



Counseling Program Student Handbook

(2026-2027)

Master of Arts - Mental Health Counseling (60 Credits)
Master of Arts - School Counseling (60 Credits)
School Psychological Examiner Certificate
Education Specialist – Counseling

Department of Psychology and Counseling
Southeast Missouri State University

Student Responsibility Form

I have received *The Student Handbook for the Counseling Programs at Southeast Missouri State University* and if I have questions concerning these materials, I have asked or will ask for clarification in CP 610 Counseling Orientation and Ethics or my advisor.

I understand that I am responsible for the information presented in this handbook.

Signature

Date

I understand that this form should be signed and a copy of it be given to my advisor.

The Student Handbook for the Counseling Programs

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Section I – Introduction

Introduction to the Counseling Program

The Counseling Program Student Handbook is designed to assist graduate students in successfully completing coursework and program requirements for the Master of Arts degrees in **Mental Health Counseling** and **School Counseling**, as well as the School Psychological Examiner Certificate and the Education Specialist degree in Counseling Education. The Southeast Missouri State University Graduate Handbook takes precedence over this handbook; however, this document provides program-specific policies and procedures guided by the ethics and standards of the counseling profession.

Counseling Program Mission Statement

Individuals today face complex challenges requiring effective personal development, positive adjustment to diverse relationships, and mastery of cognitive, behavioral, and emotional dynamics. The Counseling Program’s mission is to prepare a diverse group of learners from the Southeast Missouri region, the nation, and the global community to competently and ethically apply counseling principles and techniques that promote healthy functioning in educational, personal, social, and career domains.

Graduates are prepared to deliver effective services in varied professional settings and are eligible for licensure or certification in their respective specialties. Program offerings and experiential activities challenge students to develop professionally, personally, and socially.

Counseling Program Objectives

Upon successful completion of the graduate counseling program, students will demonstrate knowledge and skills aligned with the **CACREP 2024 Common Core Curriculum (CCC) areas**:

1. **Professional Counseling Orientation and Ethical Practice** – Understand the counseling profession, develop a counselor identity, and adhere to ethical and legal standards.
2. **Social and Cultural Diversity** – Demonstrate awareness and competence in addressing cultural and diversity issues in counseling.
3. **Human Growth and Development** – Apply developmental theories and principles across the lifespan in counseling practice.
4. **Career Development** – Integrate career development theories and interventions into counseling practice.

5. **Counseling and Helping Relationships** – Demonstrate effective counseling skills and strategies for fostering client growth.
6. **Group Counseling and Group Work** – Apply theoretical and experiential knowledge of group dynamics and counseling methods.
7. **Assessment and Testing** – Utilize appropriate assessment tools and techniques for diagnosis and treatment planning.
8. **Research and Program Evaluation** – Critically evaluate research and apply evidence-based practices in counseling.

Students will also engage in **supervised practicum and internship experiences** to integrate knowledge and skills into professional practice.

Accreditation

The Mental Health Counseling and School Counseling programs at Southeast Missouri State University are accredited by the **Council for Accreditation of Counseling and Related Educational Programs (CACREP)** under the **2024 Standards**. This accreditation assures students of a high-quality educational experience that meets national standards for counselor preparation.

Graduates of CACREP-accredited programs are eligible to sit for the **National Counselor Examination (NCE)** for licensure and certification through the **National Board for Certified Counselors (NBCC)**.

Program Delivery and Distance Education

The Counseling Program is committed to maintaining high-quality instruction through **face-to-face, online, and hybrid modalities**. Any distance education offerings will adhere to CACREP standards for technology integration, student engagement, supervision, and clinical training to ensure equivalent learning outcomes across delivery formats.

Statement of Professionalism

The Counseling Program and its faculty uphold the highest standards of professionalism as outlined by the **American Counseling Association (ACA) Code of Ethics (2014)**, CACREP standards, and relevant state regulations. Students are expected to demonstrate integrity, respect, and commitment to personal and professional growth throughout their training. Beyond academic knowledge, a counselor is expected to demonstrate **self-awareness, emotional stability, and high ethical standards**. Expected behaviors include maintaining a non-judgmental stance, showing genuine empathy, and refraining from substance use. Students

who fail to demonstrate the required professional dispositions are subject to a formal remediation process, which may ultimately result in their removal from the counseling program.

Graduate Assistantships

Graduate Assistantships are available for qualified students and include teaching, research, and administrative opportunities. Assistantships provide a stipend and partial fee waiver; students are responsible for additional expenses. Graduate Assistants work 20 hours per week and must enroll in at least 6 graduate credit hours. For current openings, visit:
<http://www.semo.edu/gradschool/ga/positions.html>.

Program Options and Credit Hour Requirements

Southeast Missouri State University offers:

- **Master of Arts in Mental Health Counseling (60 Hours)**
- **Master of Arts in School Counseling (60 Hours)**
- **School Psychological Examiner Certificate**
- **Education Specialist – Counseling**

Prerequisites:

- A bachelor's degree from a regionally accredited institution
- Mental Health Counseling applicants: 9 credits in social sciences (psychology, counseling, sociology)
- School Counseling applicants: Current teaching certificate OR completion of required courses in:
 1. EX 390 - Psychology & Education of the Exceptional Child or EX 635 - Psychology and Education of Students with Special Needs AND
 2. EA 658 - Instructional Strategies and Class Management

Section II – Admissions (Revised for CACREP 2024)

Admission to the Counseling Programs

Admission to the Counseling Program is a multi-step process designed to ensure that candidates are academically prepared and professionally suited for graduate-level counseling training. Applicants are responsible for completing all required documentation and meeting deadlines as outlined by the School of Graduate Studies and the Counseling Program.

Please Note: All applicants, regardless of degree-seeking status, must fulfill standard admission requirements to ensure the program's uniform adherence to **2024 CACREP** professional disposition and gatekeeping standards. All application materials for the Master of Arts in Counseling programs must be submitted to the Graduate Admissions Office.

Step One – Admission to the School of Graduate Studies

Applicants must:

1. Hold a baccalaureate degree from a regionally accredited institution.
 2. Have a cumulative undergraduate GPA of **3.0 or higher** on a 4-point scale.
 3. Complete the Graduate Admissions application and submit official transcripts.
 4. Provide **three letters of recommendation** from academic or professional references (one is required to begin the process, an additional two are required before full admission to the program can be completed.)
 5. Pay all required application fees.
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Step Two – Counseling Program Prerequisites

Applicants must meet the following program-specific requirements:

- **Mental Health Counseling:**
Minimum of **9 credit hours in social sciences** (psychology, counseling, sociology, or related coursework).
- **School Counseling (Elementary or Secondary):**
Must hold a valid teaching certificate **OR** demonstrate competency in teaching methods, classroom management, and exceptional child psychology through approved coursework.
Note: These prerequisite courses do not count toward the master's degree.
- **School Psychological Examiner:** students must have a master's degree approved by the Missouri Department of Elementary and Secondary Education and have teacher's certification.

- **Credit Hour Requirement:**
In compliance with **CACREP 2024 standards**, the **School Counseling program requires 60 semester hours**. The Mental Health Counseling program also requires 60 semester hours.
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Step Three – Program Admission

Applicants must:

1. Submit a **Personal Statement Essay** describing their motivation for pursuing counseling.
2. Participate in a **formal interview** with counseling faculty.
3. Complete **CP610 Counseling Orientation and Ethics** during the first semester. This course introduces professional identity, ethical practice, and technology expectations for counseling, including telehealth and distance learning.
4. Submit **two additional letters of recommendation** directly to the Counseling Program Coordinator.
5. Demonstrate readiness through academic performance, **professional dispositions**, and ethical awareness.

Admissions decisions are based on a holistic review of GPA, prerequisite coursework, interview performance, personal statement, and recommendations. Offers of admission may be regular, provisional, or probationary based on applicant qualifications.

Distance Education

The Counseling Program offers **face-to-face** instruction with a focus on experiential learning (with online and hybrid course work). All online courses and experiences will meet CACREP standards for student engagement, supervision, and technology use. Applicants should be prepared to meet technology requirements and participate in synchronous learning activities as needed.

Probationary Admission

Applicants with a GPA between **2.75 and 2.99**, or a GPA of **3.25 in the last 60 hours**, may be considered for probationary admission. Probationary students must earn a **3.5 GPA in the first nine credit hours**, including CP610, CP612 Counseling Theories, and GR691 Methods of Research.

Retention and Remediation

The counseling faculty reserves the right to review student progress at any time. Students earning less than a “B” in CP610 Counseling Orientation and Ethics, CP614 Counseling Skills, or any practicum/internship course will undergo a **remediation process**. Failure to meet remediation requirements may result in dismissal from the program.

Appeals Process

Applicants denied admission may request reconsideration through a formal appeals process, beginning with the Counseling Program Coordinator and progressing to the Department Chair and College of Education Appeals Committee. Decisions of the College Appeals Committee are final.

Commitment to Diversity

The Counseling Program values diversity and inclusion in admissions and supports applicants from varied cultural, educational, and professional backgrounds.

Section III – Student Advisement, Curriculum, and Evaluation

Student Advisement

Upon admission, each student is assigned a faculty advisor who serves as the primary point of contact for academic planning and professional development. Advisement includes:

- Developing a **Plan of Study** aligned with CACREP 2024 standards.
- Guidance on practicum and internship sequencing.
- Technology integration for tele-supervision and secure video platforms for distance education.

Students are expected to meet with their advisor **at least once per semester**. Advisement focuses on academic and professional goals; faculty do not provide personal counseling to avoid dual relationships. 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 Services on campus.

Study Plans and Registration

Students must follow the recommended course rotations in **Appendix A** to ensure timely completion. Registration is first-come, first-served; students should plan ahead and verify prerequisites.

Practicum eligibility: Minimum 16 credit hours completed, including CP610, CP612, CP614, and CP640, and a minimum GPA of 3.5.

Associated Costs

In addition to tuition and standard fees, students should anticipate costs for textbooks, liability insurance, and professional memberships.

Note: An AI-assisted supervision and evaluation fee **may be assessed in the future**; the exact amount will be determined and communicated prior to implementation.

Program Curriculum

The curriculum aligns with **CACREP 2024 standards** and includes eight Common Core areas:

1. Professional Counseling Orientation & Ethical Practice
2. Social & Cultural Diversity
3. Human Growth & Development
4. Career Development
5. Counseling & Helping Relationships
6. Group Counseling & Group Work
7. Assessment & Testing
8. Research & Program Evaluation (CP691)

Students demonstrate proficiency through continuous, systematic evaluation across all phases of the program. This includes performance in coursework, clinical skill assessments during practicum and internship, and documented evidence of competency in the eight CACREP core areas. Evaluation incorporates academic achievement, professional dispositions, and counseling skills, with remediation plans provided when standards are not met.

Distance Education

The program offers face-to-face and online/hybrid options. All distance education experiences meet CACREP standards for engagement, supervision, and technology use.

Ongoing Evaluation of Students

Consistent with CACREP 2024, students are evaluated throughout the program on academic performance, professional dispositions, and counseling competencies. Evaluation methods include:

- **Course Grades:** Minimum grade of B in core courses; remediation required for C.
- **Skills Assessment:** Practicum and internship evaluations by site and faculty supervisors.
- **Competency Documentation:** Evidence of mastery in all eight CACREP core areas.
- **Professional Dispositions:** Assessed during CP610 and faculty interviews.

Evaluation Table

Program Area	Course	Assessment Method	Acceptable Outcome
Professional Orientation & Ethics	CP610	Special Topic Presentation, Exams, & Reflective Paper (RP)	Grade B or above
Social and Cultural Diversity	CP613	Demonstrate Professional Respect of other Cultures, & RP	Grade B or above
Human Growth and Development	CP611	Integrated Theory of Human Development & RP	Grade B or above
Career Development	CP615	Self-study, Web-based Presentation, & RP	Grade B or above
Counseling & Helping Relationships	CP686-CP688	Site & Faculty Evaluations, Case Presentations, & RP	600 hrs/240 direct
Group Counseling & Group Work	CP616	Participation, Group Development, and RP	Grade B or above
Assessment & Testing	CP617	Assessment Critique, Case Studies, Exams, & RP	Grade B or above
Research & Program Evaluation	CP691	Research Proposal, Exams & Reflective Paper	Grade B or above

Student Evaluation Policy

The Counseling Program maintains a systematic process for evaluating student academic performance, counseling skills, and professional dispositions throughout the program. This policy ensures compliance with **CACREP 2024 standards** and supports student success through early identification of concerns and structured remediation when necessary.

Evaluation Phases

1. Admission Evaluation

- Review of academic credentials, prerequisite coursework, and professional dispositions during the admissions interview.
- Initial orientation course (**CP610 Counseling Orientation and Ethics**) includes assessment of ethical awareness and readiness for graduate-level counseling training.

2. Ongoing Evaluation

- **Coursework:** Students must earn a grade of **B or higher** in all core counseling courses.

- **Clinical Skills:** Practicum and internship evaluations by site and faculty supervisors document counseling competencies.
 - **Professional Dispositions:** Faculty assess dispositions during classes, advising sessions, and clinical experiences.
 - **Technology Competence:** Students demonstrate ability to use secure platforms for tele-supervision and distance learning.
3. **Exit Evaluation**
- Completion of all coursework and clinical requirements.
 - Passing the **Counselor Preparation Comprehensive Examination (CPCE)**.
 - Passing the **Comprehensive Oral Examination**, which includes a case presentation and integration of CACREP core competencies.
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Remediation Policy: Students who earn below a grade of B, exhibit inadequate skills, or lack the requisite counselor dispositions will complete a faculty-approved remediation plan. Failure to meet remediation requirements may result in dismissal.

Remediation Process

If a student demonstrates academic, clinical, or dispositional concerns:

- Faculty will develop a **written remediation plan** outlining specific goals, timelines, and evaluation criteria.
 - Successful completion of remediation is required for continued enrollment.
 - Failure to meet remediation requirements may result in dismissal from the program.
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Appeals Process

Students who disagree with an evaluation or remediation decision may:

1. Submit a written appeal to the **Program Coordinator**.
2. If unresolved, appeal to the **Department Chair**.
3. Final appeal may be submitted to the **College of Education Appeals Committee**.
Decisions of the College Appeals Committee are final.

Section IV -- Practicum and Internship Information

Guidelines for Practicum & Internship Experiences

The process of training counselors necessitates the integration of theoretical knowledge with experiential learning. Students formally develop counseling skills beginning in CP614, advancing through hierarchical levels of mastery as outlined below.

Counseling Skills Development Matrix

Skill Level	Category	Competencies & Dispositions
Entry Level <i>(Prerequisite for Practicum)</i>	Dispositions	Genuineness, Congruence, Non-judgmental Respect, Emotional Awareness, Ethical Understanding, Concreteness, Empathy
	Attending	Non-verbal skills, Open invitations, Encouragers, Silence, Paraphrasing, Reflection of feeling, Summarization
	Conceptual	Recognizing patterns, Client awareness, Focusing on meaning
	Influencing	Focusing, Immediacy, Advanced empathy, Probes/Questions, Confrontation, Self-disclosure, Encouragement, Reflection of meaning
Intermediate <i>(Practicum Mastery)</i>	Integration	Integration of skills/dispositions, theoretical application, treatment planning, behavior change strategies, and client conceptualization
	Professionalism	Ethical behavior, boundary management, crisis intervention, assessment skills, and multicultural competency.

Skill Level	Category	Competencies & Dispositions
Advanced <i>(Internship)</i>	Field Competence	Mastery of at least one theoretical model, comprehensive case study presentation, and integration of professional goals within a field setting.

Introduction

This section details the fieldwork requirements for the Master of Arts in Mental Health Counseling and School Counseling. These experiences are designed to integrate theory into practice, solidify clinical skills, and socialize students into the counseling profession.

- **Practicum:** Provides limited experience in a specialized area under concurrent faculty and on-site supervision.
- **Internship:** Offers comprehensive professional experience (e.g., assessment, referral, staff presentations) with supervision primarily provided by the on-site supervisor.
- **Supervision:** Attendance at on-campus individual or triadic supervision and group supervision is mandatory for both experiences.

Planning and Prerequisites

Successful placement requires early planning and regular consultation with academic advisors.

- **Academic Standing:** Students must maintain a 3.5 GPA to be eligible for Practicum.
 - **Coursework:** Completion of program prerequisites and at least 12 credit hours, including CP610, CP612, CP614, and CP616, is required prior to enrollment.
 - **Time Commitment:** Practicum requires a minimum of 10 hours/week (one semester), while Internship requires 20 hours/week (two semesters).
 - **Employment:** Students working full-time must consult advisors to ensure they can ethically fulfill fieldwork requirements; failure to plan may impede program completion.
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Ethical Standards and Liability

Students must adhere to ACA ethical standards and maintain professional liability insurance throughout their fieldwork.

- **Conduct:** Ethical or legal violations may result in termination from program.
 - **Insurance:** Students must hold liability insurance (available via ACA) and provide copies of the policy to both the university and on-site supervisors.
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Practicum and Internship Enrollment & Site Placement

Registration: Students must register for Practicum the semester *prior* to taking the course, following verification of prerequisites with their advisor.

Site Selection Protocol

1. **Information Session:** Coordinators visit CP 614 classes to discuss placement processes following the mid-term.
 2. **Selection:** Sites are selected based on professional goals and experience; a list of approved sites is provided after the CP 614 mid-term.
 3. **Application:** Students must not contact sites until authorized. Once approved, students submit resumes and interview as they would for employment.
 4. **New Sites:** Students wishing to use a new site must arrange a meeting between the potential supervisor and the Program Coordinator for approval.
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Placement with Current Employers

To complete fieldwork at a current place of employment, the student must demonstrate that the experience differs from standard job duties. A letter from the supervisor is required confirming: (1) supervision by a different individual, (2) distinct counseling duties, and (3) correlation of hours.

Practicum

Practicum facilitates the initial application of counseling skills under close faculty supervision. Entrance requires a grade of "B" or higher in core counseling courses (CP 610, 612, 614, 640) and additional coursework.

Practicum Requirements & Logistics

Component	Requirement
Duration	Minimum 15 weeks.
Total Hours	Minimum 150 hours on-site.
Direct Service	Minimum 40 hours of direct client service.
Supervision (Site)	1 hour/week individual supervision. Site supervisors must hold appropriate licensure (LPC, Psychologist, etc.).
Supervision (Faculty)	1 hour/week individual/triadic supervision + 2 hours/week group supervision.
Recording	Routine audio/video recording of sessions is required for review.

Practicum Grading Criteria

Grading follows a standard A–F scale. A grade lower than B requires remediation; failure to improve may result in program removal.

Grade Level	Performance Criteria
"B" Level <i>(Basic)</i>	<ul style="list-style-type: none"> • Adherence to site policies and ACA Code of Ethics (2014). • Complete client files and paperwork. • Demonstration of basic skills and purposeful interventions. Accumulation of 40 contact hours. • Recording of at least 5 different clients with consent. • Professional preparation and receptiveness to feedback.
"A" Level <i>(Advanced)</i>	<ul style="list-style-type: none"> • Consistent demonstration of all "B" criteria. • Balance of content and affect in client interactions. • Ability to work with a diverse client range. • Willingness to take professional risks and encourage client growth. • Application of a coherent theoretical orientation.

Internship

Internship is capstone professional experience, requiring 9 total credits over at least two semesters. Prerequisites include successful completion of Practicum (Grade A or B) and site approval.

Internship Hour Distribution (Per Semester)

Note: Students typically complete two semesters to reach the program totals.

Activity Category	Weekly Minimum	Semester Min.	Total Program Min.
Direct Service (Face-to-face)	N/A	120 hours	240 hours (40% of total).
Individual Supervision (Site)	1 hour	15 hours	30 hours.
Group Supervision (Faculty)	1.5 - 2 hours	23 hours	46 hours.
Indirect Service (Admin, Training)	N/A	142 hours	284 hours.
Total Requirements	20+ hours	300 hours	600 hours.

School Counseling Note: Students seeking K-12 certification must split hours between elementary (K-8) and secondary (7-12) settings (e.g., 200/400 split).

Evaluation Criteria

To pass, interns must demonstrate competency beyond the "A" level of practicum, maintain detailed weekly logs, submit a journal-narrative, and receive satisfactory evaluations from supervisors.

Roles and Responsibilities

University & Site Supervisor Responsibilities

University Supervisor	On-Site Supervisor
<ul style="list-style-type: none"> • Verify student readiness and assist in site selection. • Serve as liaison and intervene if experiences are restricted. • Conduct weekly supervisory seminars and individual sessions. • Review logs and audio/video recordings. • Contact site supervisor twice per semester; conduct one site visit/observation. • Assign final grades based on total performance. 	<ul style="list-style-type: none"> • Possess appropriate licensure and experience. • Orient student to organize and define responsibilities. • Ensure 40% of time is spent in direct client contact. • Provide 1 hour of supervision for every 10 (practicum) or 20 (internship) site hours. • Facilitate recording opportunities and assessment experience. • Complete evaluations and communicate concerns immediately.

Student Responsibilities

Professional Conduct	Clinical & Administrative
<ul style="list-style-type: none"> • Adhere to site schedule and be punctual • Follow ACA Code of Ethics and agency regulations • Secure liability insurance • Actively seek feedback and participate in supervision 	<ul style="list-style-type: none"> • Fulfill minimum hour requirements (Direct/Indirect) • Maintain daily logs of all activities • Obtain written informed consent (and guardian consent for minors) • Develop personal/professional goals and objectives

Documentation

Students must maintain rigorous documentation throughout their internship experience to demonstrate accountability and facilitate supervision.

Logs and Journals

- **Activity Logs:** Internship hours must be recorded in the student's log (Appendix F).

- **Reflective Journal:** Students are required to summarize and provide personal reactions to all counseling sessions, consultations, test interpretations, and professional development activities in a journal.

Case Records and Recordings

Students must bring case records (distinct from official client files) and recordings to every scheduled class meeting and individual supervision session. Recordings must be in a format compatible with available equipment and cued to the appropriate section for review.

Case Record Data Requirements

Students must obtain and record the following specific data points for each client case presented in supervision.

Category	Required Data Points
Client Profile	<ul style="list-style-type: none"> • Client name (Alias only). • Date of birth or age. • Developmental, educational, and social history.
Problem Conceptualization	<ul style="list-style-type: none"> • History of the client's problem. • Previous attempts at problem solution. • Client's definition of the problem (Presenting Problem). • Counselor's definition of the problem (if different).
Intervention & Progress	<ul style="list-style-type: none"> • Counseling objectives for problem solution. • Counseling procedures/interventions utilized. • Session-by-session indicators of problem resolution. • Session-by-session notes (progress and future goals).
Conclusion	<ul style="list-style-type: none"> • Termination procedures and indicators.

Hour Completion Policies

- **Shortages:** At the advisor's discretion, hour shortages from the first semester may be made up in the second semester without an incomplete grade.
 - **Failure to Complete:** Hours not completed after the second semester will result in a failing grade, requiring the student to retake 3 credit hours of internship.
 - **Previous Experience:** Students may not use previous work experience to satisfy internship requirements.
-

Special Policies

Earning Hours During Breaks

Students may continue fieldwork during breaks (e.g., Winter/Spring) only if:

1. The site supervisor agrees and supervision ratios are maintained.
 2. The student attends all seminar classes and remains on-site for at least 15 hours/week.
 3. A written agreement is signed by all parties prior to the break.
-

Distance Placement (>100 miles)

For placements where weekly faculty supervision is logistically difficult, students must:

1. Acquire full faculty approval and demonstrate independent capability.
2. Secure a letter from the site supervisor confirming willingness to provide required individual *and* group supervision.
3. Submit logs/tapes monthly and arrange bi-weekly contact with the faculty supervisor.

Section V – Exit Requirements

Intent to Graduate

Graduate students who are candidates for graduation must complete the Graduation Application once they have enrolled in their last semester of coursework. Failure to do so will result in a one-semester delay of the student's graduation date. Students can access the online graduation application through the portal under Banner Self-Service. For more information, including application deadlines, visit <http://www.semo.edu/commencement> or contact graduation@semo.edu.

Connection Between Ongoing Evaluation and Exit Requirements

Consistent with **CACREP 2024 standards**, student evaluation is not limited to the final semester. Instead, it is a **continuous process throughout the program**. Faculty monitor academic performance, counseling skills, and professional dispositions at multiple checkpoints:

- **Coursework:** Students must earn a grade of B or higher in core counseling courses.
- **Clinical Experiences:** Practicum and internship evaluations by site and faculty supervisors document counseling competencies.
- **Professional Dispositions:** Assessed during orientation, throughout coursework, and during clinical training.
- **Remediation:** If deficiencies are identified, students complete a faculty-approved remediation plan before progressing.

These ongoing evaluations ensure that by the time students reach the exit phase, they have demonstrated competency across all CACREP core areas. The final exit requirements serve as **summative assessments** confirming readiness for professional practice.

Program Exit Requirements

To graduate, students must:

1. Successfully complete all required coursework with a grade of **B or higher** in core counseling courses.
2. Complete all practicum and internship requirements, including documented evaluations from site and university supervisors.
3. Pass the **Counselor Preparation Comprehensive Examination (CPCE)**.
4. Pass a **Comprehensive Oral Examination**, demonstrating integration of counseling knowledge, ethical practice, and clinical skills through a case presentation.
5. Meet all remediation requirements if previously identified.

Comprehensive Exam (CPCE)

The CPCE is a nationally normed comprehensive exam consisting of 160 multiple-choice questions. Students are allowed four hours to complete the exam and must achieve a minimum competency score (set at 2.0 standard deviations below the national mean for the current administration). Students may retake the exam one time in the next scheduled administration if needed.

The exam is offered in Fall and Spring semesters. Students must register for **GR698 Master's Final Comprehensive Examination (0 cr)** during their final semester.

Comprehensive Oral Examination

Each student will complete an oral examination before a faculty committee. The oral exam includes:

- Presentation of a case study from internship experience.
- Discussion of counseling interventions, ethical considerations, and theoretical integration.
- Evaluation of professional dispositions and ability to apply CACREP core competencies.

The committee will consist of two tenure-track counseling faculty and the student's advisor. Students must register for **CP699 Oral Defense (0 cr)** during their final semester (or the preceding spring if graduating in summer).

Thesis Option

Students choosing the thesis option must meet all requirements outlined in the Graduate Bulletin and complete all other exit requirements listed above.

Section VI – Advanced Programs in Counseling

Education Specialist in Counseling

Program Overview:

The Education Specialist (Ed.S.) in Counseling provides advanced study beyond the master's degree for individuals seeking:

- Advanced competence in **Mental Health Counseling** (LPC or CCMHC).

The program emphasizes leadership, supervision, and advanced clinical skills consistent with CACREP standards.

Program Details: Education Specialist in Counseling – Southeast Missouri State University

Admission and General Policies

Applicants must:

1. Hold a master's degree in counseling or education from a regionally accredited institution.
2. Have a graduate GPA of **3.5 or higher** (on a 4-point scale).
3. Submit three professional references, at least two from counseling professionals.

Probationary Admission:

Applicants with a GPA below 3.5 may be admitted on probation and must earn a GPA of **3.66 or higher** in the first 9 credit hours with no grade below B.

Appeals Process:

Applicants denied admission may submit a written appeal to the College of Education Admission Appeals Committee.

Program of Study

- Minimum of **72 credit hours**, including approved master's-level coursework.
- Core courses for Ed.S. include:
 - PY571 Introduction to Behavioral Statistics (3)
 - CP733 Advanced Educational Processes (3)

- CP771 Counselor Supervision (3)
 - CP788 Advanced Internship (3–6)
 - GR799 Specialist Oral Examination (0)
 - Additional electives tailored to certification/licensure goals (e.g., CP640 Mental Health Counseling, CP630 Foundations of School Counseling).
-

Internship for Ed.S.

Internship experiences are individualized and emphasize advanced clinical practice and supervision. Candidates assist in supervising master's students in counseling skills and practicum courses unless otherwise approved by the program coordinator.

Ongoing Evaluation

Ed.S. students are evaluated throughout the program on:

- Academic performance (minimum grade of B in core courses).
- Advanced clinical skills demonstrated during internship.
- Professional dispositions and leadership competencies.
- Supervision skills assessed in CP771 and CP788.

Remediation plans are implemented if deficiencies are identified. Failure to meet remediation requirements may result in dismissal.

Oral Examination

The oral examination (GR799) occurs in the final semester and assesses the candidate's ability to integrate advanced counseling knowledge, supervision skills, and ethical practice.

Format:

- Presentation of a case study from advanced internship.
- Discussion of interventions, supervision strategies, and theoretical integration.
- Evaluation of professional dispositions and CACREP core competencies.

The committee consists of two tenure-track counseling faculty and the student's advisor.

Graduation Requirements

To graduate, students must:

1. Complete the approved program of study (minimum 72 credit hours, including master's coursework) with a GPA of at least 3.25.
 2. Pass the comprehensive oral examination.
 3. Receive faculty approval for graduation.
-

Ed.S. Student Evaluation Policy

Purpose:

The Education Specialist (Ed.S.) program uses a systematic evaluation process to ensure candidates demonstrate advanced counseling knowledge, supervision skills, and professional dispositions throughout the program. This policy supports CACREP 2024 standards and promotes accountability and student success.

Evaluation Phases:

1. **Admission Evaluation:** Review of academic credentials and professional references.
2. **Ongoing Evaluation:**
 - GPA of **3.25 or higher**; grade of B or higher in core courses.
 - Clinical competence and supervision skills assessed during CP771 and CP788.
 - Professional dispositions evaluated throughout coursework and internship.
3. **Exit Evaluation:** Passing the Specialist Oral Examination (GR799) with case presentation and integration of CACREP competencies.

Remediation Process:

Written remediation plans are required for deficiencies. Failure to meet remediation requirements may result in dismissal.

Appeals Process:

Appeals follow the same process as master's-level students: Program Coordinator → Department Chair → College Appeals Committee.

School Psychological Examiner Certificate

Program Overview:

The School Psychological Examiner Certificate prepares individuals to conduct psychological assessments and provide consultative services in educational settings.

Program Details: School Psychological Examiner Certificate – Southeast Missouri State University

Admission Requirements

- Hold a master's degree in counseling, psychology, or education from an approved institution.
- GPA of **3.5 or higher** on a 4.0 scale.
- Submit three letters of recommendation.

Probationary Admission:

Applicants with a GPA below 3.5 may be admitted on probation and must earn a GPA of **3.66 or higher** in the first 9 credit hours.

Program of Study

Core courses include:

- PY571 Introduction to Behavioral Statistics (3)
- CP611 Developmental Theories (3)
- CP617 Assessment in Counseling (3)
- CP643 Psychodiagnostics and Treatment (3)
- CP733 Advanced Educational Processes (3)
- CP735 Intelligence Testing (3)
- CP739 Testing Practicum (3)
- EX601 Educational Assessment Techniques (3)

Additional requirements may apply based on certification standards.

Internship Requirements

Candidates complete supervised experiences in psychological assessment and consultation. Internship objectives must be approved by university and site supervisors.

Evaluation and Certification

Candidates are evaluated on:

- Academic performance (minimum grade of B in all courses).
- Competence in psychological testing and interpretation.
- Professional dispositions and ethical practice.

Upon successful completion of coursework and internship, candidates are recommended for certification as a School Psychological Examiner by the Missouri Department of Elementary and Secondary Education (DESE).

Section VII – Licensure, Certification, and Professional Information

Overview

Professional licensure and certification are essential for counselors to practice legally and ethically.

CACREP Advantage: Graduates of CACREP-accredited programs, such as Southeast Missouri State University’s counseling programs, often benefit from streamlined licensure and certification processes. Many states and national credentialing bodies recognize CACREP accreditation as meeting educational requirements for professional counseling licensure and certification.

Important: Students are responsible for understanding and meeting all requirements for state certification and professional licensure.

School Counseling Certification

Refer to the Missouri Department of Elementary and Secondary Education (DESE) for current requirements:

Missouri DESE Certification

Provisional Certificate:

- Issued at the request of a school district administrator.
- Requires completion of core counseling courses (CP610, CP612, CP614, CP615, CP616, CP617, CP630).

Full Certificate:

- Requires completion of the master’s program and all DESE requirements.
 - Application through DESE portal.
-

School Psychological Examiner Certificate

Students seeking this certificate must complete the approved program and application process. Program details: School Psychological Examiner Certificate

Requirements include:

- Master’s degree in counseling, psychology, or education.

- Core courses such as CP611, CP617, CP643, CP735, CP739, PY571, CP733, EX601.
-

National Certified Counselor (NCC)

Refer to the National Board for Certified Counselors (NBCC):
NCC Information

Requirements:

- Completion of a CACREP-accredited master's program.
 - Passing the National Counselor Examination (NCE).
 - Application and endorsement through NBCC.
-

Licensed Professional Counselor (LPC) – Missouri

Refer to the Missouri Division of Professional Registration:
Missouri LPC Requirements

Requirements:

- Completion of a CACREP-accredited master's program.
 - Passing the NCE (used for both NCC and LPC).
 - 3,000 hours of post-master's supervised counseling experience.
 - Missouri Legal and Ethical Responsibilities Exam.
-

Professional Organizations

Membership in professional organizations supports networking, continuing education, and advocacy. Students are strongly encouraged to join:

- **American Counseling Association (ACA):** www.counseling.org
 - **American Mental Health Counselors Association (AMHCA):** www.amhca.org
 - **American School Counselor Association (ASCA):** www.schoolcounselor.org
 - **American Counseling Association of Missouri (ACAM):** www.counselingmissouri.org
 - **Missouri School Counselor Association (MSCA):** moschoolcounselor.org
 - **Missouri Mental Health Counselors Association (MMHCA):** mmhca.com
-

Student Responsibility for Licensure and Certification

Licensure and certification requirements are subject to change by state and national boards. Students are responsible for:

- Reviewing current requirements through official websites (DESE, NBCC, Missouri Division of Professional Registration).
- Consulting with their faculty advisor regarding coursework alignment with credentialing standards.
- Completing all application processes and meeting deadlines for exams and endorsements.
- Maintaining documentation of supervised experience hours for licensure.

Failure to meet these requirements may delay or prevent certification or licensure. The program provides guidance but cannot guarantee licensure or certification.

Section VIII – Policies and Procedures

Writing Assignments and Style

All written assignments in the Counseling Program must follow the **APA Publication Manual (7th edition)**. Students are expected to purchase and use this manual throughout the program:

American Psychological Association (2020). Publication Manual of the American Psychological Association (7th ed.). Washington, DC: Author.

Students with Disabilities Statement

Students requiring accommodations under the **Americans with Disabilities Act (ADA)** should notify the instructor at the beginning of the course and register with Counseling and Disability Services. It is the student's responsibility to initiate this process prior to requesting accommodations.

Academic Integrity and Use of Artificial Intelligence (AI)

Academic honesty is a core expectation of the Counseling Program. Plagiarism, cheating, and scientific misconduct are prohibited. In addition:

- **AI Use:** Students may use AI tools only in ways consistent with confidentiality, privacy, and ethical standards.
 - **Disclosure and Citation:** Any use of AI must be disclosed and properly cited in assignments.
 - **Course-Specific Expectations:** Each course syllabus will outline AI guidelines. Students are responsible for reviewing these expectations.
 - **Confidentiality:** AI tools must never be used to process client-identifying information or sensitive data.
 - **Unauthorized or undisclosed AI use** may be considered a violation of academic integrity.
-

Policy on Plagiarism

Plagiarism is presenting another's work as your own without proper attribution. It includes submitting someone else's work, in whole or in part, without credit. Violations will follow a progressive review process involving faculty, department chair, and dean, and may trigger retention procedures.

Policy on Cheating

Cheating includes obtaining unauthorized exam content, copying work, using unauthorized materials, or having someone else complete assignments or exams. Violations follow the same review process as plagiarism.

Policy on Scientific Misconduct

Scientific misconduct includes fabrication, plagiarism, or practices that deviate from accepted research norms. Allegations will be investigated by the Dean of Graduate Studies and may result in disciplinary action and retention review.

Course Grade Appeals

Students who believe a grade does not reflect their achievement should follow this hierarchy:

1. Instructor → 2. Department Chair → 3. Dean of College → 4. Graduate Council.
-

Technology and Telehealth Ethics

Students must use secure, HIPAA-compliant platforms for telehealth and technology-assisted counseling. FERPA applies to all academic and client-related records. Confidentiality must be maintained in all electronic communications and recordings.

Evaluating Student Professional Conduct

Faculty evaluate students continuously through coursework, clinical performance, and adherence to ethical codes. Judgments are based on:

- Course performance and participation.
- Simulated practice and clinical evaluations.
- Professional dispositions and adherence to ACA Code of Ethics and CACREP standards.

Examples of Professional Impairment (not exhaustive):

1. Violation of professional ethical standards.
2. Inability or unwillingness to acquire or demonstrate counseling skills at an acceptable level.
3. Behaviors predictive of poor future functioning (e.g., chronic lateness in documentation, poor compliance with supervision).
4. Interpersonal behaviors that impair professional functioning.
5. Inability to exercise sound clinical judgment or pervasive interpersonal problems.

Possible Actions:

- Repeat skill-based courses.
- Reduced practicum caseload.
- Increased supervision (e.g., more frequent sessions, additional supervisors, video review).
- Personal counseling or therapy.
- Leave of absence.
- Formal probation.
- Encouragement to withdraw or dismissal from the program.

Specific Student Retention/Dismissal Procedures

Procedures are designed to ensure fairness and due process:

1. **Initial Faculty Meeting:** Faculty member meets with student to discuss concerns, remediation steps, and timelines.
2. **Written Notification:** Faculty completes a Personal Characteristic Review Form and informs Program Coordinator and Department Chair.
3. **Retention Committee Review:** A committee of at least three counseling faculty meets with the student to review concerns.
4. **Student Response:** Student receives written notice of meeting and may present their perspective.
5. **Committee Decision:** Recommendations are provided in writing within 10 working days.
6. **Follow-Up:** Department Chair and Program Coordinator meet with student to convey decisions and monitor progress.
7. **Appeals:** Students may appeal through the Graduate Handbook process.
8. **Reinstatement:** Students dismissed may petition for reinstatement after 12 months.

Endorsement Policy

Faculty endorse students only for positions or credentials for which they are adequately prepared through supervised training and demonstrated competence.

Extracurricular Counseling

Students engaging in counseling outside program requirements must notify the department in writing. The university assumes no responsibility for these activities.

Access, Inclusion, and Multi-cultural humility

The program is dedicated to equal access, inclusion, and multi-cultural humility. All students are required to uphold anti-bias practices and show respect for individuals across all backgrounds.

Minority Recruitment Policy

The program actively recruits students from diverse backgrounds and encourages service to underrepresented communities.

International Student Policy

International students should work closely with advisors to address U.S. licensure requirements or those in their home country. Additional support for acculturation and coursework may be provided.

Appendix A: Recommended Course Rotations

Mental Health Counseling – Two-Year Fast Track

Semester	Courses	Credits
Fall Year 1	CP610, CP612, CP614, CP640	12
Spring Year 1	CP680, CP641, CP611, CP631	12
Summer Year 1	CP616, CP643, CP617	9
Fall Year 2	CP613, CP686, CP687, CP661	12
Spring Year 2	CP688, CP691, CP645	9
Summer Year 2	CP652 (Elective), CP615	6
Total		60

Mental Health Counseling – Three-Year Standard

Semester	Courses	Credits
Fall Year 1	CP610, CP612, CP640	9
Spring Year 1	CP641, CP611, CP631	9
Summer Year 1	CP616, CP643	6
Fall Year 2	CP613, CP614, CP661	9
Spring Year 2	CP680, CP691, CP645	9
Summer Year 2	CP652 (Elective), CP615	6
Fall Year 3	CP686, CP687, CP617	9
Spring Year 3	CP688, GR698, CP699	3
Total		60

Mental Health Counseling – Three-Year with Trauma-Informed Professional Certificate

Semester	Courses	Credits
Fall Year 1	CP610, CP612, CP640	9
Spring Year 1	CP641, CP611, CP631	9
Summer Year 1	CP616, CP643	6
Fall Year 2	CP613, CP614, CP661	9

Semester	Courses	Credits
Spring Year 2	CP680, CP691, CP645	9
Summer Year 2	CP652 (Elective), CP615	6
Fall Year 3	CP686, CP687, CP617	9
Spring Year 3	CP688, ED535 Trauma, CF602 Trauma Care	9
Total		66

School Counseling – Full-Time (With Prior Teaching Certification)

Semester	Courses	Credits
Fall Year 1	CP610, CP612, CP611, CP614	12
Spring Year 1	CP680, CP691, CP631, CP616	12
Summer Year 1	CP630, CP652	6
Fall Year 2	CP615, CP617, CP682, CP683	12
Spring Year 2	CP658, CP684, CP643, CP661	12
Summer Year 2	CP613, CP632	6
Total		60

School Counseling – Full-Time (No Prior Teaching Certification)

Semester	Courses	Credits
Fall Year 1	CP610, CP612, CP614, EA658	12
Spring Year 1	CP680, CP691, CP616, EX635	12
Summer Year 1	CP630, CP652, CP615	9
Fall Year 2	CP611, CP617, CP682, CP683	12
Spring Year 2	CP658, CP684, CP631, CP661	12
Summer Year 2	CP613, CP632, CP643	9
Total		66