



Missouri State
U N I V E R S I T Y

**Counseling Program
Student Handbook**

**Department of Counseling, Leadership &
Special Education**

Table of Contents

WELCOME STATEMENT.....	1
INTRODUCTION TO THE COUNSELING PROGRAM.....	2
Counseling Program Services	5
Professional Counseling Affiliations & Accreditation	6
Counseling Program Degrees	6
Clinical Mental Health Counseling.....	7
School Counseling.....	8
Additional Degree Requirements	10
Associated Costs with Counseling Degree*	12
Student Expectations & Recommendations.....	13
Ethical Standards.....	13
Professional Liability Insurance	13
Statement of Professionalism	13
Personal Counseling.....	14
COUNSELING PROGRAM POLICIES AND PROCEDURES	15
Student Review & Retention.....	15
Review of Academic Standing	15
Review of Performance on Key Performance Indicators of Knowledge, Counseling Skills and Professional Dispositions.....	16
Key Performance Indicator Policy	17
Remediation	17
Retention	17
Student Retention Policy.....	17
Student Retention Procedures	18
Matriculation.....	18
Professional Reference Policy.....	18
Professional Endorsement Policy	19
ACADEMIC INFORMATION & POLICIES.....	20
Advising.....	20
Academic Integrity and Academic Misconduct.....	21
Academic Appeal.....	21
Course Grade Appeals.....	21
University Policies.....	22
Nondiscrimination	22
Disability Accommodation Policy	22
Cultural Competence Statement.....	23
Copyright and Recording	23
Counseling Programs Policies	24
Attendance and Engagement Policy:	24
Technology:	24

Blackboard:	25
Classroom Expectations for Students using Digital Learning Platforms:	25
Digital Delivery Netiquette:	25
Participation in Asynchronous and Synchronous Learning:	26
Student Engagement:	27
Expectations for Written Work:	27
Key Performance Indicator Policy:	28
Student Evaluation of Courses and Instruction:	28
<i>PERSONAL & PROFESSIONAL CONSIDERATIONS.....</i>	<i>29</i>
Potential Effects on Personal Life	29
Graduate Assistantships	29
<i>PRACTICUM & INTERNSHIP</i>	<i>30</i>
Practicum.....	30
Internship	30
Student Evaluation of Sites and Site Supervisors	31
<i>PROFESSIONAL COUNSELING ORGANIZATIONS.....</i>	<i>32</i>
<i>& OPPORTUNITIES FOR PROFESSIONAL INVOLVEMENT</i>	<i>32</i>
Professional Organizations.....	32
American Counseling Association:	32
American School Counseling Association:	32
American Counseling Association of Missouri:	32
Missouri School Counselor Association:	33
American Mental Health Counselors Association:	33
Association for Play Therapy:	33
Missouri Association for Play Therapy:	33
MSU Student Organizations	33
Counseling Outreach and Peer Engagement (COPE):	33
Chi Sigma Iota (CSI) - Mu Zeta Beta Chapter:	34
<i>STUDENT RESOURCES DIRECTORY.....</i>	<i>35</i>
<i>MSU Counseling Program Faculty.....</i>	<i>36</i>
<i>Additional Campus Resources</i>	<i>37</i>
<i>Appendix A</i>	<i>38</i>
RETENTION & DISMISSAL PROCEDURE RELATED TO PROFESSIONAL AND ETHICAL CONCERNS FOR SCHOOL AND MENTAL HEALTH COUNSELING STUDENTS.....	38
<i>Appendix B</i>	<i>42</i>
Admissions Policies and Procedures	42

WELCOME STATEMENT

Welcome to the Missouri State University Counseling Program!

This Counseling Program Student Handbook is designed to provide you, the master's level student, with an overview of the Counseling Program, our policies and procedures, and your rights and responsibilities. Please review the document carefully, keep it readily accessible, and consult it often. If you have questions after reading through the handbook, please contact your assigned faculty advisor or the Program Director, Dr. Karrie Swan.

This handbook serves as a supplement to the Graduate Catalog. It is your responsibility as a student or prospective student to become familiar with the contents of the Graduate Catalog, which is available online at the following link: <https://graduate.missouristate.edu/Catalog/>.

Best wishes in your personal and professional pursuits!

INTRODUCTION TO THE COUNSELING PROGRAM

The MSU Counseling Program

The Counseling Graduate Program at Missouri State University is housed in the College of Education in the Department of Counseling, Leadership and Special Education and is located in the Park Central Building in downtown Springfield. The program has achieved and maintained accreditation through the Council for Accreditation of Counseling and Related Educational Programs (CACREP) since 2013. At Missouri State University we offer the Master of Science in Counseling degree with two CACREP accredited program options for those seeking graduate degrees in the field of counseling: School Counseling (SC) and Clinical Mental Health Counseling (CMHC).

Philosophy

We believe becoming a counselor is a life changing process and is best accomplished through increasing self-awareness, other awareness and a capability to enter into a healing process with others. We believe the work of this process is accomplished through, or developed in a challenging, yet supportive learning environment within which we expect students to take risks and become critical consumers of research and professional knowledge. We believe learners have a responsibility for their own learning process including self-assessment.

Mission Statement

The mission of the Counseling Program is to provide high quality curricular and clinical experiences for graduate students in the counseling profession, leading to eligibility for certification and licensure as professional counselors. We develop competent and ethical counseling practitioners who have a deep level of self-understanding, to work effectively with diverse clients in a variety of settings to facilitate the dignity, well-being, and potential of all people. Students graduate with knowledge and skills in core competency areas that include professional identity, social and cultural foundations, human growth and development, career development, helping relationships, group work, assessment, research, and program evaluation.

Counseling Program Objectives

There are eight core curriculum areas and two specialized application areas. The curricular objectives are arranged according to these areas and incorporate requirements by CACREP and DESE guidelines. The core areas address both cognitive acquisitions (knowledge) and skill attainment. Experiences are organized to provide introduction, essential practice, and mastery of critical concepts and skills. Below are the objectives designed for this program based on our mission statement and CACREP standards.

Knowledge. Students will demonstrate appropriate breadth and depth of knowledge and comprehension in the areas of culturally relevant service, prevention, treatment, referral, and program management associated with the broader field of counseling as well as the selected specialty (i.e., clinical mental health or school counseling).

Clinical Skills. Students will demonstrate meaningful, therapeutic alliances that utilize culturally sensitive appraisal and assessment techniques for working with individuals and groups in a culturally pluralistic world.

Research and Appraisal. Students will demonstrate analytical knowledge and skills for appraising and contributing to professional counseling literature and program evaluation in selected specialty areas (i.e., clinical mental health or school counseling).

Professional Dispositions. Students will conduct themselves in accordance with the highest ethical standards and values of professional counseling and develop an understanding of oneself and the use of self in the counseling process.

Specialty Areas. Students will demonstrate appropriate breadth and depth of knowledge and skills in their respective specialty areas (i.e., clinical mental health or school counseling).

Counseling Program Faculty

A full-time faculty member's job typically consists of three parts: teaching, research and professional activity, and service to the university and community. A counselor educator typically enters the field as an Assistant Professor. After an established length and quality of work, the Assistant Professor is promoted to Associate. After a further length and quality of work, the Professor is promoted to Professor. At MSU, an exemplary Professor may be honored as a Distinguished Professor. Senior Instructors are full-time faculty members who hold master's degrees in counseling and whose assignments are in teaching and service. Additionally, students may have classes with per-course faculty members. Per-Course Instructors hold master's degrees in counseling, practice counseling in the area, and are hired on an as-needed basis. Last, students will also interact with the Center City Counseling Center Clinical Director whose role is to manage, direct, and supervise all aspects of the counseling clinic.

Name, Degree, Position	Degree From	Teaching Areas	Research Interests/Specialty Areas
Dr. Anderson, Ph.D. Professor Core Faculty	Oklahoma State University	Professional Orientation and Ethics, Helping Relationships, Diversity, Crisis and Trauma, Assessment & Diagnosis, Internship	Diversity, Experiential Therapies (Sandtray, Art Therapy), Trauma-Informed and Mindfulness-Based practice, Clinical Skill Development
Dr. Behrend, Ph.D. Assistant Professor Core Faculty	University of Arkansas	Professional Orientation and Ethics, Helping Relationships, Human Growth and Development, Play Therapy, School Counseling, Assessment and Testing, Research	School Counselor Self-Efficacy, Experiential Therapies (Sandtray, Creative Approaches in Counseling)
Dr. Cornelius-White, Ph.D. Professor Core Faculty	Illinois School of Professional Psychology	Research, Assessment, Counseling & Helping Relationships, Substance Use and Addiction	Person-Centered Therapy, Attitudes toward Transgender Persons,
Ms. Chenoweth, M.S. Senior Instructor	Missouri State University	Human Growth & Development, Practicum, Internship, Crisis, Couple and Family Therapy, Assessment & Diagnosis,	Clinical Faculty, Practicum/Internship Coordinator
Ms. Farris, M.S. Clinic Director	Missouri State University		Clinical Faculty, Clinic Director
Dr. Letteiri, Ph.D. Assistant Professor Core Faculty	Regent University	Professional Orientation and Ethics, School Counseling	Adverse Childhood Experiences, Counselor Development,
Dr. Myers, Ph.D. Associate Professor Core Faculty	University of North Texas	Play Therapy, Crisis Counseling, Practicum	Preparedness of School Counselors (National), Play Therapy, Trauma Play Scale, Creative Arts in Counselor Training
Dr. Shavers, Ph.D. Associate Professor Department Head	The Ohio State University	Assessment and Testing, Adolescent and Young Adult Counseling	Department Head
Dr. Swan, Ph.D. Associate Professor Core Faculty	University of North Texas	Play Therapy, Counseling & Helping Relationships, Couple and Family Therapy, Group Counseling	Child Counseling/Play Therapy for Children with Varying Abilities, Dreamwork & Transpersonal Counseling

Counseling Program Services

The Center City Counseling Clinic

In practicum, students will experience having clients at the Center City Counseling Clinic (CCCC). Center City Counseling Clinic is an integral part of Missouri State University's Counseling Program. In operation since 1970, the clinic brings together students completing their Masters' in Counseling with members of the community who are in need of and seeking counseling services—many of whom have no available financial resources to access professional mental health providers.

The CCCC is open to anyone in the greater Springfield area and operates on a sliding scale, with fees set at \$5.00 per session for clients making less than \$20,000 a year with a maximum fee of \$20.00 per session for clients making more than \$60,000 annually. For persons for whom the fee presents a difficulty, the amount can be further reduced or waived entirely. Additionally, the CCCC offers bus passes, to those for whom transportation is a challenge, and who have access to the Springfield City Utilities Bus system. The CCCC serves approximately 300 persons annually. Once a client has engaged with the Clinic, they are seen each week at the same time and day until they decide that services are no longer required. Persons who present with issues beyond the scope of the student skill set are given referrals.

Students work with clients presenting with a wide range of issues including depression, anxiety, anger, relationship and communication problems, stress, grief etc. In addition to furthering their counseling skills, students participate in the University's three pillars of public affairs: Ethical Leadership, Cultural Competence, and Community Engagement. The Clinic is accepting and validating of all persons regardless of religious affiliation, country of origin, ethnicity, marital status, or sexual identification/orientation. Services offered include individual sessions for children (over the age of two), teens, and adults, as well as couples counseling.

The CCCC also seeks to give back to the community by providing four workshops each year to mental health providers in the area. These workshops are designed to meet the ongoing Continuing Education requirements of Missouri state licensure for Counselors, Social Workers and Psychologists (Category B). The workshops offer a wide array of topics, charging a nominal fee to cover the costs of renting space, presenters, marketing, etc. The CCCC is active and engaged throughout the year, closing only on holidays and limited breaks between semesters. People in the community interested in counseling services may call the Clinic at 417-836-3215 or visit the Clinic's webpage at the following link: <https://education.missouristate.edu/CCCC/>. Because Counseling program students serve as therapists at the CCCC, we do not allow students in the program to access these services

and recommend our students utilize the Counseling Center on MSU campus or other providers in the community.

Professional Counseling Affiliations & Accreditation

As in other professional fields, the counseling profession includes professional associations, a code of ethics, accreditation guidelines, competency standards, and licensure and certification processes. The MSU Counseling Program strives to uphold and advance the counseling profession in a manner consistent with expectations from our accrediting body, CACREP, and our primary professional association, the American Counseling Association. As you will learn throughout your time with MSU's Counseling Program, we believe a strong professional identity is key to your success.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), exists, in part, "to promote high standards of graduate preparation in counseling." Effective through March 2019, CACREP has conferred accreditation on the following areas:

MSU Specialty Area	Degree	Accreditation
Clinical Mental Health Counseling	Master of Science	Accredited through 2023
School Counseling	Master of Science	Accredited through 2023

Counseling Program Degrees

The Counseling program grants the Master of Science degree in Counseling with options in school counseling and clinical mental health counseling. All students are required to complete a 47-hour professional counseling core and a minimum of 13 credit hours in one of two counseling options: (a) School Counseling or (b) Clinical Mental Health Counseling. Students in each option will complete additional requirements as specified below and may complete additional courses as electives. Students interested in K-12 School Counseling certification should complete the School Counseling option.

The total required hours for both specialty areas of School Counseling and Clinical Mental Health Counseling are 60 hours total.

All courses required for the completion of the degree can be reviewed on the Graduate Catalog website: <https://graduate.missouristate.edu/Catalog/prog-counseling.htm>.

Clinical Mental Health Counseling

The Clinical Mental Health Counseling (CMHC) track is designed to prepare persons for work in private and public agencies where the primary focus is on the mental health concerns of their clients. The philosophical orientation is founded upon the belief in democratic values, the worth and dignity of each individual, personal uniqueness and value, and the freedom of the individual to be self-determined within a context of responsibility to others. Individuals live in a social world. Within the context of that world, all individuals attempt to find their place, be involved, feel worthwhile, be useful, and enhance self-esteem. This striving is manifest in the attempt of individuals to solve the basic problems of living, occupation, relationships, and community living. Stress and crisis are frequently experienced in attempting to solve these problems.

Degree Requirements

Counseling Core

COU 701 Tests & Measures 3 hrs

COU 703 Professional Orientation & Ethical Practice in School and Mental Health
Counseling 3hrs

COU 707 Human Development & Personality 3hrs

COU 708 Play Therapy and Child Counseling Techniques 3hrs

COU 710 The Helping Relationship 2 hrs

COU 711 The Helping Relationship Lab 1hr

COU 714 Social-Cultural Diversity in Counseling 3 hrs

COU 716 Adolescent and Young Adult Counseling in School & Mental Health Settings 1 hr

COU 720 Substance Abuse 3 hrs

COU 724 Assessment and Diagnosis 3 hrs

COU 733 Couples and Family Counseling 3hrs

COU 751 Theories and Techniques in Counseling 3hrs

COU 752 Career Development

or 754 Counseling for Post-Secondary and Career Readiness 3hrs

COU 756 Group Counseling Through Play 3hrs

COU 768 Crisis Counseling and Disaster Mental Health Response 3 hrs

COU 777 Counseling Practicum 2 hrs

COU 794 Introduction to Research in Counseling 2 hrs

COU 765 Research Seminar in Counseling 2hrs

Total: 47 hrs

Clinical Mental Health Counseling Specialty

Core Credit Hours 47 hrs

COU 709 Introduction to Mental Health Counseling 1 hr
COU 778 Mental Health Counseling Practicum 2 hrs
COU 785 Mental Health Counseling Internship 6 hrs
Counseling Electives 4 hrs
Total: 60 hrs

Missouri Licensure (PLPC and LPC)

This specialty area meets educational requirements to apply for PLPC (provisional) licensure in Missouri, with an approved supervisor and a supervision plan that has been approved by the State Committee for Professional Counselors, and successfully passing the National Counselor Examination (NCE). To be fully licensed in Missouri, applicants must also provide 2 years post-graduate supervised experience (providing at least 3000 hours of service including 1200 hours of direct client service), and successfully complete a jurisprudence examination and 2-hrs of suicide prevention training, as of 2022. Full details are available on the state's Committee for Professional Counselors [website](#).

The attainment of professional status through licensure and certification is an essential aspect of professionalism itself. Therefore, students are encouraged to plan their academic programs in such a manner as to be eligible for appropriate professional credentials and to actively seek such following graduation. In Missouri, "Counseling" is a protected title. Practicing counseling in Missouri without appropriate licenses and/or certification is unethical and illegal. The following are descriptions of several options available to students:

Licensure: The state of Missouri grants licensure of counselors under the title "Licensed Professional Counselor." Licensure is NOT automatic upon graduation from the program. The most up to date instructions for licensure are posted on the Missouri Division of Professional Registration, Committee for Professional Counselors website:
<https://pr.mo.gov/counselors.asp>.

Other states have different educational, examination, and experience requirements. To ascertain these requirements, contact the state in which licensure may be sought. Information about state licensure requirements can be found at:
<https://www.counseling.org/knowledge-center/licensure-requirements>

School Counseling

The School Counseling track is designed to prepare persons for work in private and public school settings to promote the academic, career, and personal/social development of pre-Kindergarten-12th grade students. The philosophical orientation toward school counseling

is founded upon the belief in democratic values, the worth and dignity of each individual, personal uniqueness and value, and the freedom of the individual to be self-determined within a context of responsibility to others. Primary and secondary education is enhanced through the delivery of a school-based comprehensive developmental guidance program designed to address the developmental, environmental, social, multicultural, academic and career needs of children and adolescents. Professional school counselors who respond to the individual and group needs of students through an intentionally designed school counseling program provide children and adolescents with attitudes and skills necessary for problem-solving, future planning, and relational living.

Degree Requirements

Counseling Core

COU 701 Tests & Measures 3 hrs

COU 703 Professional Orientation and Ethical Practice in School Mental Health Counseling 3hrs

COU 707 Human Development & Personality 3hrs

COU 708 Play Therapy and Child Counseling Techniques 3hrs

COU 710 The Helping Relationship 2 hrs

COU 711 The Helping Relationship Lab 1hr

COU 714 Social-Cultural Diversity in Counseling 3 hrs

COU 716 Adolescent & Young Adult Counseling in School and Mental Health Settings 1 hr

COU 720 Substance Abuse 3 hrs

COU 724 Assessment and Diagnosis 3 hrs

COU 733 Couples and Family Counseling 3hrs

COU 751 Theories and Techniques in Counseling 3hrs

COU 752 Career Development

or 754 Counseling for Post-Secondary and Career Readiness 3hrs

COU 756 Group Counseling Through Play 3hrs

COU 768 Crisis Counseling and Disaster Mental Health Response 3 hrs

COU 777 Counseling Practicum 2 hrs

COU 794 Introduction to Research in Counseling 2 hrs

COU 765 Research Seminar in Counseling 2hrs

Total: 47 hrs

School Counseling Option

Core Credit Hours 47hrs

COU 704 Introduction to School Counseling 3 hrs

COU 779 School Counseling Practicum 2 hrs

COU 781 Secondary School Counseling Internship 3 hrs
COU 783 Elementary School Counseling Internship 3 hrs
Counseling Electives 3 hrs
Total: 60 hrs

School Counselor Certification in Missouri

Students interested in school counseling must have either a valid Missouri teaching certificate or complete additional teaching course work to be eligible for state certification as professional school counselors. The School Counseling (SC) option program requirements fulfill the professional counseling course requirements for K-12 school counselor certification required by the Missouri Department of Elementary and Secondary Education (DESE).

Missouri School Counselor Certification: Graduates of the MSU Counseling Program with the specialty area of School Counseling will have all coursework as designated by the Department of Early and Secondary Education (DESE). Students will be eligible to take the Missouri Educator Gateway Assessment (MEGA) for Student Services-Counselor and apply for certification.

****Please Note:** Students in the Counseling Program should save all course syllabi and documentation from Internship for the duration of their professional careers. This documentation may be necessary to verify completed requirements for certifications or licensure.

Additional Degree Requirements

Research Requirement

Successful completion of a graduate program at Missouri State University requires the student to engage in a significant research project and associated written product by completing the Research Proposal in COU 794 Introduction to Research in Counseling. Students who plan to continue post-master's study, want to conduct research during their careers, and/or seek grant funding may also complete a master's thesis.

Thesis

See the Graduate Catalog or College website for thesis steps. Prior to commencing with any research, students must secure the approval of the Institutional Review Board (IRB, see Appendix D (<http://srp.missouristate.edu>)). Initiation of research activity before receipt of IRB approval could result in dismissal from the program. To enroll

in thesis, a student needs to secure a faculty member in the program with graduate research faculty standing, typically a core faculty member not in their first semester, willing to chair their thesis and contact the program coordinator and/or department head to create a section of the course with the chair as the instructor. Working closely with your thesis chair throughout the project will ensure a successful defense of the research project, which typically takes two semesters. You and your chair will also need to identify two other COU faculty members willing to serve on your Thesis committee after you are nearly ready to propose your study in a hearing. The Thesis committee will review and formally approve your Thesis research proposal, which must be done prior to applying for IRB approval and collecting any data. The committee then will evaluate the completed Thesis, before and through an oral defense of the project at a meeting of the committee.

Master's Comprehensive Examination

Each student pursuing a master's degree in Counseling at Missouri State University will take and successfully pass comprehensive examinations, as specified by the Counseling faculty. This examination consists of an objective test of a candidate's knowledge in eight (8) core areas of counseling. Presently, this examination is the Counselor Education Comprehensive Examination, also known as CECE. Students are encouraged to take this examination before their final semester of study, but late enough in their program to allow them to complete as much of their course content as possible. The CECE is administered on campus by the department once each semester, including the summer term. Passing is determined by an overall score, and not by content area, and is determined after the results by individual students and the normative data is provided to the program, typically one month after the closing of a window during which the students may take the exam. If the comprehensive exam is NOT passed, the entire exam must be retaken. Students are allowed to take the comprehensive examinations twice without requiring faculty and/or University permission. If a student fails their comprehensive examinations twice, the student will need to meet with their advisor to create a preparation plan that is signed by both the advisor and the student. The advisor will also create a Statement of Support. Both of those documents need to be signed/approved by the department head and e-mailed to the Dean of the Graduate College to request permission for a third attempt. A student requesting to take the examination a third time may request to retake the objective test one more time (at their expense) or can petition for an alternative (essay) format for the examination. If an approved student makes a request for an alternative (essay) format, the Counseling faculty will prepare written comprehensive examination questions covering the eight (8) core areas covered by the objective comprehensive examination. A mutually acceptable time and place for this examination will be agreed upon by the student and Counseling faculty for the

semester following approval.

This alternative format comprehensive examination will be either an oral or written essay. Counseling faculty will create oral or written questions (along with matching scoring guidelines) for each of the eight (8) core areas. The examination day will be divided into four (4) one-hour blocks of time, with the student addressing two core areas per block. The exam will be taken during normal business hours where standard testing procedures will be observed throughout, with testing being proctored by counseling faculty and/or staff. Once completed, these written comprehensive examination answers will be scored by faculty. A student will be considered to have passed the entire comprehensive examination if they pass all of the eight (8) core areas. If a student fails their third attempt at comprehensive examinations, they will be expelled from the Counseling programs.

Associated Costs with Counseling Degree*

Estimated costs of the degree program can be found calculated [here](#) (not including all textbooks—prices vary); students may expect some other variable costs during their training experience.

Details of those costs:

Tevera (one time data management cost)	\$249
Liability Insurance	\$69-\$105
Professional Membership fees	\$40-\$105

As students approach practicum and internship, extra expenses include:

Internship Site Supervision Fee (charged w/ tuition)	\$100
Fingerprinting	\$42
Suicide Prevention Training	\$69
Organizational Memberships	\$69-\$105
Professional Liability Insurance (Student rates)	\$69-\$105**
Comprehensive Examination fee	\$40

Certain courses may also require materials that require a nominal fee (for instance, Couples and Family Therapy requires Gottman Level 1 Training \$110).

*Approximate costs. Prices are subject to change without notice.

*ACA & ASCA membership may automatically include liability insurance.

Student Expectations & Recommendations

Ethical Standards

Students are expected to have a working knowledge of and abide by the ethical standards that govern professional practice (ACA ethical standards) throughout their program of study. Should any specific concerns with regard to appropriate behavior under specific circumstances arise, students are to immediately contact their university supervisor. Any violation of ethical standards may result in termination from the Counseling Program.

Professional Liability Insurance

Students are required to purchase professional liability insurance through their related professional membership in either the American Counseling Association (ACA) for students in the mental health track, or the American School Counselor Association (ASCA) for students in the School Counseling track.

More information about the College of Education's requirement for Professional Liability Insurance can be found here:

<https://www.missouristate.edu/professionaled/compliance/professional-liability-insurance.htm>

More information about the American Counseling Association can be found here:

<https://www.counseling.org/>

More information about the American School Counselor Association can be found here:

<https://www.schoolcounselor.org/>

Statement of Professionalism

The Counseling Program at Missouri State University supports the highest level of professionalism and best practices based on the ethical standards set forth by the American Counseling Association (ACA). The 2014 ACA Code of Ethics can be found at the following website: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>.

Students in the MSU Counseling Program are expected to know and understand these standards and to act in accordance with them. Beyond written standards set forth by related professional organizations, professionalism requires a high standard for interpersonal interaction which includes respect for others, valuing diversity and multiple points of view, and responsibility for one's words and actions. As prospective future counselors, students are expected to engage in behavior that reflects high levels of professionalism and integrity.

Students in the program are expected to be stable and psychologically well-adjusted, to possess effective interpersonal skills, a genuine concern for others, and an active commitment to personal growth and professional development. If these attributes are lacking, the expectation is that a student be open to learning more about self-growth and work to develop personal growth along with the counseling skills taught in courses.

In addition to expectations of professionalism, the Counseling Program at MSU also adheres to academic requirements for completion of the program. Please see the section on Academic Standing and Student Expectations in Matriculation Requirements. The MSU Counseling Program also adheres to all policies set forth by the Graduate College regarding academic policies. A complete list of all policies can be viewed here: <https://graduate.missouristate.edu/CurrentStudents/Policies.htm>.

Personal Counseling

Students are expected to embrace the idea of participating in counseling. One cannot learn to be a counselor without utilizing the product. Ideally, a student is evolved enough to seek counseling of their own fruition. However, faculty will encourage a student to seek counseling, as this is a common and necessary remediation and is the culture of the counseling profession. Seeking counseling is not a punitive measure. It is a measure utilized by counselor educators to help students become better counselors. Students can find qualified counselors by accessing such search engines as Psychology Today or other reputable sites that list counselors. A student may also seek a referral from their personal physician. The counseling faculty are always available to assist a student in this process.

COUNSELING PROGRAM POLICIES AND PROCEDURES

Student Review & Retention

The Counseling Program faculty endeavor to admit qualified students and to foster their development, with the hope and encouragement that all admitted students will become high performing counselor-trainees and, eventually, ethical counseling professionals. Occasionally, students demonstrate difficulties with skills and dispositions or ethical concerns that are not resolved in a timely fashion, and questions arise regarding the fitness of that student for the program and profession. This information is provided to assist students in understanding that which has shaped the policies and procedures adhered to by the Counseling Department with regard to student review, remediation, retention, and due process.

1. Faculty have an ethical responsibility to accept only those students who meet entry level requirements for admission into the training program or applied counseling setting.
2. Faculty are responsible for assessing each student's skills and experience and should choose for the student only those activities which are commensurate with the student's assessed level of competence.
3. When it has been determined that deficits exist which impede the student's professional functioning, faculty members have the responsibility to recommend remedial assistance. If the area of concern centers on personal understanding and problem resolution, faculty may recommend participation in activities designed to facilitate personal growth.
4. Should faculty concerns not be adequately addressed, faculty have the responsibility of screening from the program, applied counseling setting or state licensure those students unable to provide competent and ethical professional services.
5. Faculty have the responsibility of providing the student with information concerning due process appeal.

Review of Academic Standing

The Counseling Program policy stipulates that students enrolled in the program must have a 3.0 grade point average to graduate from the program, with no more than seven hours of C+ grades. No course with a grade of C- or below may be counted toward a degree. Students should refer to the Graduate Catalog for further information.

Thus, each semester, faculty advisors review maintenance of at least a cumulative 3.0 GPA. An academic one-semester probationary period is normally granted to raise the grade point average. If a graduate student in counseling earns 5 or more semester hours of C+ or lower in counseling classes or classes included in a degree audit for counseling, the student becomes ineligible to continue counseling classes. If a student earns a B- or lower, an Incomplete (I), or a Not Pass (NP) for 7 or more credits, the student also becomes ineligible to continue counseling classes.

Review of Performance on Key Performance Indicators of Knowledge, Counseling Skills and Professional Dispositions

The student's progress is evaluated by counseling faculty using multiple methods of assessment and across multiple points in time. Program faculty routinely evaluate student academic performance, professional development, and personal development to determine if progress is adequate, if remedial work is needed, or if the student should discontinue the program.

The following are expectations of maintenance in the counseling program. If a student fails to meet any of the following conditions, faculty may initiate removal or dismissal from the program:

- Proficiency on Key Performance Indicator Assignments
- Attainment of a therapeutic effectiveness rating of at least 3.0 for the Performance Fitness Evaluation (Dispositions and Clinical Skills), MSCE Summative Data Evaluation, and MSCE Summative Data Evaluation. Acquisition of an approved Internship.
- Admission to Practicum
- Satisfactory completion of Practicum
- Satisfactory completion of Internship
- Ethical professionalism and practice are required for the duration of the student's tenure in the program.

Key Performance Indicator Policy

A key performance indicator measures your performance in either a CACREP common core area or specialty area (clinical mental health counseling or school counseling). Failure to demonstrate proficiency on a Key Performance Indicator Assignment requires for you to re-do the assignment. If one is unable to demonstrate competency after a second review, one is required to retake the course to ensure that successful demonstration of knowledge and skill in the related area is achieved.

Remediation

If a student is struggling with academic, ethical non-academic development and/or limitations, remediation procedures are intended to provide due process so that student evaluations (and faculty decisions regarding students) balance the professional gate-keeping responsibility and the program faculty's commitment to student development, and are not arbitrary, discriminatory, personally biased, or otherwise unfair. Please see Appendix A for the full remediation plan.

Retention

All Counseling students must obtain a 3.00 GPA in all courses required for the Master of Science degree in Counseling. In addition to academic standards, students are expected to conform to the professional and ethical standards of the profession throughout their programs. Each student's academic and professional performance and progress in the program will be reviewed each semester by the faculty, who will provide feedback to the student. Students whose performance or progress is unsatisfactory may be allowed to continue under a remedial, probationary status, or dismissed from the program. Students may appeal unsatisfactory review outcomes or dismissal through the Department, College, and University grievance procedure.

Student Retention Policy

Students must recognize that academic performance represents only one criterion for continuation in the program. The successful graduate is one who has: 1.) Successfully completed all academic tasks, 2.) Displayed stable and psychologically well-adjusted characteristics/behaviors and 3.) Consistently demonstrated high standards with regard to ethical and professional conduct as reflected in relationships with faculty, staff, peers, and clients. Faculty are charged with the responsibility of evaluating students on all dimensions of the above three criteria throughout their participation in the program. Evaluation is therefore viewed as a process rather than a singular event. The faculty are committed to regularly review the ongoing progress and potential of all students. If a student is notified of a failure to meet expectations, the student will not be allowed to progress in the program or to be eligible for graduation without remediation.

Student Retention Procedures

Missouri State University's Counseling Programs, in compliance with respective ethical standards, standards of preparation, and professional conduct codes as set forth by organizations and associations such as the American Counseling Association, American Psychological Association, Association of Counselor Educators and Supervisors, the National Board of Certified Counselors, the Council for the Accreditation of Counseling and Related Educational Programs, abides by the following retention plan for students in the Counseling Program.

Matriculation

Matriculation from the Counseling Program at Missouri State University requires: 1) all completed course requirements, 2) meeting all academic standards and program expectations, 3) a passing score on the Master's Comprehensive Examination, and 4) a completed application for graduation with the Graduate College.

Master's Comprehensive Examination: Each student pursuing a Master's in Counseling at Missouri State University will take and successfully pass the Counselor Education Comprehensive Examination (CECE), as specified by the Counseling faculty. This examination is a standardized multiple choice exam that tests the candidate's knowledge in eight (8) core areas of counseling: 1) Human Development, 2) Social and Cultural Foundations, 3) Helping Relationships, 4) Group Counseling, 5) Lifestyle Career Development, 6) Appraisal, 7) Research and Program Evaluation, 8) Professional Orientation and Ethical Practice. The exam is a Pass/Fail exam based on overall score and determined by a normed mean score. To pass, students must score within or above 1.5 standard deviation of the mean. If a student does not pass the CECE, the student may be allowed a total of three seated examinations.

Application for Graduation: Graduate students who are candidates for graduation must complete the Application for Graduation form during the term they plan to graduate. Failure to do so will result in a one semester delay of the student's graduation date. For more information see the Graduate Catalog:

<https://graduate.missouristate.edu/CurrentStudents/graduation.htm>.

Professional Reference Policy

Students or graduates seeking endorsements or recommendations, we refer specifically to ACA and ASCA Codes of Ethics dealing with professionalism and boundaries of competence with the expectation that professional counselors at all levels of training only provide services within their own individual scope of practice.

While our training program is designed to prepare graduates to appropriately and effectively enter a number of settings as a professional counselor, additional training is necessary to become fully functioning, effective, ethical practitioners. Students and graduates should be familiar with the codes of ethics and expect faculty endorsement for only those positions for which they have been adequately trained.

Professional Endorsement Policy

At various times, a student will require an endorsement (written or verbal recommendation) from the Department of Counseling in order to gain internships, employment, or credentials. A student can only be endorsed by faculty for a position or credential for which the student has been prepared. Faculty cannot sign LPC paperwork prior to a student graduating. The student is responsible for contacting the department for a signature AFTER graduation.

ACADEMIC INFORMATION & POLICIES

Advising

Upon admission to the Counseling Programs, you will be assigned an academic advisor. Your advisor will act as your primary source of contact and communication with the program. Effective professional relationships between students and their advisors helps overall progress. The department urges you to show initiative in getting to know your advisor and suggests that you interact with him or her at least one time per semester. Should you desire to change advisors, please contact Lisa Monkres as admissions specialist, the Program Coordinator, and/or the Department Head. If feasible, please attempt to resolve issues with your advisor prior to contacting one of these people as challenges are often best met by direct communication rather than avoidance. Similarly, while you may discuss concerns you are having within the program with your advisor, you are encouraged to first discuss your concerns with the parties responsible directly (e.g., instructor, staff member) if feasible. However, lack of responsiveness or other factors, unfortunately are perceived from time to time by advisees, suggesting a lack of feasibility to discuss and attempt resolution first with the involved person.

What is the role of my advisor?

A distinction must be made between advisement and counseling. Advisement focuses on student professional goals and growth whereas counseling looks beyond professional development to assist people with personal concerns and psychological adjustment. Although faculty members may be qualified to fulfill both functions, ethics of the profession discourage them from participating in dual relationships involving different types of evaluation or the risk of perceived exploitation of information. Should you feel the need to seek personal counseling, you may obtain services from a variety of resources in the community or from the University Counseling Center on campus.

Advisors are responsible for the following on your behalf:

- a. Serving as the primary contact for the advisee to the program, including progress considerations, such as courses, registration, comprehensive exam, or the portfolio.
- b. Accessing your degree audit if you have questions (all students) and approving an “Advisor Approved Program of Study” form (fall 2019 or later).
- c. Reviewing and approving transfer coursework (if not done so through a certification or program coordinator review initially)
- d. Releasing advisees to register each semester.

- e. Contacting and/or discussing with advisees when faculty have questions or concerns about progress in the program beyond what is accounted for by specific courses or from the program director or department head.

Academic Integrity and Academic Misconduct

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the university's academic integrity policy plus additional more-specific policies for each class. The university policy, formally known as the "Student Academic Integrity Policies and Procedures" is available online at [Academic Integrity Policies and Procedures \(Students\)](#) and also at the Reserves Desk in Meyer Library.

Examples of academic integrity violations include allowing someone else to copy or use your assignments or exams, turning in papers used in other courses or from the internet, and/or using notes or your book for a closed-book exam. Plagiarism means presenting someone else's work as your own (e.g., copying or paraphrasing someone else's work without appropriate citations). Any student participating in any form of academic dishonesty will be subject to sanctions as described in this [policy](#).

Academic Appeal

The academic appeal policy for graduate students is set up to handle two specific occurrences during the education process at Missouri State University. See graduate catalog for procedures. (<http://graduate.missouristate.edu/catalog/>) The first occurrence relates to academic appeals concerning course grade appeals while the second occurrence relates to student dismissal from the Counseling Program for reasons other than academic performance.

Course Grade Appeals

The academic appeals policy concerning course grades has been designed to assist graduate students who believe that the grade received in a graduate course does not accurately reflect their level of achievement. In such instances the Office of Graduate Studies and Extended Learning has established a procedural hierarchy to review student concerns. Students are directed to begin at the first level of the hierarchy and progress to the next level only in the event that they feel their concerns have not been adequately met. This hierarchy is as follows:

1. Initiate contact with the course instructor to discuss concerns about the grade in question. If the issue is not satisfactorily resolved, then the student will proceed to the next step.
2. Initiate contact with the chairperson of the department in which the course was offered to discuss concerns about the final assigned grade in question. If the student is still not satisfied, the individual may proceed to step three.
3. Initiate contact with the Dean of the College of Education to discuss concerns about the final assigned grade in question.

If the incident fails to be resolved at the first three steps, the student has the option of appealing directly to the Graduate Council.

University Policies

A more complete and current listing of current University Policies, including those related to Title IX, Religious Accommodation, Mental Health and Stress Management, Chosen Name, Suicide Prevention, Student Requirements for Technology, Cellphone Use, and Dropping a Class and Emergency Response, can be found [here](#). Note the following University policies:

Nondiscrimination

Missouri State University is an equal opportunity/affirmative action institution and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Carrington Hall 205, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OIEC website.

Disability Accommodation Policy

If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource center (DRC) at the Disability Resource Center website, Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other

appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive your approved accommodation plan until you request faculty notification be sent through the Bear Access portal. Please note, instructors are not required to apply approved accommodations retroactively.

Cultural Competence Statement

Cultural Competence, as one of the pillars of the Public Affairs Mission at Missouri State University (MSU), is the capacity to empathize with and ability to effectively and appropriately interact with people who have different backgrounds. These individuals and groups include, but are not limited to, differences in nationality, culture, religion, ethnicity, race, gender, age, sexual orientation, gender expression, disability and socio-economic status. Cultural consciousness involves developing an understanding of how these differences impact access to higher education and inclusion in the broader community. Cultural competence requires both humility and a lifelong pursuit of knowledge and awareness of differences relative to one's own worldview (Statement jointly developed by the Provost Diversity Council and The Office of Diversity and Inclusion, May 2021).

Copyright and Recording

Class lectures are protected by copyright law and constitute the intellectual property of the faculty member. Accordingly, students are not permitted to record lectures or other class activities unless they have received an approved disability accommodation authorizing such recording, or they have obtained permission from the faculty member prior to recording. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9). The faculty member, however, reserves the right to record lectures or other class activities, and may make any such recordings available to student who have missed a lecture or activity due to illness or another excused reason.

Counseling Programs Policies

Attendance and Engagement Policy:

We ask that you attend each class and be a consistent, appropriate, and knowledgeable participant in class discussion. Unexcused absences, excessive excused absences as well as repeated tardiness or leaving class early, will result in lowering of your final course grade. Given the nature of this course, students who miss more than two classes will be dropped from the course and will be encouraged to take the course at its next offering. Everyone learns differently, and it is important to us to honor a variety of learning styles and ways of knowing. If you are unsure how you are engaging in the class, please set up a meeting with your professor and the two of you can discuss perceptions. Engaged and contemplative engagement can be demonstrated by the following:

- verbal contributions in larger classroom discussion
- verbal contributions in small group discussions
- clear demonstration of course content knowledge in assignments
- introspection of course content
- voicing dissenting thoughts in a respectful way to course content
- asking questions/adding comments which indicate thoughtful reflection on material
- gaining and compiling resources outside of what is required for the course
- engaging in advocacy outside of course

Technology:

The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer's capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](#) on the Missouri State University website. It is strongly recommended that, in addition to your standard means of access, you have an alternative plan for acquiring course materials, should your computer fail to function, or your Internet connectivity becomes disrupted. The MSU campus library is an excellent option if it is nearby; otherwise, most public libraries offer Internet access. If you have a laptop computer, then familiarity with local "hotspots" might also serve you well. It is your responsibility to actively and proactively address technical problems, therefore, develop a plan to address

technical problems before they arise. If you need assistance with Blackboard the MSU helpdesk can be reached by phone at 417-836-5891 or by emailing HelpDesk@MissouriState.edu. You can also visit the [Help Desk website](#) for a live chat option.

Blackboard:

We will utilize Blackboard throughout the semester. Your instructor will use the announcements tool to post information about the course as the semester progresses. All course assessments will be submitted through Blackboard (this includes any written assignments, quizzes, tests, etc.), and should be **uploaded in PDF format only**. You will also have access to view your grades through the My Grades link so you can stay up to date on how you are doing in the course. If you are unfamiliar with how to use Blackboard, we recommend reviewing the [Blackboard Basics for Students](#) on the Computer Services Knowledge Base. **Blackboard Ally:** To help ensure you have access to your digital learning materials in formats that work for your different devices, learning needs, and preferences, Blackboard includes a new tool called Ally. Explore the [Accessibility website](#) to learn more.

Classroom Expectations for Students using Digital Learning Platforms:

Students using a digital learning platform (Zoom, Blackboard, Teams) should maintain professional, focused behavior while in class. Be aware that the instructor and other students are observing your behavior. Successful students find that consistently using a distraction-free, well-lit, “study area” works best. Unprofessional behavior such as attending class while driving, lying in bed or stretched out on the couch, eating, playing with children or pets; or multi-tasking including texting, or working with other documents or apps while attending class using Zoom or Teams contributes to poor performance and is unprofessional. Students who engage in unprofessional behavior while using Zoom or Teams technology will be reminded of these expectations privately one time. If the behavior continues, this will be reflected in assessment of their professional dispositions, and related grading policies for participation will apply.

Digital Delivery Netiquette:

- I. Make sure you have a camera on so that you can be seen through video when possible. Experiment with your lighting so that your face can be seen, especially for breakout sessions.

- II. Be aware of what/who is behind you and any other sounds in the area. Choose the quietest space available and mute yourself when you are not talking. Use earphones or buds when feasible.
- III. All participants should dress appropriately, as you would for class.
- IV. Use the chat box for comments, and the Q&A section for questions, or raise your hand for questions that involve discussion with the entire class.
- V. Please do not engage in other activities on your computer during class, since research shows that our brains cannot multitask.

Participation in Asynchronous and Synchronous Learning:

Participation in experiential learning, case studies, and class discussions is required. Each student is expected to treat each person with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student questions demonstrating grasp of materials to be handed in at the end of class. (Substantive contributions based on readings and class experiences, raising questions that demonstrate either the student's areas of confusion or the depth of the student's understanding and a furthering of the topics at hand.) Each person has something important to contribute to the collective learning in our class experience, so it is the expectation that each student will participate in class discussions. Here are some "ground rules" participation:

1. Breathe and settle your body when conversations are tough. A Mindful approach to learning has been correlated with an increase in cultural consciousness (Anderson & Blisard, 2013).
2. Be open to learning, perhaps from a new perspective than you have previously considered, especially when it comes to systems-level analysis of our society. Try to move outside your comfort zone.
3. Be fully present and be an active participant. Use "I" language and speak from your own experience.
4. Respect each person's right to be heard and to have their own experience that may differ from yours.
5. Listen to others before responding.
6. Don't mistake your discomfort of feeling ideas challenged as a lack of safety—we will aim for "Brave" space of mutual respect for each

other's humanity while we strive to understand the impact of individual and group experiences as future counselors.

7. Be responsible for your own growth and development. Notice your own reactions and become curious about them as a source of deeper understanding.
8. Do not judge another person's feelings, and do not mistake your feelings for "fact"; the goal is truly hearing and understanding. Be soft on people and hard on the barriers to understanding.
9. Be gentle with yourself and others as we all learn and grow.

Student Engagement:

Participation and questions are expected in class discussions. It is the responsibility of each of us to treat each other with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student worksheets or exit tickets demonstrating grasp of materials will be handed in at the end of class or posted to Blackboard. Student engagement and understanding attained from worksheets or exit surveys should demonstrate your depth of understanding of the material and a furthering of the topic at hand.)

Expectations for Written Work:

Students are expected to have read required materials prior to class. These readings are complementary and cumulative and will be used as a basis for all class activities, including quizzes. My expectation is that we will build upon the readings and develop higher-order applications of the concepts: analyzing, evaluating, creating (Anderson, Krathwol & Bloom, 2001), rather than simply review the readings, so your preparation is critical. We will have guest speakers, watch films and have discussions or participation activities (graded) meant to build on the readings. If you don't understand concepts in the book or want discussion, it is up to you to initiate that conversation!

All written projects are expected to adhere to the proper use of grammar, spelling and word choice, use of nonsexist and culturally sensitive language, as well as proper acknowledgment of quotations and citations. Journals are less formal stylistically but should use proper grammar and respectful language. Assignments in this class do not require APA style for formatting sections. Instead, please use the assigned prompts in the paper itself (single spaced) and write your response below them (double

spaced). All written work should demonstrate graduate-level thought and analysis (see comments regarding Bloom's revised taxonomy in #7 above), and should reflect understanding and integration of course materials and process. If you need assistance, please don't hesitate to consult the Missouri State University writing lab and the "Bear Claw" in the library. For help with APA style:

https://owl.purdue.edu/owl/purdue_owl.html

Plagiarism or cheating of any form will not be tolerated (see Academic Integrity and all other University policies [here](#)):

Key Performance Indicator Policy:

A key performance indicator measures your performance in either a CACREP common core area or specialty area (clinical mental health counseling or school counseling). Failure to demonstrate proficiency on a Key Performance Indicator Assignment requires for you to re-do the assignment. If one is unable to demonstrate competency after a second review, one is required to retake the course to ensure that successful demonstration of knowledge and skill in the related area is achieved.

Student Evaluation of Courses and Instruction:

Students at Missouri State University will be provided an opportunity each semester to evaluate each course, instructor, instruction, and choice of text. These anonymous, aggregated responses are available to instructors after grade submission, and are used to improve instructional design and class activities.

PERSONAL & PROFESSIONAL CONSIDERATIONS

Potential Effects on Personal Life

In addition to the demands of graduate study on students' time, attention, and finances, the study of counseling involves additional potential demands. Effective counseling requires self-exploration and self-knowledge. It also often involves exploration of, and changes in, long-held values and beliefs. Counseling students often develop new levels of awareness of self and others. This awareness can change relationships with one's family of creation (spouse/significant other, children), one's family of origin (parents, siblings), one's friends, and other associates. These are often relatively easily incorporated, but they can sometimes be as profound as dissolution of relationships.

Counseling graduate students should be aware of the risks associated with enhanced personal and interpersonal awareness. They should monitor themselves and their relationships in this regard and, if they encounter problems that do not resolve relatively quickly, they should seek counseling through the MSU Counseling Center (8 free sessions each year for MSU students), or outside MSU at their own expense.

In a recent study on personal and interpersonal development among counseling graduate students, participants reported an appreciation of personal growth experiences and their beneficial effect.

Graduate Assistantships

Graduate Assistantships are available at Missouri State University for qualified students interested in pursuing graduate course work in areas in which degrees are offered, including Counseling. Areas of emphasis concerning the assistantships include teaching, research, and administration. The assistantship itself consists of a stipend plus a waiver of certain fees. Graduate Assistants work 20 hours per week and must take a minimum of 6 graduate credit hours.

The Counseling Programs typically have two to four Graduate Assistantship positions annually. To be eligible for these, students must be admitted to a program. Successful applicants should demonstrate professionalism in their personal behavior, be in good standing in program progression and evidence a variety of skills in research, editing and word processing.

For information concerning other currently available Graduate Assistantships across campus, contact the Graduate College office and to specific areas posting available positions, which may or may not be cataloged by the Graduate College. Interested students should apply to the Graduate College.

PRACTICUM & INTERNSHIP

Counseling students in both the School and Clinical Mental Health Counseling tracks complete 100 hours of practicum, which includes a minimum of 40 direct contact hours. After successful completion of the practicum, students are eligible to complete their internships. Internships consist of 600 total hours, which include a minimum of 240 direct contact hours. To find out more information on Practicum and Internship go [here](#): To read the Practicum and Internship handbook, go [here](#):

Practicum

All students complete their practicum semester at the Center City Counseling Clinic. Students are expected to complete 100 hours of practicum, which includes a minimum of 40 direct contact hours.

Internship

Students typically earn their 600 hours of internship over a minimum of two semesters. However, students may choose to take longer. To find out more and to read the Practicum and Internship Handbook, use the following link:

<https://education.missouristate.edu/counseling/Internships.htm>

Because students choose their own internship site, whether in the school or mental health track, early planning is important. Students participate in a required Practicum & Internship Orientation and a required Clinic Orientation Meeting to review the requirements, application processes, and opportunities for placements. Students are informed via email and newsletter regarding when the meetings are offered for the participating cohort.

Prerequisites & Compliance Documents for Practicum and Internship

Students are required to complete specific prerequisite courses before being eligible to apply for practicum or internship. In addition, The College of Education also has requirements called “compliance documents.” Students are released to enroll in practicum and internship classes when all compliance documents and prerequisites are completed. More information regarding compliance documents can be found at the following link: <https://www.missouristate.edu/professionaled/compliance>.

Employer Site Placement for Practicum and Internship

Students who wish to pursue a field placement (internship, practicum, or auxiliary placement) at their place of employment may do so with permission from the Practicum and Internship Coordinator. The faculty at MSU is aware that students may have many reasons for wishing to pursue a field placement at their place of employment. It is essential that wherever students complete a field placement, they are actively engaged in counseling activities that meet the criteria for direct and indirect service as defined in the CACREP Standards (2016).

Student Evaluation of Sites and Site Supervisors

Each semester of Internship, students will complete an evaluation of their site and site supervisor. Information from these evaluations help program faculty to make improvements to our site placement opportunities for students.

PROFESSIONAL COUNSELING ORGANIZATIONS & OPPORTUNITIES FOR PROFESSIONAL INVOLVEMENT

Students in the MSU Counseling Program have opportunities for professional engagement as well as student involvement through professional and student organizations. Students are encouraged to become members in professional organizations that encompass the professional counselor identity and provide opportunities for networking and professional growth.

Professional Organizations

Graduate students in either School Counseling or Clinical Mental Health Counseling tracks at Missouri State University have several opportunities for personal and professional development. The following are examples of organizations that students are encouraged to participate in:

American Counseling Association:

The American Counseling Association (ACA) is a professional organization representing the interests of counselors and counselors-in-training nationwide. Various branches of the ACA exist to support the special interests (e.g., career counseling, education and supervision of counselors, family counseling) of its diverse membership. As a student member, special discounts can be obtained on a variety of things including membership, liability insurance, conference fees, etc.

American School Counseling Association:

For graduate students interested in school counseling, the American School Counseling Association (ASCA) provides insight into the forefront of advances in the field. Membership with the ASCA includes access to the ASCA School Counselor Magazine, discounted publications, access to the Professional School Counseling Journal, professional development, liability insurance, free resources, and an online community of other school counselors.

American Counseling Association of Missouri:

The American Counseling Association of Missouri (ACAM) is a counseling association

formed to address counseling issues at the state level. The ACAM serves as an umbrella organization which meets the specialized interests of counselors in diverse work settings. The ACAM offers student membership opportunities. Benefits of membership include a membership directory, newsletter, annual conference, legislative lobbying, and professional networking opportunities.

Missouri School Counselor Association:

The Missouri School Counselor Association (MSCA) addresses the issues involving school counselors at the state level. Student membership is available. The MSCA also addresses itself to regional issues through regional chapters such as the Southwest Missouri School Counselor Association.

American Mental Health Counselors Association:

The American Mental Health Counselors Association (AMHCA) represents more than 70,000 licensed and certified mental health counselors nationwide. AMHCA members are on the cutting edge of community services and may be found in private practice, community mental health centers, psychiatric hospitals, managed care organizations and health maintenance organizations.

Association for Play Therapy:

The Association for Play Therapy (APT) is a national professional society based in the United States. Its mission is to promote the value of play, play therapy, and credentialed play therapists.

Missouri Association for Play Therapy:

The Missouri Association for Play Therapy (MAPT) has been organized as a state chapter of the national Association for Play Therapy (APT).

MSU Student Organizations

Counseling Outreach and Peer Engagement (COPE):

COPE is a Counseling student organization created by students, for students. Its mission is to provide fellowship, cooperation, and a supportive setting for students in the Counseling Program that encourages professional and personal growth. The organization helps facilitate the exploration of theories, research, and practice of counseling and provides resources to

Counseling students regarding career and experience opportunities in Southwest Missouri. Members participate in community/volunteer work to gain exposure, become acquainted with the professional community, and better integrate counseling and the University with the surrounding community.

Chi Sigma Iota (CSI) - Mu Zeta Beta Chapter:

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

STUDENT RESOURCES DIRECTORY

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Additional Campus Resources

Bear Line Shuttle Service	417-836-4334	https://www.missouristate.edu/transportation/bearline/
Bursar's Office	417-836-5128	http://www.missouristate.edu/bursar/
Career Resource Center	417-836-5636	http://careercenter.missouristate.edu/
Counseling and Testing Center	417-836-5116	http://counselingandtesting.missouristate.edu/
Get Support IT Help Desk	417-836-5891	https://helpdesk.missouristate.edu/get-support.htm
Disability Services	417-836-4192	https://www.missouristate.edu/disability/contact.htm
Financial Aid	417-836-5262	https://www.missouristate.edu/financialaid/
Graduate College	417-836-5331	http://graduate.missouristate.edu/contact.htm
Meyer Library	417-836-4700	http://library.missouristate.edu/meyer/index.htm
Safety and Transportation	417-836-4825	http://www.missouristate.edu/safetran/13314.htm
Student Organizations	417-836-4386	http://studentorganizations.missouristate.edu/guide/
Magers Health and Wellness Center	417-836-4000	https://health.missouristate.edu
Writing Center	417-836-6398	http://www.missouristate.edu/writingcenter/

Appendix A

RETENTION & DISMISSAL PROCEDURE RELATED TO PROFESSIONAL AND ETHICAL CONCERNS FOR SCHOOL AND MENTAL HEALTH COUNSELING STUDENTS

Department of Counseling Missouri State University

The Counseling Program faculty endeavor to admit qualified students and to foster their development, with the hope and encouragement that all admitted students will become high performing counselor-trainees and eventually ethical counseling professionals. Occasionally students demonstrate difficulties with skills and dispositions or ethical concerns that are not resolved in a timely fashion, and questions arise regarding the fitness of that student for the program and profession.

If a student is struggling with difficulties with skills and dispositions or ethical concerns, the following procedures are intended to provide due process so that student evaluations (and faculty decisions regarding students) balance the professional gate-keeping responsibility and the program faculty's commitment to student development, and are not arbitrary, discriminatory, personally biased, or otherwise unfair.

Rationale

In addition to meeting academic standards as described in the Missouri State University, Op3.19-9 Grade Requirements for Degree, Graduate Catalogue, Counseling students are expected to follow the ACA Code of Ethics (2014) as well as program requirements in this policy.

Additionally, they are expected to conduct themselves in an ethical, responsible, and professional manner. The counseling faculty are committed to training students in accordance with the ACA Code of Ethics (<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>). The ACA Code of Ethics (2014) requires counselor educators to engage in "initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance" (Section F.6.b., p.13). As gatekeepers to the counseling profession and protectors of the rights of consumers, counselor educators will also "assist supervisees in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees are unable to demonstrate that they can provide competent professional services to a range of diverse clients...They ensure that supervisees are aware of options available to them to address such decisions." (ACA, 2014, p.16). Therefore, when Counselor Education faculty become collectively concerned about grades, counseling skills, personal characteristics, professional

ethics issues or other reasons deemed appropriate by the faculty for any given student, they apply the following interventions:

1. Meeting to Identify the Problem

If a faculty member (or faculty members) has (or have) concerns about a student's difficulties with skills and dispositions or exhibition of ethical concerns, a meeting will be scheduled to discuss the problem. Specifically, the faculty member(s) will engage in the following actions:

- a. Meet to discuss problems with professional competency concern(s) In the meeting, the goal is to resolve the concern and to prepare a plan for making interpersonal and/or behavioral changes.
- b. A follow-up email pertaining to the discussion will be sent.

2. Creation of a Professional Development Plan

- a. A student in the program who continues to demonstrate inappropriate skills, dispositions, and concerning ethical behaviors will be asked to meet with the faculty member and/or advisor and may be required by the department to create a corrective professional development plan. The plan includes a written contract on areas for improvement, time frame, and method for this improvement.
- b. The student and faculty member(s) involved sign the professional development plan. The plan will also be shared with all faculty in the counseling program. A copy of this agreement is given to the student and one copy is placed in the student's main file.
- c. Plans are evaluated according to the time frame that the faculty and student agree upon. Evaluation can lead to a subsequent plan, removal of the plan, or proceeding with dismissal or removal from the program.

3. Remediation/Dismissal Related to Problematic Professional Competency

- a. If the initial professional development plan is unsuccessful, the ethical/professional concerns are then expressed in writing to the Department Head by the faculty member(s), including specific concern(s), documentation of related event(s), and any attempts to resolve them with the student. Notification of concerns will be shared in writing with the student within 5 business days. A copy of the complaint, signed by the student, will be retained in the student's file. The student may respond to the Department Head in writing within 10 business days of the date of the initial complaint.
- b. The Department Head will appoint a 3-person Professional Review Committee to assess the complaint and student response, if submitted, and provide a recommendation to the Department Head within 30 calendar days of the initial

complaint. The review committee may seek additional information from the student, faculty, or other sources as needed to give the most fair and accurate representation of the issue(s) described in the complaint. The disposition of the review may include dismissal of the complaint, a remediation plan, if not already implemented, or dismissal of the student from the program

c. A copy of the disposition of the Committee's review will be provided to the student in writing, and a copy signed by the student within 10 business days will be retained as part of the file.

d. If the student is provided a remediation plan from the Department Head in relation to the committee's report, the student's advisor will meet with the student at least once per semester to monitor the student's progress and to offer support for successful completion of the remediation plan.

e. The student may appeal the Department Head's decision, within 10 business days of the committee recommendation.

Program Requirements

The following are expectations of maintenance in the counseling program. Program faculty regularly meet to discuss student concerns relating to skills, dispositions, and ethical behaviors and academic standing. If a student does not meet any of the following conditions, faculty will initiate a discussion at a faculty meeting. Following, a meeting with the student will be scheduled to identify the problem and prepare an initial plan.

1. Attainment of a therapeutic effectiveness rating of at least 3.0 for each quarter in which clinical skills are practiced based on any counseling skills evaluation. Currently clinical skills are evaluated in COU 710/711, practicum, and internships. One academic semester of probationary status will be granted in which to meet the requirement. Once attained, continuous functioning at 3.0 or higher is necessary.

2. Maintenance of grade requirements. This includes maintenance of at least a cumulative 3.0 GPA. An academic one-semester probationary period is normally granted to raise the grade point average. However, a graduate student in counseling becomes ineligible to continue counseling classes if 5 or more semester hours of C+ or lower are earned in counseling classes or classes included in a degree audit for counseling. If a student earns 7 or more credits at B- or lower, Incomplete (I) or Not Pass (NP), the student also becomes ineligible to continue counseling classes. In other words, a student with a grade of F in COU 710 and F in 703 or a student with a grade of I in COU 777 (practicum), I in COU 765 (research seminar), and a B- in COU 714 would be ineligible to continue counseling classes. "A student in counseling" includes students in graduate certificates in which a counseling class is used, or students who have stated they are seeking licensure or certification at MSU in school or professional counseling not within a degree or graduate certificate.

3. Satisfactory completion of the internship.
4. A satisfactory rating on professional counseling disposition evaluations.
5. Appropriate ethical behavior is required for the duration of the student's tenure in the program.
6. Any violation of the practicum or internship contract, including but not limited to violation of any site policies and procedures; ethical violations; and professional negligence (e.g., not regularly being on site). Any of the items in number 7 could prompt a response from the practicum/internship coordinator who then would initiate a meeting with the student and internship supervisor.

Due Process Procedures

Unless a major disciplinary action is necessary, all the preceding steps are handled within the Counselor Education program. The University works to assure students' rights to privacy, due process, and fair remediation. If a student wishes to challenge the decision of the program, the student may pursue a formal appeal through the policy determined by the Graduate Studies Office and through university grievance procedures.

Appeals Procedure

Students may appeal any decision by the counseling faculty or the Counseling, Leadership, and Special Education Department Head to those providing the decision, or by following appeals as outlined in the following process:

<https://graduate.missouristate.edu/catalog/appeals-and-grievances.htm>

Definitions

Professional Review Committee. The Professional Review Committee is composed of three counseling faculty appointed by the Department Head. Recusal from serving on the committee in a situation involving a conflict of interest or other professional/ethical matter may occur upon decision of the faculty member and/or may be requested by the retention committee, student, and/or faculty member. In the event of a recusal, the Department Head will appoint another faculty member to serve instead on a case-by-case basis. If deemed appropriate by a majority vote of the Retention Committee in concurrence with the Advisor, a faculty member from another department may be asked to sit in on Committee proceedings as an unbiased observer. Notes of Committee meetings and hearings will be kept and placed in the student's file upon completion of the process.

Professional Development Plan. When the counseling faculty judges a student to have difficulties with skills and dispositions or ethical concerns, a plan is created to explain the concern(s) and prescribe desirable response(s).

Appendix B

Admissions Policies and Procedures

A. Committee Responsible: The Admissions committee is composed of counseling program faculty members.

B. Cohort. Each year, a cohort of approximately 45-60 students are admitted each year.

C. Applications. To apply, students:

- i. Complete the online application with the office of Graduate Studies
- ii. Submit official GRE scores
- iii. Submit GPA with official transcript
- iv. 2 completed reference forms
- v. Submit CV/Resume
- vi. Submit Personal statement
 - a. Address the following topics: (1) highlights of helping experiences, (2) how your life experiences influenced your decision to pursue a career in counseling, (3) ideas regarding where you see yourself working (setting/population type)
 - b. Submit Response to Counseling Program Questions
 - i. Please write about your experiences with and beliefs about others who are different from yourself. In your response, you should address differences in at least three of the following identity characteristics: race, class, ability, sexual orientation, religion, and values.
 - ii. For applicants who are reapplying after a non-admission decision (reapply statement): Describe your response to the prior admissions decision. What has changed since then, and what have you learned about yourself in the process?
 - iii. Please indicate any relevant workshops or other non-degree training (training) you have attended or received. You may include any other experiences or background information you would like us to know about you as we consider your materials.
- vii. 3 recommendation letters

D. File Review

- i. Completed applications are reviewed and rated using the following rubrics

1	2	3
Student materials do not meet criteria for interview	Student materials meet basic criteria for an interview	Student materials meet above average criteria for an interview

Applicants have GRE (or other standardized test scores) more than one SD below the mean, GPA near or below the minimum; written essays do not convey adequate writing skills, structure, relevant information; applicant conveys counselor dispositions not just divergent but potentially problematic; recommendation letter(s) near or below 4.0 on the recommender's scale.	Applicants have near average GRE or GPA scores, have relevant, decently written essays; display potential for having relevant counselor dispositions; recommendation letter(s) are above 4.0 on the recommender's scale.	Applicants tend to have average or above average GRE and GPA scores, have relevant and well written essays, and/or have recommendation letters ranging close to 5.0 on the recommender's scale; display unique counselor dispositions.
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- ii. When a student is not going to be invited for an interview, the program coordinator will review the applicant's file to assure consistency in ratings.

E. Interviews

- i. Candidates participate in a group interview with program faculty, staff, and graduate assistants.
- ii. Candidate group interviews are rated on the following areas using the following 3-point scale: 1 = unsatisfactory, 3 = satisfactory, 5 = strong
 - a. Interpersonal connection skills/willingness to engage
 - b. Self-awareness/ability to hear and use feedback
 - c. Comfort with ambiguity
 - d. Openness to difference/change
 - e. Empathy
 - f. Maintenance of appropriate boundaries
 - g. Overall potential to become an effective counselor

F. Admissions Decisions

- i. Following interviews, all scores are compiled and entered into a spreadsheet. Faculty discuss applicant's files and interviews and determine selection of candidates. Offers of admission are not based solely on academic credentials, but also upon the faculty's assessment of candidates' personal development, interpersonal relationship skills, emotional and psychological maturity, and potential for professional growth and success. These include the following professional dispositions: Openness to diverse others, being non-judgmental, comfort with ambiguity, openness to feedback, openness to change, self-awareness, and empathy. The small group interview interactions provide opportunities for this assessment and allow potential candidates to assess their goodness of fit with the Counseling profession and our programs.
- ii. Alternates are discussed among the faculty and placed on an alternate list.
- iii. Applicants that are not accepted into the program will be sent letters.
- iv. Applicants that are accepted will be informed via email and in writing in an official letter of offer.
- v. Applicants are given a deadline as to when to inform the program of their decision whether to attend Missouri State University. This must be done in writing (email is an accepted form of communication).
- vi. In the occurrence that the cohorts do not reach the optimal numbers, the committee reserves the right to review applications that have either not been reviewed or have been reviewed and were not offered interviews. The process would then continue until the committee has reached the desired number of qualified applicants.