirements for certification as a school counselor in the State of Missouri (DESE).

School Counseling Specialization
(60 credit hour; DESE-Approved)

Graduates of the 60-credit hour School Counseling (SC) specialization degree plan are eligible for certification as a school counselor in the State of Missouri.

Students interested in becoming eligible for certification as a school counselor in MO **and** licensure as a professional counselor in the State of Missouri will incorporate the following changes to their 60 credit SC degree:

1. Receive permission from Counseling faculty to enroll in CMHC clinical coursework (i.e., COUN 601/607/608)
2. Substitute COUN 607: Clinical Mental Health Counseling Internship I (3) for COUN 575: Human Sexuality in Counseling.
3. Substitute COUN 608: Clinical Mental Health Counseling Internship II (3) for COUN 604: SC Internship II
4. A passing score on the National Counselor Examination (NCE) is required for licensure as a professional counselor (PLPC/LPC) in the State of Missouri (See: [Committee for Professional Counselors \(mo.gov\)](http://www.mo.gov)).

Core Curriculum (45 credits)	
COUN 500: Core Counseling Skills (3)	Classroom
COUN 501: Professional Orientation & Ethics (3)	Classroom
COUN 505: Theories of Counseling (3)	Classroom
COUN 515: Diagnosis & Treatment Planning (3)	Classroom
COUN 520: Group Counseling (3)	Classroom
COUN 535: Intro to Marriage & Family Counseling (3)	Classroom
COUN 540: Assessment (3)	Online (Synchronous)
COUN 545: Advanced Human Development (3)	Online (Synchronous)
COUN 550: Career Counseling & Development (3)	Online (Synchronous)
COUN 555: Multicultural Counseling (3)	Classroom
COUN 560: Research Methods (3)	Online (Synchronous)
COUN 575: Human Sexuality in Counseling (3)	Online (Synchronous)
COUN 590: Intro to Subs Abuse & Process Addictions (3)	Online (Synchronous)
COUN 600: Child & Adolescent Counseling (3)	Classroom
COUN 630: Crisis & Trauma Counseling (3)	Classroom
SC Specialization Curriculum (6 credits)	
COUN 655: SC Foundations & Program Development (3)	Online (Synchronous)
COUN 660: Comprehensive SC Program Delivery (3)	Online (Synchronous)
SC Specialization Option (9 credits)	
COUN 602: SC Practicum & Behavioral Strategies (100 hrs.) (3)	Classroom
COUN 603: SC Internship I (300 hrs.) (3)	Classroom
COUN 604: SC Internship II (300 hrs.) (3)	Classroom
Required for Non-Education Majors	
EDU 464: Psychology of the Exceptional Child (3)	Online (Synchronous)
EDU 476: Found of Teaching Prof-Learning Process (3)	Online (Synchronous)
Exam Schedule	
Counselor Preparation Comprehensive Exam ▪ Graduation Requirement)	Taken during COUN 602 Semester
Praxis Exam ▪ State of MO/DESE requirement for SC Certification	After completion of COUN 655 and COUN 660
National Counselor Exam (NCE) ▪ State of MO requirement for licensure as professional counselor	During COUN 608 Semester

School Counseling Specialization

(45 credit hour; DESE-approved)

Contact: Dr. Fifield at afifield@stephens.edu

Graduates of the 45-credit School Counseling degree plan are eligible for certification as a school counselor in the State of Missouri.

Core Curriculum (33 credits)	
COUN 500: Core Counseling Skills (3)	Classroom
COUN 501: Professional Orientation & Ethics (3)	Classroom
COUN 505: Theories of Counseling (3)	Classroom
COUN 520: Group Counseling (3)	Classroom
COUN 540: Assessment (3)	Online (Synchronous)
COUN 545: Advanced Human Development (3)	Online (Synchronous)
COUN 550: Career Counseling & Development (3)	Online (Synchronous)
COUN 555: Multicultural Counseling (3)	Classroom
COUN 560: Research Methods (3)	Online (Synchronous)
COUN 600: Child & Adolescent Counseling (3)	Classroom
COUN 630: Crisis & trauma Counseling (3)	Classroom
School Counseling Specialization Curriculum (6 credits)	
COUN 655: SC Foundations & Program Development (3)	Online (Synchronous)
COUN 660: Comprehensive SC Program Delivery (3)	Online (Synchronous)
SC Clinical Sequence (6 credits)	
COUN 602: SC Prac & Behavioral Strategies (100 hrs./3)	Classroom
COUN 603: SC Internship I (300 hrs.) (3)	Classroom
Required for Non-Education Majors	
EDU 464: Psychology of the Exceptional Child (3)	Online (Synchronous)
EDU 476: Found. of Teaching Prof-Learning Process (3)	Online (Synchronous)
School Counselor Exam Schedule	
*Graduation Requirement	
**State of Missouri/DESE Requirement for SC Certification-Not a Graduation Requirement	
*Counselor Preparation Comprehensive Exam (CPCE)	During COUN 603 Semester
**Praxis Exam	After completion of COUN 655 and COUN 660

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 501: Professional Orientation & Ethics (3 hrs.) This introductory course integrates foundational, ethical, and legal perspectives in the field of counseling, offering valuable insights into the counseling profession and the laws and regulations governing practicing counselors. Students will be exposed to the historical, philosophical, societal, economic, and political dimensions of this profession while gaining an understanding of professional practices and the relationship between counseling ethical codes and state and federal laws.

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

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 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.) 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.) (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.) 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.) 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 575: Human Sexuality in Counseling (3 hrs.) Course focuses on helping understand and work with those experiencing concerns related to sexuality and gender issues. Content areas address how to effectively identify, engage, and assess clients, couples, and/or families experiencing sexuality and gender-related counseling issues. Students will also be challenged to develop awareness of one's own personal perceptions, attitudes and affect toward issues and clients related to issues involving sexuality and gender.

COUN 590: Introduction to Substance Abuse and Process Addictions (3 hrs.) 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.) 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.) 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.) 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 655: School Counseling Foundations & Program Development Course will review the school counseling profession, including the history of the profession, state and national models of school counseling, and the roles of school counselors as leaders and advocates. Students will develop and apply sound interpersonal skills as they learn to plan, manage, deliver, and evaluate comprehensive school counseling programs that address students' academic, vocational, and social-emotional development. Multicultural, ethical, and legal considerations will be embedded throughout the course.

COUN 660: Comprehensive School Counseling Program Delivery Course addresses leadership and implementation of comprehensive school counseling programs that facilitate positive school culture and climate via utilization of individual and group counseling processes, interpersonal skills, student advocacy; curriculum development, delivery, and evaluation; and models and methods of consultation and collaboration that facilitate professional relationships with school/community stakeholders. Students will also learn the roles and responsibilities of school counselors in managing student/schoolwide crises. Students will research best practices for using data and technology to assess school/student needs; developing responsive, developmentally appropriate, and culturally sustaining programming and interventions that are legally and ethically sound and evaluating program outcomes.

COUN 602: School Counseling Practicum and Behavioral Strategies (3 hrs.) (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.) (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.) (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.

School Counseling Plans of Study (subject to change)

School Counseling: Full-Time, 2 yr., 45 credit hours

FALL, YEAR 1			
Courses	Credits	Format	Semester
COUN 500: Core Counseling Skills	3	Classroom	
COUN 501: Professional Orientation & Ethics	3	Classroom	
COUN 655: SC Foundations & Program Development	3	Online/Synchronous	
SPRING, YEAR 1			
COUN 505: Theories of Counseling	3	Classroom	
COUN 520: Group Counseling	3	Classroom	
COUN 602: SC Practicum & Behavioral Strategies	3	Classroom	
SUMMER YEAR 1			
COUN 545: Advanced Human Development	3	Online/Synchronous	
COUN 560: Research Methods	3	Online/Synchronous	
FALL YEAR 2			
COUN 555: Multicultural Counseling	3	Classroom	
COUN 660: Comprehensive SC Program Delivery	3	Online/Synchronous	
COUN 603: SC Internship I	3	Classroom	
SPRING, YEAR 2			
COUN 600: Child & Adolescent Counseling	3	Classroom	
COUN 550: Career & Lifestyle Development	3	Online/Synchronous	
COUN 630: Crisis and Trauma Counseling	3	Classroom	
Comprehensive Exam (CPCE) Graduation Requirement	Pass/Fail	-----	
DESE Exam: Praxis – School Counselor	Pass/Fail		
SUMMER, YEAR 2			
COUN 540: Assessment	3	Online/Synchronous	
Additional Coursework Required for Non-Teachers/Non-Education Majors			
EDU 464: Psychology of the Exceptional Child	3	TBD	
EDU 476: Foundations of Teaching & Learning	3	TBD	

School Counseling: Part-Time, 3 yr., 45 credit

FALL, YEAR 1			
Courses	Credits	Format	Semester
COUN 500: Core Counseling Skills	3	Classroom	
COUN 501: Professional Orientation & Ethics	3	Classroom	
SPRING, YEAR 1			
COUN 505: Theories of Counseling	3	Classroom	
COUN 520: Group Counseling	3	Classroom	
SUMMER YEAR 1			
COUN 545: Advanced Human Development	3	Online/Synchronous	
COUN 560: Research Methods	3	Online/Synchronous	
FALL YEAR 2			
COUN 555: Multicultural Counseling	3	Classroom	
COUN 655: SC Foundations & Program Development	3	Online/Synchronous	
SPRING, YEAR 2			
COUN 600: Child & Adolescent Counseling	3	Classroom	
COUN 602: SC Practicum & Behavioral Strategies	3	Classroom	
SUMMER, YEAR 2			
COUN 540: Assessment	3	Online/Synchronous	
FALL, YEAR 3			
COUN 660: Comprehensive SC Program Delivery	3	Online/Synchronous	
COUN 603: SC Internship I	3	Classroom	
SPRING, YEAR 3			
COUN 550: Career & Lifestyle Development	3	Online/Synchronous	
COUN 630: Crisis and Trauma Counseling	3	Classroom	
Comprehensive Exam (CPCE) Graduation Requirement	Pass/Fail	Date/Format TBD	
DESE Exam: Praxis – School Counselor	Pass/Fail	Date/Format TBD	
Additional Coursework Required for Non-Teachers/Non-Education Majors			
EDU 464: Psychology of the Exceptional Child	3	TBD	
EDU 476: Foundations of Teaching & Learning	3	TBD	

School Counseling: Full-Time, 3 yr., 60 credit

Graduates of the 60-credit School Counseling Degree Plan are eligible for certification as a school counselor in the State of Missouri AND licensure as a professional counselor in the State of Missouri.

FALL, YEAR 1			
Courses	Credits	Format	Semester
COUN 500: Core Counseling Skills	3	Classroom	
COUN 501: Professional Orientation & Ethics	3	Classroom	
COUN 655: SC Foundations & Program Development	3	Online/Synchronous	
SPRING, YEAR 1			
COUN 505: Theories of Counseling	3	Classroom	
COUN 520: Group Counseling	3	Classroom	
COUN 602: SC Practicum & Behavioral Strategies	3	Classroom	
SUMMER YEAR 1			
COUN 545: Advanced Human Development	3	Online/Synchronous	
COUN 560: Research Methods	3	Online/Synchronous	
FALL YEAR 2			
COUN 515: Diagnosis & Treatment Planning	3	Classroom	
COUN 660: Comprehensive SC Program Delivery	3	Classroom	
COUN 603: SC Internship I	3	Classroom	
SPRING, YEAR 2			
COUN 550: Career & Lifestyle Development	3	Online/Synchronous	
COUN 600: Child & Adolescent Counseling	3	Classroom	
COUN 630: Crisis and Trauma Counseling	3	Classroom	
DESE Exam: Praxis – School Counselor	Pass/Fail		Date/Format TBD
SUMMER, YEAR 2			
COUN 540: Assessment	3		
FALL, YEAR 3			
COUN 555: Multicultural Counseling	3	Classroom	
COUN 590: Introduction to Substance Abuse Counseling	3	Classroom	
COUN 607: CMHC Internship I	3	Classroom	
SPRING, YEAR 3			
COUN 535: Intro to Marriage & Family Counseling	3	Classroom	
COUN 608: CMHC Internship II	3	Classroom	
Comprehensive Exam (CPCE: Graduation Requirement)	Pass/Fail	-----	Date/Format TBD
National Counselor Exam (NCE): State of MO Licensure Requirement	Pass/Fail		Date/Format TBD

School Counseling Plan of Study: Part-Time, 4 yr., 60 credit

Graduates of the 60-credit School Counseling Degree Plan are eligible for certification as a school counselor in the State of Missouri AND licensure as a professional counselor in the State of Missouri.

FALL, YEAR 1			
Courses	Credits	Format	Semester
COUN 500: Core Counseling Skills	3	Classroom	
COUN 501: Professional Orientation & Ethics	3	Classroom	
SPRING, YEAR 1			
COUN 505: Theories of Counseling	3	Classroom	
COUN 520: Group Counseling	3	Classroom	
SUMMER YEAR 1			
COUN 545: Advanced Human Development	3	Online/Synchronous	
COUN 560: Research Methods	3	Online/Synchronous	
FALL YEAR 2			
COUN 555: Multicultural Counseling	3	Classroom	
COUN 655: SC Foundations & Program Development	3	Online/Synchronous	
SPRING, YEAR 2			
COUN 602: SC Practicum & Behavioral Strategies	3	Classroom	
COUN 600: Child & Adolescent Counseling	3	Classroom	
SUMMER, YEAR 2			
COUN 540: Assessment	3	Online/Synchronous	
FALL, YEAR 3			
COUN 515: Diagnosis & Treatment Planning	3	Classroom	
COUN 660: Comprehensive SC Program Delivery	3	Online/Synchronous	
CUN 603: SC Internship I	3	Classroom	
SPRING, YEAR 3			
COUN 535: Intro to Marriage & Family Counseling	3	Classroom	
COUN 630: Crisis & Trauma Counseling	3	Classroom	
DESE Exam: Praxis – School Counselor	Pass/Fail		Date/Format TBD
SUMMER, YEAR 3: NO CLASSES			
FALL, YEAR 4			
COUN 590: Introduction to Substance Abuse	3	Online/Synchronous	
COUN 607: CMHC Internship I	3	Classroom	

SPRING, YEAR 4			
COUN 550: Career & Lifestyle Development	3	Online/Synchronous	
COUN 608: CMHC Internship II	3	Classroom	
Comprehensive Exam (CPCE): Graduation Requirement	Pass/Fail	-----	Date/Format TBD
National Counselor Exam (NCE): State of MO Licensure Requirement	Pass/Fail		Date/Format TBD
Additional Coursework Required for Non-Teachers/Non-Education Majors			
EDU 464: Psychology of the Exceptional Child	3		TBD
EDU 476: Foundations of Teaching & Learning	3		TBD

Subject to Revision

TBD=To Be Determined

[illegible]

Section VIII: Professional Licensure & Certification

Clinical Mental Health Counseling

Information regarding state licensure will be discussed in multiple courses, including COUN 501 and COUN 607, COUN 608). However, students are encouraged to review the State of Missouri licensure laws and requirements to strengthen understanding of licensure policies, procedures, and timelines. 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 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

Graduates of the 45 and 60 credit hour school counseling specialization degree plans are eligible for 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. (<https://dese.mo.gov/>),

Section IX: Professional Organizations, Professional Development, & Continuing Ed.

Students are encouraged to join counseling-related organizations as a means of enhancing their personal and professional growth. The organizations below represent prominent professional counseling organizations aligned with counseling program's CMHC and SC specialization areas. 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.

Professional Development/Diversity/Continuing Education Opportunities

Students are provided a monthly list of professional development, diversity, and continuing education opportunities to facilitate student engagement in professional organizations and related professional development activities. The monthly list is communicated to students via their Stephens college email address and posted in the [Counseling Advising Site](#) found on the student's Canvas Dashboard in the module titled *Professional Development, Diversity Events, Continuing Education (monthly List)*.

***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.

*A CSI chapter in the Stephens Counseling program is planned subsequent to the program receiving CACREP-accreditation.

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 principles which advance the Professional recognition of Addiction Counselors in Missouri.