



Evangel University Counseling Program
Student Handbook
CLINICAL MENTAL HEALTH AND SCHOOL COUNSELING

2024-2025

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Glossary of Terms

Academic Advisor – faculty member appointed to provide individual students with information and guidance through the counseling program.

Active Voice – clinician interacts and facilitates therapeutic interventions relative to treatment plan.

Agency – mental health/medical organization or school

Asynchronous Learning – students acquire knowledge and skills independently, through instructional activities at different times while being at different locations from classmates and their instructor.

Client – any person receiving mental health or school counseling services from mental health provider or Evangel counseling student who is being supervised by a university approved supervisor.

Co-therapy – direct mental health services provided concurrently by two mental health providers for one or more individuals at a time. Each provider has an active voice during the session.

Digital Synchronous Learning – students gain knowledge and skills simultaneously in real time yet are present in different physical locations from the instructor and each other.

Direct Service – synchronous, face-to-face interventions with clients (i.e., individual, group, co-therapy). Does not include shadowing.

Endorsement Form – a signed consent allowing professors to speak to an outside party about your educational progress or information. Required for field placement and letters of recommendation.

Faculty Supervisor – Evangel professor who oversees practicum or internship course.

Field Coordinator – Evangel faculty member who provides oversight to the practicum and internship policies, procedures, training, and placement.

Field Experience – practicum or internship hours

Indirect Service – field hours other than direct contact hours with clients

Internship – advanced field experience

In-Person Synchronous Learning – students gain knowledge and skills simultaneously in real-time activities at the same physical location.

Practicum – introductory field experience

Professional counselor – individuals who earned a counseling degree who hold a license and/or certification to practice as a counselor according to the laws and regulations of their state.

Program Director – faculty member appointed to oversee the counseling program.

Site Supervisor – licensed mental health provider or certified school counselor overseeing the professional development of the field student.

True B – course grade that reflects 3.0 out of 4.0 grade points (84% to 86%).

Welcome to Evangel University Counseling Program

This program handbook serves as a reference guide for Evangel University's Counseling Program policies, procedures, and services. This handbook is not intended to contain the complete and exact text of all the rules, regulations, and policies that relate to graduate students. The Evangel University Graduate Student Handbook also contains policies, procedures, and information about services for graduate students and should be used in conjunction with the EU's Counseling Program Student Handbook. The policies stated in this handbook are program specific and are intended to help students achieve professional competencies and personal growth as members of an academic and faith community. On occasion, the program policies will exceed the minimum standards set by the graduate student handbook. When this occurs, the text of this program-specific handbook supersedes that which addresses the same topic in the graduate student handbook: <http://web.evangel.edu/apps/mastercatalog/view/view.asp?CatalogID=2&Section=36>

It is imperative that students be familiar with and adhere to the requirements outlined in the Graduate Studies Catalog, Evangel University Adult and Graduate Studies Handbook and the Counseling Program Student Handbook. Students should work closely with their respective advisors. Students are required to read this handbook and affirm that they understand the responsibilities, policies, and procedures. Students are asked to sign the Student Handbook Acknowledgment (Appendix A) and submit it to their respective program director or advisor. This document will be placed in the graduate student's file.

PLEASE NOTE: Program Faculty reserves the right to update the Master Student Handbook as needed.

Section I – Introduction

COUNSELING PROGRAM MISSION AND OBJECTIVES

The Evangel University Counseling Program trains graduate students to become professional counselors who integrate the Christian faith while providing holistic and ethical counseling services to diverse individuals and groups across the lifespan.

To this end, students will meet the following objectives by the demonstration of knowledge and/or skills in the following areas:

1. *Christian Integration:* Demonstrate the knowledge and skills necessary to integrate Christian principles as the foundation for reflective, caring, and ethical counseling practice.
2. *Professional Identity and Ethics:* Demonstrate an understanding of professional counseling through knowledge and practice of ethical, legal, and responsible counseling services.

3. *Counseling Theory*: Demonstrate knowledge and application of major counseling theories when counseling individuals and groups.
4. *Helping Relationship*: Demonstrate knowledge and application of effective counseling techniques to assist individuals and groups achieve treatment goals.
5. *Social and Cultural Diversity*: Demonstrate an awareness of social and cultural influences on human experience and the skills needed for culturally sensitive interventions and policies.
6. *Human Growth and Development*: Demonstrate knowledge of basic human development and its impact on the human experience and counseling process.
7. *Career Counseling*: Demonstrate knowledge of career development theories and career assessment skills when counseling individuals and groups.
8. *Group Counseling*: Demonstrate knowledge of group theory and process through didactic and experiential learning as well as the application of group counseling skills.
9. *Assessment*: Demonstrate knowledge and skills of basic assessment techniques for individuals and group appraisal.
10. *Research and Program Evaluation*: Demonstrate the ability to read, critique, and evaluate professional research to inform counseling practice.
11. *Psychodiagnostics*: Demonstrate a working knowledge of psychopathology and the skills required to ethically formulate a psychodiagnosis and appropriate counseling interventions.

Clinical Mental Health Counseling Specialty Track Objectives

1. *Evidence Based Interventions and Treatment Planning*: Gain knowledge in evidence based clinical interventions and skills to formulate and apply treatment plans.
2. *Crisis Intervention*: Gain working knowledge of how crisis and trauma affects mental health functioning and skills needed to provide ethical trauma informed care.

School Counseling Specialty Track Objectives

1. *Comprehensive Developmental School Counseling Program*: Develop sufficient knowledge and skills associated with working in professional school counseling (K-12) settings and demonstrate practical knowledge in the areas of curriculum, individual planning, responsive services (i.e., crisis intervention), and systems support.
2. *Evidence Based School Counseling Services*: Gain significant knowledge in directing school counseling services to close gaps in achievement, opportunity, and aspiration so all students achieve school success.

ACCREDITATION

Evangel University is a co-educational, Christian learning-centered community of faith that confers associate, baccalaureate, masters, and doctoral degrees. The Higher Learning Commission of the North Central Association of Colleges and Schools accredits Evangel. Program graduates qualify academically for licensure and/or certification in Missouri. It is the student's responsibility to identify the specific educational, regulatory, and legal requirements of the state, province, or country where s/he intends to practice as a licensed professional counselor and/or certified school counselor.

The Council for Accreditation of Counseling and Related Educational Program (CACREP) is a specialized accrediting body that sets minimum standards for counselor education programs. CACREP accreditation is a voluntary accreditation. The Master of Science degree in Clinical Mental Health Counseling and the Master of Science degree in School Counseling is CACREP accredited through October 31, 2027 for both digital synchronous (online) and seated deliveries.

COUNSELING PROGRAM FACULTY

Professors with significant training and experience in education, counseling, and supervision primarily conduct coursework instruction and advising in the Counseling Program. Each faculty member has different expertise and research interests. Students can learn about their faculty at <http://www.evangel.edu/departments/behavioral-social-sciences/faculty/>

COUNSELING PROGRAM OPTIONS

Clinical Mental Health – Specialty Track: The 60-credit hour in-person and digital synchronous Master of Science in Clinical Mental Health Counseling Program prepares students for counseling positions in various community agencies, such as community mental health centers, private counseling agencies, substance abuse treatment centers, medical facilities, and correctional facilities. The degree program provides the opportunity to counsel a broad range of clientele. This degree program meets Missouri course work specifications for state licensure as a professional clinical counselor. Students need to work closely with their respective advisors to determine any additional requirements or course needs relating to state licensure requirements for which they plan to practice. Per the federal Title IV requirements, the licensure requirements for all 50 states plus additional U.S. territories are listed on our website with a statement of whether or not our program meets the standards for that state. Currently, our program meets the requirements for all U.S. states and territories except California where we only partially meet requirements.

School Counseling – Specialty Track: The 60-credit hour digital synchronous Master of Science in School Counseling Program prepares graduates to be effective school counselors who serve students and families in public and private school communities. Because the program adheres to course and training requirements set forth by the Missouri Department of Elementary and Secondary Education (DESE), graduates are eligible to apply for Missouri certification. It is the student's responsibility to apply for certification from the DESE website <https://dese.mo.gov/>

Certification Only – School Counseling (Missouri residents only): Evangel University also offers a "Certification Only" option for those who already have a master's degree in education, psychology, or an approved related field, and are not seeking a degree in school counseling. This program option completes all course requirements needed for school counseling certification in Missouri. The number of required courses for certification depends upon the number of courses a student is allowed to transfer to Evangel. Financial aid is not available for those seeking the Certification Only option. Once a student enrolls at Evangel and/or files a plan with the DESE, students complete the remaining coursework at Evangel. Admission is contingent upon the current enrollment of degree-seeking students. Preference for the "Certification Only" option is given to applicants who have completed graduate studies from a CACREP accredited program.

School Psychological Examiner Certification (Missouri residents only) –Students pursuing this certification must possess a valid teaching or student services certificate in addition to a master's degree in counseling psychology, educational psychology, school counseling, or education.

Required graduate coursework includes Research, Psychodiagnostics, Human Development, Psychology of Education, Individual and Group Assessment, Intelligence Testing, Diagnostic Assessment, and School Psychological Examiner Practicum. Students may not be eligible for financial aid.

Digital and Seated Deliveries – students must choose the program delivery option that best suits their needs before beginning the program. Both options require weekly synchronous class time, with the total synchronous time reduced with digital delivery. Options for online versus seated cohorts may change from year to year based on enrollment. Students may not take a “hybrid” approach to the program, mixing both seated and online classes throughout the program due to our cohort model. However, students wishing to switch delivery modality may do so once during their program between semesters, with the approval of their advisor and the Program Director. In some cases, the program may require seated students to take a class online based on enrollment numbers and ratios (particularly for the field experience courses which must maintain a 12:1 ratio). Seated students also can take an elective online in their third year if it is not offered in the seated program.

DISPOSITIONS

In addition to training and assessing counseling knowledge and skills, Counseling Program Faculty promote and assess professional counselor dispositions such as: Professionalism, Cultural Humility; Emotional Stability and Self Control; Motivation and Initiative; Openness to Feedback; Flexibility and Adaptability; Congruence and Genuineness (Counselor Competencies Scale – Revised; Lambie, Mullen, Swank, & Blount, 2015). Faculty assess student dispositions based on classroom interactions, formal and informal advising sessions, and site supervisor observations.

CULTURE AND DIVERSITY

Rooted in the Christian movement known as Pentecostalism, with more than 500 million participants worldwide, the Graduate Studies programs at Evangel are committed to being diverse communities of learners where men and women, people of many cultures and income levels join to study, learn, share, and give our utmost efforts for God’s highest purposes. Consequently, the Evangel University Counseling Program values diversity among its student population.

The Counseling program abides by the nondiscrimination policy as outlined in the College of Adult and Graduate Studies Handbook.

Evangel University does not discriminate based on race, color, national origin, sex, disability, age, veteran status, or any other protected legal status in matters of admissions, employment, housing, educational programs or activities. We operate in compliance with federal non-discrimination laws (Title IX of the Education Amendments of 1972, Title VI and Title IX of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975). As a religious institution, the university is exempted from certain provisions and retains the right to make legitimate employment, admission, and educational decisions on the basis of religious tenets, consistent with applicable laws (Title IX statute, 1st Amendment, and Religious Freedom Restoration Act) (p. 25).

We are committed to serving and mentoring our students by striving for social justice through increasing awareness of the effects of oppression, prejudice, and discrimination. This begins during the admissions process wherein interviewers ask probing questions regarding discrimination and cultural awareness. Second, initial coursework in counseling foundations explore the need for

multicultural humility and commitment towards competence. Third, students complete a specific course dedicated to exploring relevant social and cultural issues that influence a person or groups mental health. Subsequent courses and field experiences, embed sociocultural and diversity content for ongoing skill development and competency.

PROFESSIONALISM, STANDARDS, AND REGULATIONS

Evangel University recognizes Christian professionals must hold to biblical and professional standards. While there may diversity among student Christian faith traditions, students are expected to interact in conversations and discussions where biblical concepts are integrated with professional concepts and responsibilities. In addition to integrating biblical knowledge with practical living, students within the Counseling program commit to knowing and following the American Counseling Association (ACA) Code of Ethics, as well as the state laws, regulations, statutes, and codes where the student resides. Additionally, students are expected to be knowledgeable and apply professional standards set forth by professional organizations in their specialty area such as American Mental Health Counselors Association (AMHCA) or American School Counselors Association (ASCA).

The American Counseling Association (ACA) Code of Ethics states, “Students have the same obligation to clients as those required of professional counselors” (p.13).

GRADUATE ASSISTANTSHIPS

Enrolled graduate students may apply for a variety of assistantships for second and third year of study. A graduate assistant works with assigned faculty member(s) to assist in teaching a course, conducting research or other tasks associated with academic responsibilities. Graduate assistantships require a specified number of hours of work per week (typically either 4 or 8, but may vary depending on the position for which a student applied) and result in a taxable tuition stipend that is generally equal to the pay of a part-time job. Assistantships are awarded in the summer semester for the following academic year and must be renewed each year. Applications for assistantships may be submitted with the admissions packet or to the Counseling Program Specialist.

The program director and leadership team make assistantship awards. The assistantships are awarded based upon the following criteria:

- Strong academic record
- Skills and strengths of the applicant
- Financial need
- Skills
- Enrollment status
- Availability for service

When awarded an assistantship, the student is notified in writing regarding the dollar amount of the assistantship that will be applied to tuition, the semesters of expected service, the number of hours to be worked, and the faculty supervisor.

SCHOLARSHIPS

The Evangel Counseling program awards several academic scholarships for first, second- and third-year students. Applications for scholarships can be accessed through the Counseling Program Resource Page. A scholarship committee consisting of counseling faculty review applications and grant scholarships based on strong academic record, leadership potential, and financial need. *Scholarships are not stackable with any additional institutional aid or discounts.*

Section II – Admissions

The Evangel University Counseling Program operates on a rolling admission with a summer start date. Admission to the counseling program is based on a holistic assessment of each applicant's admission file. Admission to the counseling program is selective and is conducted by the Admissions Committee made up of program faculty. Admission into the program is a tiered process beginning with an application; invite only interview, and admission decision.

ADMISSION REQUIREMENTS

1. Completed bachelor's degree from an accredited institution
2. Undergraduate GPA of 3.0 or GRE 290 combined score (general test) or higher
3. Six hours of psychology or counseling coursework
4. Completed application packet:
 - a. General information
 - b. Three recommendations
 - c. Admission essay
 - d. APA writing sample
 - e. A copy of a completed background check

**Having a record of a felony conviction or a substantiated report of child abuse or neglect may affect the applicant's ability to secure field placement, licensure, certification, and future employment in the counseling field.*

The faculty committee reviews, and rates applications based on a pre-determined rubric. If the prospective student meets admission criteria, then the faculty will extend an invitation for an admission interview. During the interview, faculty will evaluate prospective students on the following:

1. Self-awareness
2. Communication skills
3. Professionalism
4. Motivation
5. Experience and/or posture towards diverse populations and values

An invitation for admission is based upon quality of application combined with quality of interview performance. Admitted students will be classified as follows:

Regular Standing

Students who intend to obtain a degree, certificate, or credential at the graduate level, and who are admitted without reservation, are granted *regular standing* in Graduate Studies. To qualify for regular standing, all admission requirements must be satisfied.

Provisional Standing

Students who intend to obtain a graduate degree, certificate, or credential at the graduate level, and have not fully met all the admission requirements of the specific program may be eligible for admission as a *provisional standing* student.

Conditional Standing

Students who do not meet the GPA requirement and barely miss the GRE cut-off score may be considered for conditional standing. Upon successful completion of the first required 14 graduate units of the program with a 3.0 GPA or higher, and with no grades lower than a true B and with the recommendation of program director and faculty, the student will be eligible for regular standing.

Non-Degree Seeking Students

Students who do not plan to earn a degree, certificate, or credential, or who have not yet completed the full admission application process, may be granted *non-degree seeking* standing. A non-degree seeking student is not officially admitted into the graduate program; the student completes an abbreviated application form for authorization to enroll.

A non-degree seeking student must officially apply to the Graduate Studies Program if he/she wishes to be considered for *regular standing* in the degree program. All program admission requirements and deadlines must be satisfied for admission consideration to the graduate degree program. The University and its Graduate Program are not obligated legally or morally to accept a previously non-degree seeking student into a degree program.

Non-degree seeking students who choose to pursue a degree later may not apply more than 12 credits taken as a non-degree seeking student toward degree requirements.

Note: A non-degree seeking student *is not* eligible for institutional and/or federal financial aid.

Transfer Credits

The Evangel University Counseling Program Director may approve transfer of a maximum of 10 graduate credit hours required in the student's program from another accredited institution. Evangel University reserves the right to accept or reject any course for transfer. Courses considered for transfer credit must be applicable/equivalent to coursework required by the Evangel's Counseling Program and meet a grade of a true B or better. Moreover, credits earned greater than six years prior to enrollment in the counseling program will not be considered. Students may be required to audit a course that is comparable to the transfer class and/or complete additional assignments associated with program key performance indicators (KPI), an assessment measure required by CACREP. Credits used to fulfill a previously conferred degree will not be applied.

Section III – Student Advisement and Curriculum

Upon admission to the program, students are assigned to an academic advisor. The advisor provides guidance through the degree process. Students are to meet with their advisor within the first few weeks of being admitted into the program and regularly throughout their educational career. Advisors approve academic registration, answer questions regarding course progression, policies, and procedures. Furthermore, the faculty advisor will provide constructive feedback necessary for candidacy and graduation recommendations. Should a student desire to change advisors, please contact the Program Director.

A distinction exists between advisement and counseling. Advisement focuses on student professional goals and growth, whereas counseling looks beyond professional development to assist an individual with personal concerns and psychological adjustment. Although faculty members are fully qualified to fulfill both functions, ethics of the profession prohibit them from providing counseling to students. If a student senses a need to seek personal counseling, services are available from a variety of resources in the community (see list in Course Commons) or from the University Counseling Services on campus.

Under the direction of your academic advisor, the student will:

1. Follow a prescribed program plan specific to the student's specialty track. The plan includes the required elective coursework necessary to complete the degree required for licensure and/or certification. Students must complete the degree within five years of admission.
2. Meet periodically to review progress toward professional goals, degree, and revise the Student's Program Plan accordingly.
3. Submit a proposed schedule each semester for approval.

It is the student's responsibility to stay in close contact with the assigned academic advisor, keeping the advisor apprised of any changes in student record information (i.e., address, phone number) and updating alterations made to the program plan. This latter issue is especially important given that not all courses are taught each semester. Altering the program plan may result in scheduling difficulties, which may affect the proposed graduation date.

PROGRAM PLAN

Degree Plans

Students can find program plans for their degree on the respective program webpage. As of 6/2022, Evangel's graduate counseling programs follow a three-year cohort model wherein courses are sequenced according to specific semesters. The plan is a comprehensive outline of courses required for completion of the specialty track sought. Students must satisfy program requirements outlined in the graduate catalog in effect upon the first semester's enrollment.

It is the intent for faculty to work with the student to be knowledgeable on their respective state licensing laws. If state or national standards for certification or licensure change or if there are major changes in accreditation standards, faculty may recommend changes to the program plan to satisfy evolving certification, licensure, or accreditation standards. Faculty will make changes to the program plan wherein there is minimal disruption to those following the three-year sequence.

Conditional acceptance, life events, along with other occurrences, may also necessitate a departure from the three-year program plan. Students must speak to their advisor prior to departing from the three-year plan. The advisor will work with the student to develop a tentative alternative plan. However, any complications resulting from the student straying from the course sequence outlined in one's initial program plan will be the sole responsibility of the student.

Possible complications include but are not limited to financial aid, part time status, eligibility for scholarship or graduate assistantships, extended timeline for graduation, disrupted peer support.

Accelerated Pathway

We offer an accelerated pathway for some students who meet eligibility criteria. The degree plan for the accelerated pathway is available on our website. These students will be able to walk for graduation a year earlier than their cohort, with one additional elective needed in the summer following.

Requirements for participation in the Accelerated Pathway:

Students will apply to the accelerated pathway at the end of Summer 1. They must have true A's (94 or above) in both summer courses and no late work submissions.

Students cannot be employed more than 25 hours per week to apply. Each student will be required to submit a Master Weekly Schedule template as part of the application process.

After the first fall semester, students cannot have any grades lower than A- or zeros on KPIs to continue in the accelerated pathway and move to Practicum. They will be reviewed for candidacy at the beginning of December to begin practicum in Spring. If a student falls below a 3.5 GPA or obtains a zero on a KPI at any point in their accelerated course of study, they will be moved back to the regular 3-year course progression.

PROGRAM CURRICULUM

Curriculum standards and competencies are reflected in the course syllabi, course assessment instruments, field supervisor evaluations, and comprehensive examinations. Students must demonstrate proficiency in each of the following 11 core areas through 1) coursework, 2) field experiences (practicum and internships), and 3) program requirements.

1. Professional Orientation and Ethics
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling Theory
6. Helping Relationships (Counseling Skills)
7. Group Counseling and Group Work
8. Assessment and Testing
9. Research and Program Evaluation
10. Psychodiagnostics
11. Integration of Christianity and Counseling Profession
12. Professional Practice Capstone

Clinical Mental Health Counseling (CMHC) – Specialty Track

The CMHC specialty track consists of 27 additional graduate counseling credits from the following courses:

1. Mental Health Foundations
2. Clinical Interventions and Evidence Based Treatments
3. Couple and Family Counseling
4. Crisis, Trauma, and Recovery
5. Child and Adolescent Counseling
6. Mental Health Practicum
7. Mental Health Internship
8. Elective as offered (Addiction, Human Sexuality, Intercultural Counseling Practicum or Internship)

School Counseling (SC) – Specialty Track – Digital Synchronous Delivery Only

The SC specialty track consists of 27 additional graduate counseling credit from the following courses:

1. School Counseling Foundations
2. Psychology of Education
3. Professional Relationships: School, Family, and Community
4. School Counseling Curriculum
5. The Exceptional Student
6. Classroom Management
7. School Counseling Practicum
8. School Counseling Internship
9. Elective as offered (Intelligence Testing, Diagnostic Assessment, School Psychological Examiner Practicum, Intercultural Counseling Practicum, Internship or CMHC specialty courses)

ASSOCIATED PROGRAM COSTS

There are several costs associated with the counseling program*. These include:

1. Placeholder fee (\$200 applied to tuition upon enrollment)
2. Tuition and student fees (\$420 per credit hour; full time \$225 per semester)
3. Student Identification card (\$25 for replacement)
4. Textbooks (varies according to course)
5. Course fees (COU 523 \$270; COU 610 \$50; COU 604 \$40; COU 597, 598, 590, 591, 592 - \$60 per credit; SPE courses \$100 each)
6. Residency fee (for digital synchronous – online students only \$300 per residency)
7. Testing fees (CPCE \$75)
8. Graduate filing (\$100)
9. Professional membership dues (range from \$60-95)
10. Malpractice Insurance premiums (\$15 per semester)

11. License or certification (not set by EU but by student's respective state)

The list above was created to help students in the counseling program to prepare for additional costs related to the counseling field – it is not intended to be exhaustive*. Certain courses in the counseling curriculum require the rental or purchase of materials.

*Note: These are approximate costs. Prices are subject to change without notice.

ACADEMIC PROGRESSION STANDARDS

A graduate student is considered in regular standing if he or she has a cumulative grade point average (GPA) of 3.0 or better. In addition to maintaining a 3.0 GPA, counseling students must meet minimum requirements for specific coursework required for licensure (core course). Students must earn a true B or better in Counseling Skills (lecture and lab) and Professional Orientation/Ethics. For the remaining core courses, students must earn at least a B- (2.7). These courses include the following: Counseling Theories, Human Growth and Development, Social and Cultural Diversity, Group Counseling, Career Counseling, Assessment, Psychodiagnostics, Research Methods and Program Evaluation. A grade below B- in a core-counseling course will result in a remediation process until the course is successfully completed. This may include additional course work or repeating the course (maximum of one time). Students earning C+ or lower in two non-core three credit classes are placed on provisional status. To be reinstated to regular standing a student may need to fulfill one or more of the following: undergo a remediation plan, repeat a course (once) and/or meet the conditions of a Satisfactory Progress Plan (SAP) as outlined by university to maintain financial aid eligibility. In the event the student does not make progress, the student will be subject to dismissal. Students must earn a 3.0 GPA to be recommended for candidacy and graduation. Evangel University computes grade point averages based on letter grades and quality points. An "A" earns four quality points per credit. Students must graduate with a minimum of 180 quality points.

Letter grade & corresponding quality points

| | | | | | |
|----|-----|----|-----|----|-----------|
| A | 4.0 | B+ | 3.3 | C+ | 2.3 |
| A- | 3.7 | B | 3.0 | C | 2.0 |
| | | B- | 2.7 | F | Below 2.0 |

Professional Behaviors and Dispositions

The Counseling Program expects students to demonstrate specific dispositions associated with a counselor identity as researched by Lambie and Swank (2015). Behaviors include professional ethics and boundaries; knowledge and adherence to course/ field site policies and procedure; as well as record keeping and task completion.

Dispositions include multicultural humility (competency); emotional stability and self-control; motivation to learn and grow/ initiative; openness to feedback; flexibly and adaptability; congruence and genuineness.

The faculty continually assess student dispositions but formally assess during critical points in the program: admission interview, candidacy (after 18 hours of coursework) and during field courses (practicum and internship). Faculty utilize a three-point rating scale 2 = exceeds expectation, 1 = meets expectation, 0 = Does not meet expectations

| Disposition | Definition |
|--|--|
| Professionalism | Behaves in a professional manner (respectful & thoughtful) towards peers, clients, faculty, and supervisors and effectively collaborates with others. |
| Multicultural Humility Competence in Counseling Relationship | Demonstrates curiosity, appreciation, and respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship. |
| Emotional Stability and Self-Control | Demonstrate self-awareness and emotional stability (i.e., congruence between mood, affect & self-control) in relationships with clients. |
| Motivated to Learn and Grow/Initiative | Demonstrates engagement in learning & development of his or her counseling competencies. |
| Openness to Feedback | Responds non-defensively and alters behavior in accordance with supervisory and/or instructor feedback. |
| Flexibility and Adaptability | Demonstrates ability to adapt to changing circumstances, unexpected events, & new situations. |
| Congruence and Genuineness | Demonstrates ability to be present and “be true to oneself” |

Candidacy

To be approved for field experience, the student must pass a candidacy review after completing a minimum of 17 program credit hours. To be considered for candidacy, students must:

- Be fully accepted into the Evangel University’s Counseling Program
- Achieve a cumulative grade point average of 3.0 or higher on all 500 and 600 graduate level coursework with no more than two grades (six credit hours) of C (including +) for non-core courses.
- Achieve a true B grade (3.0) or higher in Counseling Skills (lecture and lab) and Professional Orientation/Ethics.
- Complete a minimum of 17 graduate hours or more in the Evangel University Counseling Program.
- Achieve a score of 1 or 2 on the Ethics and Skills Demonstration of Knowledge KPIs (see next section for details)

- Be recommended for advancement to candidacy by the Program Director under the consultation of the student's advisor and faculty.
- In making a final decision regarding student advancement to candidacy, the core faculty will consider whether the student:
 - Demonstrates academic competency, professional integrity, and ability in the program.
 - Proposes a course of study with sufficient merit.
 - Demonstrates professional behaviors and dispositions as defined per counseling program.
 - Demonstrates spiritual maturity and values consistent with Evangel University standards.
 - Exhibits professional attitude and psychological health that justifies continuation of study toward the master's degree.
 - The Program Director recommends qualified students to the core faculty for advancement to candidacy. Students are informed by letter of the core faculty's decision.
 - After initial approval, a student may lose candidacy status in the event of unethical or poor performance during field experience or remaining coursework.

Those who do not pass candidacy are required to meet with the Program Director and their advisor in order to create a development plan to improve their performance. All students who pass candidacy will be offered the option to schedule a meeting with the core faculty member of their choosing, but this is not required. In some circumstances, students may receive a provisional candidacy if they have not yet obtained all required Demonstration of Knowledge KPIs but may achieve that by the end of the semester in which candidacy was reviewed. In this case, the provisional candidacy will be granted with specific notes on requirements that must be met by the end of that semester. If those requirements are not met by the end of the semester, the student would not pass candidacy and would not progress to field experience at that time.

KEY PERFORMANCE INDICATORS (KPI)

Faculty assess student learning on eight core and one specialty key performance indicators (KPI) over the course of the program. A KPI is a statement about what a student will learn because of a specific class, assignment, or educational program. KPIs are used to assess a program as well as student progress. The Evangel University Counseling Program utilizes a 0-2 rating system (0 = does not meet expectation, 1 = meets expectations, 2 = exceeds expectation). A KPI rating does not determine a student's grade.

Students will be assessed on each KPI in two different parts: Demonstration of Knowledge and Applied Skills. For the Demonstration of Knowledge, each student will have two chances to earn a KPI rating of 1 in their academic coursework except the specialty KPIs (only assessed once in academic coursework). Certain Demonstration of Knowledge KPIs must receive a 1-rating or better to progress to practicum (see field experience handbook, marked below with a *). All nine Demonstration of Knowledge KPIs are required to be met with a score of 1 or 2 prior to beginning Internship I. The Applied Skills KPIs are obtained during field experience and are outlined in the field experience handbook. If a student does not make progress in meeting expectations for the specific KPI, the faculty advisor, relevant faculty, and student will collaborate and develop a

development and/or remediation plan. Students must earn a 1-rating or better on **each** KPI in **both** Demonstration of Knowledge and Applied Skills categories to graduate.

Demonstration of Knowledge KPIs are evaluated according to the following schedule:

| KPI CACREP Standard | Course | Course | Course |
|--|--|--|--|
| 3.A.10 Professional Counseling Orientation and Ethical Practices* | COU 521 Professional Orientation and Ethics | COU 507 Research Methods | |
| 3.B.2 Social and Cultural Identities and Expectations | COU 627 Social & Cultural Diversity | COU 506 Psychodiagnostics | |
| 3.C.1 Lifespan Development | COU 503 Human Growth & Development | COU 527 Couple and Family Counseling | COU 512 Professional Relationships – School, Family, Community |
| 3.D.1 Career Development | COU 526 Counseling Theories | COU 604 Career Development | |
| 3.E.8 Counseling Practice and Relationships* | COU 523 Counseling Skills (Lab) | COU 503 Human Growth and Development | |
| 3.F.2 Group Counseling and Group Work | COU 627 Group Counseling (lab) | COU 604 Career Counseling | |
| 3.G.10 Assessment and Diagnostic Processes | COU 610 Assessment | COU 506 Psychodiagnostics | |

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|---|---|--|---|
| 3.G.11 Assessment and Diagnostic Processes | COU 610 Assessment | COU 506 Psychodiagnostics | |
| 3.H.1 Research and Program Evaluation | COU 507 Research Methods | COU 524 Evidence-Based Practices and Clinical Interventions | COU 500 School Counseling Curriculum |
| 5.C.5 CMHC Specialty | COU 524 Evidence-Based Practices and Clinical Interventions | | |
| 5.H.10 School Counseling Specialty | COU 512 Professional Relationships – School, Family, Community | | |

IV – Exit

Requirements

Students are not guaranteed a master's degree upon attending and completing all coursework. To graduate with a Master of Science in School or Clinical Mental Health Counseling, students must meet the following criteria:

- Candidates must complete the Application for Graduation early in the semester in which all requirements are to be completed. Application deadlines are published each term by the Graduate Studies Office. Failure to complete graduation paperwork may delay conferral dates. For more information, see Evangel University Graduate Catalogue.
- Satisfactory completion of all coursework listed in the approved degree plan.
- Cumulative grade point average of 3.0 or higher on all graduate coursework completed toward the approved degree plan.
- A completion and passing score on the comprehensive exit exam (see Counselor Preparation Comprehensive Examination – CPCE).
- Satisfactory evidence of counselor dispositions and KPIs (rating of 1 or higher on each KPI in **both** categories: Demonstration of Knowledge **and** Applied Skills).
- Completion of action research training (School Counseling Program only).

Students are considered for graduation when they have met the above requirements and:

- Have completed the Application for Graduation application approved by core faculty.
- Have paid the graduation fee.
- Have satisfied all financial obligations to Evangel University.

COUNSELOR PREPARATION COMPREHENSIVE EXAMINATION

All students in the program are required to take the Counselor Preparation Comprehensive Examination (CPCE). Students must achieve a score within .5 of a standard deviation of the national mean for the CPCE. Those who fail to meet the cut off score will retake the test before their degree is conferred. More than two attempts to pass the comprehensive exam must be approved by the Core faculty. The student may opt to take an oral and written comprehensive examination on the third (and final) attempt. The fee for this alternative examination is equivalent to one graduate credit hour.

The cost of the exam is \$75* and the student registers and pays for the exam online. The CPCE covers the following eight core content areas for the Council for Accreditation of Counseling and Related Education Programs (CACREP): Human Growth and Development, Helping Relations, Social and Cultural Foundations, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation and Ethics. This exam is an excellent preparation experience for the National Counselor Exam (NCE), which is required for licensure in the state of Missouri and many other states.

The CPCE Exam is generally taken by students in the third Fall semester.

*Fee for the examination is based on the testing fee at the university. Examination fees for offsite administration are more expensive. Fees are set by the Center for Credentialing & Education www.cce-global.org

Section V – Licensure, Certifications and Professional Information

Like in other professions, counseling does not have national reciprocity. It is up to each state to determine the type of requirements needed for becoming a school counselor or clinical mental health counselor. Evangel's seated and online counseling programs are CACREP accredited which serves as the standard for many state licensing and certification requirements. However, some states require specific course work that is not included in the current program plan. If a student plans to practice school counseling or clinical mental health counseling, they are advised to investigate requirements of states outside Missouri and plan accordingly.

SCHOOL COUNSELING CERTIFICATION

To be certified as a school counselor by the Missouri Department of Elementary and Secondary Education (DESE), a student must receive a passing performance score on the School Counselor Missouri Educator Evaluation System (MEES) and a passing content score on the Praxis test. After completing the Master of Counseling – School Counseling Specialty Track and DESE requirements, students apply for certification from DESE at www.dese.mo.gov.

School counselors can access state certification requirements through each state's Department of Education or the American School Counseling Association website. While this information is helpful, it is important to review each state's education board website for up-to-date information.

<https://schoolcounselor.org/school-counselors-members/careers-roles/state-school-counseling-programs-web-sites>

<https://schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements>

LICENSURE

As noted above, students may take the NCE prior to their degree conferral if required licensure coursework is complete or in process during the semester when the NCE is administered. Additionally, students may register directly with their respective states for the licensure examination. Each student incurs the cost of the NCE. Passage of the licensing exam is only one-step in the process for becoming licensed. For more information, visit the Missouri Division of Professional Registration at <http://pr.mo.gov/counselors>.

Some states require a different examination other than the NCE (i.e., National Clinical Mental Health Counselor Examination NCMHCE). For information regarding state licensing requirements outside of Missouri, please see <http://www.nbcc.org/directory> and click on the respective state.

Students need to work closely with their respective advisors to determine any additional requirements or course needs relating to state licensure requirements for the state in which they plan to practice. Per the federal Title IV requirements, the licensure requirements for all 50 states plus additional U.S. territories are listed on our website with a statement of whether or not our program meets the standards for that state.

NATIONAL CERTIFIED COUNSELOR

Students desiring to become a National Certified Counselor (NCC) must complete an application which include the administration of the National Counseling Examination (NCE) or National Clinical Mental Health Counseling Exam (NCMHCE) in the semester prior to their graduation date. Students must meet the criteria to sit for the exam set by the National Board of Certified Counselors (NBCC). Missouri uses the NCE for its licensure examination and passing the exam prior to graduation allows for a head start on the licensure process. The application process begins in December for the April test date, and July for the October test date. This is an optional certification, and the student incurs the cost of the exam. Students are advised to check with their state requirements to confirm the use of the NCE exam. To obtain information regarding testing fees, please see <http://www.nbcc.org/Home>. Once the exam is administered, the student must complete endorsement forms, submit transcripts to the NBCC and complete post-master's experience and supervision requirements. For detailed information about the application and examination dates, please see NBCC Campus Director.

PROFESSIONAL ORGANIZATIONS

To develop a professional counselor identity, students are expected to participate in professional organization(s). Participation allows students to network with other professionals, gain knowledge about contemporary trends and developments in the field and establish a pattern for ongoing continuing education. Most professional organizations have discounted rates for student memberships and new professionals. Digital students residing outside Missouri can access information regarding state chapters through national associations websites.

American Counseling Association

The American Counseling Association (ACA) is a professional organization representing the interests of counselors and counselors-in-training nationwide. State chapters and various branches

of ACA exist to support the special interests (e.g., school counseling, career counseling, education and supervision of counselors, family counseling) of its diverse membership. Students receive special discounts on membership, liability insurance, and up-to-date counseling resources. Included among the many resources are such items as audio- and videotapes, books, journals, and affective education materials. ACA is also instrumental in the enhancement of academic training through developmental workshops presented by leading experts in the field represented. Other ACA membership benefits include job search assistance through database systems and job postings found in the ACA monthly publication, "Counseling Today." For more information, see www.counseling.org

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 (MCOs), and health maintenance organizations (HMOs). For more information on the national association as well as state chapters, see <http://www.amhca.org/>

American School Counseling Association

For those graduate students interested in school counseling, the American School Counselor Association (ASCA) provides insight into the forefront of advances in the school-counseling field. Membership in ASCA can afford students additional benefits such as: Various journal publications (The School Counselor; Professional School Counseling), newsletters such as The ASCA Counselor, an extensive resource library within their members-only website, other publications which include a wide range of brochures, books, and monographs related to topics of interest to school counselors, and grassroots involvement through developmental workshops and state conferences allowing networking opportunities. For more information on the national association as well as state chapters, see, <http://www.schoolcounselor.org/>

Missouri Mental Health Counseling Association

The MMHCA is the only state organization devoted to focusing on the needs of mental health counselors. Moreover, it encourages citizen lobbying efforts to expand access to mental health services. In addition to providing continuing education through workshops (i.e., clinical supervision) and an annual conference, MMHCA offers reduced membership dues for students and professional networking opportunities. For more information, see <http://www.mmhca.com>

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 regional issues through regional chapters such as the Southwest Missouri School Counselor Association. The MSCA includes benefits gained through membership along with providing additional benefits related directly to the school counseling field. For more information, see <http://moschoolcounselor.org>

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. For more information, see <http://www.counselingmissouri.org/>

Christian Association for Psychological Studies

CAPS members serve as psychologists, educators, psychiatrists, physicians, marriage and family therapists, social workers, psychiatric nurses, professional and lay counselors, researchers, psychological assistants, interns, pastors, chaplains, theologians, pastoral counselors, and students. CAPS encourages in-depth consideration of therapeutic, research, theoretical, and theological issues. The association is a forum for creative new ideas. In fact, CAPS publications and conferences are the birthplace for many of the formative concepts in the field today. For more information, see <https://caps.net/>

HONOR SOCIETY

Chi Sigma Iota (CSI): Epsilon Alpha (Evangel Chapter)

CSI is an international honor society that values academic and professional excellence in counseling through the promotion of scholarship, research, professionalism, leadership, and advocacy. To qualify, students must achieve a 3.5 GPA upon completion of one summer and fall semester of coursework, secure faculty endorsement and not have an active remediation plan. Read more at [Chi Sigma Iota \(csi-net.org\)](http://csi-net.org)

Section VI – Policies, Procedures and Expectations

The following section pertains to policies, procedures, and expectations for all counseling students regardless of program delivery. In addition to written communication, distance students can participate in meetings with advisors and university officials via live video stream or phone call.

ACADEMIC WRITING

The Evangel University Counseling Program utilizes the American Psychological Association (APA) writing style. Faculty expects students to write at a graduate level standard, which includes critical and analytical writing. Assertions and writing content must be substantiated by credible, peer reviewed professional journals and publications.

ACADEMIC INTEGRITY AND HONESTY

Students are expected to maintain high levels of academic honesty as people of Christ. By virtue of personal integrity, students are expected to only submit original work completed by the student. Unless designated as a group project, faculty expect students to complete all assignments, projects, and papers independently. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism. Instances of integrity

violations will be handled according to the procedures outlined in the University's Academic Integrity Policy.

While discussion and collaboration are encouraged as part of course interaction, all work submitted in any course (seated, online, or hybrid) must be the original work of the individual student. Use of services and/or software, including AI programs, to generate student submitted work will be considered a violation of academic integrity. Additionally, use of published study guides, solution manuals, and test banks not approved by course faculty is considered cheating. Students should consult the course professor if there is a question as to the legitimacy of a study resource.

Specific guidelines about the use of ChatGPT and AI

- You may only use ChatGPT or other emerging forms of AI if your professor specifically instructs you to do so for the purposes of a course assignment.
- Evangel uses AI detection software on all assignments.
- Using ChatGPT or AI to write a paper or portions of a paper is considered plagiarism (see above Academic Integrity policy)
- If you want to improve your writing, use programs like Grammarly rather than AI to avoid being flagged.
- Disciplinary action will be taken if AI is detected in your work.
- Working DOI links are required for your references page.

As members of Evangel, students share the responsibility to deter and report academic dishonesty. Should a student become aware of a violation of academic integrity, he or she is encouraged to report the incident to a faculty member or Program Director.

When the Program Director or faculty learns of an academic dishonesty (plagiarism and cheating) incident, they must report it to the Academic Integrity Committee, which also informs the Chief Academic Officer. Consequences may include, but are not limited to grade adjustment, academic probation/remediation, withdrawal of candidacy, or dismissal. For detailed information regarding plagiarism etc., please see detailed information at the following address for the College of Adult and Graduate Studies Handbook at www.evangel.edu.

DEVELOPMENT, REMEDIATION, AND RETENTION

When problems in academic, psychological, and behavioral functioning have the potential to impact the future of the student's standing in the program, the counseling faculty may draw up a development plan or a remediation plan to assist students in correcting these problems.

A **development plan** is created by a student with their advisor or course instructor to work on specific growth areas. A form is provided at the end of this handbook. A development plan could be initiated by the student or the advisor/faculty member and is likely the first response to address a concern such as, but not limited to, a zero rating on a KPI or disposition or poor performance in a course. In some cases, such as in the case of obtaining a zero on the Counseling Skills or Ethics KPIs, students with a development plan may be required to show improvement or complete assigned tasks prior to being considered for candidacy and field experience. Students who do not meet the goals of a development plan may be moved to a remediation plan.

A **remediation plan** is required when there is a significant faculty concern regarding a student. Generally, this is needed when a student has an ethical or plagiarism violation or repeated patterns of poor academic or dispositional performance. A remediation plan may include (but is not limited to):

- Documentation of the problem areas.
- Evaluation and academic counseling of the student by faculty members and/or supervisor.
- Recommendation for the student to seek professional help to address personal concerns that may be affecting his/her competency.
- Requiring the student to take a leave of absence from the program until the problem area(s) is appropriately resolved and sufficiently addressed.
- Dismissal from the Evangel University Counseling Program.

Sometimes a student's remediation plan may include a referral to a licensed mental health provider. Counseling faculty require only that the mental health provider report on the student's attendance and overall progress. Students are eligible to receive counseling services through the Evangel University Counseling Center located in the Wellness Center. In addition to on campus counseling services, students may access a list of counseling providers located in the Counseling Program Resources site in Course Commons.

The remediation plan takes the form of a written contract, specifying behavioral expectations, assistance to be provided, and specific outcomes with a timeline. The student's academic advisor/course instructor is the lead person for constructing the plan. If plans to address the problem are not acceptable to the student, the student can make an appeal to the following people in sequential order: Counseling Program Director, Chair of the Behavioral and Social Sciences, and Chief Academic Officer. For a distance student, a remediation plan will be constructed and discussed via video stream platform (Teams). The plan will be signed, stored, and updated via password protected digital file.

If a student is placed under a remediation plan, every effort is made to protect student confidentiality and student records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA). A hard copy of the remediation plan will be stored in the student's file. To protect confidentiality, no record of the remediation plan will be stored on university academic portal. No student is discriminated against due to disability. Reasonable accommodations are made in accordance with policy described in the Evangel University College of Adult and Graduate Studies Handbook.

DISMISSAL AND WITHDRAWAL

Training to become a professional counselor involves academic success in a timely manner, ongoing growth and development of counselor dispositions, ethical behavior, and appropriate boundaries. Students may be dismissed from the Counseling Program due to one of the following categories:

1. Academic – Failure to perform to academic standards determined by the University and Counseling Program. Examples of unsuccessful academic performance include but are not limited to the following:

- a. Failure to maintain a minimum of a 3.0 GPA or pass candidacy after the implementation of a remediation plan.
 - b. Three failed attempts at the comprehensive examination.
 - c. Failure to meet expectations for program key performance indicators (KPI).
2. Unprofessional or Personal Conduct- Failure to behave in a manner consistent with the Christian faith, professional codes, values, and principles as well as University conduct rules and regulations (see College of Adult and Graduate Studies Student Handbook). Examples include but are not limited to the following:
 - a. Failure to consistently uphold principles of honesty and integrity in one's academic, professional, and personal life.
 - b. Failure to consistently display counselor dispositions upon remediation attempts.
 - c. Failure to meet basic requirements for clinical practice (professionalism, appropriate boundaries, emotional/psychological health, etc.)
 - d. Violation(s) of local, state, and federal criminal codes.

The Graduate Studies Academic Catalog outlines the process of dismissal (notification, due process, etc.). Due to the serious nature of dismissal, a student may submit a formal written appeal to the following Evangel personnel: Department Chair of the Behavioral and Social Sciences, Director - College of Adult and Graduate Studies, Provost (VP of Academic Affairs) and/or VP of Student Development. A formal appeal submission must provide rationale and grounds for an appeal as well as supporting documents. For more detailed information please see:

https://www.evangel.edu/wp-content/uploads/2019/02/CAGS-Handbook-2019.2020_1.pdf

If dismissed from the program, Evangel will notify the student through USPS, e-mail, and/or phone.

Students are considered withdrawn from the program under the following conditions:

1. Failure to register for classes over two consecutive semesters (including summer)
2. Failure to complete the degree within a five-year period.
3. Failure to meet financial commitments to Evangel University

For more details regarding readmission, please see the Graduate Studies Academic Catalog policies on (leave of absence, withdrawal, and readmission) at

<https://web.evangel.edu/apps/mastercatalog/view/view.asp?CatalogID=2&Section=36>

ACADEMIC APPEAL AND GRIEVANCE PROCESS

Conflicts may arise between people relative to performance, conduct, or interpersonal issues. These conflicts may involve areas related to in-class and/or outside-of-class activities. Whether faculty or student, the biblical principles found in Matthew 18:15-17 should guide the conflict resolution. A student with a concern should first communicate that concern face-to-face to the faculty member with whom the conflict has arisen. If the student is not satisfied with the results of this meeting or does not feel safe in discussing the situation alone with the professor, the academic advisor should be consulted. In conflicts involving the academic advisor, the Counseling Program Director should be consulted. In conflicts involving the program director, the Chair of the Behavioral and Social Sciences should be consulted. The student may wish to have his or her advisor attend such a

meeting for support if the conflict does not involve the advisor. If a satisfactory resolution of the situation is not achieved, the student may make an appeal to the Director of Adult and Graduate Studies. If necessary, a final appeal may include the University Provost.

If students have a concern about a peer, similar guidelines exist in keeping with Matthew 18 principles (as noted above). Students should first present their concern to their peers unless safety is a concern. If safety, emergency, or violation of the law is a concern then a complaint to campus or local police should be the first course of action. For non-emergency or immediate-safety issues, the student may consult with his/her advisor or a faculty about the concern, typically concealing the identity of the peer as the first step as they seek guidance on the professional and ethical considerations of the concern. Students should follow the guidelines in the ACA Code of Ethics, particularly Section H: Resolving Ethical Issues.

For student campus concerns, campus misconduct, or activity not in keeping with the student handbook, the Counseling Program Director, Chief Academic Officer, or Vice President for Student Development can provide guidance to students. Students should be aware that FERPA Rules and Regulations will not allow faculty or staff to communicate back to the concerned student the actions or steps taken in response to the concern. For instance, if a student expresses a concern that his/her classmate cheated on an exam, and the program responds with failing the student from the course, that information is not shared publicly or with anyone other than the involved faculty or staff members. While students may share information, they deem appropriate with each other, faculty may not share any information about classmates. This can lead to a one-sided experience of information that students should be aware of and use good judgment in response.

SEX-BASED OFFENSES POLICY

Evangel University, owned and operated by the Assemblies of God, is committed to respecting all employees, students, and guests. Sex-based offenses are not only incompatible with Evangel's standards of Christian conduct, but also are criminal acts that infringe on the rights of others and are strictly prohibited by the University. This policy applies to all University employees, students, or visitors to the University, as well as anyone participating in a university sponsored activity. Contact the [Title IX Coordinator](#), [Deputy Coordinator](#), or [Office of Public Safety](#) to report any sex-based offenses. We encourage victims of sex-based offenses to report violations to the university, as well as to appropriate law enforcement officials, so that we may care well for our community members. Offenses under this policy include, but are not limited to sexual discrimination, sexual exploitation, sexual harassment, sexual violence (dating violence, domestic violence, sexual assault [nonconsensual sexual contact, nonconsensual sexual intercourse]), and stalking.

Evangel University has a zero-tolerance policy for sex-based offenses and will not tolerate retaliation (threatened, attempted, or actual) against any individual for making a complaint under this policy. When an allegation of a sex-based offense is brought to an appropriate administrator's attention, protective and other remedial measures will be used to reasonably ensure that such conduct ends, is not repeated, and the effects on the victim and community are remedied, including serious sanctions when a responding party is found to have violated this policy. This policy is developed to reaffirm these principles and to provide recourse for those individuals whose rights have been violated. The [full policy](#) is housed in the [Student Portal](#) for easy access to our

community members. It includes complete information on Title IX officers, definition of terms, prohibited offenses, sanctions, confidential and mandated reporters, how to report an offense, resolution procedures, advisors, rights, investigative steps, and appeals. Please review it so that we can help keep our community members safe. Additionally, please see the Adult and Graduate Studies Student Handbook (aka COL) <https://www.evangel.edu/department/college-of-online-learning/>

COUNSELING SERVICES

The Counseling program encourages students to monitor their mental health and seek counseling assistance when needed. Students may access free counseling services at the Evangel University Counseling Center during the fall and spring semesters and by appointment in the summer. Evangel counseling faculty and field students are prohibited from providing services to students in the counseling program. This policy promotes good practices and avoidance of multiple relationships. In the event Evangel University Counseling Center cannot provide students with personal counseling due to multiple relationships or distance, the student is responsible to secure outside counseling services. For more information, please see a list of counseling resources in the appendices.

According to the ACA code of ethics (F.10.e) faculty do not serve as counselors to students. If a student has a pre-existing counseling relationship with a faculty member, the faculty will refer the student to another professional to minimize disruption in mental health care.

ENDORSEMENT POLICY

Students and graduates may request an endorsement (i.e., a verbal or written recommendation) from program faculty to gain employment or credentials. Students and graduates should seek an endorsement only for employment and credentials that are appropriate given their training, coursework, and supervised experience. Counseling faculty only endorse a student for positions or credentials for which the student has been adequately prepared. Students must submit a written and signed request for endorsement to their academic advisor, the Counseling Program Director, or other identified counseling faculty. Include the name of the organization, contact information, and name of person requesting the endorsement. Endorsement often includes verification of student records (e.g., GPA, program requirements, graduation status) and affirmation of professional dispositions. The Endorsement Form is provided at the end of this handbook.

TECHNOLOGY

To teach, train, and evaluate counseling students in the areas of primary counseling skills, professional dispositions, and professional behaviors, the use of technology is required. As a teaching medium, technology can facilitate a deeper understanding and meaning of course material.

With pedagogical tools such as video podcasts, video uploaded role-plays, digital counseling demonstrations, web files, and a growing variety of other interactive internet tools, the counseling faculty effectively instruct, train, and evaluate student development. Faculty expect students to embrace technology as a learning tool and cooperate with course assignments that incorporate technology.

Evangel University utilizes the Course Commons Learning Management System (LMS). Syllabi, course schedules, assignments, announcements, and supplemental resources are housed in Course Commons. To have command of Course Commons, the counseling faculty encourage students utilize embedded training resources. In-person program students have access to computer technology via Evangel University computer labs. However, all students must purchase or have access to personal computers along with internet access, one or more web-browsers (Safari, Chrome, or Firefox) and integrated or external cameras.

If a student has an issue with CANVAS/Course Commons, they can go to the dashboard and find the support icon (looks like an 'i') in the left-hand navigation menu. Select "Need Help?" from the menu that opens. This will send a request to someone in-house who can assist. The student can also send an email to DigitalLearning@evangel.edu. This email address is monitored 7 days a week. During the week, allow 24 hours for a response and up 36 hours on the weekend.

When having access problems with an Evangel account (username and password), contact I.T. Help desk at help@evangel.edu (email) or call 417-865-2815, x4357 (HELP). The Help Desk is open M-F 8:00 am to 4:30 pm. Off-campus students can call 417-575-5400. Finally, access resources regarding FAQ and set-up help.evangel.edu.

Netiquette pertains to acceptable online behavior as it relates to interactions with peers and professors. The digital classroom (asynchronous and synchronous) is a professional environment. If a behavior is not acceptable in a face-to-face classroom, then it is not acceptable in a digital platform. Please see the following guidelines:

- Dress appropriately and select an acceptable location to record videos or join virtual meetings.
- No inappropriate language or derogatory statements.
- Always address your instructor and classmates professionally.
- Sarcasm has been the source of plenty of misguided arguments online, as it can be incredibly difficult to understand the commenter's intent.
- As a rule of thumb, it is best to avoid jokes and sarcasm altogether in an online classroom. Instead, lean toward being polite and direct in the way you communicate to avoid these issues.
- Chat boxes are used in many online classes as a place for students to share ideas and ask questions related to the lesson.
- Text is permanent. Everything done inside the course is recorded in some way. Be careful what you say as you may not be able to delete it from the course.
- Disagree with evidence. Think before you type and have evidence to support your statements. It is not easy to give or take criticism, so be considerate in your responses.
- Never use all capital letters. PEOPLE WILL THINK YOU ARE SHOUTING. Do not use colored text for emphasis either as some cannot differentiate colors. Instead, use black and *italics* or **bold** for emphasis.
- Set a respectful tone by using respectful greetings and signatures, full sentences and even the same old "please" and "thank you" you use in real life.
- Take your time and great care with how you write your thoughts. One of the best aspects of an online conversation is that you have plenty of time to ensure you are meeting requirements, correctly interpreting peer posts, and submitting high quality information (free of spelling errors, grammar mistakes, and inaccuracies).

- Remember you are talking to real people, with feelings, lives, and opinions.
- Be respectful. Say please and thank you. Respect other opinions and do not mock or criticize people for their statements.
- Respect privacy and do not abuse your power. If you have access to emails, photos, or other personal information of your classmates through the course that you would not otherwise have access to, it is not your property to use and distribute as you see fit.
- Do not be a bully. Respect differing opinions and be mindful that everyone makes mistakes.

Recording Policy

Evangel counseling professors do not routinely record synchronous online classes in order to protect the privacy of students. Per the attendance policy, students are required to attend synchronous classes and watching recorded synchronous classes is not a replacement for attendance. There may be times where a professor does choose to record a portion of class for the purpose of using the recording in a later assignment in that course or for faculty evaluation. Students will be made aware of the class being recorded and will be told its purpose. Students themselves may not personally record a classroom experience.

EXTRA-CURRICULAR COUNSELING ACTIVITY

Students enrolled in programs offered by the department often have opportunities to become involved in professional 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 officially supervised by those professionals 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 only assume responsibility for students' counseling activities within the limits of program requirements. Therefore, be advised that if students choose to engage in extracurricular counseling activities students do so without university sanction or protection. The university, department, and faculty assume NO supervisory, ethical, or legal responsibility for any extracurricular counseling experiences. Moreover, use of university resources (e.g., physical facilities, materials) by students for extracurricular counseling activities is strictly prohibited.

INTERNATIONAL STUDENT POLICY

The counseling faculty recognizes the positive contribution of international students to the graduate counseling program. Many times, international students have needs and issues that require special attention. Needs are more evident in programs like counseling. The counseling program is designed around state standards, licensure, and certification requirements and follows national standards for counselor training. Some international students intend to remain in the United States. Many of these students need additional knowledge, skills, and help in the enculturation process so they can be successful in area schools and agencies. Other international students plan to return to their home country. It is the student's responsibility to determine additional course work required for their country of origins' certification and licensure regulations. If additional courses are not available at Evangel University, the academic advisor may assist the student to locate specific coursework at other institutions of higher education. While needs vary from student to student, international students require additional advising, support, and

transitional assistance. International students should work closely with their advisors to obtain additional help consistent with individual goals.

Prior to beginning field experience, international students must complete an F-1 Curricular Practical Training Form (CPT), a requirement by the Department of Homeland Security. The student can secure the form through the program field coordinator and the Registrar's office. Additionally, the student must secure documentation (on agency letterhead) from the field site supervisor indicating beginning and ending date of field training, on site work hours, compensation rate, and summary of duties. The CPT form and letters should be submitted to the program field coordinator and University Registrar.

HANDBOOK ACKNOWLEDGEMENT STATEMENT

Directions: Student is to complete this form in duplicate and submit a copy of this agreement to the designated Evangel University Faculty Supervisor.

1. I read and understood the American Counseling Association *Code of Ethics* and will practice my counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on my part will result in my removal from practicum/internship and a failing grade. Documentation of such behavior will become part of my permanent record.
2. I read the Student Handbook and agree to follow the outlined policies and procedures.
3. I agree to adhere to the administrative policies, rules, standards, and practices of the practicum/internship site.
4. I understand that my responsibilities include keeping my practicum/internship supervisor(s) informed regarding my practicum/internship experiences.
5. I understand that I will not be issued a passing grade in practicum/internship unless I demonstrate the specified minimal level of counseling skill, knowledge, competencies, and complete course requirements as required.
6. I understand I must obtain proper clearances (e.g., child abuse clearance, criminal background checks) or health tests (e.g., TB test) as required by the program and/or my site prior to the start of practicum and internship.

7. I understand that my placement site is subject to the approval of the program faculty.

Student Signature and Date _____

DEGREE SHEET – SCHOOL COUNSELING (ONLINE ONLY)

| Term | Course | | Credit |
|-----------------|---------|---|----------|
| SUMMER 1 | COU 510 | Residency - 1st Year | 0 |
| | COU 534 | Integration of Christianity and the Counseling Profession | 2 |
| | COU 509 | School Counseling Foundations | 3 |
| | | | 5 |
| FALL 1 | COU 521 | Professional Orientation and Ethics | 3 |
| | COU 523 | Counseling Skills LEC | 2 |
| | COU 523 | Counseling Skills LAB | 1 |
| | COU 526 | Counseling Theories | 3 |
| | | | 9 |
| SPRING 1 | COU 503 | Human Growth and Development | 3 |
| | COU 610 | Assessment | 3 |
| | COU 627 | Social and Cultural Diversity | 3 |
| | | | 9 |
| SUMMER 2 | COU 511 | Residency - 2nd Year | 0 |
| | COU 500 | School Counseling Curriculum | 3 |
| | COU 625 | Group Counseling LEC | 2 |
| | COU 625 | Group Counseling LAB | 1 |
| | | | 6 |
| FALL 2 | COU 507 | Research Methods | 3 |
| | COU 604 | Career Counseling | 3 |

| | | | |
|----------------------|---------|--|-------|
| | COU 506 | Psychodiagnostics | 3 |
| | | | 9 |
| SPRING 2 | COU 582 | Classroom Management *(omit if not needed) | 0-3 |
| | COU 632 | Psychology of Education | 3 |
| | COU 590 | School Counseling Practicum | 3 |
| | | | 6-9 |
| SUMMER 3 | COU 697 | School Counseling Professional Capstone | 1 |
| | COU 611 | SPE course - Intelligence Testing | 3 |
| | | | 4 |
| FALL 3 | COU 504 | The Exceptional Student *(omit if not needed) | 0-3 |
| | COU 613 | SPE Course - Diagnostic Assessment | 3 |
| | COU 591 | School Counseling Internship I | 3 |
| | | | 6-9 |
| SPRING 3 | COU 512 | Professional Relationships in School, Family, and Community | 3 |
| | COU 592 | School Counseling Internship II | 3 |
| | COU 695 | SPE course - School Psych. Examiner Practicum | 3 |
| | | | 6-9 |
| Total credit hours = | | | 60-69 |
| ELECTIVES | COU 611 | Intelligence Testing (SPE - summer) | 3 |
| | COU 613 | Diagnostic Assessment (SPE - fall) | 3 |
| | COU 695 | School Psychological Examiner Practicum (SPE - spring) | 3 |
| | COU 675 | Human Sexuality | 3 |
| | COU 651 | Addiction Counseling | 3 |
| | COU 505 | Child and Adolescent Counseling | 3 |
| | COU 585 | Psychopharmacology | 3 |
| | COU 645 | Best Practices for Telemental Health (take with COU 646&647) | 1 |
| | COU 646 | Child and Elder Abuse (take with COU 645 & 647) | 1 |
| | COU 647 | Intimate Partner Violence (take with COU 645 & 646) | 1 |

A total of 60 credit hours are required, 69 credits maximum allowed

Summer courses are 7 weeks and fall/spring courses are 15 weeks.

Courses will be designated with an OLC prefix. Example: COU 534 OLC1

*May be omitted if taken in undergrad degree, SPE courses will make up for lost credits
COU 611, COU 613 and COU 695 - classes for School Psychological Examiner credential

CLINICAL MENTAL HEALTH COUNSELING (SEATED)

| Term | Course | | Credit |
|----------|---------|---|--------|
| | | | |
| SUMMER 1 | COU 534 | Integration of Christianity and the Counseling Profession | 2 |
| | COU 508 | Mental Health Foundations | 3 |
| | | | 5 |
| FALL 1 | COU 521 | Professional Orientation and Ethics | 3 |
| | COU 523 | Counseling Skills LEC | 2 |
| | COU 523 | Counseling Skills LAB | 1 |
| | COU 526 | Counseling Theories | 3 |
| | | | 9 |
| SPRING 1 | COU 503 | Human Growth and Development | 3 |
| | COU 610 | Assessment | 3 |
| | COU 627 | Social and Cultural Diversity | 3 |
| | | | 9 |
| SUMMER 2 | COU 527 | Couple and Family Counseling | 3 |
| | COU 625 | Group Counseling LEC | 2 |
| | COU 625 | Group Counseling LAB | 1 |
| | | | 6 |
| FALL 2 | COU 507 | Research Methods | 3 |
| | COU 604 | Career Counseling | 3 |

| | | | |
|---|--|--|----|
| | COU 506 | Psychodiagnosis | 3 |
| | | | 9 |
| SPRING 2 | COU 524 | Clinical Interventions and Evidence Based Treatments | 3 |
| | COU 628 | Crisis, Trauma, and Recovery | 3 |
| | COU 597 | Clinical Mental Health Counseling Practicum | 3 |
| | | | 9 |
| SUMMER 3 | COU 696 | Counseling Professional Capstone | 1 |
| | | | 1 |
| FALL 3 | | Elective | 3 |
| | COU 598 | Mental Health Counseling Internship | 3 |
| | | | 6 |
| SPRING 3 | | Elective | 3 |
| | COU 598 | Mental Health Counseling Internship | 3 |
| | | | 6 |
| | | Total credit hours = | 60 |
| | Not all electives are available for every cohort, additional electives may be added | | |
| Electives (total of 6 credits required) | COU 675 | Human Sexuality | 3 |
| | COU 651 | Addiction Counseling | 3 |
| | COU 505 | Child & Adolescent Counseling | 3 |
| | COU 585 | Psychopharmacology | 3 |
| | COU 620 | Advanced Internship - only for Indiana-based students | 3 |
| | | Best Practices for Telemental Health (take with COU 646&647) | 1 |
| | COU 646 | Child and Elder Abuse (take with COU 645 & 647) | 1 |
| | COU 647 | Intimate Partner Violence (take with COU 645 & 646) | 1 |
| | | | |

* Summer courses are 7 weeks and fall/spring courses are 15 weeks.

* Courses will be designated with an LEC prefix. Example: COU 534 LEC1

CLINICAL MENTAL HEALTH COUNSELING (ONLINE)

| Term | Course | | Credit |
|----------|---------|---|--------|
| | | | |
| SUMMER 1 | COU 510 | Residency - 1st Year | 0 |
| | COU 534 | Integration of Christianity and the Counseling Profession | 2 |
| | COU 508 | Mental Health Foundations | 3 |
| | | | 5 |
| FALL 1 | COU 521 | Professional Orientation and Ethics | 3 |
| | COU 523 | Counseling Skills LEC | 2 |
| | COU 523 | Counseling Skills LAB | 1 |
| | COU 526 | Counseling Theories | 3 |
| | | | 9 |
| SPRING 1 | COU 503 | Human Growth and Development | 3 |
| | COU 610 | Assessment | 3 |
| | COU 627 | Social and Cultural Diversity | 3 |
| | | | 9 |
| SUMMER 2 | COU 511 | Residency - 2nd Year | 0 |
| | COU 527 | Couple and Family Counseling | 3 |
| | COU 625 | Group Counseling LEC | 2 |
| | COU 625 | Group Counseling LAB | 1 |
| | | | 6 |
| FALL 2 | COU 507 | Research Methods | 3 |
| | COU 604 | Career Counseling | 3 |
| | COU 506 | Psychodiagnosis | 3 |
| | | | 9 |
| SPRING 2 | COU 524 | Clinical Interventions and Evidence Based Treatments | 3 |
| | COU 628 | Crisis, Trauma, and Recovery | 3 |
| | COU 597 | Clinical Mental Health Counseling Practicum | 3 |
| | | | 9 |
| SUMMER 3 | COU 696 | Counseling Professional Capstone | 1 |
| | | | 1 |

| | | | |
|--|--|--|-----------|
| FALL 3 | | Elective | 3 |
| | COU 598 | Mental Health Counseling Internship | 3 |
| | | | 6 |
| SPRING 3 | | Elective | 3 |
| | COU 598 | Mental Health Counseling Internship | 3 |
| | | | 6 |
| | Total credit hours = | | 60 |
| | Not all electives are available for every cohort, additional electives may be added | | |
| Electives (total of 6 credits required) | COU 675 | Human Sexuality | 3 |
| | COU 651 | Addiction Counseling | 3 |
| | COU 505 | Child & Adolescent Counseling | 3 |
| | COU 585 | Psychopharmacology | 3 |
| | COU 620 | Advanced Internship - only for Indiana-based students | 3 |
| | COU 645 | Best Practices for Telemental Health (take with COU 646&647) | 1 |
| | COU 646 | Child and Elder Abuse (take with COU 645 & 647) | 1 |
| | COU 647 | Intimate Partner Violence (take with COU 645 & 646) | 1 |
| | | | |

* Summer courses are 7 weeks and fall/spring courses are 15 weeks.

* Courses will be designated with an OLC prefix. Example: COU 534 OLC1

Graduation requirements for all programs and delivery methods include but are not limited to: Completion of coursework with an overall 3.0 GPA, passing score on fee-based comprehensive examination, and recommendation for graduation by Evangel University Core faculty. (rev.081318)

ENDORSEMENT -RELEASE OF INFORMATION/AUTHORIZATION

Student Name: _____ Student ID#: _____

Evangel University (the "University") complies with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g ("FERPA") and FERPA's implementing regulations, 34 C.F.R. 99.1, et seq. Subject to certain exceptions, the University does not disclose a student's educational records and information to others without the student's written authorization. Students may sign this Release of Information Authorization Form to authorize the University to disclose the students' records and information subject to the law, applicable policies, and the parameters and restrictions set forth below.

Information about the University's FERPA compliance is available on the University's website at: <https://web.evangel.edu/apps/mastercatalog/view/view.asp?CatalogID=1&Section=23b>. I recognize that records are maintained at various offices throughout campus, and therefore understand that I will need to submit a separate request to each relevant office.

Check all that apply:

- ☐ *Endorsement information required for practicum/internship, credentialing, employment, or references for additional training opportunities. Information includes my command of coursework and supervised field experience. I understand my advisor or program faculty may verify my GPA, program requirements, graduation status, and affirmation of dispositions. Unless otherwise specified below, this applies to requests authorized and initiated by the student/alum via agency human resource or credentialling departments.*

Individual /Organization and address:

- ☐ *Professor may share information relevant to a development/remediation plan. Such information includes context, rationale, and expectations necessary to maintain enrollment or graduation.*

Individual/ Organization and address:

This authorization may be revoked in writing at any time by delivering a written revocation to the same person(s) and/or office(s) to whom you deliver this authorization. Absent such revocation, this authorization will remain in effect indefinitely.

(continued on a second page)

This authorization will be revoked (please select only one option below):

- ☐ Immediately after the specific information requested above has been released, or
- ☐ On (please list date) _____

** The University reserves the right to contact the student to authenticate the student's signature before disclosing records or information.*

Student Signature: _____ Date: _____

Appendix A

COUNSELING RESOURCES

| Agency | Location | Contact Info | Payment |
|--|--|---|----------------------|
| Evangel University Counseling Center | Wellness Center - Cantrell Student Union | Campus extension 7222 | Free for EU students |
| Rising Hope Counseling Center | Branson, MO | https://www.alana-cummings.clientsecure.me/ | Fee set by clinician |
| Gateway Counseling Center | 1864 S. Kentwood Ave Springfield, MO | (417) 869-8400 | Fee set by clinician |
| Psyc Associates | 1358 E. Kingsley Springfield, MO | 417-414-0333 | Fee set by clinician |
| Ozarks Counseling Center | 614 South Avenue, Springfield, MO | 417-869-9011 | Sliding Fee |
| Burrell Community Mental Health Center | 1300 E. Bradford Parkway Springfield, MO | 417-761-5000 | Sliding Fee |
| Jordan Valley Health Center | 440 E. Tampa Springfield, MO | 417-831-0150 | Sliding Fee |

Online students: There are several options.

- a) Contact your advisor to see if they have referrals within your state.
- b) Contact registry for lists of counselors:
 - i) Focus on the Family – <https://www.focusonthefamily.com/get-help/counseling-services-and-referrals/>
 - ii) American Association of Christian Counselors
https://connect.aacc.net/?search_type=distance
 - iii) NBCC <https://www.nbcc.org/search>