Counseling Program

Student Handbook

Academic Year 2026-2027

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Stephens College Counseling Program

Student Responsibility Form

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

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

_____ _____
Student Signature Date

_____ _____
Printed Name Date

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

Section I: Introduction

Stephens College

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

School of Health Sciences

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

Student Handbook

The Stephens College Counseling program's student handbook outlines key program information, policies, and procedures. The handbook does not establish a contractual relationship. Its purpose is to provide students with information regarding requirements, policies, and procedures to qualify for the Master of Education in Counseling from Stephens College. Students should refer to the Stephens College Graduate Curriculum Catalogue corresponding to the academic year they were formally admitted to the program as a degree seeking student for guidance regarding individual curriculum and graduation requirements. Stephens College and the Stephens College Counseling program reserves the right to change the curriculum and/or any provision, policy, procedure, requirement, regulation, or fee at its own discretion after the publication of the Graduate Curriculum Catalog. The information in this handbook is subject to change without published notice. Students will be informed of substantive changes to the handbook in a timely fashion. If information in the handbook differs from the current Stephens College Graduate Catalogue, the student should immediately seek clarification from their faculty advisor and/or program director for clarification and guidance. Depending on the nature of the changes, students may be required to submit an updated Student Responsibility Form.

Student Responsibility

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

Section II: Guiding Principles

Mission: Stephens College

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.

Mission: Stephens College Counseling Program

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

Values (Ten Ideals): Stephens College

Ten Ideals

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

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.

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.

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.

Support for others through the willingness to take and give criticism, acceptance, and love

- Counseling students support others 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.

Sensitivity to the uniqueness and fragility of the natural world of which we are part

- Counseling students demonstrate sensitivity through empathy and kindness to self and others
- Counseling students 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.

Responsibility for the consequences of our choices

- Counseling students make the commitment to be lifelong learners and take the necessary steps to educate themselves 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.

Belief in our changing selves and in our right to change

- Counseling students evidence the belief that others are capable of change.
- Counseling students 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.

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.

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.

Leadership which empowers others

- Counseling students display leadership skills that advocate for clients and the profession an act as leaders by holding themselves to high standards of personal integrity though trustworthiness and dependability.

Respect for Individual Differences

The Stephens College Counseling Program endorses a learning climate that welcomes individual differences and encourages the open-minded exploration of distinctions among and between individuals. Students in the program are not expected to think the same way but are expected to be accepting of differences and to strive to understand how other peoples' perspectives, behaviors, and worldviews may be similar and distinct from their own. Students' ability to maintain an open mind and respectfully discuss and understand the values and opinions of others reflects personal development and professionalism as a counselor. No person will be treated differently by faculty or student colleagues regarding race, gender expression, color, national origin, ancestry, religion, sex, age, sexual orientation, marital and/or parental

status, citizenship, military status, religion, political beliefs, height, weight, and/or mental or physical ability.

Counselor Self-Awareness

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

Graduate Curriculum Catalogue

The Graduate Curriculum Catalogue contains a description of key Counseling program policies, procedures, and course descriptions. Students can access the current graduate curriculum catalogue-and create and individual profile-at the following link: 2025-2026 - My Catalog Login

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.

Accreditation

Higher Learning Commission (HLC)
Stephens College is accredited by the Higher Learning Commission (hlcommission.org), a regional accreditation agency recognized by the U.S. Department of Education.
230 South LaSalle Street, Suite 7-500, Chicago, IL 60604.
Phone: (800) 621-7440; (312) 263-7462; info@hlcommission.org

Council for the Accreditation of Counseling & Related Programs (CACREP)
The Counseling program is in the process of seeking CACREP accreditation for the 60 credit-hour *clinical mental health counseling* (CMHC) specialization area **only** under the 2024 CACREP standards. The CACREP 2024 standards and other CACREP Policies are found at https://www.cacrep.org/.

Code of Conduct (2025-2026 - 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.

Leave of Absence Policy *(*2025-2026 - Leave of Absence*)*

If a student is unable to complete the course of study during a semester or session for medical or psychological reasons, the student may request a medical leave of absence. Medical leave for psychological or physical health reasons must be supported by appropriate documentation from the student's designated licensed care provider and be approved by the student's program director. The Medical Leave of Absence form must be signed and submitted with the documentation from the student's designated licensed care provider verifying the dates for the leave of absence.

The College reserves the right to impose conditions on readmission from a medical leave, which may include length of time on leave or the submission of documentation from the student's health care provider noting the student's ability to return to coursework. The conditions to return will be specified at the time of leave and the student will be asked to acknowledge acceptance of the conditions. Students studying in a cohort program may be subject to joining the following year's cohort when it reaches the appropriate stage of the curriculum. While there is no guarantee of readmission from medical leave, students in cohort programs may be eligible to have their place held. They should discuss and confirm this option with their program director at the time leave is taken.

When a medical leave of absence is granted during the semester or session after the date to drop courses has passed, the course grade is normally a 'W' (withdrawn). Students meeting the criteria for an 'I' (incomplete) may initiate this with their instructor. If approved, the student has one semester or the agreed upon date to complete the course per the Incomplete Policy in the Graduate Curriculum Catalog.

Applications for medical leave must be submitted to the program director before the last day to withdraw as published in the designated academic calendar. Applications for medical leave submitted after the last day will not be considered except in extraordinary circumstances. In such circumstances, additional input will be sought from the dean of graduate and continuing studies, the dean of the designated academic school, and the vice president of academic affairs.

Students on approved medical leave are not eligible to register for classes until approved to return from leave. The student seeking to return to classes must contact the program director two weeks before classes begin and provide documentation from their designated licensed care provider indicating the psychological or medical condition has been remedied and the student can return to class. All information submitted becomes part of the student's health record and will remain confidential.

Students who do not return after the medical leave of absence and do not request an extension will be medically withdrawn from the college. The student must go through the readmission process in order to return. There is no guarantee for readmission. The date of separation for the leave of absence will be used as the date of separation for the withdrawal.

Section IV: Counseling Program

The Stephens College Counseling program consists of three (3) core faculty members, one (1) administrative assistant, one (1) graduate assistant, and experienced affiliate (i.e., adjunct) instructors with expertise in clinical mental health counseling and school counseling.

Core Faculty	Program Title | Teaching Area(s)
Daniel B. Kissinger, Ph.D., LPC-S	Professor & Director | Core/CMHC
Kendra Shoge, Ph.D., LPC, RPT	Assistant Professor | Core/CMHC
Andrea Fifield, Ph.D., Certified School Counselor	Associate Professor | Core/SC

Affiliate ("Adjunct") Faculty	Program Title | Teaching Areas(s)
Sean Clouse, Ph.D., LP	Affiliate Faculty | Core/CMHC
Robert Reitz, Ph.D., LP	Affiliate Faculty | Core
Kate Weir, M.Ed., LPC-S, RPT	Affiliate Faculty | Core/CMHC
Karmen Bennet, M.Ed., LPC-S	Affiliate Faculty | CMHC
Katie Alls, Ph.D.	Affiliate Faculty | Core/SC
Leah Johnson, Ph.D.	Affiliate Faculty | Core/SC

Administrative Staff	Title
Allison Miller	Executive Assistant to Dean Barger

Graduate Assistant	Title
Shana Nunn	Graduate Assistant

Program Roles	Faculty/Members
Program Director	Dr. Kissinger
Clinical Coordinator, Clinical Mental Health	Dr. Kissinger
Clinical Coordinator, School Counseling	Dr. Fifield
CACREP Liaison	Dr. Kissinger
NBCC/CPCE Coordinator	Dr. Shoge
Certification Officer-Mo Dept of Elem & Sec Ed (DESE)	Dr. Fifield
Admissions/Recruitment/Retainment Committee	Drs. Kissinger, Shoge, Fifield
Degree Candidacy Committee	Drs. Kissinger, Shoge, Fifield
Student Advisory Council	Dr. Kissinger/CMHC & SC students
Program Review Committee	Drs. Kissinger, Shoge, Fifield
Advisory Council (Faculty)	Drs. Kissinger, Shoge, Fifield
Program Advisory Council	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 Information & Documents Module (Canvas Dashboard)

The **Program Information & Documents** module (previously titled *Counseling Advising Site*) is found in the student's Canvas dashboard and serves as the program's clearinghouse for program information and documents. Faculty will maintain updated materials, while students are expected to utilize this module when seeking information and documents specific to program policies, procedures, and documents. A partial listing of categories in the module includes:

- The Focal Point (program newsletter)
- Academic Calendar | 3 year Course Rotation | Graduate Catalogue
- Student Handbook
- Advising & Plans of Study
- Course Syllabi (by semester)
- Practicum & Internship Information (CMHC & SC specific)
- Supervision Assist Information (Students)
- Scholarships/Grants/Financial Aid
- Ethical Codes
- CMHC & SC State Licensure & Certification
- Comprehensive (CPCE) & National Exams (NCE/NCMHC)
- Degree Candidacy

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

CACREP Liaison

The CACREP Liaison is defined by CACREP on as:

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

Supervision Assist 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.

NBCC Coordinator

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

Certification Officer/Program Liaison-MO Dept of Elementary & Secondary Education (DESE)
The role of DESE liaison is to maintain and manage the processes for certification for the school counseling program. This includes instructing and assisting students through the process of applying for certification and supplying the appropriate materials to DESE. Additionally, the DESE liaison consults with the state about certification and school counseling issues.

Admissions, Recruitment, & Retainment Committee

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

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

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

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

1. Focus on recruitment policies and activities specific to growing program enrollment through the recruitment and admission of high-quality, applicants from a diverse range of cultural backgrounds.
2. Collaborate with Office of Enrollment & Marketing to enhance recruiting efforts through social and institutional media.

The primary *Retainment* role of the committee is to:

a) Design, implement, and assess policies and activities that attend to the academic and personal well-being of students that will optimize program completion and career success. Activities may include but are not limited to academic advising, mentoring/advocating for students/profession, highlighting or offering professional development activities, creative programming, and ensuring students feel they have a genuine "voice" in the program.

Degree Candidacy Committee (DCC)

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

Students must be accepted into degree candidacy to be granted permission to enroll in practicum (COUN 601/CMHC; COUN 602/SC). The Counseling program's Degree Candidacy Committee (DCC) shall evaluate the student's readiness for degree candidacy. Evaluation strategies may include the student's current academic record and performance, videotape review, faculty and site supervisor assessment of academic/clinical performance, faculty and site supervisor assessment of personal and professional dispositional assessments of students, and student adherence to expected College, Counseling program and Counseling professional conduct and ethical standards (i.e., American Counseling Association and American School Counseling Ethical Standards/Codes of Conduct).

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

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

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

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

Student Advisory Council

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

Program Review Committee

The Program Review Committee (PRC) is comprised of the core Counseling faculty and 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)

Program Advisory Council

The Program Advisory Council (PAC) consists of a cross-section of Stephens College Counseling program alums (SC/CMHC) and properly credentialed mental/behavioral health and school counseling professionals from the public and private sectors. The PAC meets with the core Counseling faculty a minimum of one (1) time per academic year. Priority agenda items in PAC meetings include the Counseling program director's report on key data points, discussion on program policies/procedures, discussions of program strengths/growth areas, recruitment and retainment efforts, and an open forum where AC members are encouraged to share insights and suggestions for the continued development and improvement of any aspect of the Counseling program broadly and specialization areas specifically.

Stephens College Counseling Center

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

Program Admission

The counseling program accepts applications on a rolling basis. The program admits new cohorts during the Fall semester, with spring admission contingent upon availability. The application deadline for Fall admission is February 1st, with admission interviews beginning mid/late February.

Admission Application & Requirements

Applicants must complete a formal application to be considered for admission as a degree seeking or non-degree seeking (e.g., a student seeking school counseling certification only) student to the Counseling program. The application process is found online can be accessed through the Counseling program's homepage at Apply: Master of Education in Counseling - Stephens College . The Counseling program's application process and requirements include:

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

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

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

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

Admission Interview

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

Admission Deferral

Deferments are not allowed. If a student is admitted and seeks to defer admission, the individual must re-apply for admission. The program reserves the right to seek additional materials upon an applicant's readmission.

Transfer Credit

At the graduate level, individual programs set their own policies and standards for transfer credit.
For graduate programs that accept transfer credit, the total amount of transfer credit for a student pursuing a first master's degree **cannot exceed nine semester hours** without permission from the Vice President for Academic Affairs (VPAA).

The Stephens College Counseling program may accept up to a **maximum** of **nine** semester hours of equivalent graduate credit except for the following courses in the core and specialization curriculums. These courses must be taken in the Stephens Counseling program.

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

Course Enrollment

Course Enrollment Process:

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

Course Re-Takes

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

Course Audit

The Counseling program may require a student to audit a course to refresh their knowledge and learn current trends when the requisite course on their transcript was taken five (5) years ago or longer and/or at another institution. The auditing requirement will be determined by the (School of Health Sciences) Dean or designate. Students auditing a course are not expected to take exams or complete large assignments. No grade will be assigned for students who audit. The instructor will confer with the Dean regarding the student's understanding of the course material. Tuition & course fees may apply.

Students who are auditing a course are expected to:

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

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

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

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

Fees & Tuition

Stephens College calculates an annual "cost of attendance" for the Stephens Counseling program. The cost of attendance policy is found at this link on the Counseling program homepage:
M.ED. Tuition, Fees & Financial Aid - Stephens College

Financial Aid

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

Background Check

The Counseling program requires students to successfully complete background checks as part of the admission process and a second background check a minimum of 45 days prior to enrollment in practicum. Students may also be required to undergo a background check/drug screen as a requirement for their employment/placement at practicum/internship site. This process includes:

1. Applicants to the Stephens Counseling program must complete a criminal record check through the Family Safety Care Registry (FSCR), which is found under the State of Missouri Department of Health and Senior Services. The Counseling program director will work with the School of Health Sciences executive administrative assistant to verify registration with FSCR. The program director will review and verify all applicants met all FSCR requirements. Of note, the FSCR investigatory process meets statutory requirements and ensures that students have not previously committed violent crimes against persons. It is important to note that results of the criminal background check may result in removal from consideration for program admission.
    - Link to Family Care Safety Registry: FCSR-BSEES (mo.gov)
2. Following conferral of degree candidacy, practicum eligible students are required to pass a second formal background check within 45 days of the official start date of their intended

practicum semester. This background check is to be conducted through **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.

<u>Professional Dispositions</u>

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.

<u>Advising</u>

Students are assigned to a faculty advisor upon admission as a degree seeking non-degree seeking student in the program. The student will be notified of their assigned faculty advisor prior to the start of their initial semester in the program. Newly admitted degree seeking students will meet and have their initial advising meeting at the new student orientation meeting. In some cases, the student may communicate with their assigned faculty advisor informally prior to the new student orientation. In addition, information regarding Advising is found in the **Program Information and Documents** module on Canvas (see: *Advising & Plans of Study module*).

It is important to note the following advising policy:

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

Advisor Evaluations

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

Method I: End of Semester Advisor Survey

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

Method II: *Program Climate Survey*

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

Email Communication

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.

Counseling program faculty and staff communicate with enrolled students only through official Stephens College email addresses. Students should ensure that any personal email addresses or Canvas accounts link with their Stephens email account. In limited cases, students may be granted permission to use the secure email system of their practicum/internship site. This exception must be verified by the student's specialization clinical coordinator and documented in the student's practicum/internship documentation.

Counseling Program Social Media Accounts

The Counseling program has dedicated Facebook (insert link) and Instagram (insert link) 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**.

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

Information Technology 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 by emailing the IT helpdesk at **helpdesk@stephens.edu** or calling at 573-876-2381 x4381. Tip: Email is best as it will create an automatic "Ticket" that will get you on IT's schedule asap.

Counseling Program Platforms: Academic, Clinical, & Administrative

The program uses several technologies and web-based learning and clinical platforms, including ***Canvas Supervision Assist***, ***MyStephens*** and the ***Student Gateway*** to complete academic, clinical, and/or administrative tasks and responsibilities. Students are also expected to be proficient in Microsoft Word/PowerPoint.

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 faculty, students, and fieldwork site supervisors. Used throughout the program-and particularly during the fieldwork courses (i.e., practicum and internship), SA is used for activities that include but are not limited to video/audio recording skills-based activities assignments (e.g., COUN 500 skills activities; clinical interview in COUN 515), fieldwork-based counseling and supervision sessions, case presentations, and fieldwork documentation & assessment (e.g., fieldwork site evaluations).

Supervision Assist is included in the student fees and available through their projected plan of study, with additional fees possible when a student's graduation date exceeds their projected plan of study. Directions for accessing and using SA are provided at the new student orientation meeting.

Assistance & Problem Solving

- Dr. Shoge is the program's SA coordinator. Prior to contacting Dr. Shoge for assistance, however, students should review the dedicated SA training/assistance module (**Supervision Assist: Student Version)** found on Canvas in the **Program Information and Documents module.** If this review does not resolve the issue, the next step is to promptly email a clear description of the issue to Dr. Shoge (kshoge@stephens.edu), the program's SA coordinator.

- Students, course instructors, and faculty/site supervisors are provided multiple "how to" training videos on the Supervision Assist website (Supervision Assist: Unparalleled Practicum & Internship Training). 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.

TherapyNotes

TherapyNotes, a secure web-based clinical practice software platform for documentation, scheduling, and related administrative tasks, is used exclusively by practicum and internship students placed at the Stephens College Counseling Center. This platform is provided at no cost to practicum/internship students at the SCCC only.

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 for all audio/video recordings during the program.

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 specifical 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(s) prior to being enrolled in their practicum course. This document will be uploaded in the student's Supervision Assist account along with other required practicum documentation.

Counseling Program Records

The counseling program retains hard copies of student records, including practicum and internship documentation, through the Fall 2023 semester. Beginning Spring, 2024, all practicum and internship documentation is retained electronically through Supervision Assist. Exceptions to this may include but are not limited to documentation related to student retention, remediation, and dismissal, with all student records stored in a secure filing cabinet housed in a secure room that is accessible only to the program director and core faculty.

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

Practicum & Internship Records

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

Liability/Malpractice Insurance

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

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

Comprehensive Exam & Professional Credentialing Exams

Overview

1. The Counselor Preparation Comprehensive Exam (CPCE) **is** a graduation requirement for students in **both** CMHC and SC specialization areas.

2. The National Counselor Exam (NCE)** or National Clinical Mental Health Counseling Exam (NCMHCE) **is not** a graduate requirement for students in either the CMHC or SC specialization areas but **is** required for licensure as a professional counselor in the State of Missouri (and most other states). (**NOTE: State of Missouri uses the NCE exam).

3. The MEES Exam IS NOT a graduation requirement for CMHC or SC but **is** part of the SC certification process in the State of Missouri.

Counselor Preparation Comprehensive Examination (CPCE)

Students take the CPCE during the initial weeks of the semester in which they are enrolled in COUN 608 (CMHC) or COUN 604 (SC), respectively. The CPCE exam date will be set in advance, and it is the responsibility of the student to be present at the exam. Students will be made aware of the CPCE exam date and registration guidelines/timeliness by the program's NBCC liaison well in advance of the administration date. A student may retake the CPCE a maximum of three (3) times. If a student is unable to pass the exam after the third attempt, the student shall meet with the program chair to discuss a Personal Development Plan (PDP). A student may re-take the CPCE one (1) time without paying a proctor fee. If a third exam in required, the student is responsible for all costs associated with the third administration of the CPCE, including proctor fees.

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

MEES/DESE (School Counseling only)

The MEES is not a graduation requirement for SC students but is part of the certification process as a school counselor required by the State of Missouri. School Counseling students should contact Dr. Fifield regarding the dates to complete the MEES.

Professional Credentialing Exams

The **National Counselor Examination (NCE)** is the (national) professional licensure exam accepted by the *Committee for Professional Counselors*, the State of Missouri board responsible for the licensure of professional counselors and supervisors. While not a graduation requirement, students are strongly encouraged to take the NCE exam during their final semester in the program (i.e., the same semester as COUN 608: CMHC Internship II). Specifically, students are strongly encouraged to schedule the NCE during the same semester as they take the CPCE. A key benefits of passing the NCE prior to graduation is that in most states, a verified passing NCE score is required as part of the state licensure application process.

Students should be aware that a second national credential exam, the **National Clinical Mental Health Counselor Exam (NCMHCE)** is available to take and is accepted and/or required for licensure in several states. Students interested in practicing as a licensed counselor outside of the State of Missouri are encouraged to review the information about the NCMHCE exam on the NBCC website well in advance of graduation.

National Board of Certified Counselors (NBCC): NCC | NBCC
NBCC info on the National Counselor Exam: NCE | NBCC
NBCC info on the National Clinical Mental Health Counselor Exam: NCMHCE | NBCC

State of Missouri Licensure

Licensure as a professional counselor in Missouri is provided by the Missouri Committee for Professional Counselors. Detailed information on the policies, procedures, requirements, rules, and regulations for licensure are found at the links below:

Key Links:

Missouri Committee of Professional Counselors: Committee for Professional Counselors
Frequently Asked Questions: Microsoft Word - frequentlyaskedquestions.doc
Licensure Requirements: Microsoft PowerPoint - lpcslideswebsite [Compatibility Mode]
NCE Requirements (How to access & register for the NCE): Committee for Professional Counselors

Graduation Requirements

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

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

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

ASSESSMENT

Comprehensive Assessment Plan (CAP)

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

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.**

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	Personal Development Paper	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.

5. Exit Survey (students in final semester)
6. Graduate Survey
7. Employer Survey
8. Fieldwork Site Supervisor Survey
9. Program Climate Survey (current students)
10. Program Demographics Survey (current students)
11. 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)

Key Performance Indicators

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 2 – 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**: Personal Dev. Ppr **Timeline**: Yr 1, Sem 3 or Yr 2, Sem 6
KPI 3 – 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**: Personal Dev. Paper **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 4 – 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 5 – 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 6 – 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 7- 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 8 – 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 9 – 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 10 – 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

Program Annual Report

The program's Annual Report highlights key program outcomes and highlights student, faculty, and program accomplishments. Annual Reports are publicly available and found on the Counseling program's homepage. Link: Program Reports and Accreditation - Stephens College

Student Assessment of Faculty & Faculty Advisors

Students are provided with an opportunity to evaluate course instructors and their assigned faculty advisors at the conclusion of each semester course. Two weeks prior to the conclusion of each semester, students will receive an email notifying them of the availability of a course instructor evaluation and faculty advisor survey (i.e., evaluation) in each of their Canvas courses. Both assessments are critical for faculty and program development/improvement. In practicum/internship courses, students will complete

an additional Course Instructor assessment that is found in the student's Supervision Assist file (*see separate Practicum/Internship Manuals for details*).

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

Participation Policy

Fall and Spring courses are a **16-week** commitment, making class participation an essential and expected element of the course. Summer core courses are **8 weeks**, while summer clinical courses are **14 weeks**. If you are not in class, you are not participating (i.e., "absent"). Do not ask the instructor to make a judgment call on a reason for an absence.

Students are expected to attend and be prepared for all classes; Absence from class should be a last resort.

1. Absence = Missing more than twenty minutes of class.
2. Missed class due to student illness must be verified by documentation from a physician/licensed medical professional:
    a. The instructor must receive a document from a licensed medical professional within one (1) week of the student's return to class.
    b. Absence will be recorded as "unexcused" if the document is not provided to the instructor within one (1) week of the student's return to class.
3. Family/Personal Emergency.
    a. Course instructors recognize that "life happens." In the event of a personal emergency, 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.
    b. Instructors may request documentation of the event.
4. **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 participation points, as determined by the instructor.
    a. **A second (2nd) "excused" absence** (not ADA related) will result in a maximum 5% automatic reduction in participation points, as determined by the instructor.
    b. **A third (3rd) "excused" absence** (not ADA related) will result in a mandatory meeting with the Program Review Committee.
5. **The first (1st) "unexcused" absence** will result in the student being able to earn no higher than 93% of the total available points for the course (93% = A).
6. **A second (2nd) "unexcused" absence** will result in a grade no higher than 88% of the total available points for the course (88%=B).
7. **A third (3rd) unexcused absence** will result in the student being required to re-take the course and a mandatory meeting with the Program Review Committee.

In practicum/internship courses:

a. Students must still complete the required one (1) hour of site supervision.
b. Students may **not** "double-up" site supervision before or after the missed week to replace missed hours of site supervision.

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

NOTE: Admission into Stephens College M.Ed. Counseling Program does not guarantee graduation. Becoming a successful counseling student involves several components, of which academic success is only one aspect. Stephens College Counseling Program faculty are tasked as gatekeepers for the counseling profession and as such must observe student fitness to for the program, the profession, and those we serve. To that end, students will be held to the standards of the American Counseling Association's (ACA) current Code of Ethics and/or the current ethical standards of the American School Counseling Association (ASCA), both of which codifies the ethical and personal behavioral standards for counselors. Several non-academic conditions may also result in dismissal from the program should they impede the student's ability to work with others in class, practicum, or internship settings. These include but are not limited to: (1) personal issues or psychopathology, (2) interpersonal relationship issues (with other students, faculty, or personal life such as it affects counseling performance), (3) personal attitudes or value systems that conflict with ethical/legal mandates of the counseling profession. (4) unethical/illegal behavior, and (5) unprofessional behavior toward (a) fellow students and/or (b) toward faculty that include and are not limited to: sexual harassment, physical intimidation, physical or sexual assault, and

emotional, mental, or academic intimidation/manipulation. In all cases, such behaviors include those conducted on any/all social media/technology-based platform). Students who demonstrate potential to act in a manner that does not align with the current and expected ethical mandates of the ACA and/or ASCA and/or state law may, depending on the severity of the violation, face disciplinary actions as designed in a formal Personal Development Plan (PDP). Personal Development Plan (PDP) Students who are identified as having deficiencies or impairments either through data collection at assessment points or faculty observation, shall be required to develop a PDP. A PDP is a behaviorally focused remediation plan established between the student and faculty of the Counseling program. Its focus is to identify specific behaviors for correction, establish measurable behavioral objectives, document progress, establish a timeframe for improvement, and outline consequences, with the overall objective of assisting the student in becoming a more effective human services practitioner

Personal Development Plan (PDP)

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

The PDP will include, at a minimum:

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

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

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

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

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

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

Personal Development Plan: Process

1. Upon observation of concerns, the faculty member or site supervisor will attempt to resolve the concern. All discussions with the student-along with any suggested interventions and student response- will be documented, copied to the program director, and placed in the student's file. Note: the faculty member may attempt more than one intervention prior to engaging step 2.

2. If the intervention(s) above is/are unsuccessful, the faculty member or site supervisor will make a formal written request to the Program Review Committee (PRC) chair for a full PRC review to consider initiating a Personal Development Plan (PDP) for the student. This request will include specific behaviors to be addressed, a summary of intervention strategies to-date, and the reasons for requesting the creation of a PDP.
3. Notification of the formal request-and a request by the Program Review Committee (PRC) to meet formally with the student, shall be provided to the PRC members and the student by the PRC chair within 3 business days of the PRC receiving the formal information/concerns.
4. The PRC chair will 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 <u>final</u>.**

Class Withdrawal

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

Stephens will refund all of the student's comprehensive fees if he or she cancels his or her enrollment before the first day of the semester. In the event that a student completely withdraws after the first day of classes but prior to 60% of the completion of the semester, a proration of comprehensive fees is calculated based on the number of class days attended compared to the total number of class days in the semester.

Comprehensive fees are credited and financial aid is charged back in accordance with Federal regulations. Official notification of withdrawal must be given to the Program Director in all cases of voluntary withdrawal. If no official notice is provided to the College, the student will be considered to be enrolled for the purposes of this policy; additionally, the student's Stephens College academic transcript will not be released until the Withdrawal Form has been completed. After the 60% point in the semester, a student will be charged 100% of the comprehensive fees and will be deemed to have earned 100% of their financial aid.

Grade Appeals

Only final course grades may be appealed after final grades are submitted. A student who believes a final grade has been assigned incorrectly must correspond in writing with the instructor within two weeks after the receipt of the grade. Within one week of receiving this correspondence the instructor will set up a meeting with the student. The instructor may agree that a grade change is appropriate. If so, the instructor shall complete and sign a Change of Grade form, which will be signed by the Program Director and filed with the Registrar. The matter is then closed.

If a dispute about a grade cannot be resolved between the student and the instructor, then the student may appeal. The appeal procedure is as follows:

1. Within one week of meeting with the instructor, the student will submit the appeal in writing to the Program Director. In support of the appeal, the student must provide objective evidence that the grade was assigned incorrectly. This evidence may take the form of the course syllabus, assignments, rubrics, photocopies of graded papers, quizzes, tests, and other work performed in the course. The Program Director will establish a time to meet with the student. The Program Director cannot change the grade but will discuss the student's concerns and, failing resolution, will advise the student on further steps in the appeal procedure.
2. Within one week of meeting with the Program Director, the student may write to the Dean of the respective school to pursue the appeal. The student must submit to the Dean objective evidence that the grade was assigned incorrectly. The Dean shall convene an appeal panel of three members of the Graduate Council who are not faculty in the same program as the instructor involved in the appeal. The panel will examine the evidence provided and conclude its review within ten working days of its first meeting.
3. The panel will submit its recommendation in writing to the student, instructor, Program Director, and Dean. The panel may:
   a. Recommend that the instructor change the grade;
   b. Recommend that the instructor review the grade according to the criteria specified by the panel; or
   c. Dismiss the appeal. At this point the panel's responsibilities are concluded. The panel is not empowered to change the grade. The grade that the course instructor assigned cannot be changed by anyone but that instructor.
4. If, after considering the panel's recommendation, the instructor wishes to change the grade, the instructor will complete and sign a Change of Grade form, which will be signed by the Program Director and filed with the Registrar. The Program Director will advise the student of a change in grade, if any. This will conclude the appeal procedure; no further review is available.
5. The grade appeal will be considered confidential, and only those directly involved in the appeal procedure will be provided with information concerning the appeal.
6. If the student chooses to make the appeal panel's written recommendation a part of her/his permanent file, the student should instruct the Dean (or her/his designee) to convey the panel's recommendation to the Registrar.

Program Grievance Policy

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

Non-Practicum or Internship Course Issues

Student issue/concern with fellow counseling student

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

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

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

Practicum & Internship-Based Issues

Student issue/concern with site-supervisor

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

Student issue/concern with course instructor

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

Site-supervisor issue/concern with student

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

Site-supervisor issue/concern with course instructor

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

Course instructor issue/concern with student

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

Course instructor issue/concern with site-supervisor

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

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

Course Instructor Issue or Concern w/Student

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

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

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

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

Program Suspension or Expulsion ("Dismissal")

Prior to suspension or dismissal from the program, the student (and all individuals involved) in a program dispute would be afforded full due process. This process would be conducted under the authority of the Program Review Committee. Importantly, the decisions of the Program Review Committee are final. However, if the student is suspended or expelled and wishes to appeal, the student may consult with the Registrar and submit a written appeal to the Graduate Council. The Graduate Council shall review the appeal letter and contact the student if necessary. The Graduate Council shall rule on this appeal and its decision shall be provided to the student in writing. **The decision of the Graduate Council is final.**

Section VII: Degree Plans & Requirements

The Stephens College Counseling program offers the following degree plans. Prior to reviewing each degree plan, however, it is important to closely review the following distinctions regarding program degree plans and accreditation.

CACREP Accreditation/DESE Certification

Council for the Accreditation of Counseling and Related Education Programs (CACREP)

Missouri Department of Elementary and Secondary Education (DESE)

- The program **IS** seeking CACREP-accreditation for the 60 credit hour Clinical Mental Health Counseling specialization/degree plan. The 60 credit hr. CMHC degree is currently **not** CACREP-accredited.

- The program **IS NOT** seeking CACREP-accreditation for the 45 and 60 credit-hour school counseling degree plans of study.

- The program **IS NOT** seeking CACREP-accreditation for the 60 credit SC (dual credential) degree plan of study.

    - In other words, CACREP-accreditation and state licensure (CMHC)/certification (SC) requirements are distinct. Thus, while graduates of the Stephens Counseling program's 60 credit-hr. SC/dual credential degree plan **will be eligible** for *licensure* as a professional counselor in the State of Missouri **AND** *certification* as a school counselor in the State of Missouri, **ONLY** graduates of the 60 credit hr. CMHC degree plan will be completing a CACREP-accredited degree plan from the Stephens Counseling program**.

      **This statement is valid only upon the program receiving official confirmation from CACREP that the CMHC program-currently under CACREP review-has been officially awarded CACREP-accreditation. This decision is expected in February of 2027.

Degree Plans

The Stephens Counseling program offers the Master of Education in Counseling (M.Ed.) with specializations in ***clinical mental health counseling (CMHC)*** and ***school counseling (SC).***

1. 60 credit hour Master of Education (M.Ed.) degree in Counseling with a specialization in Clinical Mental Health Counseling **(CMHC).**
    a. The 60-credit hour Clinical Mental Health Counseling (CMHC) specialization meets the educational requirements set forth by the Missouri Committee for Professional Counselors to qualify for licensure as a professional counselor in the State of Missouri (PLPC/LPC). Licensure information is available at the Missouri Committee of Professional Counselors website at **https://pr.mo.gov/counselors.asp**.

2. 60 credit hour Master of Education (M.Ed.) degree in Counseling with a specialization in School Counseling **(SC).**
    a. The 60-credit hour School Counseling (SC) specialization degree plan meets the eligibility requirements for certification as a school counselor in the State of Missouri (DESE).
    b. Graduates of the 60-credit hour School Counseling Specialization degree plan are eligible for certification as a school counselor in the State of Missouri (DESE)
    c. School counseling students interested in also gaining eligibility for licensure as a professional counselor in the State of Missouri must complete the completing the following plan of study:
        i. Complete COUN 607 and COUN 608 over the course of 2 consecutive semesters.
        ii. Information regarding the minimal requirements for licensure as a professional counselor in MO is found at the Missouri Committee of Professional Counselors website at **https://pr.mo.gov/counselors.asp**.

3. 45 credit hour Master of Education (M.Ed.) degree in Counseling with a specialization in School Counseling. school counseling.
    a. The 45-credit hour Master of Education (M.Ed.) degree in Counseling with a specialization inn School Counseling (SC) specialization degree plan meets the eligibility requirements for certification as a school counselor in the State of Missouri (DESE).

Note: Individuals holding graduate degrees in Counseling may apply as non-degree seeking student to complete their initial or additional certification as a school counselor in Missouri.

Degree Candidacy

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

1. During the semester prior to expected enrollment in practicum, the student will attend a mandatory practicum-orientation meeting. At this meeting, the CMHC and/or CMHC clinical coordinators will address issues and timelines related to degree candidacy and enrollment in the advanced clinical courses (i.e., Practicum/Internship I/Internship II).

2. At the practicum-orientation meeting, students are required to submit the following documents with all applicable signatures (Electronic signatures are acceptable).
    - A **Plan of Study** form:
        - This document, signed by the student, student's faculty advisor, and CMHC clinical coordinator, verifies the student has completed coursework necessary to be considered for degree candidacy and, by extension, enrollment in COUN 601.
    - **Student Degree Candidacy Form**
        - The Counseling program will send students the link to the online survey at the appropriate time.

3. Following the practicum orientation meeting, the Degree Candidacy Committee will review the materials used in the degree candidacy decision making process. Materials and information used in determining each student's degree candidacy (i.e., approved/declined) may include but is not

limited to:

a. academic record in Stephens College Counseling Program
b. video/audio recording(s) of student performances/skills (i.e., COUN 500, 515, etc.)
c. dispositional assessments by Counseling faculty/staff or verified Stephens Counseling program stakeholders with direct knowledge of an enrolled Stephens Counseling student's behavior/ethical conduct.
d. assessment or other types of data requested by the Degree Candidacy Committee deemed relevant to determining a student's degree candidacy status and, by extension, eligibility for enrolling in the appropriate CMHC or CMHC practicum course.

4. The chair of the Degree Candidacy Committee will communicate the committee's decision regarding degree candidacy to each student individually, via the student's Stephens College email address. This communication will include the following information.
    a. Status of degree candidacy (i.e., approved/declined)
    b. If declined, procedures for addressing the reasons for the declination, up to and including the development of a Personal Development Plan
    c. If approved, the guidelines/requirements for registering for practicum the following semester

Curriculum & Course Descriptions

A full listing of the program's Clinical Mental Health Counseling and School Counseling curriculums-along with course descriptions, are available online in Graduate Curriculum Catalogue webpage: Link: 2025-2026 - Master of Education in Counseling. These course descriptions are also listed below.

Course Descriptions: Clinical Mental Health Counseling

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COUN 601: Counseling Practicum (3 hrs.) (Prerequisites: Degree Candidacy Approved; Practicum fee assessed; Background Check) Students will complete 100 hours of counseling field experience in a school or community setting while under supervision by an instructor and an on-site supervisor. A passing grade in this course is a prerequisite to continuation in the program and a successful application for degree candidacy.

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

satisfactory progress, (defined as completing a minimum of 150 hours in the current semester and required assignments). May be taken for 1-3 hours; course is repeatable up to 6 credit hours.

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

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

Clinical Mental Health Counseling (CMHC)

Full-Time, 3-year, 60 credit Plan of Study

Student: **Faculty Advisor:**

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

Clinical Mental Health Counseling

Part-Time, 4-year, 60 credit Plan of Study

FALL, YEAR 1			
Courses	**Credits**	**Format**	**Information**
COUN 500: Core Counseling Skills	3	Classroom	
COUN 505: Theories of Counseling	3	Classroom	
SPRING, YEAR 1			
COUN 501: Professional Orientation & Ethics	3	Classroom	
COUN 520: Group Counseling	3	Classroom	
SUMMER, YEAR 1			
COUN 540: Assessment or COUN 560: Research Methods	3	Online/Synchronous	COUN 540 meets odd years COUN 560 meets even years
COUN 575: Human Sexuality or COUN 600: Child & Adol Coun.	3	Online/Synchronous	COUN 575 meets odd years COUN 600 meets even years
FALL YEAR 2			
COUN 630: Intro to Substance Abuse Counseling	3	Online/Synchronous	
COUN 555: Multicultural Counseling	3	Classroom	
SPRING, YEAR 2			
COUN 630: Crisis & Trauma Counseling	3	Classroom	
COUN 545: Advanced Human Development	3	Classroom	
SUMMER, YEAR 2			
COUN 540: Assessment or COUN 560: Research Methods	3	Online/Synchronous	COUN 540 meets odd years COUN 560 meets even years
COUN 575: Human Sexuality or COUN 600: Child & Adol Coun.	3	Online/Synchronous	COUN 575 meets odd years COUN 600 meets even years
FALL, YEAR 3			
COUN 515: Diagnosis & Treatment Planning	3	Classroom	
COUN 635: Counseling Theory & Methods	3	Classroom	
SPRING, YEAR 3			
COUN 550: Career & Lifestyle Development	3	Online/Synchronous	
COUN 601: CMHC Practicum	3	Classroom	
FALL, YEAR 4			
COUN 680: Special Topics in Counseling	3	TBD	
COUN 607: CMHC Internship I	3	Classroom	
SPRING, YEAR 4			
COUN 535: Intro to Marriage & Family Counseling	3	Classroom	
COUN 608: CMHC Internship II	3	Classroom	
Comprehensive Exam (CPCE): Graduation Requirement	Pass/Fail	Online	Date/Time TBD
National Counselor Exam (NCE): State of MO License Req.	Pass/Fail	Online	Date/Time TBD

School Counseling (SC) Specialization

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

Stephens College requires 100 hours of practicum experience as well as 300 hours of internship experience to be conducted in a K-8 and a 7-12 setting, respectively, for a total of 600 internship hours to certify in K-12. Upon completion of the program, students will apply for the school counselor grades K-12 professional certificate from the Missouri Department of Elementary and Secondary Education (DESE), which is valid for a period of five (5) years. Prior to completing the application for certification, students must register and pass content and performance task assessments as outlined by DESE for Professional School Counselors.

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

a. The 60-credit hour School Counseling (SC) specialization degree plan meets the eligibility requirements for certification as a school counselor in the State of Missouri (DESE).
b. Students interested in becoming eligible for certification as a school counselor in MO **and** licensure as a professional counselor in the State of Missouri (i.e., dual certification) will complete a slightly altered degree plan, to include the following:
    1. Receive permission from Counseling faculty to enroll in CMHC clinical coursework (i.e., COUN 601/607/608)

    2. Substitute COUN 607: Clinical Mental Health Counseling Internship I (3) for COUN 575: Human Sexuality in Counseling.

    3. Substitute COUN 608: Clinical Mental Health Counseling Internship II (3) for COUN 604: SC Internship II

    4. A passing score on the National Counselor Examination (NCE) is required for licensure as a professional counselor (PLPC/LPC) in the State of Missouri (See: Committee for Professional Counselors (mo.gov)).

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

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

Course Descriptions: School Counseling Specialization (Link: 2025-2026 - Master of Education in Counseling)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School Counseling Specialization

Full-Time, 2-year, 45-credit Plan of Study

Student: **Faculty Advisor:**

FALL, YEAR 1			
Courses	**Credits**	**Format**	**Information**
COUN 500: Core Counseling Skills	3	Classroom	
COUN 505: Theories of Counseling	3	Classroom	
COUN 660: Comprehensive SC Program Delivery	3	Classroom	
SPRING, YEAR 1			
COUN 501: Professional Orientation & Ethics	3	Classroom	
COUN 520: Group Counseling	3	Classroom	
COUN 630: Crisis & Trauma Counseling	3	Classroom	
SUMMER YEAR 1			
COUN 540: Assessment or COUN 560: Research Methods	3	Online/Synchronous	COUN 540 meets odd years COUN 560 meets even years
COUN 575: Human Sexuality or COUN 600: Child & Adol Coun.	3	Online/Synchronous	COUN 575 meets odd years COUN 600 meets even years
FALL YEAR 2			
COUN 555: Multicultural Counseling	3	Classroom	
COUN 655: SC Foundations & Program Development	3	Online/Synchronous	
COUN 602: SC Practicum & Behavioral Strategies	3	Classroom	
SPRING, YEAR 2			
COUN 545: Advanced Human Development	3	Classroom	
COUN 550: Career & Lifestyle Development	3	Online/Synchronous	
COUN 603: SC Internship I	3	Classroom*	*May online/synchronous
Comprehensive Exam (CPCE): Graduation Requirement	Pass/Fail	Online	Date/Time TBD
SUMMER, YEAR 2			
COUN 540: Assessment or COUN 560: Research Methods	3	Online/Synchronous	COUN 540 meets odd years COUN 560 meets even years
COUN 575: Human Sexuality or COUN 600: Child & Adol Coun.	3	Online/Synchronous	COUN 575 meets odd years COUN 600 meets even years

School Counseling

Part-Time, 3-year, 45-credit Plan of Study

Student: **Faculty Advisor:**

FALL, YEAR 1			
Courses	**Credits**	**Format**	**Information**
COUN 500: Core Counseling Skills	3	Classroom	
COUN 505: Theories of Counseling	3	Classroom	
SPRING, YEAR 1			
COUN 501: Professional Orientation & Ethics	3	Classroom	
COUN 520: Group Counseling	3	Classroom	
SUMMER YEAR 1			
COUN 540: Assessment or COUN 560: Research Methods	3	Online/Synchronous	COUN 540 meets odd years COUN 560 meets even years
COUN 575: Human Sexuality or COUN 600: Child & Adol Coun.		Online/Synchronous	COUN 575 meets odd years COUN 600 meets even years
FALL YEAR 2			
COUN 555: Multicultural Counseling	3	Classroom	
COUN 655: SC Foundations & Program Development	3	Classroom	
SPRING, YEAR 2			
COUN 545: Advanced Human Development	3	Classroom	
COUN 630: Crisis & Trauma Counseling	3	Classroom	
SUMMER, YEAR 2			
COUN 540: Assessment or COUN 560: Research Methods	3	Online/Synchronous	COUN 540 meets odd years COUN 560 meets even years
COUN 575: Human Sexuality or COUN 600: Child & Adol Coun.	3	Online/Synchronous	COUN 575 meets odd years COUN 600 meets even years
FALL, YEAR 3			
COUN 602: SC Practicum & Behavioral Strategies	3	Classroom	
COUN 660: Comprehensive SC Program Delivery	3	Classroom	
SPRING, YEAR 3			
COUN 550: Career & Lifestyle Development	3	Online/Synchronous	
COUN 603: SC Internship I	3	Classroom*	*May be online/synchronous
Comprehensive Exam (CPCE): Graduation Requirement	Pass/Fail	Online	Date/Time TBD

School Counseling

Full-Time, 3-year, 60-credit (Dual-Certification) Plan of Study

Student: **Faculty Advisor:**

FALL, YEAR 1			
Courses	**Credits**	**Format**	**Information**
COUN 500: Core Counseling Skills	3	Classroom	
COUN 505: Theories of Counseling	3	Classroom	
COUN 660: Comprehensive SC Program Delivery	3	Classroom	
SPRING, YEAR 1			
COUN 501: Professional Orientation & Ethics	3	Classroom	
COUN 520: Group Counseling	3	Classroom	
COUN: 630: Crisis & Trauma Counseling	3	Classroom	
SUMMER, YEAR 1			
COUN 540: Assessment or COUN 560: Research Methods	3	Online/Synchronous	COUN 540 meets odd years COUN 560 meets even years
COUN 575: Human Sexuality or COUN 600: Child & Adol Coun.	3	Online/Synchronous	COUN 575 meets odd years COUN 600 meets even years
FALL, YEAR 2			
COUN 515: Diagnosis & Treatment Planning	3	Classroom	
COUN 602: SC Practicum & Behavioral Strategies	3	Classroom	
COUN 655: SC Foundations & Program Development	3	Classroom	
SPRING, YEAR 2			
COUN 535: Intro to Marriage & Family Counseling	3	Classroom	
COUN 545: Advanced Human Development	3	Classroom	
COUN 603: School Counseling Internship I	3	Classroom	
SUMMER, YEAR 2			
COUN 540: Assessment or COUN 560: Research Methods	3	Online/Synchronous	COUN 540 meets odd years COUN 560 meets even years
COUN 575: Human Sexuality or COUN 600: Child & Adol Coun.	3	Online/Synchronous	COUN 575 meets odd years COUN 600 meets even years
FALL, YEAR 3			
COUN 555: Multicultural Counseling	3	Classroom	
COUN 590: Intro to Substance Abuse Counseling	3	Online/Synchronous	
COUN 607: CMHC Internship I	3	Classroom	
SPRING, YEAR 3			
COUN 550: Career & Lifestyle Development	3	Online/Synchronous	
COUN 608: CMHC Internship II	3	Classroom	
Comprehensive Exam (CPCE): Graduation Requirement	Pass/Fail	Online	Date/Time TBD
National Counselor Exam (NCE): State of MO License Req.	Pass/Fail	Online	Date/Time TBD

School Counseling

Part-Time, 4-year, 60-credit (Dual Certification) Plan of study

Student: **Faculty Advisor:**

FALL, YEAR 1			
Courses	**Credits**	**Format**	**Information**
COUN 500: Core Counseling Skills	3	Classroom	
COUN 505: Theories of Counseling	3	Classroom	
SPRING, YEAR 1			
COUN 501: Professional Orientation & Ethics	3	Classroom	
COUN 520: Group Counseling	3	Classroom	
SUMMER, YEAR 1			
COUN 540: Assessment or COUN 560: Research Methods	3	Online/Synchronous	COUN 540 meets odd years COUN 560 meets even years
COUN 575: Human Sexuality or COUN 600: Child & Adol Coun.	3	Online/Synchronous	COUN 575 meets odd years COUN 600 meets even years
FALL, YEAR 2			
COUN 555: Multicultural Counseling	3	Classroom	
COUN 655: SC Foundations & Program Development	3	Classroom	
SPRING, YEAR 2			
COUN 545: Advanced Human Development	3	Classroom	
COUN 630: Crisis & Trauma Counseling	3	Classroom	
SUMMER, YEAR 2			
COUN 540: Assessment or COUN 560: Research Methods	3	Online/Synchronous	COUN 540 meets odd years COUN 560 meets even years
COUN 575: Human Sexuality or COUN 600: Child & Adol Coun.	3	Online/Synchronous	COUN 575 meets odd years COUN 600 meets even years
FALL, YEAR 3			
COUN 515: Diagnosis & Treatment Planning	3	Classroom	
COUN 602: SC Practicum & Behavioral Strategies	3	Classroom	
COUN 660: Comprehensive SC Program Delivery	3	Classroom	
SPRING, YEAR 3			
COUN 535: Intro to Marriage & Family Counseling	3	Classroom	
COUN 603: School Counseling Internship I	3	Classroom *	*May be online/synchronous
SUMMER, YEAR 3 ***NO CLASSES***			
FALL, YEAR 4			
COUN 590: Intro to Substance Abuse Counseling	3	Classroom	
COUN 607: CMHC Internship I	3	Classroom	
SPRING, YEAR 4			
COUN 550: Career & Lifestyle Development	3	Online/Synchronous	
COUN 608: CMHC Internship II	3	Classroom	
Comprehensive Exam (CPCE): Graduation Requirement	Pass/Fail	Online	Date/Format TBD
National Counselor Exam (NCE): State of MO License Req.	Pass/Fail	Online	Date/Format TBD

Course Rotation

Stephens Counseling Program * Meets odd years (2027, 2029, etc.) *** Meets even years (2026, 2028, etc.) C=Classroom OS=Online/Synchronous TBD=To Be Determined									
Course #/Title	Fall Y1	Spr Y1	Sum Y1	Fall Y2	Spr Y2	Sum Y2	Fall Y3	Spr Y3	Sum Y3
Core Curriculum									
COUN 500: Core Counseling Skills	C			C			C		
COUN 501: Professional Orientation & Ethics		C			C			C	
COUN 505: Theories of Counseling	C			C			C		
COUN 515: Diagnosis & Treatment Planning	C			C			C		
COUN 520: Group Counseling		C			C			C	
COUN 535: Intro to Marriage & Family Coun		C			C			C	
COUN 540: Assessment			OS*			OS*			OS*
COUN 545: Advanced Human Development		C			C			C	
COUN 550: Career Coun & Development		OS			OS			OS	
COUN 555: Multicultural Counseling	C			C			C		
COUN 560: Research Methods			OS***			OS***			OS***
COUN 575: Human Sexuality in Counseling			OS*			OS*			OS*
COUN 590: Introduction to Substance Abuse	C			C			C		
COUN 600: Child & Adolescent Counseling			OS***			OS***			OS***
COUN 630: Crisis and Trauma Counseling		C			C			C	
Clinical Mental Health Counseling Specialization									
COUN 601: CMHC Practicum		C			C			C	
COUN 607: CMHC Internship I	C	C	C	C	C	C	C	C	C
COUN 608: CMHC Internship II	C	C	C	C	C	C	C	C	C
COUN 635: Counseling Theory & Methods	C			C			C		

COUN 680: Special Topics in Counseling	**C**			**C**			**C**		
School Counseling Specialization									
COUN 602: SC Pract & Behavior Strategies	**C**			**C**			**C**		
COUN 603: SC Internship I		**OS**			**OS**		**OS**		
COUN 604: SC Internship II	**OS/TBD**	**OS/TBD**	**OS/TBD**	**OS/TBD**	**OS/TBD**	**OS/TBD**	**OS/TBD**	**OS/TBD**	**OS/TBD**
COUN 651: Teaching Methods for SC **(Required for students w/out UG degree in Edu)**	**OS/TBD**			**OS/TBD**			**OS/TBD**		
COUN 655: SC Foundations & Program Dev.	**C***			**C***			**C***		
COUN 660: SC Program Delivery	**C*****			**C*****			**C*****		

Section VIII: Professional Licensure & Certification

Clinical Mental Health Counseling

Information regarding state licensure will be discussed in multiple courses, including COUN 501 and COUN 607, COUN 608). However, students are encouraged to review the State of Missouri licensure laws and requirements to strengthen understanding of licensure policies, procedures, and timelines. Upon the granting of their counseling degree, and in compliance with the licensure requirements of the State of Missouri's Committee for Professional Counselors, program graduates become eligible for licensure as a professional counselor in the State of Missouri. The licensure policies and procedures for obtaining licensure as a professional counselor in Missouri are found at the website of the Missouri Committee for Professional Counselors **(https://pr.mo.gov/counselors-related-links.asp).**

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

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

Counseling Compact

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

Counseling Compact
FAQ for Counselors – Counseling Compact

School Counseling

Graduates of the 45 and 60 credit hour school counseling specialization degree plans are eligible for school counselor professional certificate from the Missouri Department of Elementary and Secondary Education (DESE; **https://dese.mo.gov/),** valid for a period of five (5) years. Prior to completing the application for certification, students must register and pass content and performance task assessments as outlined by DESE for Professional School Counselors. Requirements are subject to change based on revisions to state certification requirements.

Certification and other policies and procedures related to elementary and secondary education in Missouri is found at the DESE website. (**https://dese.mo.gov/**),

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

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

Professional Development/Diversity/Continuing Education Opportunities

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

****Chi Sigma Iota (CSI: https://www.csi-net.org/)***
CSI is an international honor society that values academic and professional excellence in counseling, including promotion of a strong professional identity as professional counselors, counselor educators, and counseling students who contribute to the realization of a healthy society by fostering wellness and human dignity.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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