

Stephens College Counseling Program

Affiliate Faculty Handbook



V2 Revised Fall 2026

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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 the lives that await them — 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 & Affiliated Faculty Handbook

Affiliated faculty will be provided with an electronic copy of the current Stephens College Counseling program's student handbook, which outlines key program information, policies, and procedures. A copy of the current student handbook is also posted on the counseling program's website. While most program policies and procedures relevant to affiliated faculty are present in this handbook, affiliated faculty are held to all policies and procedures in this handbook as well as the version of the student handbook they are provided by the program director. Questions regarding policies and procedures in either or both handbooks should be directed to the program director.

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 subsequent to 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.

All enrolled students must submit the **Student Handbook Attestation** 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.

Section II: Guiding Principles

Mission: Stephens College

Inspired by its founding commitment to women's education, Stephens College prepares students for lives of leadership, creativity, and impact through personalized, experiential education rooted in care, mentorship, and professional engagement, cultivating graduates who act with purpose and empower others.

Vision: Stephens College

Stephens College will be known as a transformative educational institution that turns potential into purpose by centering partnership in its teaching, operations, and community engagement, creating a future where individuals, communities, and organizations grow together to meet the challenges and opportunities of a changing world.

Values: The Ten Ideals

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.

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 Counseling Program

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

Program Objectives

The program objectives of the Counseling program are designed to address the requisite content knowledge, counseling skills, and personal/professional disposition expected of professional counselors in the clinical mental health and school counseling specialization areas. The program's core and specialization curriculums in clinical mental health counseling (CMHC) and school counseling (SC) align with the eight common core areas established by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2024). For more detail, please see <http://www.cacrep.org>. Course specific objectives are found in individual course syllabi. (*See Table 1: Program Objectives & Benchmarks, p. 66*)

Objective I: Students will demonstrate content knowledge appropriate to working effectively with diverse client/student populations in a pluralistic society. (see I.A-I-H)

- 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 show understanding of-and ability to competently apply-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.

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

Student Disability Services

If you require reasonable disability-related accommodations, please register your official ADA-approved documentation with the ADA/504 Coordinator Sady Strand at the Student Success Center: (573) 876-7240 or adacoordinator@stephens.edu. After you have registered with the ADA/504 Coordinator for the semester and have arranged to have your accommodations letters sent to your instructors, please meet with me regarding your accommodations as soon as possible. Please note that retroactive accommodations will not be provided, and no accommodations will be provided without notification from the ADA/504 Coordinator.

Additionally, please inform me immediately if you need to disclose emergency medical information or need to make arrangements in the event the classroom and/or classroom building must be evacuated.

Equity + Compliance and Title IX Reporting

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 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:

- For concerns involving sex- or gender-based discrimination, harassment, or misconduct, contact the Title IX Coordinator, Trish Parsons, in LRW 331, or at (573) 876-2348, titleix@stephens.edu, or [TitleIX](#).
- For concerns related to disability discrimination or accommodations, contact the ADA/504 Coordinator: adacoordinator@stephens.edu or visit [ADA](#). For concerns related to all other forms of civil rights discrimination or harassment, contact the Equity + Compliance Office at equity@stephens.edu or visit [Equity](#).

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 the 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 a formal complaint or notice by the College unless you intend them to be and you 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; only the small group of administrators involved in the process will have 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 exempted from mandatory reporting obligations to the Title IX Coordinator. See the Title IX website at [Title IX](#) for a list of other confidential reporting options off-campus.

Title IX says that institutions may not discriminate, limit opportunity, or decide what is or is not safe for pregnant students as part of their academic, co-curricular or residential programs. Therefore, courses or surroundings involving labs/equipment/supplies, work with chemicals or radiation, equestrian work or riding, lifting requirement, extreme movement or exercise, or any other circumstances that could be hazardous to pregnant students should include a disclaimer in the course description and/or on the syllabus a description of the potential hazard and a statement that, if a student is or plans to become pregnant, they should consult their medical provider.

The Title IX Office is available to answer questions and provide support and accommodations for pregnant students. The full policy is available at [Pregnancy](#).

Code of Conduct

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

All students and faculty have the right to a learning environment free of verbal abuse, threats, intimidation, harassment, and other conduct that threatens or endangers the physical or mental health or safety of any member of the college community. 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.

Section IV: Stephens College Counseling Program

Core Faculty

Daniel B. Kissinger, Ph.D., LPC-S
 Kendra Shoge, Ph.D., LPC, RPT
 Andrea Fifield, Ph.D., Certified School Counselor

Professor & Director | 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
 Karmen Bennet, M.Ed., LPC-S
 Katie Alls, Ph.D.
 Leah Johnson, Ph.D.

Program Title | Teaching Areas(s)

Affiliate Faculty | Core/CMHC
 Affiliate Faculty | Core
 Affiliate Faculty | Core/CMHC
 Affiliate Faculty | CMHC
 Affiliate Faculty | Core/SC
 Affiliate Faculty | Core/SC

Administrative Staff

Allison Miller

Title

Executive Assistant to Dean Barger

Graduate Assistant

Shana Nunn

Title

Graduate Assistant

Program Roles

Program Director
 Clinical Coordinator, Clinical Mental Health
 Clinical Coordinator, School Counseling
 CACREP Liaison
 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)
 Program Advisory Council

Faculty/Members

Dr. Kissinger
 Dr. Kissinger
 Dr. Fifield
 Dr. Kissinger
 Dr. Shoge
 Dr. Fifield
 Drs. Kissinger, Shoge, Fifield
 Drs. Kissinger, Shoge, Fifield
 Dr. Kissinger/CMHC & SC students
 Drs. Kissinger, Shoge, Fifield
 Drs. Kissinger, Shoge, Fifield
 Tara Vossenkemper, PhD, LPC-S (CMHC)
 Debi Hake, LPC (CMHC); Kate Weir, LPCS, RPT (CMHC/SC)
 Carolyn Roof, M. Ed (SC), Terence Walker, M.Ed. (SC)
 Leigh Spence, M.Ed. (SC), Michael Onwulata, M.Ed (SC)
 Kacie Naros, M.Ed., LPC (CMHC)

Counseling Program Homepage

The Counseling program’s homepage ([Master of Education in Counseling - Stephens College](#)) offers an overview of the Stephens College Counseling program and contact information for current students, program alumni, prospective applicants, and community partners. In the *More About Our Program* section, dedicated links provide quick access to current program information and documents that include but are not limited to the Student Handbook, Practicum & Internship Handbooks and resources, tuition/fees, financial aid, admissions, and program reports.

Program Roles & Responsibilities

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 coordination with the CMHC clinical coordinator or in place of the CMHC clinical coordinator if the CMHC 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 coordination with the SC clinical coordinator or in place of the SC clinical coordinator if the SC 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 & 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 Coordinator

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.

Program Review Committee

The Program Review Committee (PRC) is comprised of the core Counseling faculty and serves 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 an issue concerns the Stephens College (SC) code of conduct, the PRC will demonstrate due diligence to ensure all requisite SC policies are followed. While the PRC 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. 46).

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

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**. The SCCC serves as a fieldwork site, but is distinct from the Stephens College Counseling Program.

Personal Counseling

Students are encouraged to seek personal counseling as a means for personal and professional growth and development. Program faculty will readily provide a safe and confidential space for students to discuss personal and professional issues impacting their experience and success in the program. However, professional ethical standards preclude program faculty from providing personal counseling to degree seeking students (ACA, 2014; F.10.e). Faculty will, however, assist students with accessing local private and community-based services (see #3 below) and highlight the option for receiving personal counseling **at no cost** at the Stephens College Counseling Center (SCCC) under the following conditions.

1. If students choose to receive counseling services at the SCCC, students may receive personal counseling only from the licensed counselor(s). Students are **not** allowed to receive personal counseling services from a Stephens counseling student who has completed or is currently completing their CMHC practicum (COUN 601) or internship(s) (COUN 607/608) at the SCCC.
2. The SCCC clinical coordinator serves as the SCCC's lead/licensed counselor and, generally, the fieldwork site supervisor for CMHC practicum and internship courses. Thus, students are **ineligible** for practicum or internship placement at the SCCC if they have previously and/or are currently receiving personal counseling services from the current SCCC clinical coordinator/lead clinician/fieldwork site supervisor.
3. If #2 applies, or if private counseling services are preferred, students should review the list of community-based private practitioners and mental/behavioral health organizations found within the Program Information and Documents module on their Canvas dashboard.
 - i. ***Canvas >>Program Information & Documents>>Health & Wellness (Personal & Professional)>>>Personal Counseling***
4. Students with additional questions regarding personal counseling or who are aware of additional options for counseling services not included in the current list 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 format is noted on the 3-year course rotation (p. 62). All in-person/synchronous courses are taught on the Stephens College main campus in Columbia, MO.

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 \(mo.gov\)](https://www.mo.gov/fcsr-bsees)
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 **myCB (formerly Castlebranch)**, 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 **myCB** 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 tolerant

- 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.

Student Disposition (see page 28)

Stephens College Counseling faculty are tasked as gatekeepers for the program, counseling profession, and those we may serve. To that end, faculty systemically assesses 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 \(counseling.org\)](#)
 - b. ASCA Ethical Standards for School Counselors: [Ethical-Standards.pdf \(schoolcounselor.org\)](#)
- 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.

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. Shoge at kshoge@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. Shoge (kshoge@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.

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.

Clinical Training & Classroom Facilities

The Counseling program's dedicated clinical training and classroom facility is located in the buildings housing the former Catherine Web Studios/Davis Gallery (buildings 3 & 2, respectively, on the campus map). This newly remodeled facility provides the program with the following resources:

- Five (5) practice rooms in the main area for individual counseling.
- One (1) accessible practice room set up for individual counseling.
- Classroom/meeting space equipped with large screen tv/computer.
- Wi-Fi access in all areas.
- Counseling library (books/texts/other clinical resources)
- Restroom facilities

Use of the Facility

- Access to the facility will be closely monitored and recorded, with all users required to document arrival/departure times.
 - Unless directed by the Dean of Health Sciences or other senior administrators, Counseling faculty and currently enrolled students are the only eligible users of the facility.
- The facility is available Monday-Friday from 8am-4pm*.
 - Weekend and holiday access to the facility may be available but requires the prior coordination and approval of a core faculty member.
 - All facility spaces must be cleaned and vacated by 4:30pm to ensure the space is available for classes at 4:45pm.
- The following faculty/staff have keys to the Counseling Rooms.
 - a. Dr. Kissinger
 - b. Dr. Shoge
 - c. Dr. Fifield
 - d. Counseling Graduate Assistant (GA requires faculty permission to provide access).
 - e. Executive Administrative Assistant to the Dean of Health Sciences (with core counseling faculty verification)
- All users are expected to clean and/or organize the area(s) used prior to departure.
 - Anyone found to have damaged and/or removed any furniture/equipment/resources-may lose access to the facility outside scheduled class periods and/or face disciplinary action up to and including dismissal from the program and be held responsible for repair/replacement costs.
- The last person leaving the facility is responsible for ensuring all equipment is turned off and all the facility doors are locked. Failure to follow this procedure may result in loss of access to the facility.
- Any damages/technology/maintenance issue(s) to the facility (and equipment) should be reported immediately to Dr. Kissinger at dkissinger@stephens.edu or another faculty member.

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.

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

ASSESSMENT

Affiliate faculty are required to complete all assessment measures associated with the course(s) in which they are the instructor of record. This may include but is not limited to completing the master rubric in canvas at the conclusion of the semester, mid-term and final student evaluations in practicum/internship courses, and the end of semester course level 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.

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.

Individual Student Assessment | Key Performance Indicators (KPI)

Key Performance Indicators (KPI) represent dedicated, measurable individual student learning outcomes and their alignment with CACREP curriculum standards. Each KPI is measured using multiple assessments at multiple points across the program/curriculum. Specifically, CACREP (2024) defines **Key Program Indictors (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 program's current KPI's along with how and when they are assessed. (See table below)

KPI I - CACREP 3. A	Assessment I	Assessment II
Students will demonstrate an understanding of the professional identity, roles, and responsibilities 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 3 – CACREP 3. B	Assessment I	Assessment II
Students will demonstrate multicultural knowledge, self-awareness, humility and skills 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 and skills, 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 and skills 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 Time: 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 and skills 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

Academic Quality Indicators (AQI)

Academic Quality Indicators (AQI's) are program-level outcome measures used by the program to assess program effectiveness in achieving *Program Objectives* (PO). Academic Quality Indicators assess student knowledge, skills, and disposition, aligned with specific Program Objectives, and measured via dedicated course assignments across the curriculum. In other words, AQI's are used to evaluate aggregate student performance, clarify learning trends, and inform program/curriculum improvement and development. The chart below outlines the program's current AQI/PO alignment.

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 Psycho-ed Group	Knowledge/Skills/Disposition	COUN 575/ Yr 1, Sem 3 or Yr 2, Sem 6

Additional data on **program** effectiveness is assessed through the following surveys of students (current & alums) and the program's clinical and community partners. Analysis of this data is utilized by faculty for program improvement and development.

1. Exit Survey (students in final semester)
2. Graduate Survey
3. Employer Survey
4. Fieldwork Site Supervisor Survey
5. Program Climate Survey (current students)
6. Program Demographics Survey (current students)
7. Testing Data
 - a. Praxis Exam (SC only)
 - b. Counselor Preparation Comprehensive Exam (CPCE) (CMHC & SC students)
 - c. National Counselor Examination (NCE) (CMHC & SC/CMHC dual credential students)

Student Retention, (Assessment), 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.

Participation Policy

Affiliate Faculty are expected to follow the program's established participation policy as outlined below. Questions regarding how to assess potential point reductions are common. When unsure how to assess/proceed regarding this policy, affiliate faculty should consult with the program director before proceeding (dkissinger@stephens.edu).

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).

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.

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/ethics/aca-code-of-ethics.pdf)
 - b. ASCA Ethical Standards for School Counselors: [Ethical-Standards.pdf \(schoolcounselor.org\)](https://www.schoolcounselor.org/ethics/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 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 hold 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: Affiliate Faculty Information

Affiliate Faculty

Affiliate faculty (i.e., adjuncts) are detailed in *3.1.3 Special Appointment Faculty* of the Faculty Personnel document. (Adjunct, Retired, Temporary, Visiting, Joint Appointment, Guest Artists, and Others.) Persons appointed to these special positions will be employed on term contracts. They will not be eligible for tenure or sabbatical leaves. Since these are exceptional appointments, conditions of employment, including the length of the employment period, will be explicit and agreed to in writing by the College and the faculty member involved. The Vice President for Academic Affairs will place a copy of the letter of agreement in the personnel file and will give a copy to the faculty member. The same high standards in personnel matters as are characteristic of all professional relationships at the College will be applied.

Selection of Affiliate Faculty

Affiliate faculty are considered vital to the success of the Stephens College Counseling program. Affiliate faculty are carefully recruited and selected by the program director based on professional experience, academic and professional credentials, reputation, and specialization. Affiliate faculty are retained based on classroom performance (in appropriate delivery system), adherence to required program responsibilities, ability to create and sustain a safe and effective learning environment, personal and professional disposition with Counseling students, faculty, and/or program & community stakeholders, and student and/or program director course evaluations.

Institutional & Program Policies & Procedures

- Affiliate faculty are expected to apply and comply with all pertinent institutional, program, and (counseling) professional policies, (ethical/legal) standards, and expectations.
- Affiliate faculty will be provided with an electronic copy of the current **Student Handbook**, which contains detailed program policies and procedures. A copy of the student handbook is also available on the counseling program's website.
- Affiliate faculty will be provided with an electronic copy of the current **Affiliate Faculty Handbook**, which contains detailed program policies and procedures specific to being an affiliate faculty at Stephens College and in the counseling program specifically. A copy of the current Affiliate Faculty Handbook is also available on the counseling program's website.
- Affiliate faculty teaching practicum and internship courses will also be provided with an electronic copy of the **Practicum and Internship Manual**, which contains information needed to serve as the course instructor for clinical mental health and school counseling practicum and internship courses, respectively. A copy of the current practicum and internship manuals will be available on the counseling program webpage.

Personal and Professional Disposition

Affiliate faculty are expected to model professionalism and uphold the ethical and legal standards of the counseling profession, as detailed in the current ethical standards of the American Counseling Association and/or American School Counseling Association and pertinent local, state, and federal laws and regulations.

Application/Hiring Process

*Prospective affiliate faculty may contact the program director directly to express interest in teaching at any time (dkissinger@stephens.edu).

1. Review official position description for affiliate faculty posted on the Stephens College People Ops (i.e., Human Resources) webpage.
 - a. <https://recruiting.paylocity.com/recruiting/jobs/All/d53f2230-ae23-44c3-8a0e-3b1b9a0697a7/Stephens-College>
2. Submit all required application documentation
3. Counseling program director reviews and contacts applicants for interview.
4. Program director makes formal offer
5. If accepted, prospective affiliate faculty undergoes required background check.
6. Following clean background check, Stephens College HR completes paperwork and sends verification to Technology Services, triggering new affiliate faculty's access to Canvas, a dedicated Stephens Email, and MyStephens system (i.e., grading).
7. Affiliate faculty works closely with the program director to ensure timely completion of hiring process.

Course Syllabus

Affiliate faculty are expected to create course syllabi using the counseling program's current master template and follow current program policies and procedures as stated on current master syllabus template. Affiliate faculty should also closely review the Student Handbook provided for them as they are responsible for following all program policies and procedures therein. While affiliate faculty have flexibility to select course textbooks, create assignments/exams/activities, all course activities must align with established institutional and program policies and procedures.

Affiliate faculty will be provided with a course syllabus from the most recent semester the course was taught. The program director will review the key elements of the syllabus and respond to any questions regarding syllabus construction, implementation, etc. The program director will take special care to clarify CACREP standards, including how to design intentional assignments/exams, etc. that will allow each CACREP standard to be clearly assessed. The program director will also inform-and demonstrate as needed-how to utilize CANVAS to assess CACREP standards and, later, how to complete and submit required course level assessments.

The program director always remains available by email (dkissinger@stephens.edu) to affiliate faculty to address concerns and facilitate a quality work and learning environment and experience for both affiliate faculty and students. The program director will also provide affiliate faculty with a private cell phone number.

Program (Course) Delivery

The Stephens College Counseling program delivers courses through two methods:

1. **In-person/Synchronous**
 - Traditional on-campus, in-class, face-to-face instruction.
 - Classroom Technology Review
2. **Digital/Synchronous**
 - Fully online courses taught via zoom.
 - Synchronous=face-to-face (i.e., zoom video/audio "on") & taught at set date/time each week.
 - Affiliate faculty will have zoom account through Stephens College.

- Affiliate faculty teaching practicum and internship courses will also have Supervision Assist access, which includes a HIPAA compliant zoom feature.
- Affiliate faculty will be provided materials and links to professional development trainings and materials related to in-class/synchronous and online (digital)/synchronous teaching formats.
- **Note:** The MO Committee of Professional Counselors requires all online/synchronous course to be average a minimum of 50% synchronous/face-to-face. The program strongly encourages faculty teaching online/synchronous courses for the program maintain closer to 70% synchronous to mitigate any potential concerns that the licensing board standard is not being met.

CACREP: Overview

- The Stephens College Counseling program is seeking CACREP-accreditation for the Clinical Mental Health Counseling specialization. Thus, all courses (and syllabi) are aligned with 2024 CACREP Standards.
- Affiliated faculty are expected to address all CACREP-related activities and requirements that are assigned to their respective course(s), including but not limited to those related to course syllabi and assessment of all CACREP standards included in assigned course(s).
- The program director will provide affiliated faculty with a course syllabus containing all current CACREP standards and provide an explanation for how to address both non-KPI (Key Performance Indicators) and KPI standards in course assignments.
- The program director will provide affiliated faculty with directions and documents for successfully assessing CACREP standards using CANVAS and for completing the required Course Level Assessment of each course (which includes CACREP standards).
- The program director is the contact point for questions related to course instruction, while affiliated faculty teaching practicum and internship courses should first seek assistance from the CMHC or SC clinical coordinator for practicum/internship related issues. If needed, the clinical coordinator will consult with the program director to expedite a response.

Assessment

Course and Canvas Assessments

- A. Affiliate faculty are required to complete all assessments specific to their course. In core curriculum courses, this generally involves grading assignments and assessing student proficiency in meeting (or not) the specific CACREP standards in a course. The following assessment elements are required for each course:
 1. Each course assignment must have a dedicated grading/assessment rubric.
 2. A “master” CACREP rubric must be created and completed in CANVAS to assess all CACREP Standards in the course.
 - a. Instructors for how to design a CACREP rubric with standards selected for each course (See CACREP Standards by Course in this handbook), as well as how to use the data to complete the Course Level Assessment (CLA) is Appendix A in this handbook.
- B. A course instructor evaluation will be completed and submitted by students prior to the conclusion of the semester. Students will receive a link to the assessment in their email. Affiliate faculty will be provided a read-out of their course evaluations upon request to the program director.

Course Level Assessment

- Course level Assessments (CLAs) help “close the assessment loop” in the program’s comprehensive assessment plan by providing key data on each course/CACREP standards and a detailed analysis of the course/standards by the instructor.
- CLA data and instructor analysis is vital to program improvement and development.
- Completion and submission of a Course Level Assessment (CLA) is required of all faculty (core and affiliate) following official submission of grades at the conclusion of each semester.
- Directions and documents needed to complete a CLA are provided by the program director and found in the Affiliated Faculty Handbook.
- The program director will assist affiliate faculty with CLA related questions during the affiliate faculty orientation process and upon request.

Appendix A

Stephens Counseling Program End of Semester Assessments

Part I: Canvas rubric development & analysis training video (Zoom)

Part II: CACREP 2024 Standards Download & Canvas Rubric Development (step-by-step instructions) Part II: Course Level Assessment (CLA)

Part I: Canvas Rubric Develop--Training Video (Zoom)

The steps in Part II are based on the zoom rubric training in the links below. Following the steps negates watching videos, but the links are great back-up if needed. If you watch the links below, it's important to note that the zoom video uses 2016 CACREP standards. *Important: Use CACREP 2024 standards only--explained in the steps below.*

https://zoom.us/rec/share/vphUFp0ZzkwLvOW42n8AGU361v91245Q1nzJwItcuGQWm_KmORdqk1zG_FKYyvUL.UWLGc1r-FaN7eeNp Passcode: Eg^8#Z6\$ (w/out transcription)

https://zoom.us/rec/share/EHOS_7IRd5DKgFBpOYVcFQLMDx9YvUK4W_Gs52W1b7LKXPTeAwYT7fSAQ6qqkFw3.5NsYx8gO5k6nXZEI Passcode: Eg^8#Z6\$ (w/transcription)

Part II: CACREP 2024 Standards Download & Canvas Rubric Development (step-by-step)

Step I: Import 2024 CACREP standards (Required separately for each class.)

1. Go to your course in Canvas and select "Outcomes" listed on left of screen.
2. Hit "Find" button (upper right)
3. Click "Account Standards", then "Counseling", under Outcome Groups
4. Under "Counseling", select CACREP 2024
 - a. There will be 3 options (Core Curriculum, Clinical Mental Health Counseling Specialization, School Counseling Specialization). You **may** have standards from both the core and your specialization area-be sure to use the correct standard.
5. Hit "Add All Outcomes" button, wait for verification that they have been added to your course.
6. Hit "Done"
7. Once verified, you are ready to begin building your rubric!!!

Step II: Building your rubric (Begins 6:53 of zoom training)

- a. Click on "Assignments"
- b. Hit + sign in Assignment module to create new assignment. (i.e., COUN 535- 2024 Standards)
- c. Hit "Save" button
- d. Click on assignment you just saved.
- e. Click on "+ Rubric" box
- f. Go to "Title" box and Title (again) your rubric.
- g. Click on trash can in Criteria Box (this gets rid of point totals)
- h. Click on "Find Outcome"
- i. Click on "CACREP 2024"
- j. Click on specific curriculum your standard is in (Core, CMHC, SC)
- k. Click on specific standard you need.
- l. Delete "Use this criterion for scoring" check mark (note: this step must be done for every standard you include)
- m. Click "Import" button.

- n. Repeat steps h-m for every CACREP standard mapped to your course.
- o. When all standards are included, hit “Create Rubric”
- p. Format-wise, your rubric should look like this (standards are from my test rubric):
 - i. Don’t worry about the 4pts, 3pts, etc. in the rating scale.
 - ii. Don’t worry about “threshold: 2 points”.
 - iii. Your ratings should align exactly with the example below (i.e. from left to right, Exceeds to Unable to Assess/Not Applicable)

CACREP						
Criteria	Ratings					Pts
3.1a history and philosophy of the counseling profession and its specialized practice threshold: 2 points	4 pts Exceeds	3 pts Meets	2 pts Minimally Meets	1 pt Does Not Meet	0 pt Unable to Assess/Not Applicable	---
3.1.b the multiple professional roles and functions of counselors across specialized practice areas threshold: 2	4 pts Exceeds	3 pts Meets	2 pts Minimally Meets	1 pt Does Not Meet	0 pt Unable to Assess/Not Applicable	---
5.f Strategies for interfacing with the legal system regarding court-referred clients	4 pts Exceeds	3 pts Meets	2 pts Minimally Meets	1 pt Does Not Meet	0 pt Unable to Assess/Not Applicable	---
5.g qualities and styles of effective leadership in schools	4 pts Exceeds	3 pts Meets	2 pts Minimally Meets	1 pt Does Not Meet	0 pt Unable to Assess/Not Applicable	---

- q. If it looks like this, last step is to click “Publish”
 - i. *Note: If you don’t click publish, you won’t be able to assess it later!*

Step III: Assessment Using Rubric (watch until 15:25, then skip to 23:23 for assessment tutorial)

1. Go to Assignment link
2. Click on the rubric you created.
3. Click on “Speedgrader” (may be at top/bottom/or right of page).
4. Enter 0 points in the grade box (should say “Grade out of 0”)
 - a. Note: This will change, of course, if future rubrics blend grading/assessment.
5. Click on “View Rubric” button
6. In think gray highlighted line just to the left of the rubric, you will see 3 “dots”. Hover over the dots with mouse and drag left until you can see the entire rubric. (video shows this at 13:10 or so if you can’t find it)

7. Assess each standard by clicking on appropriate box (box will turn green)
8. Hit Save then “Submit”
9. Repeat from step 4 for each student. (will need to forward to next student by clicking at top by speedgrader)
10. Once all data is entered for each student, go to Step IV.

Step IV: Use Assessment Data for Course Level Assessment (CLA) (23:23 to 27:00 of tutorial)

1. Go to “Grades” in Canvas (left side of screen).
2. Go to “Gradebook” (probably top of screen)
3. Click on Gradebook and go to “Learning Mastery Gradebook” (may be in upper right corner---or in dropdown on “Gradebook”)
4. You’ll see all standards listed in your rubric
5. By hovering over each individual standard, you will see the percentages of students who scored at each level (meets, does not meet, etc.).
6. Use data from each standard to complete the CLA rubric.

Part III: Course Level Assessment (CLA)

1. Complete Section I and/or Section II of the CLA based on the CLA instructions.
2. Use your rubric assessment data to help complete the Course Level Assessment.
3. If you are completing Sections I and II (i.e., you have a non-KPI (Section I) and KPI(s) (section II) in the course), you **must also submit a minimum of 2 student examples** (SEE a and b BELOW per SUBMISSIONS) along with the CLA.
 - a. You can submit 2 examples where students clearly demonstrated that they met the KPI standard(s) (i.e., a score of 4/Exceeds or 3/Met).
 - b. You can (and perhaps should!) submit 1 example where a student met and another where the student *minimally met* (i.e., 2/minimally met) or even didn’t quite meet (1/Did not meet) the KPI**.
 - i. **If you use “b”, this is valid **ONLY IF** you provide a detailed assessment in Section II of *why you believe this occurred* **AND (Critically!)** what you as the instructor *specifically* believes is needed to ensure future students meet the KPI standard. Examples could include:
 - ii. Instructor recognizes the KPI assignment needs revision/clarification—and you describe each revision clearly.
 - iii. Instructor recognizes the KPI is better assessed in a different manner—and you provide a clear example of what this could be (i.e., better suited in a different assignment/test question, etc..).
 - iv. You believe the KPI is better addressed in a different course/method AND you provide your reasoning/suggested course.

Appendix B

Stephens Counseling Program Course Level Assessment-Revised

Course:
Instructor:
Semester:
Format (i.e., online/classroom):

Section I: Course Review/Analysis

1. **Provide an overall review/analysis of following areas specific to the course.**
 - a. Course strengths/weaknesses (i.e., course design, format, assignments, policy/procedures, etc.)
 - b. Course suggestions for purposes of course/program development and improvement.

Section II: Course Data

Directions:

1. Complete tables for all course/assignment assigned **CACREP (2024) Standards/Key Performance Indicators (KPI)** and **Academic Quality Indicators (AQI)** contained in the course in their respective tables below.
2. Respond to all questions
3. Attach (via PDF) or include (copy/paste) a minimum of two examples of student performance for **each** assessment (i.e., assignments, exams, etc.) that contains/evaluations a program-assigned AQI and KPI^{**}.

^{**} All attachments must clearly label the specific AQI and/or KPI noted in the document for ease of identification/review.

Table I: CACREP 2024 Standards in Course

CACREP Standard in Course	Key Performance Indicator (KPI) Assessment (Indicate <i>Yes</i> or <i>No</i>)	CACREP Standard/KPI Location (i.e., specific reading, assignment, exam from syllabus)	Exceeds Standard (%)	Meets Standard (%)	Minimally Meet Standard (%)	Does Not Meet Standard (%)	Not Applicable (NA) (%)
3.E.12 goal consensus and collaborative decision-making in the counseling process	NO	Individual sessions, case discussion, case presentations		100%			
3.E.16 Record-keeping and documentation skills	NO	Internship Folder		100%			

5.H.5 design and evaluation of school counseling curriculum, lesson plan development, diverse classroom management strategies, and differentiated instructional strategies	NO	Reading Reflections/Discussion ; School Counseling Lesson Plan		100%			
5.H.11 skills to critically examine the connections of social, cultural, familial, emotional, and behavioral factors to academic achievement	NO	Individual sessions, case discussion, case presentations		100%			
5.H.14 techniques of social- emotional and trauma- informed counseling in school settings	NO	Individual sessions, case discussion, case presentations		100%			

Table II: Academic Quality Indicators (AQI) in the Course

AQI = Academic Quality Indicator

PO = Program Objective (see Appendix A)

AQI	PO #	Measurem ent	Focus Area Knowledge (K) Skills (S) Disposition (D)	Course/ Time	Exceeds Standard %	Meets Standard %	Minimally Meets Standard %	Does Not Meet Standard %	Not Applicable /Not Able to Assess %
AQ 1	PO1	Reflection Paper I	K	COUN 500/Yr 1, Sem 1					
AQ 2	PO1	Competenc e Assignment	K	COUN 555/Yr 1, Sem 2					
AQ 3	PO1	Experientia l Reflection	K	COUN 590/Yr 1, Sem 1					
AQ 4	PO2	Mock Session 2	K/S	COUN 500/Yr 1, Sem 1					
AQ 5	PO2	Experientia l Group	K/S	COUN 520/Yr 1, Sem 2					
AQ 6	PO2	Child/Adol escent Int	K/S	COUN 600/Yr 2, Sem 5					
AQ 7	PO3	Ethics Case Study	K/S	COUN 501/Yr 1, Sem 1					
AQ 8	PO3	Paired Debate	K/S	COUN 545/ Yr 1, Sem 3 or Yr 2, Sem 6					

AQ 9	PO4	Mock Session 3	K/S/D	COUN 500/Yr 1, Sem 1					
AQ 10	PO4	Suicide Assessment	K/S/D	COUN 630/Yr 1, Sem 2					
AQ 11	PO4	Sexuality Psychoed Group	K/S/D	COUN 575/Yr 1, Sem 3 or Yr 2, Sem 6					

Section III: Narrative Responses

Questions I-II: CACREP Standards (KPI & Non-KPI) Narrative

Questions III-IV: Academic Quality Indicator (AQI) Narrative

Appendix A: Program Objectives

1. **Identify and provide a review/analysis of all current (i.e., non-KPI) CACREP (2024) standards assigned to the course (note: this is asking for review/perception of suitability of each/all CACREP standards currently mapped to this course-not the assessment method for each standard/KPI).**
 - a. Consider strength/weakness of current (non-KPI) CACREP (2024) standard in the course relative to the standard's suitability to course/assessment method, course objective, and program improvement and development.
2. **Identify and provide a review/analysis of each Key Performance Indicators (KPI) assessment method (i.e., assignment, exam question, activity) in the course. **Note:** Each KPI assessment in the course must be reviewed individually.**
 - a. Consider strength/weakness of current assessment in relation to KPI assessment/attainment, course objectives, & program improvement and development.
 - b. Attach (via PDF) or include (copy/paste) a minimum of two examples of student performance for each assessment (i.e., assignments, exams, etc.) that contains/evaluations a program-assigned AQI and KPI
3. **Identify and provide a review/analysis of the assessment method (i.e., assignment, exam, activity) for each Academic Quality Indicator (AQI) standard assigned to the course. This review/analysis *must*, minimally, address the following:**
 - a. Strength/weakness/suitability of the currently assigned AQI assessment method (i.e., assignment, exam, activity) and, if necessary, suggestions for improvement/re-alignment.

- b. Strength/weakness/suitability of the current AQI assessment method in relation to evaluating the specific **AQI-aligned Program Objective** (see, PO# in AQI Table & Appendix A: Program Objectives) and, if necessary, suggestions for improvement/re-alignment.
 - c. Strength/weakness/suitability of the current AQI assessment method in relation to evaluating the **AQI-aligned focus area** and, if necessary, suggestions for improvement/development (see “Focus Area” column in AQI table).
4. Attach (via PDF) or include (copy/paste) a minimum of two examples of student performance for each AQI assessment method (i.e., assignments, exams, etc.) AQI.

Final Steps

When completed, submit via email in a word document to Dan at dkissinger@stephens.edu. A comprehensive review of all semester course level assessments will be conducted during the Fall (and potentially spring) faculty retreats.

THANK YOU!

Course Level Assessment Appendix A: Program Objectives

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.

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| 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. |

