



**Missouri State**<sup>™</sup>  
U N I V E R S I T Y

**Student Handbook**  
**Counseling Degree Programs**  
Department of Counseling, Leadership and Special  
Education

**College of Education**

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## **OVERVIEW OF THE PROGRAMS**

The Missouri State University Counseling Programs' *Student Handbook* has been developed to assist you in successfully completing your course work and program requirements, and more importantly, achieving the self-development and Competence to practice effectively as a counselor. It is not intended to replace or override any policies or information in the university's Graduate Catalog. This handbook does, however, contain expanded descriptions of various departmental policies, procedures and requirements, as well as student rights and responsibilities, and faculty responsibilities. Appendices provide samples of many of the forms needed for various aspects of the program, and professional ethical standards. This Handbook is being created as an electronic document, and will be available at our department home webpage:

[http://education.missouristate.edu/counseling/.](http://education.missouristate.edu/counseling/)

### **Program Options**

At Missouri State University we offer the Master of Science in Counseling degree with three program options for those seeking graduate degrees in the field of counseling: Elementary School Counseling (EL), Secondary School Counseling (SE), and Mental Health Counseling (MH). In addition, a certification program for the DESE School Psychological Examiner credential is offered, and many students return for individually tailored programs to seek additional certifications or licenses. Detailed descriptions of each of these program options can be found in the Graduate Catalog,

[http://graduate.missouristate.edu/OnlineCatalog/97%20to%20130\\_COED.pdf](http://graduate.missouristate.edu/OnlineCatalog/97%20to%20130_COED.pdf)

For those seeking a degree in Community Counseling, while no specific undergraduate prerequisites are required, degrees in psychology, social work, sociology, criminal justice, or a related field are most appropriate as preparation for our program.

For those seeking a degree and then certification in School Counseling, the Missouri Department of Elementary and Secondary Education (DESE) requires either an undergraduate degree in Education, or completion of a 9-12 credit teaching curriculum in addition to the master's degree in School Counseling.

### **Counseling Program Mission and Philosophy**

*(This section is under review)*

*Mission:* The ethical and professional mission of the Department of Counseling is to help persons become competent counselors through the art and science of helping relationships.

*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.

Our program emphasizes the total development of the individual, including the academic, but also the personal and

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interpersonal processes and professional dispositions inherent in becoming an effective, reflective counseling practitioner. We have a strong commitment to the sometimes difficult and uncomfortable process of personal growth, which we also believe to be essential to effectiveness in the program and the profession. We believe that people, whether clients or counselors, function more effectively when they are aware of and clear about all of themselves as human beings. We believe counselors' effectiveness with clients is very much related to their own self-awareness and understanding, and continued growth. Students should not expect to complete the program successfully without changing who and how they are along the way; otherwise, there would be no need for a program!

Inherent in our program, therefore, is our assumption that our students will display an attitude of openness to those different from themselves, and an active willingness to learn about themselves and others, and thereby change and grow. Students are expected to explore their own values, attitudes, and beliefs -- and how these enhance or hinder their potential as ethical and effective helping professionals. For example, we ask that students reflect upon their own cultural (e.g., ethnic, religious, economic) heritage, and the experiences, values, beliefs and views of the world that come with that heritage, because often our experiences and views of the world are quite different from those of the clients we serve. We will likely challenge you and the ways you know the world and ask you to look beyond them to unfamiliar and perhaps uncomfortable places, both within themselves and with others. You will be asked to evaluate your thoughts, beliefs, values, feelings, and convictions as non-defensively as possible. Thus, you may find that your most closely held values are actively challenged. Our purpose is not to "convert" anyone to anything, per se. It is to (a) have you be a more conscious, thoughtful, engaged person in your own personal and professional development, and (b) expand your view to allow you to appreciate and respect the diversity that exists in our world and how this respect relates to your professional activities.

We believe that if counselors cannot be open to, respect and appreciate significant differences between themselves and their clients, then they will be less effective helping them. Since the vehicle through which we have impact on each other is through RELATIONSHIP, and since our beliefs, values, and feelings actively impact our ability to relate with others, we believe we are ethically obligated to explore these with you. As with many types of exploration, it may entail "pushing the envelope" in your initial interview and in your classes through both the content and process of education. We hope, therefore, that you will do everything you can to become open to all the ways there are of being human in this world, and not hold anyone's differing values, beliefs or experiences as being of less value and worth than anyone else's, especially your own.

Accordingly, in addition to your academic background and potential, we will be evaluating your fit to our program on several dispositional dimensions, which will include the following:

- Openness to and acceptance of different others; Non-judgmental attitudes and values;
- Comfort with ambiguity; Emotional maturity
- Interpersonal connection skills;
- Ability to hear and use feedback;
- Openness to change;
- Self-awareness; Empathy, and
- Overall potential to become an effective counselor

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### **Program Objectives**

*(This section is under review)*

As a result of successfully completing the graduate program in Counseling, students can expect to acquire knowledge, expertise, and skills in current theory and practice of the school and community counseling professions, within an overall conceptual framework of the reflective practitioner. The following ten general learning outcomes have been developed to assist students in gaining an overview of what they can expect to learn during their program:

- a. **Orientation:*** Knowledge of personal attributes (self-understanding) and professional identity issues central to the profession of counseling;
- b. **Foundations:*** Knowledge of psychological and educational foundations of the profession.
- c. **Assessment:*** Competence in measuring, assessing, and diagnosing psychological and educational attributes.
- d. **Information:*** Knowledge about personal-social and educational-career issues, research and resources.
- e. **Facilitation:*** Competence in interpersonal communication, counseling, educating, and consulting with individuals and groups.
- f. **Intervention:*** Competencies in the counseling process.
- g. **Diversity:*** Knowledge about differences in cultures, competence in working with diverse clients.
- h. **Management:*** Competence in planning, developing and implementing counseling programs.
- i. **Technology:*** Knowledge of technological resources and competence in their use.
- j. **Ethics:*** Knowledge, understanding, and practice of ethical standards for the profession.

These ten objectives are presented in more detail in Appendix A: Counseling Knowledge Base, <http://education.missouristate.edu/counseling/admissionsinfo.htm>.

### **Criteria for Full Admission into the Counseling Program**

Admission to the Counseling program is selective. Minimum admission requirements include the following:

1. Completed Bachelor's degree from an accredited institution
2. Undergraduate GPA of 2.75 or higher, or 3.00 for the last 60 hours of the undergraduate program
3. Completed Missouri State University Graduate Application
4. Completed Counseling Admission Application
5. Official MAT or GRE test score reports (no cutoff scores)
6. Three letters of reference, on department forms
7. Two official copies of transcripts showing your bachelor's degree and any course work taken since then (transcripts must include the last 60 hours of credit).

Applications will be reviewed by a committee of faculty, and a subset of applicants, selected upon the basis of credentials and references, will be invited for an interview on campus, after which applicants will be selected for admission. Applicants will be ranked by the admissions committee and selected applicants will be invited for admission into either the CMHE or SC program options.

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There are two admission reviews annually, one in the Spring for admission in the Summer/Fall semester: one in the Fall for admission in the Spring semester. Approximately 30-40 new students will be selected for admission each semester, distributed among the two option areas. Students who do not meet the minimum admission standards may still apply, and if ranked highly, may be admitted conditionally, at the discretion of the department.

Selection for admission is 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.

### **Statement of Professionalism**

The Counseling Programs at Missouri State University, along with our faculty, support the highest level of professionalism as set forth by best practices in the field as well as the ethical standards of such organizations as the American Counseling Association (ACA) found in Appendix A, the National Board for Certified Counselors (NBCC), and Missouri State University's Committee for Research Involving Human Subjects (see Appendix C). As a student in the Counseling program, we expect you 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, the valuing of diversity and multiple points of view, and responsibility for one's words and actions. As a prospective counselor, we expect you to engage in behavior that reflects high levels of professionalism and integrity. We expect you 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, we expect you to be open to learning more about yourself and working to develop them along with the counseling skills taught in our courses.

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### **DEGREE REQUIREMENTS**

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.

Total required hours for each option area are:

School Counseling 60 hrs

Mental Health Counseling 60 hrs

#### **Counseling Core**

COU 701 Tests & Measures 3 hrs

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

COU 705 Orientation to Personal/Professional Development 1 hrs

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COU 707 Human Development & Personality 3 hrs  
COU 708 Play Therapy and Child Counseling Techniques 3hrs  
COU 710 The Helping Relationship 2 hrs  
COU 711 The Helping Relationship Lab 1 hr  
COU 714 Social-Cultural Diversity in Counseling 3 hrs  
COU 716 Adolescent and Young Adult Counseling in School and Mental Health Settings 1 hrs  
COU 720 Substance Abuse 3 hrs  
COU 724 Assessment and Diagnosis 3 hrs  
COU 733 Couples and Family Counseling 3 hrs  
COU 751 Theories and Techniques in Counseling 3 hrs  
COU 752 or 754 Career Development or Counseling for Post-Secondary and Career Readiness 3 hrs  
COU 756 or 757 Group Counseling or Group Counseling Through Play 3 hrs  
COU 768 Crisis Counseling and Disaster Mental Health Response 3 hrs  
COU 777 Counseling Practicum 2 hrs  
COU 794 Introduction to Research in Counseling 3 hrs  
COU 765 Research Seminar in Counseling 3 hrs

**Total: 47 hrs**

**School Counseling Option**

Core Credit Hours 47hrs  
COU 704 Introduction to School Counseling 2 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**

**Mental Health Counseling Option**

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**

Courses that students may choose from to get the 3-4 credit hours of required electives can include:

- Any course in the two counseling option tracks
- Any course in Ed. S, Counseling and Assessment degree not otherwise listed above
- COU 700 Problems in Counseling 1-3 hrs
- COU 753 Analysis of Childhood Learning and Adjustment 3 hrs
- COU 766 Psychopharmacology for Counselors 3 hrs
- COU 787 Advance Play Therapy Practicum 3 hrs
- COU 795 Topics in Counseling 1-3 hours
- COU 799 Thesis 1-6 hrs

For students interested in school counselor certification who do not have a teaching degree and certificate,

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additional course work in teaching will be required in the following areas: Psychology of the Exceptional Child, Teaching Methods/Practices and Classroom Management. These courses are not part of the degree program but are required for certification in Missouri.

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### **COU 700 Problems in Counseling**

Individual investigation into a problem or problems of concern to the student and deemed of significance by the instructor. Written report required. May be repeated to 9 credit hours.

### **COU 701 Tests and Measurements for Counselors**

A comprehensive study of instruments for measuring psychological traits, including group devices suitable for use in elementary and secondary schools, as well as individual instruments for use in both school and community agency settings. Basic statistical concepts and common terminology related to measurement are taught as a functional part of the course.

### **COU 702 School Counseling Foundations and Ethics**

Philosophy, organization, and practices of a counseling program in the elementary and secondary school. The school counselor's role as counselor, consultant, and coordinator, professional identity, and legal issues are included. Includes a significant focus on ethical standards and issues.

### **COU 703 Mental Health Counseling Foundations and Ethics**

An introduction and overview of the history, philosophy, and function of the counselor in mental health and other community agency settings. Includes an examination of service population characteristics and treatment needs, intervention modalities and approaches, professional identity, and related topics. Includes a significant focus on ethical standards and issues.

### **COU 704 Introduction to School Counseling**

An introduction and overview of the foundational aspects of school counseling with a focus on the development, implementation, and evaluation of a comprehensive school counseling program in elementary and secondary schools (K-12). Includes an exploration of the leadership role of school counselors within the school setting at the elementary and secondary level (K-12).

### **COU 705 Orientation to Personal and Professional Development in Mental Health and School Counseling**

This course is an experience in personal and group encountering and sensitivity. Its purpose is to assist students in discovering a more complete awareness, understanding, and acceptance of themselves and others as human beings. Primary emphasis will be upon students exploring self, values, needs, and personal characteristics. Graded Pass/Not Pass only.

### **COU 707 Human Development and Personality**

Study of child, adolescent and adult psychological development theories, normal adjustment processes, personality structure, and abnormal behavior.

### **COU 708 Child Counseling Theories and Techniques**

Prerequisite: admission to the Counseling program; and COU 702 or COU 703; and COU 705 and COU 710 and COU 711. A consideration of major theories of counseling as they are related to counseling with elementary school-aged children. Emphasis is placed upon the counseling process as it affects the educational, personal, and social adjustment of children.

### **COU 709 Introduction to Mental Health Counseling**

This is an introductory survey course which introduces counseling students to the fundamentals of mental health counseling. Topics covered include the organization of mental health structures in the public domain, including funding mechanisms, licensing issues and processes, pertinent professional organizations, and emerging trends and opportunities in the counseling field.

### **COU 710 The Helping Relationship**

Prerequisite: admission to Counseling program; and concurrent enrollment in COU 711. Two training

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components are integrated to provide an intensive pre-practicum experience. The didactic component introduces basic skills of effective interpersonal communication and counseling. Participation in co-requisite laboratory (COU 711) provides supervised practice in the practical application of those skills in simulated counseling interviews.

### **COU 711 The Helping Relationship Lab**

Prerequisite: admission to Counseling program. First enrollment must be concurrent with COU 710.

Designed to accompany COU 710, this lab provides an opportunity for graduate students in counseling to practice basic counseling skills in role-played sessions with live observation, video-taped review and supervisory feedback. Repeatable to 3 credit hours. Graded Pass/Not Pass only.

### **COU 714 Social-Cultural Diversity in Counseling**

Prerequisite: admission to Counseling program. An introduction to counseling theories, interventions and issues in working with clients from diverse, minority and ethnic cultures. Values, beliefs and norms of various cultures, including the student's, will be examined as they pertain to the counseling process.

### **COU 716 Adolescent and Young Adult Counseling in School and Mental Health Settings**

An introduction to adolescent and young adult counseling theory designed to help students better prepare to work with adolescents and young adults in culturally diverse school and mental health counseling settings. Emphasis is placed on relevant developmental models and the ways in which life experiences that occur during adolescence can impact early adulthood.

### **COU 720 Substance Use and Addiction Issues in Counseling**

Prerequisite: admission to Counseling program; and COU 708 or COU 751; and COU 710 and COU 711; or permission of the instructor. This course provides an overview of the biological, psychological, social and spiritual dimensions of substance use and dependency. Addictive behaviors are presented as part of the continuum of mental and emotional behavior, and the course will include co-occurring diagnoses and their associated interventions for counseling professionals. This includes diagnosis, treatment planning and implications for diverse populations. An integrated combination of lecture, case study, and field activities will be used.

### **COU 724 Appraisal and Clinical Interviewing**

Prerequisite: admission to Counseling program; and COU 710 and COU 711. Study of and practice in conducting clinical interviews, appraising and assessing level of functioning and mental status, and developing diagnoses of psychoemotional disorders. Includes assessment of learning and functioning of children. An introduction to counseling theories, interventions and issues in working with clients from diverse, minority and ethnic cultures. Values, beliefs and norms of various cultures, including the student's, will be examined as they pertain to the counseling process.

### **COU 733 Couple and Family Counseling**

Prerequisite: admission to Counseling program; and COU 710 and COU 711. An introduction to the major theories of couple and family counseling and their associated interventions. An integrated combination of lecture, discussion, demonstration and role-play lab sessions will be used.

### **COU 751 Theories and Techniques of Counseling**

Prerequisite: admission to Counseling program; and COU 705; and either COU 702 or COU 703.

Examination of various theoretical approaches to counseling; significance of theories in counseling practice. Overview of interventions and techniques associated with each theory. Students make an intensive investigation of a problem to be selected in counseling theory and methods. Report of the investigation required.

### **COU 752 Career Development**

Prerequisite: admission to Counseling program. A consideration of the various theories of career development and their implications in counseling for vocational career development and their implications in counseling for vocational adjustment. A study of the work ethic, the labor force, and the concept of career education. Designed to give students competence in collecting and using occupational and educational

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information in counseling related to career development and in developing career education programs. Supplemental course fee.

### **COU 753 Analysis of Childhood Learning and Adjustment**

Prerequisite: admission to Counseling program and COU 701. Acquaints student with various assessment and diagnostic procedures in evaluation of learning and adjustment problems.

### **COU 754 Counseling for Post-Secondary and Career Readiness K-12**

Prerequisite: admission to Counseling program. This course is designed to prepare school counselors to engage a diverse K-12 student population in early career awareness, planning, assessment, and making informed post-secondary choices crossing the spectrum of K-12, using the ASCA National Model and Missouri Comprehensive Counseling Program as a framework. Career development theories will be explored to encourage developmentally and culturally relevant application to K-12 student populations and includes a focus on work-life adjustment into advanced adult ages, including ethical implications.

### **COU 756 Group Counseling**

Prerequisite: admission to Counseling program. Acquaints counselors with group counseling theories and techniques. Includes an experiential group component.

### **COU 757 Elementary Group Counseling Through Play**

Prerequisite: admission to Counseling program or permission of instructor; and COU 705 and COU 708 and COU 710 and COU 711 and COU 782. Introduction to group therapy methods and techniques appropriate to an elementary school setting. Emphasis is placed upon foundational group therapy skills in general, and on play therapy modalities in particular, that are appropriate for elementary-age children. Groups in an elementary setting, utilizing Missouri Comprehensive Guidance and play therapy and applications to diverse populations, will be emphasized.

### **COU 765 Research Seminar in Counseling**

Prerequisite: admission to Counseling program and SFR 780. The study, analysis, and discussion of special topics culminating in a substantial written report. Preparation of a Professional Portfolio. Graded Pass/Not Pass only.

### **COU 766 Psychopharmacology for Counselors**

Seminar course designed to teach current and future counselors the fundamentals of psychopharmacological agents used in mental health. Students will learn the fundamentals of neuroanatomy and neurophysiology, and relevant aspects of neurochemistry. Once this foundation is formed, students will learn about the types of psychotropic medications commonly used for major mental health conditions, the nature of their actions, indications and contra-indications for use, common dosing guidelines, and side-effects and other related risks.

### **COU 768 Crisis Counseling and Disaster Mental Health Response**

Prerequisite: admission to Counseling Program or permission. An introduction to Crisis and Disaster, to the major theories and practices of crisis Intervention and Disaster Mental Health and the associated interventions throughout the Response and Recovery phases. An integrated combination of lecture, discussion, demonstration and role-play will be used.

### **COU 777 Counseling Practicum**

Prerequisite: admission to Counseling program or certificate program; and COU 710 and COU 714 and COU 751 each with grade of B or better; and COU 711; and departmental approval for practicum. Supervised counseling experience involving work with clients from the community addressing a wide range of mental health and/or school counseling (elementary and/or secondary level) related presenting issues, observation, discussion, and evaluation of counseling sessions. Graded Pass/Not Pass only.

### **COU 778 Mental Health Practicum**

Prerequisite: admission to Counseling program or certificate program; and COU 777 with a grade of P. Supervised clinical mental health counseling experience of clients from the community; observation, discussion, and evaluation of counseling sessions. Graded Pass/Not Pass only.

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### **COU 779 School Counseling Practicum**

Prerequisite: admission to Counseling program or certificate program; and COU 777 with a grade of P. Supervised clinical mental health counseling experience of clients from the community; observation, discussion, and evaluation of counseling sessions. Graded Pass/Not Pass only.

### **COU 780 Secondary School Counseling Practicum**

Prerequisite: admission to Counseling program; and COU 710 and COU 751 each with grade of B or better; and COU 711; and department approval for practicum. Supervised counseling with secondary school aged students and their families; observation, discussion, and evaluation of the counseling process. Graded Pass/Not Pass only.

### **COU 781 Secondary School Counseling Internship**

Prerequisite: admission to Counseling program; and either COU 780 or COU 784; and department permission. Supervised experience in secondary school counseling at an approved school site. Minimum of 300 hours on-site. Students will receive individual supervision on-site, and small-group supervision from the department. May be repeated up to 9 hours. Graded Pass/Not Pass only. Supplemental course fee.

### **COU 782 Elementary School Counseling Practicum**

Prerequisite: admission to Counseling program; and COU 708 and COU 710 each with grade of B or better; and COU 711; and department approval for practicum. Supervised counseling with elementary school-aged children and their parents; observation, discussion, and evaluation of counseling sessions. Graded Pass/Not Pass only.

### **COU 783 Elementary School Counseling Internship**

Prerequisite: admission to Counseling program; and COU 782; and department permission. Supervised experience in elementary school counseling at an approved school site. Minimum of 300 hours on-site. Students will receive individual supervision on-site, and small-group supervision from the department. May be repeated up to 9 hours. Graded Pass/Not Pass only. Supplemental course fee.

### **COU 784 Mental Health Counseling Practicum**

Prerequisite: admission to Counseling program; and COU 710 and COU 751 each with grade of B or better; and COU 711; and department approval for practicum. Supervised counseling experience of clients from the community; observation, discussion, and evaluation of counseling sessions. Graded Pass/Not Pass only.

### **COU 785 Mental Health Counseling Internship**

Prerequisite: admission to Counseling program; and either COU 780 or COU 784; and department permission. Supervised experiences (individual, family, group) in counseling at an approved mental health site. Minimum of 300 hours on-site. Students will receive individual supervision on-site, and small group supervision from the department. May be repeated to 9 credit hours. Graded Pass/Not Pass only. Supplemental course fee.

### **COU 786 School Psychological Examiner Practicum**

Prerequisite: COU 701 and COU 753 and PSY 720. Supervised practicum in the administration and interpretation of individual intelligence tests, formal and informal diagnostic procedures and diagnostic interviewing techniques in an educational or clinical setting. Graded Pass/Not Pass only.

### **COU 787 Advance Play Therapy Practicum**

Prerequisite: admission to Counseling program; and COU 702 or COU 703; and COU 705 and COU 708 and COU 710 and COU 711 and COU 782; or permission of instructor. This course is designed to provide an advanced counseling experience with elementary-aged children from the community. It serves as an integrative component to extend and amplify play therapy counseling skills, theory, and techniques learned in previous practica. Emphasis is placed on scheduling clients, completing case notes, advocating for clients, weekly supervisor and evaluation of counseling sessions.

### **COU 788 Introduction to Supervision, Consultation and Leadership**

Prerequisites: COU 710 and COU 711; and COU 780 or COU 782 or COU 784; and admission to Counseling Ed.S. program or departmental permission. This course is designed to address fundamental

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theoretical and applied aspects of clinical supervision, consultation, and leadership. Supervision addresses the theory and practice of clinical supervision in counseling and psychotherapy and provides a supervised, practical experience of doing counseling supervision in an applied setting. Consultation focuses on providing consultation services in schools and other systems. Since counselors and psychotherapists are often called upon within schools and agencies to provide leadership, the leadership component of this course surveys the literature on leadership styles, roles, and emerging trends.

**COU 789 Advance Level: Play Therapy Supervisor**

Prerequisite: admission to Counseling program; and COU 702 or COU 703; and COU 705 and COU 708 and COU 710 and COU 711 and COU 782; or permission of instructor.

This is a course with a practicum component on-site at the Center City Counseling Clinic. The purpose of the course is to provide supervisor training in the theory and practice of supervision with master's level play therapy students to include three core knowledge areas: supervision models, theories and techniques of clinical supervision of play therapy; legal and ethical issues related to supervision; and clinical issues related to supervision.

**COU 790 Counseling Workshop**

Improves skills and knowledge of counselors in specific areas. Each workshop considers a single topic in depth. 30 hours of participation equal one semester hour.

**COU 794 Introduction to Research in Counseling**

Prerequisite: admission to Counseling program. Introduction to research methods in counseling, including quantitative and qualitative methods, action research, and program evaluation approaches, particularly in service-delivery settings. An emphasis is placed on developing an understanding of foundational research methods that will allow students to be effective critical consumers of research in counseling and prepare them to design and implement sound program evaluations.

**COU 795 Topics in Counseling**

Individual or group class designated to address specialized topics of interest to graduate students in counseling. May be repeated to 9 credit hours.

**COU 799 Thesis**

Independent research and study connected with preparation of thesis

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# **GRADUATE ASSISTANTSHIPS AND SCHOLARSHIPS**

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.

The Counseling Programs have one regular scholarship, the Inmon Scholarship. This scholarship provides funding, generally renewable annually until completion full time, for tuition and books for one Counseling major at a time. The scholarship is identified for students who demonstrate both financial hardship and a history of self-support. You may apply for this through the Missouri State University Office of Financial Aid. The faculty review committee also requests a cover letter describing your need and professional goals. A variety of other scholarships and financial aid may also be pursued through the Office of Financial Aid.

## **STUDENT ADVISEMENT**

### *How do I get an advisor?*

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 concern about progress in the program beyond what is accounted for by specific courses or from the program coordinator or department head.

### **Cohorts and Course Sequencing**

Beginning in summer/fall 2018, a cohort model with a specific sequence was introduced going off of a fall start. This was continued with clearer advising and sequencing in fall 2019 and beyond. Students who begin in spring or summer are typically to be viewed as part of the following fall’s cohort. For example, a spring 2020 entering student follows the fall 2020 cohort sequencing. They may begin “ahead” of some students in their cohort, but their sequencing for graduation and for communications of general advisement flow with the subsequent fall group. For students entering in spring 2018 or earlier, you may be referred to as “legacy” students rather than (fall) 2018 (cohort 1), 2019 (cohort 2), 2020 (cohort 3) students. Please utilize course sequencing documents provided for your cohort to plan your progress and alert your advisor in

## **COUNSELING PROGRAMS**

communications as to which cohort you are in, including if you are a legacy student who entered prior to a cohort. Part time students are also welcome in the program and have a particular sequence beginning in fall 2019, but otherwise attempt to best match with the progressions between cohorts as fits them at their particular status of progress in the program.

### **Additional Fees and Course Requirements**

Some courses require special permission procedures. Applications must be completed and submitted to the department prior to the semester of desired enrollment in the following courses:

- COU 780: Secondary Practicum (legacy only)
- COU 782: Elementary Practicum (legacy only)
- COU 784: Mental Health Practicum (legacy only)
- COU 785: Mental Health Internship (all students)
- COU 781: Secondary Internship (all students)
- COU 783: Elementary Internship (all students)

Students in the (summer/fall) 2018 cohort 1 or later who have the COU 777, 778, and/or 779 practicum sequence are advised to register according to their published sequence and do not need to “apply.” However, they are required to attend an orientation to produce various compliance documents such as insurance, background checks, which often take several months to line up and complete. All students entering practicum or internship, should be aware that there are 3 or more pre-requisite classes, which are designed in the cohort model to have occurred prior to your designated practicum or internship semester. Given that there is limited enrollment in each of the above courses and that the department must plan ahead to meet student needs in a more complicated manner to build out and prepare for the exact credits you need, you must prepare well in advance, typically more than a semester in advance, to assure you are prepared and the department is informed of your intended (or delayed) progression into these courses.

### **Associated Costs with Counseling Programs**

Students may expect additional costs during the training sequence. In addition to Liability Insurance, and professional membership fees detailed below, all students are required to obtain personal supplies (e.g. head phones). A full list will be given at that time.) during their practicum semester. Other courses (such as Expressive Arts Therapy, when offered) also have additional costs.

In addition to material costs for certain courses in the counseling curriculum other costs exist as students approach the practicum/internship level of their course curriculum.

#### Other Costs

Internship Site Supervision Fee (charged with tuition)	\$100
Fingerprinting	\$42
Suicide Prevention Training	\$69
TB Test	\$32
Organizational Memberships (ACA, ASCA** required in COU 702/703)	\$69-\$105
Professional Liability Insurance (Student rates)	\$69-\$105
Comprehensive Examination fee	\$40
Professional Licensure and Certification Exams	\$295

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

**COUNSELING PROGRAMS**

\*\* ASCA membership may automatically include liability insurance.

## **COUNSELING PROGRAMS**

### **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 nine hours of C grades or lower. 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. <http://graduate.missouristate.edu/catalog/> Further, if you are not enrolled in classes for more than one calendar year, you may be required to participate in the admissions interview process again, by faculty decision.

### **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, either a Seminar Paper or a Thesis. COU765: Research Seminar in Counseling (2-3 credits) is the most common path. If you elect the Thesis option, you will substitute COU 799: Thesis (3-6 credits) for COU 765, and if at 6 credits for an elective.

Research Course: COU 794 Introduction to Research in Counseling (or an acceptable alternative of a research methods course) is the first course in the research sequence, is required of all Counseling majors. The research skills learned in COU 794 are seen as essential to the consumption, design, and comprehension of research in which students are expected to read, understand and critically evaluate published literature in our field, especially pertinent to complete the COU 765 or COU 799 components.

Thesis: Some consider a thesis a better choice for students who plan to continue post-master's study, want to conduct research during their careers, and/or seek grant funding requiring research methods. 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 offered by the National Board of Certified Counselors. 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 CCE is administered on campus by the department once each semester, including the summer term.

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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 written essay in form. Counseling faculty will create three essay 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 on 75% of the core areas (i.e., six (6) of eight (8) of the core areas). If a student fails their third attempt at comprehensive examinations, they will be expelled from the Counseling programs.

### **Application for Graduation**

Graduate students who are candidates for graduation must complete the Application for Graduation form during the term in which 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.

<http://graduate.missouristate.edu/onlinecatalog.htm>

## **Student Rights and Responsibilities**

### **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/>

### **Policy Concerning Extracurricular Counseling**

Students enrolled in programs offered by the department often have opportunities to become involved in counseling activities that are separate and apart from required program activities. These opportunities are called "extracurricular" counseling activities. They are considered extracurricular because they are neither conducted under the auspices of the department nor are they officially supervised by those professional associated with the department. All non-program counseling activities fall under this definition, regardless of whether the students are paid for the provision of such services.

The department and university assume responsibility for students' counseling activities within the limits of program requirements. Moreover, use of university resources (e.g., physical facilities, materials) by students for extracurricular counseling activities is strictly prohibited.

The department neither encourages nor discourages students from engaging in extracurricular counseling activities. However, the department does require the student planning to engage in such activities to inform the department, in writing, prior to the commencement of the activities. Please note that this requirement applies to all students officially enrolled in the program, regardless of whether they are currently enrolled in classes at the university.

## **Practicum and Internships**

Counseling students in both the school and community mental health 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.

At the time of this handbook's printing, the practicum is divided into 2 semesters. Students typically complete their first practicum semester at the Center City Counseling Clinic. The second semester may be completed at Center City, or an off-campus location. The two semesters of practicum allow students to earn the total of 100 practicum hours.

Students typically earn their 600 hours of Internship over a minimum of two semesters. Students may choose to take longer, however.

To find out more and to read the Practicum and Internship handbook, go here:  
<https://education.missouristate.edu/counseling/Internships.htm>

Because you will choose your own internship site, whether you are in the school or mental health track, early planning is important. You will participate in a required “Practicum and Internship Application and Orientation” meeting before you begin those courses, where you will learn about the requirements, application processes, opportunities for placements and more. Keep an eye on the student newsletter, your email and any other forms of communication available to learn when the meetings are held.

You will have completed specific prerequisite courses before you are eligible to begin practicum or internship. You can learn more about these courses here:  
<https://education.missouristate.edu/counseling/ProgramReq.htm>

The College of Education also has requirements, called “compliance documents.” You will be released to enroll in practicum and internship classes when you have completed all the compliance documents and prerequisites. For information on the compliance documents, go here:  
<https://www.missouristate.edu/professionaled/compliance>

## **The Center City Counseling Clinic**

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' degree 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 Clinic 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 Clinic offers bus passes, to those for whom transportation is a challenge, and who have access to the Springfield City Utilities Bus system.

The Clinic 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 Clinic also seeks to give back to the Community by providing four workshops each year to Mental Health Providers in the area. These presentations 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 Clinic is active and engaged throughout the year, closing only on holidays and limited breaks between semesters. Anyone interested in counseling services may call the Clinic at 417-836-3215 or visit the Clinic's webpage at <https://education.missouristate.edu/CCCC/>

## **COUNSELING PROGRAMS**

# **Missouri Professional Licensure and Certification**

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. Following is a description of several options available to students. See the Table of Contents and Appendixes for web links and additional information.

### **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>)

### **NBCC-GSA Early NCE Program**

Most professional certifying agencies are national (or international) in origin and scope, distinguishing themselves from state-level certifying agencies such as state departments of education. Graduates of the Community Counseling program are eligible to take the examination for the National Certified Counseling Board.

### **Missouri DESE School Counselor Certification**

Graduates of the School Counseling program are able to qualify for various certificates through the Missouri Department of Elementary and Secondary Education. Students are asked to work closely with their advisor to ensure that they meet requirements.

**REMEMBER:** Save all course syllabi and documentation from Internship for the duration of your professional career. You may need them in the future to verify that you have completed requirements for various certifications or licensure.

## **COUNSELING PROGRAMS**

### **Counseling Outreach and Peer Engagement (COPE)**

Counseling Outreach and Peer Engagement (COPE) is a Counseling student organization created by the students, for the students. Our mission is to provide fellowship, cooperation, and a supportive setting for students in the Counseling Program that encourages professional and personal growth. We want to help facilitate the exploration of theories, research, and practice of counseling and provide resources to Counseling students on career/experience opportunities in Southwest Missouri. We participate in community/volunteer work in order to gain exposure, become acquainted with the professional community, and better integrate counseling and the university with the surrounding community. For more information please see the following web site: <https://missouristate.campuslabs.com/engage/organization/helpers-united-together>

### **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.

## **PROFESSIONAL ORGANIZATIONS**

Graduate students in either the Counseling or Mental Health Counseling programs at Missouri State University have a number of 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 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 those graduate students interested in school counseling, the American School Counseling Association (ASCA) provides insight into the forefront of advances in the field. A membership with 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. 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. The MSCA includes benefits gained through the MCA along with providing the additional benefits related directly to the school counseling field.

### ***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 (MCO's) and health maintenance organizations (HMO's).

### ***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).

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### ***Association for the Development of the Person Centered Approach***

The Association for the Development of the Person-Centered Approach (ADPCA) is an international network of individuals who support the development and application of the person-centered approach. ADPCA welcomes the participation of educators, therapists, psychologists, psychiatrists, nurses, social workers, health service providers, pastoral counselors, organization development specialists, and all people who are interested in the field of human relations and personal and interpersonal development. In an endeavor to practice the person-centered approach within the Association, members share the responsibilities and privileges of leadership

### ***World Association for Person-Centered and Experiential Psychotherapy and Counseling***

The World Association for Person-Centered and Experiential Psychotherapy and Counseling (WAPCEPC) provides a worldwide forum for practitioners and scholars working within the person-centered and the experiential paradigms, fosters the exchange of research, theory and practice across language groups and cultures, supports and encourages scientific study as well as improvement of practice in the field of psychotherapy and counseling, promotes person centered and experiential perspectives, and stimulates cooperation and dialogue with other psychotherapeutic orientations.

### ***American Association for Marriage and Family Therapy***

The American Association for Marriage and Family Therapy (AAMFT) is the professional association for the field of marriage and family therapy.

## **FACULTY RESPONSIBILITIES**

In addition to general legal and ethical parameters that guide the behavior of practitioners, counselor trainers and supervisors are further bound by the ethical guidelines of the Association for Counselor Education and Supervision (ACES). Five areas of responsibility are outlined below. 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 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.

### **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.

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*The evaluation process for retention can be found in Appendix F*

### **Academic Appeal Policy**

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.

### **Student Dismissal Appeals**

The second academic appeal process concerns student denial of acceptance into the Counseling Program or dismissal from the Counseling Program after acceptance for reasons other than academic performance.

### **Denial of Admission to the Counseling Program**

Students who apply to the Counseling Programs and complete all prerequisites for consideration will receive a letter from the program's chairperson notifying them of the Admission Committee's decision. Should a student be denied admission, faculty will assist in facilitating the student's transition into a more appropriate area of study. For students who wish to challenge the committee's decision, a procedural hierarchy has been established 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. Submit a written request to the chairperson of the Program asking to meet with the Admission Committee. A meeting will be arranged during which explanation for the basis of denial will be shared. The student will be given an opportunity to address committee concerns and may request reconsideration.

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2. Following reconsideration, if the student continues to be denied admission and wishes to further challenge the committee's decision, they should contact the department Head of the Department of Counseling, Leadership, and Special Education. If the department Head believes there are grounds for reconsideration, they will request to the faculty committee that they reconsider the denial.
3. If resolution still has not been reached, the student may appeal to the College of Education Appeals Committee. Once a decision is made by the College of Education Appeals Committee their decision is final.

### **Dismissal from the Counseling Program**

Grounds for dismissal from the Counseling Program typically revolve around unprofessional conduct, unethical conduct, and/or poor psychological adjustment as evidenced by displays of inappropriate behavior. Dismissal will typically follow inadequate resolution of the student retention process. Should the student wish to challenge their dismissal they will be required to follow the hierarchy outlined above. The only change in the process from that described above is the composition of the Committee. The Dismissal Committee membership is composed of all program faculty.

### **Policy on Plagiarism**

Plagiarism is defined as the presentation of an idea or product as new and original when, in fact, it has been derived from an existing source. Common examples of plagiarism include the following: a.) Submitting someone else's work, in whole or in part, whether written or oral, without giving appropriate credit to the original source, or b.) Submitting a paper developed for a previous course as an original response to the present assignment. The faculty believe that plagiarism is a serious violation of professional ethics. Therefore, if a student is found to have engaged in plagiarism, the following steps will be taken:

1. The faculty member who has identified an act of plagiarism will request that the student meet with him or her to discuss the matter.
2. Should the issue fail to be resolved, the department chairperson, faculty member, and the student will meet to discuss the matter.
3. If the issue is still not resolved, the department chairperson, faculty member, the student, and the Dean of the College will meet to discuss the issue. The Dean will be advised by several members of the Student Judicial Board and the Faculty Senate.

### **Policy on Scientific Misconduct**

As defined in the Faculty Handbook, scientific misconduct refers to the:

“Fabrication, plagiarism, or other practices that seriously deviate from those that are commonly accepted within the scientific community for proposing, conducting, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.” pg.

229. Should a student be suspected of scientific misconduct the following steps will be taken:

1. The Dean of Graduate Studies & Extended Learning will initiate an inquiry to determine if a full investigation is warranted.
2. Should it be determined through information gathering and fact-finding that the allegation warrants it, a full investigation will proceed. The student will be informed, in writing, of the

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charges which will be investigated and the process that will be used.

3. In the event that charges are substantiated, the Dean of Graduate Studies & Extended Learning, together with the Dean of the College of Education, shall recommend appropriate disciplinary action to the University's Provost.

### **Policy on Accommodation for Students with Disabilities**

The Counseling Programs at Missouri State University make every attempt to comply with the American with Disabilities Act. If a student has a diagnosed disability or believes that he or she has a disability that might require "reasonable accommodation" on the part of the instructor or the program, the student needs to contact the Campus Assistance Center, University Center, room 302, phone 573-651-2273, TDD 651-5927. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting "reasonable accommodation." For further information, please see <http://www.missouristate.edu/disability/>.

### **Endorsement 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.

## **RESOURCES FOR STUDENTS**

### **Important Numbers, E-mails, and Websites**

<b>Administrative Assistant Judy Campbell</b>	417-836-5392	<a href="mailto:JCampbell@MissouriState.edu">JCampbell@MissouriState.edu</a>
<b>Center City Counseling Clinic</b>	417-836-3215	<a href="http://education.missouristate.edu/CCC/C/">http://education.missouristate.edu/CCC/C/</a>
<b>Center City Counseling Clinic Director Robin Farris</b>	417-836-4975	<a href="mailto:REFarris@MissouriState.edu">REFarris@MissouriState.edu</a>
<b>Department Head, Counseling, Leadership and Special Education</b>		
<b>Dr. James Satterfield</b>	417-836-6951	<a href="mailto:JSatterfield@MissouriState.edu">JSatterfield@MissouriState.edu</a>

#### **Core Faculty**

<b>Dr. Leslie Anderson – Ph.D.</b>	<b>836-6519</b>	<a href="mailto:ALAnderson@missouristate.edu">ALAnderson@missouristate.edu</a>
<b>Dr. Bonni Behrend – Ph.D.</b>	<b>836-8708</b>	<a href="mailto:BonniBehrend@MissouriState.edu">BonniBehrend@MissouriState.edu</a>
<b>Dr. Jeffrey Cornelius-White – Psy.D.</b>	<b>836-6517</b>	<a href="mailto:JCornelius-White@missouristate.edu">JCornelius-White@missouristate.edu</a>
<b>Amelia M. Chenoweth M.S.</b>	<b>836-4918</b>	<a href="mailto:Amelia302@MissouriState.edu">Amelia302@MissouriState.edu</a>
<b>Dr. Kelly Wynne- Ph. D.</b>	<b>836-8881</b>	<a href="mailto:KWynne@MissouriState.edu">KWynne@MissouriState.edu</a>
<b>Dr. Joseph Hulgus – Ph.D.</b>	<b>836-6522</b>	<a href="mailto:JosephHulgus@missouristate.edu">JosephHulgus@missouristate.edu</a>

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

## **Appendix A**

### **Knowledge Base**

#### **The Counseling Program at Missouri State University**

##### **Introduction**

The Department of Counseling faculty recognizes its responsibilities to the University and Professional Educational Unit mission by providing a program for counselor education which involves qualified students in a lifelong learning process that can be transmitted to their clients. The fundamental importance of these lifelong learning goals is articulated in the Professional Education Unit's conceptual framework as ten general learning outcomes.

Missouri State University professional education graduates will demonstrate competence in:

1. **Foundations:** knowledge of the historical development of the profession, and foundational issues and arguments underlying its practices, as well as understanding of the importance of integrated learning across disciplines.
2. **Subject Matter:** knowledge of subject matter discipline content and the ability to integrate content with pedagogy appropriate to the candidate's field of study.
3. **Learning and Development:** knowledge of human development and motivation, theories of learning, pedagogy and assessment.
4. **Reflective skills:** communication skills, critical and creative thinking abilities and other skills crucial to reflective decision-making.
5. **Technology:** knowledge and skills in the use of technology appropriate to the candidate's field of study.
6. **Professional Skills:** the practical abilities to implement the skills, techniques, and strategies associated with student learning and development in the educational context in which they practice.
7. **Assessment Skills:** the skills to conduct valid and reliable assessments of their students' learning and use that assessment to improve learning and development for their students.
8. **Dispositions:** the intellectual, social, ethical, and other personal attributes and beliefs previously ascribed to reflective decision-makers in a variety of professional settings, including a commitment to their own lifelong learning and professional development.
9. **Diversity:** the ability to skillfully facilitate and promote the learning of all students, including those from diverse cultural, racial and economic backgrounds, and those with disabilities.
10. **Collaboration and Leadership:** the ability and skills to foster and maintain collaborative, empowering relationships with other professionals within schools and the community.

Consistent with these ten general learning outcomes, the counselor educator program is designed to develop the belief systems, cultural world views, personal and ethical awareness, and helping skills repertoires necessary to help students grow and enable them to work effectively with a wide diversity of clients and problems, whether in schools or in the community at large.

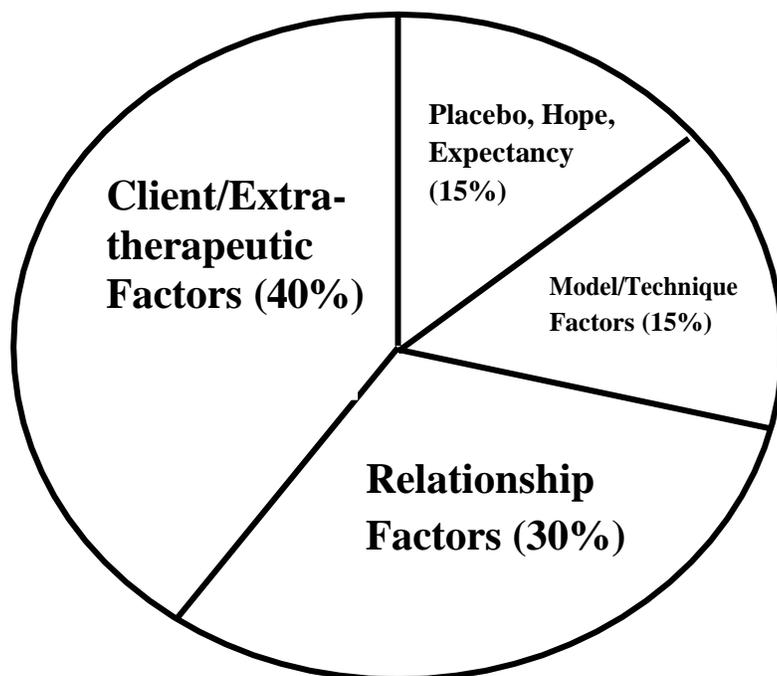
Counseling faculty have developed a guiding conceptual framework based on existing and current research. This framework is in keeping with the University's mission, the Professional Education Unit conceptual framework, and further acknowledges the efforts of the Missouri Department of Elementary and Secondary Education, the Missouri School Counselor Association, the American Counseling Association, and the American Psychological Association. Counseling faculty members are primarily responsible for the development, implementation, and evaluation of the

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Missouri State University counselor education program. The organizing principle or theme guiding departmental activities centers on the personal and interpersonal processes inherent in becoming a reflective counseling practitioner. This theme was chosen because it most accurately reflects the complexity of the counselors' professional responsibilities, regardless of context. The philosophy of the counselor education program is built upon the premise that all counselors must be reflective practitioners who possess appropriate personal attributes, can translate knowledge of theory and skills into practice, and create a counseling or learning environment that facilitates the total development of the individual and/or the system with which they work.

### Philosophical Base

The overarching philosophical and research foundation upon which the Counseling Programs' activities are based is embodied in what has come to be called the "Common Factors Theory" of therapeutic effectiveness (Lambert, 1992; Hubble, Duncan, & Miller, 1999). This meta-theoretical orientation highlights the results of over 35 years of psychotherapy outcome research. While some evaluation traditions focus on proving one set of techniques more effective than another, the Common Factors approach has sought to identify common factors that empirically account for counseling and therapy outcomes. Results obtained to date generally support the following distribution of effect:



This model acknowledges that one of the most powerful domains of influence with which we have input in the counseling process pertains to the nature of the therapeutic/counseling relationship. Particularly within this domain, the counseling program attends to and emphasizes other research-based counselor attributes, as are highlighted in what follows.

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### ***Beliefs about reflective counseling practitioners:***

Extensive research (Carkhuff and Berenson, 1967; Rogers, 1951; Truax and Carkhuff, 1967; Gelso and Carter, 1985; Peterson and Nisenholz, 1995) has investigated the "core conditions" of effective counseling. This research found that effective counselors demonstrate high levels of the core conditions of empathy, genuineness, positive regard, and concreteness.

In addition to the core conditions, a variety of other pertinent characteristics of effective counselors have been identified and are relevant to our mission.

### ***Characteristics of Effective Counselors***

1. Effective counselors are open to and accepting of their feelings and experiences. Openness as used in this context primarily means being open to oneself as opposed to being in denial or psychologically closed (Egan, 1994; Rogers, 1951; Boy and Pine, 1982; George and Cristiani, 1995). (MoSTEP: 1.4.4.3; PEUCF: 8, 1).
2. Effective counselors perceive others as able rather than unable to solve their own problems and manage their own lives (Peterson and Nisenholz, 1995; Combs, 1986). (MoSTEP: 1.4.1.1; PEUCF: 3, 1).
3. Effective counselors are self-aware and is open to knowing their needs, strengths, and weaknesses (Patterson, 1985; Peterson and Nisenholz, 1995). (MoSTEP: 1.4.4.3; PEUCF: 8, 1).
4. Effective counselors are aware of his own beliefs and values (George and Cristiani, 1995; Combs, 1986). (MoSTEP: 1.4.4.3; PEUCF: 7, 1, 9).
5. Effective counselors is open minded and nonjudgmental (Boy and Pine, 1982; Rogers, 1951; Egan, 1994; George and Cristiani, 1995). (MoSTEP: 1.4.2.3; PEUCF: 7, 9).
6. Effective counselor is a risk-taker in the sense that he is willing to be honest and direct with others and is free to challenge clients when appropriate (Rogers, 1951; Gelso and Carter, 1985; George and Cristiani, 1995). (MoSTEP: 1.4.2.3; PEUCF: 7, 10).
7. Effective counselor is able to develop honest, real, and "non-possessive caring" relationships with others (Rogers, 1951; Boy and Pine, 1982; George and Cristiani, 1995). (MoSTEP: 1.4.4.3, 1.4.1.2, 1.4.4.1; PEUCF: 6,9).
8. Effective counselors allow the self to be real or genuine in interpersonal relationships (Rogers, 1951; George and Cristiani, 1995; Gelso and Carter, 1985; Egan, 1994; Combs, 1986). (MoSTEP: 1.4.4.3; PEUCF: 6).
9. Effective counselors accept personal responsibility for his own behaviors (George and Cristiani, 1995). (MoSTEP: 1.4.4.3, 1.4.1.2, 1.4.4.1; PEUCF: 6, 4).
10. Effective counselors develop realistic levels of aspirations (Peterson and Nisenholz, 1995; George and Cristiani, 1995). (MoSTEP: 1.4.2.2, 1.4.2.3; PEUCF: 8, 4, 3).
11. Effective counselors are curious about personality and human behavior (George and Cristiani, 1995). (MoSTEP: 1.4.1.1; PEUCF: 1, 2).
12. Effective counselors have a working knowledge of applied developmental psychology (Fassinger and Schlossberg, 1992; Gibson and Bown, 1992). (MoSTEP: 1.4.1.1, 1.4.1.4; PEUCF: 1, 3, 5).
13. Effective counselors grasp the principles of human motivation as manifest in the helping professions (Watson and Tharp, 1993). (MoSTEP: 1.4.1.1, 1.4.2.5; PEUCF: 3, 5).

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14. Effective counselors can apply the principles of cognitive psychology in the context of the helping relationship (Freeman and Dattilio, 1992; McMullin, 1986; Persons, 1989; Zark, 1992). (MoSTEP: 1.4.1.1, 1.4.2.3; PEUCF: 6).
15. Effective counselors understand the principles of applied personality theory (DiCaprio, 1983; Egan, 1994). (MoSTEP: 1.4.1.1; PEUCF: 3).
16. Effective counselors understand the principles of assessment within an educational setting (Schmidt, 1993; Hansen, Rossberg and Cramer, 1994). (MoSTEP: 1.4.1.3, 1.4.2.5; PEUCF: 7, 5).
17. Effective counselors can facilitate the development of clients as "persons-in-systems" (Egan and Cowan, 1979; Gilbert, 1992; Egan, 1994). MoSTEP: 1.4.1.1, 1.4.1.4, 1.4.2.1, 1.4.2.2, 1.4.2.4, 1.4.3.1; PEUCF: 3,9,10).
18. Effective counselors have an understanding of the diversity of clients and the skills necessary to respond to the needs and problems of special populations (Gilbert, 1992; Perderson, 1991; Ivey, Ivey, and Simek-Morgan, 1993; Sue, Arrendondo and McDavis, 1992). (MoSTEP: 1.4.1.2, 1.4.1.4, 1.4.2.3, 1.4.3.1; PEUCF: 9, 8, 7, 5, 10).
19. Effective counselors have an understanding of the dynamics, principles, and ethics of the helping professions themselves (Fritz and Simon, 1992; Corey, Corey, and Callanon, 1993; Egan, 1994). (MoSTEP: 1.4.4.1, 1.4.4.2, 1.4.4.3; PEUCF: 7)

Further, an associated set of beliefs about the learning environment, both in general and specifically related to educating counselors, are relevant to our mission as well.

### ***Beliefs about learning and counselor education:***

1. Learning is the discovery of the personal meaning and relevance of ideas (Rogers, 1977; Rogers, 1970; Pine and Boy, 1977; Boy and Pine, 1982; George and Cristiani, 1995).
2. Learning is an experience that occurs inside the learner, activated by the learner and also within a relational context (Rogers, 1969; Rogers, 1970; Rogers, 1980; Boy and Pine, 1982; George and Christiani, 1995).
3. Learning is the process of shaping behaviors in positive directions (Boy and Pine, 1982; Zark, 1992; Byrne, 1995).
4. Learning is a consequence of experience (Boy and Pine, 1982; Zark, 1992; Byrne, 1995).
5. Learning is a subversive process (hooks, 1994).
6. Learning is a cooperative and collaborative process (Rogers, 1970; Boy and Pine, 1982; Zark, 1992; Byrne, 1995).
7. Learning is an evolutionary process (Boy and Pine, 1982; Zark, 1992; Byrne, 1995).
8. Learning is sometimes a frightening and painful process (Boy and Pine, 1982; George and Cristiani, 1995).
9. The process of learning is affective as well as cognitive (Boy and Pine, 1982; Zark, 1992; Cormier and Hackney, 1993; Egan, 1994; Hansen, Rossberg and Cramer, 1994).
10. Learning is an experience that expresses values (Boy and Pine, 1982; Peterson and Nisenholz, 1995; Egan, 1994).
11. The processes of problem solving and learning are highly unique and individual (Boy and Pine, 1982; Teyber, 1992).
12. Teaching is learning (Boy and Pine, 1982; George and Cristiani (1995).
13. Learning is heightened when opportunities to practice and experiment are provided (Zark, 1992; Boy and Pine, 1982; Corey and Corey, 1993).

As supported by the current literature cited above, the Counseling faculty believes that personal growth and learning are facilitated in an atmosphere:

1. Which encourages students to risk being active in the learning process.
2. That encourages the student's discovery of the personal meaning of ideas and experiences.
3. That recognizes the uniquely personal and subjective nature of learning.

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4. In which individual differences are valued.
5. That consistently recognizes the right, indeed the value of making mistakes
6. That emphasizes the process (how we learn) as much as the content (what we learn) of learning experiences.
7. That encourages and recognizes ambiguity (maybe, maybe not).
8. In which assessment is a cooperative process with emphasis on self-evaluation.
9. Which supports openness to self rather than concealment.
10. In which students are encouraged to trust in their own experiences as well as external sources of information and knowledge.
11. In which students feel they are respected and accepted as individuals.
12. In which confrontation is used as a source of learning
13. Which permits the student to become a professional person -- a researcher, a practitioner, a facilitator of learning during the process of his or her graduate work.
14. In which all students have basic human rights and equal access to educational opportunities.
15. In which differences are celebrated, and an openness to differences in ethnicity, race, SES, physical abilities, religious orientation, sexual orientation, is considered essential to learning.

### **Implications for Counselor Thought and Action**

The primary mission of the Counseling program is to prepare elementary and secondary school counselors and mental health counselors who address effectively the educational, developmental, psychological, and vocational needs of P-12 school children, as well as the psychological and psychosocial needs of the community at large. Through the Counseling educational process, students develop knowledge, skills, and dispositions conducive to becoming an effective counseling practitioner. Throughout the training all learning domains (cognitive, affective, behavioral, experiential, and environmental) are engaged and emphasized. Suffice it to say that this program is not for the faint of heart.

The conceptual framework of the Counseling program knowledge base reflects guidelines presented in position papers issued by several professional organizations including the Missouri Guidance Association (1982), now called the Missouri School Counselors Association, the American School Counselors Association (1988), the Missouri Department of Elementary and Secondary Education (1982), and the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2001). These position papers are based, in turn, on the work of leading researchers in Counseling. Specifically, the Counseling program model reflects the work of Gysbers (1988), as well as of other contemporary researchers such as Schmidt (1993), Egan (1994), Corey and Corey (1993), Hansen, Rossberg and Cramer (1994), Sharf (1992), and Bachelor and Horvath (1999). Growing from this literature, and reflecting the changing nature of a counselor's role, becoming a reflective counseling practitioner has been defined as developing the personal attributes, skills, knowledge, and attitudes necessary for implementing a Counseling program which will assist students to individualize the educational experience, and help members of the community achieve their highest level of emotional, psychological, and psychosocial functioning.

### **Competencies Required of the Reflective Counseling Practitioner**

The Counseling curriculum generally reflects the humanistic, eclectic, and systemic traditions of helping. In keeping with the Common Factors meta-theoretical framework (Hubble, Duncan, & Miller, 1999), a broad range of perspectives

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are addressed while the interpersonal process aspects of each are emphasized. Its purpose is to provide students with a broad and practical framework of helping which draws upon a wide range of theories and traditions in an effort to engage students in activities that will help them help their clients manage their lives more effectively. Our Counseling curriculum enables graduates to understand and work with their clients in the service of opportunity development and program management. The curriculum includes the opportunity to develop deep and abiding self-awareness, a broad knowledge of theory, and a working comprehension of practical applications and pertinent counseling skills. Being a reflective counseling practitioner means that the graduate has the "working knowledge" to translate theory and research into the kinds of applied understandings that enables the counselor to work with clients, parents, teachers, and other members of the community. Reflective counseling practitioners have the skills necessary to deliver all needed Counseling services, while simultaneously being aware of their own limitations, and of available resources. In addition to the traditional one-to-one and small group counseling approaches, the reflective counseling practitioner must develop culturally and developmentally sensitive interventions and prevention efforts.

To ensure that master's degree students are prepared to develop a comprehensive guidance program within school settings and/or develop and provide appropriate mental health programming within mental health settings, competencies have been used to describe the specialized learning required:

### **I. Competencies in the Counseling Process**

#### **The Reflective Counseling Practitioner:**

- A. Creates a climate conducive to counseling.**
  1. Displays nonjudgmental and accepting attitude.
  2. Shows respect for others through active listening.
  3. Maintains the confidentiality of client sessions.
  4. Provides opportunities for clients to explore problems and weigh alternatives in decision making.
  5. Encourages clients to set goals and assume responsibility for meeting them.
  
- B. Employs a variety of effective Counseling procedures.**
  1. Individual counseling.
  2. Small group counseling
  3. Counseling with families
  4. Systemic consultation
  5. In-service workshops for interested staff and community members
  
- C. Provides for individual differences effectively**
  1. Responds positively to requests for help.
  2. Provides developmental activities emphasizing positive mental health.
  3. Communicates in a manner appropriate to client's age and level of understanding.
  4. Assists in appropriate educational planning and placement with individual students.
  5. Responds expediently and effectively to referrals
  
- D. Displays competent knowledge of Counseling.**
  1. Demonstrates knowledge of lifespan human growth and development.
  2. Selects and administers appropriate test instruments and uses results appropriately.
  3. Displays knowledge of environmental factors and situations which affect client's behavior and development.
  4. Selects and uses information and materials appropriate for the abilities and interests of clients.

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- E. Uses Counseling time effectively.
  - 1. Allots a realistic amount of time for specified counselor activities.
  - 2. Is available to clients at appointed times.
  - 3. Uses time effectively for each designated activity.

- F. Demonstrates the ability to communicate effectively with clients.
  - 1. Uses correct oral and written communication.
  - 2. Uses appropriate vocabulary
  - 3. Presents ideas logically.
  - 4. Gives directions that are clear concise and reasonable.
  - 5. Uses a variety of verbal and nonverbal techniques.
  - 6. Elicits and responds to questions.
  - 7. Summarizes effectively.

### **II. Specialized Competencies for School Counseling Majors**

#### **The Reflective School Counseling Practitioner:**

- A. Organizes a systematic, developmental guidance program.
  - 1. Uses formal and informal methods to assess student needs.
  - 2. Sets priorities for the Counseling program based on student needs.
  - 3. Develops goals and objectives for a comprehensive guidance program.
  - 4. Determines desired student outcomes based on program goals and objectives.
  - 5. Develops a sequence of guidance program activities to meet stated goals and objectives.
  - 6. Communicates information concerning the objectives of the guidance program to students, staff and others.
  - 7. Designs and implements a system for the evaluation of the guidance program.

### **III. Competencies in Interpersonal Relationships**

#### **The Reflective Counseling Practitioner:**

- A. Demonstrates positive interpersonal relations with students.
  - 1. Promotes positive self-esteem in students.
  - 2. Promotes students' self-control.
  - 3. Makes an effort to know each student as an individual.
  - 4. Interacts with students in a mutually respectful and friendly manner.
  - 5. Gives constructive criticism and praise when appropriate.
  - 6. Is reasonably available to all students.
  - 7. Acknowledges the rights of others to hold differing views or values.
  - 8. Demonstrates understanding and acceptance of different racial, ethnic, cultural, religious, gender and sexual orientation groups.
  - 9. Uses discretion in handling confidential information and difficult situations.
- B. Demonstrates positive interpersonal relations with other school personnel.
  - 1. Works cooperatively with colleagues in planning counseling activities.
  - 2. Shares ideas, materials and methods with other staff members.
  - 3. Makes appropriate use of support staff.
  - 4. Works cooperatively with the school's administration to implement policies and regulations for which the school is responsible.
  - 5. Informs administrators and/or appropriate personnel of school-related matters.
- C. Demonstrates positive interpersonal relations with parents/patrons.
  - 1. Cooperates with parents in the best interest of the students.
  - 2. Provides a climate which opens up communication between counselor and parent.
  - 3. Supports and participates in parent-teacher activities.
  - 4. Promotes patron involvement with school.
  - 5. Initiates communication with parents when appropriate.

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### Curriculum Required to Develop Counselor Competencies

The previous discussion explored the specific competencies Counseling Department candidates must achieve. To reach those competencies a sequence of courses and experiences are required of all students in the school counseling program. The competencies are grouped in ten curricular strands threaded throughout Counseling courses and internships.

1. Orientation: The outcomes of the orientation strand consist of the personal characteristics needed by professional counselors as well as a knowledge of the counseling profession.
  - a. Candidates will demonstrate open communication and sensitivity to others.
  - b. Candidates will engage in self-assessment using appropriate measurements of interests, values, personality characteristics and abilities.
  - c. Candidates will engage in an exploration of the personal characteristics and professional skills needed to be an effective school counselor.
  - d. Candidates will integrate knowledge of self-assessment and exploration of personal characteristics with professional skills needed for effective counseling.
  - e. Candidates will have knowledge of professional organizations for school counselors and the activities, publications and services that they provide to update skills and enhance effectiveness.
  - f. Candidates will have knowledge of the professional ethical standards of school counseling.
  - g. Candidates will have knowledge of legal rights of clients and federal and state laws as they pertain to counselor performance.
2. Foundations: The outcomes of the foundations strand consist of the knowledge of psychological-educational foundations. They provide for a basic understanding of behavior, learning, personality, counseling, and growth and development of various life stages. They are also concerned with the application of this knowledge to the educational process of candidates.
  - a. Candidates will have an understanding of basic theories of learning, including the behavioristic, cognitive, humanistic, and social theories. Such an understanding will include an awareness of the basic assumptions stated and implied by those theories.
  - b. Candidates will have an understanding of basic theories and models of human development and be aware of the relationship of these theories to current findings in the anthropological, social, and physiological sciences.
  - c. Candidates will have an understanding of basic theories of personality including the behavioristic, cognitive, humanistic, and social theories. The candidate will have awareness of the assumptions about human nature which underlie these theories.
  - d. Candidates will have an understanding of the basic theories of counseling such as the behaviorist, social, cognitive, and humanistic theories. The candidate will integrate these learning's to develop a personal theory of counseling.
  - e. Candidates will have an understanding of the basic career development theories such as trait and factor, developmental, cognitive and social learning. The candidate will integrate these learning's to develop an understanding of the manner in which individuals explore, prepare for and make decisions related to life roles and settings.
  - f. Candidates will apply basic theories of learning, human development, personality, counseling and career development to the problems presented by real-life situations of children, adolescents, and adults, including specific areas related to the development of exceptional children.
  - g. Candidates will understand basic research methods and statistics appropriate to the counseling field, conduct action research and evaluate procedures, results, and conclusions of research reports.
3. Assessment: The outcomes of the assessment strand consist of the administration and interpretation of various measurement devices and the analysis of learning problems. They are also concerned with the application of information from these measurements to curriculum-instruction and counseling-consulting activities.
  - a. Candidates will have the knowledge needed for measurement of characteristics, abilities, aptitudes, interests, and achievement on an individual or group basis.

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- b. Candidates will have the skill to administer and interpret appropriate instruments for the measurement of characteristics, abilities, aptitudes, interests and achievement.
  - c. Candidates will have the knowledge and skills associated with the application of information from various measurement devices for curriculum development, instructional procedures, and development of case studies used for counseling with candidate's and consulting with parents and staff.
  - d. Candidates will have the knowledge and skills for the measurement and analysis of learning problems learning styles, and learning environment.
  - e. Candidates will have the knowledge and skills to conceptualize intervention strategies based upon the information obtained in assessment processes.
4. Information: The outcomes of the information strand consist of the knowledge and skill for using information about personal-social and educational-career topics and referral sources.
- a. Candidates will have knowledge of the purposes and broad scope of information needed for the total well-being of candidates.
  - b. Candidates will have knowledge of the sources of information including technological systems of delivery for educational-career and personal-social concerns.
  - c. Candidates will have the knowledge and skill to organize and provide information.
  - d. Candidates will have the skill to evaluate the appropriateness and reliability of information.
  - e. Candidates will have knowledge of and be able to evaluate referral sources and services.
5. Diversity: The outcomes of the diversity strand consist of the knowledge, skills and dispositions necessary to address issues arising within the full range of diversity within our culture, including needed knowledge, skills and dispositions to address clients regardless of their gender, ethnicity, race, or religious backgrounds, as well as those with disabilities, and those of different ideological background and sexual orientation.
- a. Candidates will have knowledge of the impact of diversity on the counseling process.
  - b. Candidates will have knowledge about models of cultural identity formation.
  - c. Candidates will have knowledge about their own level of cultural identity development.
  - d. Candidates will have awareness of themselves as cultural beings, including their own biases and the potential impact of these on the counseling process
  - e. Candidates will demonstrate flexible counseling skills appropriate to working with clients of diverse identities.
6. Ethics: The outcomes of the ethics strand consist of knowledge of professional ethical standards and principles of professional conduct, related dispositions, and the skills necessary to conduct themselves as ethical professional counselors.
- a. Candidates will have knowledge of professional ethical standards used by the American Counseling Association, the American Psychological Association, and other professional ethical codes as they pertain more specifically to the individual candidates and their career path.
  - b. Candidates will have developed skills necessary to analyze situations for their ethical content and make appropriate ethical determinations.
  - c. Candidates will have refined a process of ethical decision making, even in crisis situations.
  - d. Candidates will have incorporated internal monitors for ethical dilemmas.
7. Technology: The outcomes of the technology strand consist of knowledge and skills necessary to utilize, and continue to stay abreast with, modern technologies for education and service delivery.
- a. Candidates will have the knowledge and skills necessary to utilizing modern technology, including computers, related software, the internet, and audio/visual media, as appropriate, to aid in counseling, research and education.
  - b. Candidates will have the knowledge and skills necessary to know how and when to update their technology skills.
  - c. Candidates will have knowledge of where new skills may be acquired and will continue to be a life-long learner in this domain.
8. Facilitation: The outcomes of the facilitation strand consist of the knowledge and the skills of communicating, counseling, and consulting in order to promote positive behavior change in candidates, to enhance parent and staff understanding of candidates, and to encourage positive interaction among clients, families, and colleagues.

## **COUNSELING PROGRAMS**

- a. Candidates will have the knowledge of and generate the core conditions of positive regard, empathy, respect, genuineness and concreteness.
  - b. Candidates will have knowledge of and utilize counseling responses in an appropriate manner.
  - c. Candidates will have knowledge of techniques, methods, and skills and use them for promoting positive behavior change in candidates through individual and group processes.
  - d. Candidates will have knowledge and skills associated with the communication processes to assist parents and staff to gain greater understanding of candidates and enhance planning for candidates' growth.
  - e. Candidates will have knowledge and skills associated with the communication process to encourage positive interaction among candidates, parents, staff and significant others and promote positive mental health in the school environment.
  - f. Candidates will have skills to aid candidates in developing full potential by promoting self-understanding, positive self-concept, and self-responsibility.
  - g. Candidates will be able to utilize communication skills and have the knowledge and understanding of the basic theories of human behavior, assessment, and information to contribute to the staffing process with other professionals and assist teachers in the development of instructional strategies.
9. **Intervention:** The outcomes of the intervention strand consist of the knowledge of social issues, environmental conditions, and developmental needs that affect candidates' present and future lives. They are also concerned with specialized delivery skills for individuals or groups.
- a. Candidates will have knowledge of social issues and environmental conditions that affect the educational advancement, physical growth, emotional-social and career development of candidates.
  - b. Candidates will have the skills to plan and implement activities and programs for the prevention of problematic and crisis situations.
  - c. Candidate will utilize specialized counseling techniques and methods appropriate to alleviate problematic or crisis situations.
  - d. Candidates will have the skills to plan and implement activities and programs for the individual's normal growth and development in social-emotional areas such as communications, decision making, problem solving and life planning.
  - e. Candidates will show knowledge of specialized topics that are currently of concern to clients, colleagues, families, and community, and demonstrate appropriate intervention skills.
10. **Management:** The outcomes of the management strand consist of the knowledge and skills of needs assessment, program planning, implementing, and evaluating. They are further concerned with the organization and administration of guidance programs including time management, public relations, professional association activities, and legal/ethical considerations.
- a. Candidates will demonstrate leadership skills needed for effective communication with administration, staff, families, and community.
  - b. Candidates will be able to assess candidate's needs.
  - c. Candidates will be able to analyze the organizational system of the school district and how the system impacts the implementation of guidance programs.
  - d. Candidates will be able to develop a program based on the candidate's needs assessment and analysis of the system.
  - e. Candidates will be able to implement, manage, and evaluate a guidance program.
  - f. Candidates will be able to develop a comprehensive time management plan and daily schedule that will allow adequate attention to be given to priority goals and objectives of the guidance program.
  - g. Candidates will have knowledge of the needed facilities and equipment to provide a guidance program.
  - h. Candidates will have knowledge of resources for funding and budgeting.
  - i. Candidates will be able to carry out public relations activities that communicate the purposes and activities of the school guidance program to the community.
  - j. Candidates will have knowledge of professional organizations for school counselors and the activities and services that they provide to update skills and enhance effectiveness.
  - k. Candidates will have knowledge of the professional ethical standards of school counseling.

## **COUNSELING PROGRAMS**

11. Candidates will have knowledge of legal rights of clients and federal and state laws as they pertain to counselor performance.

The ten curricular strands and related competencies form the core of the Department of Counseling curriculum model. These curricular strands and competencies are reflected in the course syllabi, course bibliographies, course assessment instruments, practicum supervision, field study supervision, internship and comprehensive exit examinations.

Reviews and revisions of the Counseling program curriculum are a continuous process growing from feedback received during class assessments, follow-up studies of graduates and their employers, and surveys of field experience and internship supervisors. Also, the school counseling curriculum is systematically reviewed in the context of the Fall and Spring counselor educators' meetings sponsored by the Missouri State Department of Elementary and Secondary Education. The DESE meetings are especially helpful since faculty for each of the Counseling programs across the state share and review course offerings, course content, objectives, and assessment materials developed for specific strands of the curriculum. These semi-annual meetings are an important source of new perspectives on current and future needs. Thus, the Counseling program curriculum is a "living document" in the sense that there is continual review, evaluation, and revision.

### **Summary**

The figure below represents our graphic vision of our program strands, process, and outcomes. The philosophical base is humanistic eclecticism, broadly. This eclecticism includes not only an integration of ideas but also a diversity of sources (Palmer, 1980; Scissons, 1993). The need for eclecticism also arises from the fact that human behavior, in itself, is most complex and is constantly being challenged with growth in technology and with changes in our social relationships and forms (Palmer, 1980; Scissons, 1993). The reflective counseling practitioner is open, imaginative, and creative in the selection and application of theory, knowledge, and skills.

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## **Appendix B Ethical**

### **Standards of the American Counseling Association**

#### **PREAMBLE**

The American Counseling Association is an educational, scientific and professional organization whose members are dedicated to the enhancement of human development throughout the life span. Association members recognize diversity in our society and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of each individual.

The specification of a code of ethics enables the association to clarify to current and future members, and to those served by members, the nature of the ethical responsibilities held in common by its members. As the code of ethics of the association, this document establishes principles that define the ethical behavior of association members. All members of the American Counseling Association are required to adhere to the Code of Ethics and the Standards of Practice. The Code of Ethics will serve as the basis for processing ethical complaints initiated against members of the association.

#### **ACA Ethical Guidelines**

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

#### **ASCA Ethical Guidelines**

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

**Appendix C**

Missouri State University  
College of Education  
Department of Leadership, Special Education, and Counseling  
Counseling Program

**Master of Science in Counseling: Mental Health  
Full-Time Program of Study (60 hours)**

Student Name: \_\_\_\_\_ M# \_\_\_\_\_

Email Address: \_\_\_\_\_

**Steps to Complete Degree**

- |  |  |
|--|--|
| 1. _____ Apply for Practicum 1 – <b>Summer #1</b>  | 4. _____ Apply for internship 2 – <b>Summer #2</b> |
| 2. _____ Apply for Practicum 2 – <b>Fall #2</b>    | 5. _____ Pass CPCE – <b>Summer #2</b>              |
| 3. _____ Apply for internship 1 – <b>Spring #2</b> | 6. _____ Pass the NCE – <b>Fall #3</b>             |

**Students must remain in sequence to stay in the Full-Time cohort (2.5 years)**

**Fall Semester #1**

COU 703 Professional Orientation and Ethics (3) COU  
714 Social-Cultural Diversity in Counseling (3) COU 705  
SCH and MHE Experiential Counseling (1) COU 751  
Theories and Techniques of Counseling (3)  
Total: 10

**Fall Semester #2**

COU 777 Counseling Practicum (2)  
COU 756 Group Counseling (3) OR  
COU 757 Group Counseling Through Play (3)  
COU 733 Couples and Family Counseling (3)  
COU 765 Research and Program Evaluation... (2)  
Elective (1)  
Total: 11

**Spring Semester #1**

COU 710 Counseling and Helping Relationship (2) COU  
711 Counseling and Helping Relationship Lab (1)  
COU 794 Intro to Research and Program Evaluation... (2) COU  
709 Intro to MH counseling (1)  
COU 707 Human Development (3)  
Total: 9

**Spring Semester #2**

COU 778 MH Counseling Practicum (2)  
COU 720 Substance Abuse (3)  
COU 701 Assessment and Testing for Counselors (3) COU  
716 Adolescent and Young Adult Counseling... (1)  
Total: 9

**Summer Semester #1**

COU 708 Play Therapy and Child Counseling Techniques (3)  
COU 724 Assessment and Diagnosis (3)  
Total: 6

**Summer Semester #2**

COU 752 Career Development (3)  
COU 785 MH Counseling Internship (3)  
Total: 6

**Fall Semester #3**

COU 785 MH Counseling Internship (3)  
COU 768 Crisis Counseling and Disaster MH (3)  
Electives (3)  
Total: 9

---

Student Signature

Date

Advisor

Date

**COUNSELING PROGRAMS**

Missouri State University  
College of Education  
Department of Leadership, Special Education, and Counseling  
Counseling Program

**Master of Science in Counseling: Mental Health  
Part-Time Program of Study (60 hours)**

Student Name: \_\_\_\_\_ M# \_\_\_\_\_

Email Address: \_\_\_\_\_

**Steps to Complete Degree**

- |  |  |
|--|--|
| 1. _____ Apply for Practicum 1 – <b>Summer #2</b>  | 4. _____ Apply for internship 2 – <b>Fall #4</b> |
| 2. _____ Apply for Practicum 2 – <b>Fall #3</b>    | 5. _____ Pass CPCE – <b>Summer #3</b>            |
| 3. _____ Apply for internship 1 – <b>Summer #3</b> | 6. _____ Pass the NCE – <b>Fall #4</b>           |

**Students in the Part-Time cohort are not able to move to the Full-Time cohort**

**Fall Semester #1**

COU 703 Professional Orientation and Ethics... (3)  
COU 705 SCH and MH Experiential Counseling... (1)  
COU 751 Theories and Techniques of Counseling (3)  
Total: 7

**Summer Semester #2**

COU 708 Play Therapy and Child Counseling Techniques (3)  
Total: 3

**Fall Semester #3**

COU 733 Couples and Family Counseling (3) COU  
765 Research and Program Evaluation... (2) COU 777  
Counseling Practicum (2)  
Total: 7

**Spring Semester #1**

COU 709 Intro to MH counseling (1)  
COU 707 Human Development (3)  
COU 794 Intro to Research and Program Evaluation... (2)  
Total 6

**Spring Semester #3**

COU 701 Assessment and Testing for Counselors (3) COU 716  
Adolescent and Young Adult Counseling (1) COU 778 MH  
Counseling Practicum (2)  
Total: 6

**Summer Semester #1**

COU 724 Assessment and Diagnosis (3)  
Total: 3

**Summer Semester #3**

COU 752 Career Development (3)  
Total: 3

**Fall Semester #2**

COU 714 Social-Cultural Diversity in Counseling (3)  
COU 756 Group Counseling (3) OR  
COU 757 Group Counseling Through Play (3)  
Elective (1)  
Total: 7

**Fall Semester #4**

COU 768 Crisis Counseling and Disaster MH... (3)  
COU 785 MH Counseling Internship (3)  
Total: 6

**Spring Semester #2**

COU 710 Counseling and Helping Relationship (2) COU  
711 Counseling and Helping Relationship Lab (1) COU  
720 Substance Abuse (3)  
Total: 6

**Spring Semester #4**

COU 785 MH Counseling Internship (3)  
Electives (3)  
Total: 6

Student Signature

Date

Advisor

Date

## COUNSELING PROGRAMS

Missouri State University  
College of Education  
Department of Leadership, Special Education, and Counseling  
Counseling Program

### Master of Science in Counseling: School Counseling Full-Time Program of Study (60 hours)

Student Name: \_\_\_\_\_ M# \_\_\_\_\_

Email Address: \_\_\_\_\_

#### Steps to Complete Degree

1. \_\_\_\_\_ Apply to Professional Education Certification – **Fall Semester #1**
2. \_\_\_\_\_ Apply for Practicum 1 – **Spring #1**
3. \_\_\_\_\_ Apply for Practicum 2 – **Summer #1**
4. \_\_\_\_\_ Apply for internship 1 – **Fall #2**
5. \_\_\_\_\_ Apply for internship 2 – **Summer #2**
6. \_\_\_\_\_ Pass CPCE – **Summer #2 If pursuing LPC, then**
7. \_\_\_\_\_ Pass the NCE – **Fall #3**
8. \_\_\_\_\_ Pass MoCA#056 – **Fall #3**  
**If you do not have a teaching certificate, you will need to do the following prior to internship 1!**
9. \_\_\_\_\_ SPE 310 or SPE 715
10. \_\_\_\_\_ SFR486 (or grad version)
11. \_\_\_\_\_ ELE 418 or SEC 302

#### Students must remain in sequence to stay in the Full-Time cohort (2.5 years)

##### Fall Semester #1

COU 703 Professional Orientation and Ethics... (3) COU  
714 Social-Cultural Diversity in Counseling (3) COU 705  
SCH and MH Experiential Counseling... (1) COU 751  
Theories and Techniques of Counseling (3)  
Total: 10

##### Spring Semester #1

COU 710 Counseling and Helping Relationship (2) COU  
711 Counseling and Helping Relationship Lab (1)  
COU 794 Intro to Research and Program Evaluation... (2)  
COU 704 Intro to School Counseling (2)  
COU 707 Human Development (3)  
Total: 10

##### Summer Semester #1

COU 708 Play Therapy and Child Counseling Techniques (3)  
COU 724 Assessment and Diagnosis (3)  
COU 777 Counseling Practicum (2)  
Total: 8

##### Fall Semester #2

COU 779 School Counseling Practicum (2)  
COU 756 Group Counseling (3) OR  
COU 757 Group Counseling Through Play (3)  
COU 733 Couples and Family Counseling (3)  
COU 765 Research and Program Evaluation... (2)  
Total: 10

##### Spring Semester #2

COU 781 / COU 783 School Counseling Internship (Secondary or  
Elementary) (3)  
COU 720 Substance Abuse (3)  
COU 701 Assessment and Testing for Counselors (3) COU  
716 Adolescent and Young Adult Counseling... (1)  
Total: 10

##### Summer Semester #2

COU 752 Career Development (3) OR  
COU 754 Counseling for Post-Secondary and  
Career Readiness 7-12 (3)  
Electives (3) (Such as those in 9-11 above if graduate level)  
Additional (3) (of 9-11 above – not in degree)  
Total: 6 (-9)

##### Fall Semester #3

COU 768 Crisis Counseling and Disaster MH... (3)  
COU 781 / COU 783 School Counseling Internship (Secondary or  
Elementary) (3)  
Additional (3) (of 9-11 above not in degree)  
Total: 6 (-9)

**COUNSELING PROGRAMS**

Student Signature

Date

Advisor

Date

**COUNSELING PROGRAMS**

Missouri State University  
College of Education  
Department of Leadership, Special Education, and Counseling  
Counseling Program  
**Master of Science in Counseling: School Counseling Part-Time Program of Study (60 hours)**

Student Name: \_\_\_\_\_

M# \_\_\_\_\_

Email Address: \_\_\_\_\_

**Steps to Complete Degree**

1. \_\_\_\_\_ Apply to Professional Education Certification – **Fall Semester #1**
2. \_\_\_\_\_ Apply for Practicum 1 – **Summer #2**
3. \_\_\_\_\_ Apply for Practicum 2 – **Fall #3**
4. \_\_\_\_\_ Apply for internship 1 – **Summer #3**
5. \_\_\_\_\_ Apply for internship 2 – **Fall #4**
6. \_\_\_\_\_ Pass CPCE – **Summer #3**
7. \_\_\_\_\_ Pass the NCE – **Fall #4**
  
8. \_\_\_\_\_ Pass MoCA#056 – **Fall #4**

**If you do not have a teaching certificate, you will need to do the following prior to internship 1!**

9. \_\_\_\_\_ SPE 310 or SPE 715
  10. \_\_\_\_\_ SFR486 (or grad version)
  11. \_\_\_\_\_ ELE418 or SEC 302
- If pursuing LPC, then
12. \_\_\_\_\_ Pass the NCE - Spring #4

**Students in the Part-Time cohort are not able to move to the Full-Time cohort**

**Fall Semester #1**

COU 703 Professional Orientation and Ethics... (3) COU  
705 SCH and MH Experiential Counseling... (1) COU 751  
Theories and Techniques of Counseling (3)

Total: 7

**Spring Semester #1**

COU 704 Intro to School Counseling (2)  
COU 707 Human Development (3)  
COU 794 Intro to Research and Program Evaluation... (2)

Total: 7

**Summer Semester #1**

COU 724 Assessment and Diagnosis (3)

Total: 3

**Fall Semester #2**

COU 714 Social-Cultural Diversity in Counseling (3)  
COU 756 Group Counseling (3) OR  
COU 757 Group Counseling Through Play (3)

Total: 6

**Spring Semester #2**

COU 710 Counseling and Helping Relationship (2) COU  
711 Counseling and Helping Relationship Lab (1) COU  
720 Substance Abuse (3)

Total 6

**Summer Semester #2**

COU 708 Play Therapy and Child Counseling Techniques (3)  
Elective (3) (of 9-11 above – if graduate level)

Total: 6

**Fall Semester #3**

COU 733 Couples and Family Counseling (3) COU  
765 Research and Program Evaluation... (2) COU 777  
Counseling Practicum (2)

Total: 7

**Spring Semester #3**

COU 701 Assessment and Testing for Counselors (3) COU  
716 Adolescent and Young Adult Counseling... (1) COU  
779 School Counseling Practicum (2)

Total: 6

**Summer Semester #3**

COU 752 Career Development (3) OR  
COU 754 Counseling for Post- Secondary and Career  
Readiness 7-12 (3)

Additional (3) (of 9-11 above - not in degree)

Total: 3 (-6)

**Fall Semester #4**

COU 768 Crisis Counseling and Disaster MH (3)  
COU 781/COU 783 School Counseling Internship (Secondary or  
Elementary) (3)

Total: 6

**Spring Semester #4**

COU 781/COU 783 School Counseling Internship (Secondary or  
Elementary) (3)  
Additional (3) (of 9-11 above – not in degree)

Total 3 (-6)

Student Signature

Date

Advisor

Date

**COUNSELING PROGRAMS**

**Missouri State University – Graduate College  
REQUEST FOR CHANGE OF ADVISOR APPROVED PROGRAM OF STUDY**

Name: \_\_\_\_\_  
Street Address: \_\_\_\_\_  
Degree Sought: \_\_\_\_\_

M-Number: \_\_\_\_\_  
City, State, Zip: \_\_\_\_\_  
Area of Study: \_\_\_\_\_

**COURSE DELETIONS:**

Course Subject & Number	Course Title	Semester Taken	Hours

**COURSE ADDITIONS:**

Course Subject & Number	Course Title	Semester Taken	Hours

*If transfer course, please indicate the school/university where the course is being transferred from:*

*NOTE: The use of this form is limited to the deletion or addition of no more than 4 courses. A revised Advisor Approved Program of Study form is required for major revisions.*

**APPROVAL SIGNATURES**

\_\_\_\_\_  
Chairperson/Advisor      Date

\_\_\_\_\_  
Graduate College Representative      Date

\_\_\_\_\_  
Department Head/ Program Coordinator      Date

**Submit to: MSU Graduate College, Carrington Hall 306, 901 S. National Avenue, Springfield, MO 65897**

**Appendix D**  
**Missouri State University**  
**Human Subjects Protection**  
**Institutional Review Board**  
**APPLICATION FOR REVIEW AND APPROVAL OF**  
**ACTIVITY INVOLVING HUMAN SUBJECTS**

Policy Statement:

The United States Department of Health and Human Services (DHHS) and Missouri State University have established standards and guidelines to protect individuals who may be at risk as a consequence of participation in a research activity. The Institutional Review Board for the Protection of Human Subjects (*IRB*) is responsible for insuring that adequate safeguards are established to protect any individual who may be at risk as a consequence of participation in research activities.

Standards for the committee's reviews are based upon

1. Protection of Human Subjects - Code of Federal Regulations, [45 CFR 46](#)
2. Standards for Privacy of Individually Identifiable Health Information – [45 CFR 160 and 164](#), as described in the [Missouri State University Health Insurance Portability and Accountability Act \(HIPAA\) Policy](#)

Researchers are encouraged to refer to these codes in planning their research.

To what does this policy apply?

All research undertaken by university personnel that involves human subjects in any way, regardless of the source of funds, must be reviewed and approved by the IRB before the activity is undertaken. This includes activities in which a faculty member is supervising student research activities, such as graduate theses and dissertations.

According to 45 CFR 46, “*Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.*”

The Health Insurance Portability and Accountability Act (HIPAA) imposes additional requirements for those involved in the collection, use, retention and destruction of research data that includes protected health information (PHI). According to 45 CFR 165.501, protected health information is defined, in part, as individually identifiable health information transmitted or maintained in electronic or any other form or medium.

All research projects must be renewed annually. Renewals (without changes) are sent directly to the IRB chair and typically require only a brief review. Any meaningful changes in procedures must also be reviewed. Applications involving changes in approved procedures are sent to the College Representative.

Training:

A. Human Participant Protection Training: Faculty, staff and students participating in the design of projects involving collection of data and/or the analysis of data from human subjects, must complete the [CITI training program](#). This program consists of modules for Biomedical and Social/Behavioral Investigators and a Completion Certificate is issued through the CITI program. URL: <https://www.citiprogram.org/default.asp>

B. HIPAA Training: If the proposed research involves protected health information (PHI), researchers also must certify completion of the training required under the Missouri State HIPAA policy. This training is provided in two modules available on a secure Missouri State web site – <http://www.privacy.missouristate.edu/hipaa.htm> - HIPAA Privacy, Security and Research Training.



Missouri State UNIVERSITY

Missouri State University Human Subjects Review Application Cover Sheet

(Revised 09/03/08)

For OSRP Use Only Date Submitted: Date Received: Application #:

A. INVESTIGATOR INFORMATION (Additional names and information on training are to be provided on an attached sheet.)

Principal Investigator: College: Department:

Human Subjects Training has been completed: [ ] yes [ ] no
Project involves Protected Health Information: [ ] yes [ ] no

Email:
If yes, has HIPAA training been completed? [ ] yes [ ] no

Co-Worker: College: Department:

Human Subjects Training has been completed: [ ] yes [ ] no
Project involves Protected Health Information: [ ] yes [ ] no

Email:
If yes, has HIPAA training been completed? [ ] yes [ ] no

Co-Worker: College: Department:

Human Subjects Training has been completed: [ ] yes, [ ] no
Project involves Protected Health Information: [ ] yes [ ] no

Email:
If yes, has HIPAA training been completed? [ ] yes [ ] no

Co-Worker: College: Department:

Human Subjects Training has been completed: [ ] yes [ ] no
Project involves Protected Health Information: [ ] yes [ ] no

Email:
If yes, has HIPAA training been completed? [ ] yes [ ] no

Co-Worker: College: Department:

Human Subjects Training has been completed: [ ] yes, [ ] no
Project involves Protected Health Information: [ ] yes [ ] no

Email:
If yes, has HIPAA training been completed? [ ] yes [ ] no

B. PROJECT INFORMATION

Project Title:

Project Type: [ ] New Project [ ] Renewal or Continuation [ ] Resubmission
[ ] Change in Procedure for Previously Approved Project

Proposed Project Dates (up to one year): From: / / To: / /

Funding Agency or Research Sponsor:

C. IRB RECOMMENDATION

Recommendation of College IRB Representative:
[ ] Category I, Exempt, Sub-part A, Section 45.101 45 CFR 46, exempt category
[ ] Category II, Expedited Approval, Sub-part A, Section 46.110; expedited category
[ ] Category III, Full Committee Review

IRB College Representative: Date:

Action of the IRB Chairman:
[ ] Approved as Exempt
[ ] Expedited Approval
[ ] Recommended for Full Review

Results of Full IRB Review:
[ ] Approved
[ ] Deferred (see attached comments)
[ ] Disapproved (see attached comments)

Chairman of IRB: Date:

**COUNSELING PROGRAMS**

**INSTRUCTIONS FOR THE  
MISSOURI STATE HUMAN SUBJECTS PROTECTION APPLICATION**

The application consists of (a) the cover sheet (above), (b) the body of the application that addresses the areas noted below (using the areas as subheadings; 2-4 pages maximum), (c) Human Participants Protection training certificate(s) (if applicable), (d) HIPAA training certificates (if applicable), (e) copies of questionnaire instruments to be used (if applicable), (f) copies of Informed Consent forms to be used, and (g) letter(s) of support/permission from data collection site(s) (if applicable) (where appropriate, include IRB approved protocol from other involved institution here).

Application Content Areas

1. Brief description of the purpose of the proposed project, including specific goals
  2. Research protocol, that includes:
    - Description of participants to be used, including:
      - o General demographics of target sample
      - o Sample size
      - o Sampling procedures
      - o From where participants will be obtained
      - o How long procedures will take participants
    - Procedures, including:
      - o General progression of research
      - o How informed consent will be obtained/addressed
      - o Description of setting in which data is obtained
      - o How data will be kept secure and confidential
- Name and description of data gathering tool (attach a copy if possible)  
 HIPAA considerations/procedures (if applicable)  
 Description of any special situations/circumstances needing to be addressed in the study  
 Data disposition when the study is completed  
 How resulting information will be used/disseminated/shared
3. Benefits: Describe benefits to the individual and/or mankind from participation
  4. Risks: Describe the risks to the participant. This includes physical, psychological, and/or sociological risks.
  5. Analysis of Risk: Benefit Ratio When Relevant: This is the researcher’s own evaluation of the balance between potential risks for participants and potential benefits from the project.
  6. Procedures for Minimizing Risk: Describe precautions that will be taken to minimize the risks described above, including more detail about how data confidentiality will be maintained, and the final disposition of data.
  7. Procedures for obtaining informed consent (see guidelines for key elements to include in informed consent)
  9. The project proposal shall end with the following, verbatim (including signature lines):

I hereby agree to conduct this study in accordance with the procedures set forth in my project description, to uphold the ethical guidelines as set forth in the Code of Federal Regulations 45 CFR 46, 45 CFR 160 and 164, and the Missouri State University HIPAA Policy, and to report to the IRB any outcomes or reactions to the experiment which were not anticipated in the risks description which might influence the IRBs decision to sustain approval of the project.

\_\_\_\_\_  
Department Head

\_\_\_\_\_  
Principal Investigator (Faculty)

\_\_\_\_\_  
Other Investigators

\_\_\_\_\_  
Other Investigators

Date: \_\_\_\_\_

Date: \_\_\_\_\_

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
CERTIFICATION REQUIREMENTS FOR  
ELEMENTARY COUNSELOR (GRADES K-8)

## HIPAA Training

HIPAA stands for Health Insurance Portability and Accountability Act of 1996, and is composed of three components: Insurance Portability, Fraud Enforcement (Accountability) and Administrative Implication. As students in the Counseling Programs, you will come into contact with Protected Health Information (PHI), so will be required to take the online HIPAA training found on the University website and will be asked to print a copy of the certificate at the end of the training to keep on file. It is suggested that you also keep a copy of this certificate for future reference or if you are asked to produce it for another class.

The five goals for the training sessions are:

- Increase your knowledge & understanding of what is **protected health information** (PHI) and how to maintain its privacy and security
- Enhance your awareness of **your role** in assisting the University and its Units in following HIPAA Security Rule
- Provide contact information on who can answer questions about privacy and about security
- Inform the workforce about their **reporting responsibilities** for HIPAA violations and the possible penalties for violation of HIPAA law for both you and the University.
- Protect the confidentiality of PHI for our faculty, staff, and students by following the University's guidelines and procedures.

**The training can be found at the following link and will require a Missouri State ID and password to complete.**

<http://apps.missouristate.edu/Human/Training/HIPAASTUPRIV/>

## COUNSELING PROGRAMS

**I. PROFESSIONAL REQUIREMENTS:** The elementary school counselor, initial student services certificate, valid for a period of four (4) years from the effective date on the certificate, will be issued to those persons meeting the following requirements:

**A.** Recommendation for certification from the designated official of a college or university approved to train elementary school counselors by the Missouri Department of Elementary and Secondary Education; and

**B.** The applicant must possess either:

**1.** Completion of a master's degree with a major emphasis in guidance and counseling from a college or university meeting approval of the Missouri Department of Elementary and Secondary Education based upon the completion of a planned program of at least forty-two (42) semester hours of approved graduate credit in courses in guidance and counseling with at least twelve (12) semester hours focused upon guidance in the elementary schools:

**a.** Competence in each of the following areas:

- 1) Human Growth and Development.
- 2) Social and Cultural Diversity.
- 3) Assessment.
- 4) Career Development and Planning.
- 5) **Helping Relationships.**
- 6) Group Work.
- 7) Structural Components of a Guidance Program.
- 8) **Comprehensive Guidance Program Components: Guidance Curriculum.**
- 9) **Comprehensive Guidance Program Components: Individual Planning.**
- 10) **Comprehensive Guidance Program Components: Responsive Services.**
- 11) **Comprehensive Guidance Program Components: System Support.**
- 12) Technology.
- 13) Professional Relationships in School, Family and Community.
- 14) Ethical Standards.
- 15) Legal Standards; and
- 16) **Professional Orientation, Identity and Well-Being.**

**b.** Supervised practice in an Elementary School Guidance Program for at least three (3) semester hours.

**OR**

**2.** A master's degree or higher degree in education, school counseling, counseling, counseling psychology, **rehabilitation counseling** or a closely related mental health discipline; and **completed** additional graduate course work specific to school counseling, as designated by the state-approved recommending certification official, including a supervised internship or field experience of at least three hundred (300) hours in an appropriate school setting; and

**C.** The applicant must either:

1. Possess a bachelor's degree in education from a state-approved teacher preparation program; or
2. Complete a curriculum in teaching methods and practices, classroom management and the psychology of the exceptional child, as specified by the recommending certification officer of a state-approved program; and

**D.** Must achieve a score equal to or greater than the Missouri qualifying score on the assessment designated by the State Board of Education, not to include the principles of learning and teaching.

*Revised January 2010*

## COUNSELING PROGRAMS

**I. PROFESSIONAL REQUIREMENTS:** The elementary school counselor, initial student services certificate, valid for a period of four (4) years from the effective date on the certificate, will be issued to those persons meeting the following requirements:

- A.** Recommendation for certification from the designated official of a college or university approved to train elementary school counselors by the Missouri Department of Elementary and Secondary Education; and
- B.** The applicant must possess either:
1. Completion of a master's degree with a major emphasis in guidance and counseling from a college or university meeting approval of the Missouri Department of Elementary and Secondary Education based upon the completion of a planned program of at least forty-two (42) semester hours of approved graduate credit in courses in guidance and counseling with at least twelve (12) semester hours focused upon guidance in the elementary schools:
    - a. Competence in each of the following areas:
      - 1) Human Growth and Development.
      - 2) Social and Cultural Diversity.
      - 3) Assessment.
      - 4) Career Development and Planning.
      - 5) **Helping Relationships.**
      - 6) Group Work.
      - 7) Structural Components of a Guidance Program.
      - 8) **Comprehensive Guidance Program Components: Guidance Curriculum.**
      - 9) **Comprehensive Guidance Program Components: Individual Planning.**
      - 10) **Comprehensive Guidance Program Components: Responsive Services.**
      - 11) **Comprehensive Guidance Program Components: System Support.**
      - 12) Technology.
      - 13) Professional Relationships in School, Family and Community.
      - 14) Ethical Standards.
      - 15) Legal Standards; and
      - 16) **Professional Orientation, Identity and Well-Being.**
    - b. Supervised practice in an Elementary School Guidance Program for at least three (3) semester hours.
- OR**
2. A master's degree or higher degree in education, school counseling, counseling, counseling psychology, **rehabilitation counseling** or a closely related mental health discipline; and **completed** additional graduate course work specific to school counseling, as designated by the state-approved recommending certification official, including a supervised internship or field experience of at least three hundred (300) hours in an appropriate school setting; and
- C.** The applicant must either:
1. Possess a bachelor's degree in education from a state-approved teacher preparation program; or
  2. Complete a curriculum in teaching methods and practices, classroom management and the psychology of the exceptional child, as specified by the recommending certification officer of a state-approved program; and
- D.** Must achieve a score equal to or greater than the Missouri qualifying score on the assessment designated by the State Board of Education, not to include the principles of learning and teaching.

**II. CAREER CONTINUOUS STUDENT SERVICES CERTIFICATE**

- A.** The elementary school counselor, career continuous student services certificate will be issued upon completion and verification of the following:
1. Four (4) years of state-approved school counseling experience.
  2. Participation in two (2) years of district-provided mentoring (during the first two (2) years of student services experience).
  3. The development, implementation and completion of a professional development plan of at least forty (40) contact hours of professional development, or three (3) semester hours of graduate credit toward an advanced degree; and
  4. Successful participation in an annual performance-based evaluation.
- B.** The elementary school counselor, career continuous student services certificate will remain valid upon verification of the following:
1. Participation in a performance-based system of evaluation; and
  2. Participation in twenty (20) contact hours of professional development annually.
- C.** The elementary school counselor, career continuous student services certificate holder is exempt from additional professional development if the holder has a local professional development plan in place with the school and meets at least two (2) of the following:
1. Ten (10) years of state-approved school counselor experience.
  2. An educational specialist's degree in school counseling; and/or
  3. Certification from a board-approved nationally recognized professional school counselor organization.

## COUNSELING PROGRAMS

### MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION CERTIFICATION REQUIREMENTS FOR SECONDARY COUNSELOR (GRADES 7-12)

**I. PROFESSIONAL REQUIREMENTS:** The secondary school counselor, initial student services certificate, valid for a period of four (4) years from the effective date on the certificate, will be issued to those persons meeting the following requirements:

**A.** Recommendation for certification from the designated official of a college or university approved to train secondary school counselors by the Department of Elementary and Secondary Education.

**B.** The applicant must possess either:

**1.** Completion of a master's degree with a major emphasis in guidance and counseling from a college or university meeting approval of the Missouri Department of Elementary and Secondary Education based upon the completion of a planned program of at least forty-two (42) semester hours of approved graduate credit in courses in guidance and counseling with at least twelve (12) semester hours focused upon guidance in the secondary schools.

**a.** Competence in each of the following areas:

- 1) Human Growth and Development.
- 2) Social and Cultural Diversity.
- 3) Assessment.
- 4) Career Development and Planning.
- 5) Helping Relationships.
- 6) Group Work.
- 7) Structural Components of a Guidance Program.
- 8) Comprehensive Guidance Program Components: Guidance Curriculum.**
- 9) Comprehensive Guidance Program Components: Individual Planning.**
- 10) Comprehensive Guidance Program Components: Responsive Services.**
- 11) Comprehensive Guidance Program Components: System Support.**
- 12) Technology.
- 13) Professional Relationships in School, Family and Community.
- 14) Ethical Standards.
- 15) Legal Standards; and
- 16) Professional Orientation, Identity and Well-Being.**

**b.** Supervised practice in a Secondary School Guidance Program for at least three (3) semester hours

**OR**

**2.** A master's degree or higher degree in education, school counseling, counseling, counseling psychology, rehabilitation counseling, or a closely related mental health discipline; and complete additional graduate course work specific to school counseling, as designated by the state-approved recommending certification official, including a supervised internship or field experience of at least three hundred (300) hours in an appropriate school setting.

**C.** The applicant must either:

- 1.** Possess a bachelor's degree in education from a state-approved teacher preparation program; or
- 2.** Complete a curriculum in teaching methods and practices, classroom management and the psychology of the exceptional child, as specified by the recommending certification officer of a state- approved program; and

**D.** Must achieve a score equal to or greater than the Missouri qualifying score on the assessment designated by the State Board of Education not to include the principles of learning and teaching.

*Revised January 2010*

## **COUNSELING PROGRAMS**

### **MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION CERTIFICATION REQUIREMENTS FOR SECONDARY COUNSELOR (GRADES 7-12)**

#### **II. CAREER CONTINUOUS STUDENT SERVICES CERTIFICATE**

**A.** The secondary school counselor, career continuous student services certificate will be issued upon completion and verification of the following:

- 1.** Four (4) years of state-approved school counseling experience.
- 2.** Participation in two (2) years of district-provided mentoring (during the first two (2) years of student services experience).
- 3.** The development, implementation and completion of a professional development plan of at least forty (40) contact hours of professional development, or three (3) semester hours of graduate credit toward an advanced degree; and
- 4.** Successful participation in an annual performance-based evaluation.

**B.** The secondary school counselor, career continuous student services certificate will remain valid upon verification of the following:

- 1.** Participation in a performance-based system of evaluation; and
- 2.** Participation in twenty (20) contact hours of professional development annually.

**C.** The secondary school counselor, career continuous student services certificate holder is exempt from additional professional development if the holder has a local professional development plan in place with the school and meets at least two (2) of the following:

- 1.** Ten (10) years of state-approved school counselor experience.
- 2.** An educational specialist's degree in school counseling; and/or
- 3.** Certification from a board-approved nationally recognized professional school counselor organization.

**MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
CERTIFICATION REQUIREMENTS FOR  
SCHOOL PSYCHOLOGICAL EXAMINER**

**I. PROFESSIONAL REQUIREMENTS**

The school psychological examiner, initial student services certificate, valid for a period of four (4) years from the effective date on the certificate, will be issued to those persons meeting the following requirements:

- A.** Completion of a master's degree from a college or university meeting approval of the Missouri Department of Elementary and Secondary Education in one (1) of the following areas:
  - 1. Counseling Psychology;
  - 2. Educational Psychology;
  - 3. School Counseling; and
  - 4. Education;
- B.** Recommendation for certification from the designated official of a college or university approved to train elementary and secondary counselors by the Missouri Department of Elementary and Secondary Education;
- C.** Completion of a course in Psychology and/or Education of the Exceptional Child for a minimum of two (2) semester hours;
- D.** A minimum of twenty-four (24) semester hours of professional preparation at the graduate level with competencies demonstrated in all areas listed to the satisfaction of a college or university meeting approval of the Missouri Department of Elementary and Secondary Education, including a supervised internship or field experience in school psychological assessment of at least one hundred fifty (150) hours in an appropriate school setting:

**Courses Areas**

- 1. Psychological Development: child, adolescent, or developmental psychology;
- 2. Psychology of Education;
- 3. Statistical methods;
- 4. Mental Hygiene or Psychology of Personality;
- 5. Psychological Tests and Measures for the Analysis of Student Performance;
- 6. Individual Intelligence Tests;
- 7. Individual Diagnostic Assessment (other than the Wechsler and Binet); and
- 8. Supervised practicum of at least one hundred fifty (150) hours in an educational or clinical setting with children and youth of school age in the administration and interpretation of individual intelligence tests, formal and informal diagnostic procedures and the application of the information to develop instructional strategies.

**Competencies**

- 1. Methods and/or techniques of interpretation of tests;
- 2. Analysis and diagnosis of learning problems including special consideration of low incidence populations;
- 3. Interpretation of formal and informal diagnostic assessments and their application for prescriptive instruction;
- 4. Utilization of knowledge of classroom environment, psychological principles, and test data to plan for management of special needs children;
- 5. Diagnostic interviewing techniques;
- 6. Process of staffing with other professionals to develop instructional strategies; and
- 7. Administration and interpretation of the Wechsler and Binet.

**COUNSELING PROGRAMS**

**MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY  
EDUCATION CERTIFICATION REQUIREMENTS FOR  
SCHOOL PSYCHOLOGICAL EXAMINER**

**II. CAREER CONTINUOUS STUDENT SERVICES CERTIFICATE**

- A.** The school psychological examiner, career continuous student services certificate will be issued upon completion and verification of the following:
1. Four (4) years of state approved school psychological examiner experience;
  2. Participation in two (2) years of district provided mentoring (during the first two (2) years of student services experience);
  3. The development, implementation and completion of a professional development plan of at least forty (40) contact hours of professional development, or three (3) semester hours of graduate credit toward an advanced degree; and
  4. Successful participation in an annual performance-based evaluation.
- B.** The school psychological examiner, career continuous student services certificate will remain valid upon verification of the following:
1. Participation in a performance-based system of evaluation; and
  2. Participation in twenty (20) contact hours of professional development annually.
- C.** The school psychological examiner, career continuous student services certificate holder is exempt from additional professional development if the holder has a local professional development plan in place with the school and meets at least two (2) of the following:
1. Ten (10) years of state approved school psychological examiner experience;
  2. An educational specialist's degree in school psychology or a closely related field; and/or
  3. Certification from a board approved nationally recognized professional school psychology organization

## COUNSELING PROGRAMS

### NATIONAL BOARD FOR CERTIFIED COUNSELORS

NBCC's certification program recognizes counselors who have met predetermined standards in their training, experience and performance on the National Counselor Examination for Licensure and Certification (NCE), the most portable credentialing examination in counseling. NBCC has 52,572 certified counselors. These counselors live and work in the U.S. and more than 40 countries. Our examinations are used by all 50 states, the District of Columbia, and Puerto Rico to credential counselors on the state and territory level.

NBCC's flagship credential is the National Certified Counselor (NCC). NBCC also offers specialty certification in several areas:

- School counseling - The National Certified School Counselor (NCSC)
- Clinical mental health counseling - The Certified Clinical Mental Health Counselor (CCMHC)
- Addictions counseling - The Master Addictions Counselor (MAC)

Reference: <http://www.nbcc.org/About>

#### Earning the CCMHC Certification

There are three applications available for the CCMHC certification. In addition to holding the NCC credential, the requirements for the CCMHC certification include the following:

- Documentation of a minimum of 60 semester (or 90 quarter) hours of graduate-level academic credit in counseling from a regionally accredited university, or equivalent entry for 48-hour master's degrees (see below).
- 100 hours of counseling supervision, spanning at least 24 months from the date the applicant's graduate degree (master's or higher) in counseling, or with a major study in counseling, was conferred.
- 3,000 hours of clinical client contact, spanning at least 24 months from the date the applicant's graduate degree (master's or higher) in counseling, or with a major study in counseling, was conferred.
- A taped clinical session (after the application and examination are complete and approved), **OR** documentation of two additional years of clinical supervision. (This requirement is waived for CACREP Mental Health Counselor graduates.)
- A passing score on the National Clinical Mental Health Counseling Examination (NCMHCE).

#### Equivalent Entry Option (This option is ONLY available for the CCMHC or the NCC/CCMHC applications above)

Applicants who have fewer than 60 graduate semester hours (90 quarter hours) in counseling, but a minimum of 48 semester hours (72 quarter hours), and coursework in ALL required areas may substitute documented training and/or supervised clinical experience for the additional 12 semester hours (18 quarter hours).

To be considered for equivalent entry, the applicant may submit the following:

- Documentation of completion of clinically relevant workshops. One hour of semester credit will be granted for every 15 clock hours of workshop participation.
- Documentation of additional supervised client contact above the required 3,000 hours. Forty hours of client contact may be substituted for one hour of semester credit.

#### CCMHC for State Licensed Counselors

*NOTE: Provisional, intern or associate-level licenses do not qualify. Marriage, couple and family therapy; psychology; nursing; social work; and addictions counselor licenses do not qualify.*

- A master's degree (48 semester/90 quarter hours) or higher in counseling from a regionally accredited university.

**COUNSELING PROGRAMS**

- Completion of 60 hours of graduate counseling coursework is required. Applicants who completed fewer than 60 semester hours (or 90 quarter hours) of graduate-level credit in their counseling degree can use credits from nondegree counseling coursework for the lacking 12 semester hours (18 quarter hours). Certificate credits will be accepted to fulfill the additional requirement.
- A full and current license from a state professional counselor licensure board or the California Registered Professional Counselor (RPC) credential.
- For licensed counselors whose state board does not offer online verification, the Verification of State Counselor Licensure or California RPC Form must be completed by the state board and returned to NBCC.
- A passing score on the National Clinical Mental Health Counseling Examination (NCMHCE).
- If you have been grandparented into state licensure with no exam, you need to take and pass the NCMHCE. If the rest of your application is approved, you will be registered for the NCMHCE.
- The National Certified Counselor (NCC) is a prerequisite for the CCMHC. If you do not hold the NCC credential, you can complete this application and obtain both the NCC and CCMHC credentials.
- No equivalent entry option is available for this application.

**All coursework must have been completed for graduate credit at regionally accredited colleges or universities.**

**Appendix F**

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

**Department of Counseling, Leadership, and Special Education  
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. Grade-related appeals should follow the University policies ([http:// www.missouristate.edu/registrar/graderev.html](http://www.missouristate.edu/registrar/graderev.html)) If a student is struggling with ethical non- academic development and/or limitations, 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 (<http://graduate.missouristate.edu/assets/policy/AcademicIntegrityPolicyRev-1-08.pdf> ), and in the Counseling Programs guidelines (<http://education.missouristate.edu/assets/counseling/COUStudentHandbook9-10.pdf>, Counseling students are expected to follow the Grade Requirements for Grade Requirements for Master’s in Counseling Degree and are expected to conduct themselves in an ethical, responsible, and professional manner.

**Grade Requirements for Master’s in Counseling Degree**

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 (including a grade of “F”), 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.

**Ethical, Responsible and Professional Manner**

The COU faculty are committed to training students in accordance with the ACA Code of Ethics (<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>). These professional standards include guidelines for confidentiality, respect for diverse others, advocacy, professional relationship responsibilities, responsible and respectful communication, and emotional stability. Also outlined are responsibilities of counselor trainers and supervisors, including assessment of dispositional fitness for becoming a professional counselor. Students are responsible for familiarity with the ethical guidelines of the counseling profession through reading and coursework and are expected to conduct themselves in accordance thereof in their interactions with peers, faculty, and clients. Relevant Ethics Code excerpts include, but are not limited to, the following:

## **COUNSELING PROGRAMS**

### **F.5. Student and Supervisee Responsibilities**

#### **F.5.a. Ethical Responsibilities**

Students and supervisees have a responsibility to understand and follow the *ACA Code of Ethics*. Students and supervisees have the same obligation to clients as those required of professional counselors.

#### **F.5.b. Impairment**

Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

### **F.6. Counseling Supervision Evaluation, Remediation, and Endorsement**

#### **F.6.a. Evaluation**

Supervisors document and provide supervisees with ongoing feedback regarding their performance and schedule periodic formal evaluative sessions throughout the supervisory relationship.

#### **F.6.b. Gatekeeping and Remediation**

Through initial and ongoing evaluation, supervisors are aware of supervisee limitations that might impede performance. Supervisors 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. Supervisors seek consultation and document their decisions to dismiss or refer supervisees for assistance. They ensure that supervisees are aware of options available to them to address such decisions.

*In addition, the following points of reference should be noted:*

CACREP Standard 1.0. Counselor education programs have and follow a policy for student retention, remediation, and dismissal from the program consistent with institutional due process policies and with the counseling profession's ethical codes and standards of practice.

CACREP Standards define gatekeeping as “the ethical responsibility of counselor educators and supervisors to monitor and evaluate an individual’s knowledge, skills, and professional dispositions required by competent professional counselors and to remediate or prevent those that are lacking in professional competence from becoming counselors” and define professional dispositions as “the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues.” (CACREP, 2016, pp. 41, 43).

### **REMEDATION PROCESS RELATED TO PROBLEMATIC PROFESSIONAL COMPETENCY:**

All students are regularly reviewed by faculty and are given feedback on personal and professional development relative to

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specific coursework, and to the student's professional development on the whole. All evaluations may be appealed by the student in accordance with university policy (<http://www.missouristate.edu/registrar/graderev.html>). Students in specific skill and disposition courses (Helping Relationship, Practicum, and Internship) are evaluated using a standardized, three-step progress evaluation (See Appendix C in the Student Handbook).

### **I. IDENTIFICATION AND INITIAL RETENTION/REMEDATION EFFORTS (STEP I)**

If a faculty member(s) has (or have) concerns about the academic progress or ethical, responsible, and professional behavior of a student:

- a. The problems with professional competency concern(s) are discussed with the student by the faculty member, advisor, program coordinator, and/or Department Head. Attempts are made to resolve the concern as described below. The concern and any remediation efforts will be documented in the student's file and/or advising notes.
- b. A student in the program who fails to demonstrate appropriate communication, interpersonal, or professional skills as identified by a faculty member will be asked to meet with the faculty member and/or advisor and may be required by the department to seek remediation including, but not limited to, repeating pre-practicum courses, taking specially arranged remedial classes, and/or receiving counseling. In addition, a student who demonstrates personal limitations that impede professional performance, who is harmful to clients, or who demonstrates unprofessional conduct, thereby violating ethical standards as alluded to in the above rationale, may be required to seek remediation or may be dismissed from the program, depending on the severity of the violation.

### **II. RETENTION/REMEDATION/DISMISSAL RELATED TO PROBLEMATIC PROFESSIONAL COMPETENCY (STEP II)**

- a. If the initial retention/remediation efforts delineated in Step I are 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 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:
  - i. dismissal of the complaint
  - ii. remediation plan, if not implemented in Step I
  - iii. 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, the student's advisor will meet with the student at least once per semester (or more, if necessary) to monitor the student's progress and to offer support for successful completion of the remediation plan.
- e. The student may appeal the Committee's decision, first to the Committee in writing within 10 business days of the committee recommendation.
- f. The student may follow additional appeals as outlined in the Grade Appeal process on the registrar's page: (<http://www.missouristate.edu/registrar/graderev.html>)

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III. DEPARTMENTAL ETHICS REVIEW COMMITTEE CONSTITUANCY (STEP 3)

The Professional Review Committee is comprised 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 Program Director (or Department Head if recusal involves the Program Director) 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 all Committee meetings and hearings will be kept and placed in the student's file upon completion of the process.

Appendix G

AGREEMENT CONTRACT

I, \_\_\_\_\_ (student name-- please print legibly), have received and read in its entirety, the Student Handbook for the Counseling Programs, from Missouri State University's Department of Counseling, Leadership and Special Education. I understand the policies and procedures as outlined in the handbook. I agree to fulfill the requirements as stated and to abide by the policies set forth herein. I further understand and agree that the Counseling program faculty at Missouri State University has the right and responsibility to monitor my academic progress, my professional and ethical behavior, and my personal dispositional characteristics with regard to becoming a professional counselor. I understand that this completed form will be kept in my student folder.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Da

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