



Counseling
Program Handbook
2026-2027

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Equal Opportunity Statement

Truman State University, in compliance with applicable laws and recognizing its deeper commitment to equity, diversity and inclusion which enhances accessibility and promotes excellence in all aspects of the Truman Experience, does not discriminate on the basis of age, color, disability, national origin, race, religion, retaliation, sex (including pregnancy), sexual orientation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities.

(2026-2027 General/Graduate Catalog;
<https://catalog.truman.edu/content.php?catoid=29&navoid=1897>)

Mission and Description of Program

Mission

The Counseling program at Truman State University strives to equip caring, committed, competent, and culturally aware individuals with the knowledge, skills, and dispositions required to become professional counselors in school and community settings.

Specialized Practice Areas

Students may focus on a Master of Arts in Counseling: Mental Health Counseling, geared toward community-based work as Licensed Professional Counselors; a Master of Arts in Counseling: Rehabilitation Counseling, geared toward providing rehabilitation and vocational services for clients with disabilities as Certified Rehabilitation Counselors; or a Master of Arts in Counseling: School Counseling, geared toward meeting the academic, career, and personal/social needs of culturally diverse students in the elementary, middle, and secondary schools as Certified/Licensed School Counselors. These degrees correspond to the Clinical Mental Health Counseling, Clinical Rehabilitation Counseling, and School Counseling specialized practice areas, respectively, described by the Council for the Accreditation of Counseling and Related Education Programs (CACREP), the national accreditation body for counseling programs.

Description of the Program

The program is a semi-autonomous unit within the Department of Psychology and Counseling, a component of the School of Business and Professional Studies. It focuses on developing the knowledge, skills, and dispositions involved in becoming a reflective practitioner in the art and science of counseling. To assist counselors-in-training in this process, particular attention is given to the counseling relationship; cultural awareness; skill development; ethical and reflective practice; and wellness, prevention, and intervention. Each specialization provides a focused study on issues germane to that area of practice within the counseling profession. Students in the Rehabilitation, Mental Health, and School Counseling degree plans complete a minimum of 60 graduate semester credit hours to meet the necessary curricular and experiential requirements for initial entry-level licensure or certification.

All Counseling faculty members hold doctoral degrees and are active in professional organizations. The program has a small student-professor ratio, which encourages close interaction between faculty and students. The faculty is dedicated to maintaining a psychologically safe and secure atmosphere, wherein all students can experience personal growth and development, intellectual stimulation, and development of professional knowledge and skills.

The Counseling program is designed so that a full-time student may complete it within 7 semesters (including summers; just over 2 years). Application of counseling skills is emphasized throughout the training program. Students must accumulate a minimum of 700 hours of supervised counseling experience. All counseling students participate in a minimum of three field placement experiences (Practicum and Internship).

Accreditation Status

The Master of Arts in Counseling: Mental Health Counseling and Master of Arts in Counseling: School Counseling are both CACREP accredited. The Master of Arts in Counseling:

Rehabilitation Counseling is also designed to meet CACREP standards but began later. CACREP requires programs to graduate their first set of students before they can apply to add a specialization, and CACREP accreditation for Rehabilitation Counseling will be sought at the earliest opportunity. Provided the CACREP Board of Directors approves Truman's application, students who graduate within 18 months before Board approval are considered graduates of a CACREP-accredited program. ***The Rehabilitation Counseling degree is not CACREP-accredited until approved by the CACREP Board of Directors.***

Program Delivery Types and Methods of Instruction

The program is offered through a fully online format. Faculty members use a variety of methods to convey course content and engage students in meaningful co-constructions of knowledge, development of counseling skills, and consideration and acquisition of dispositions appropriate for counseling professionals. These include asynchronous methods such as text readings, discussions, and video/demonstration viewings; synchronous partner and small group meetings; individual and triadic supervision in person or via videoconferencing; synchronous group supervision or whole-class engagements; and on-site field experiences.

School and Graduate Mission Statement and Objectives

School of Business and Professional Studies Mission Statement

The School of Business & Professional Studies empowers students to attain an exemplary liberal arts & sciences education by employing high-impact learning experiences, professionally-defined bodies of knowledge, and the integration of theory and practice.

Graduate Program Objectives

Truman's Graduate Program Objectives are:

1. To graduate master's degree students who possess the appropriate depth of knowledge in specific disciplines.
2. To graduate master's degree students able to perform in appropriate professional and academic positions.
3. To graduate master's degree students qualified to enter and succeed in doctoral programs at leading universities.

Counseling Program Objectives

The Truman Counseling program has developed the following objectives in pursuit of the program's mission to equip caring, committed, competent, and culturally aware individuals with the knowledge, skills, and dispositions required to become professional counselors in school and community settings:

1. Apply counseling ethical standards and demonstrate and strong professional counselor identity
2. Account for cultural factors in work with clients and engage in self-examination and reflection to enhance the ability to practice with cultural humility
3. Apply ethical and culturally relevant knowledge of adaptive human development to support optimum growth and wellness across the lifespan

4. Articulate the pervasiveness of work and identify ethical and culturally relevant strategies to equip clients for meaningful work and leisure
5. Demonstrate the ability to engage clients through established theoretical frameworks and basic skills to build culturally appropriate, strength-focused relationships ground in client's goals
6. Incorporate ethical and culturally relevant strategies in the creation and management of groups designed to address academic, career, personal, and social/emotional concerns within various settings
7. Use ethical and culturally appropriate assessment principles to select valid, reliable instruments for identifying and/or diagnosing client career, academic, and mental health concerns and use the findings to guide work with clients
8. Apply a practitioner's perspective to both the critical consumption of professional counseling literature, with particular attention to ethical and cultural considerations, as well as to the evaluation of programs and work with clients
9. Provide ethical and culturally relevant prevention and intervention services in community and mental health settings through counseling, collaboration, and consultation, as appropriate (*Mental Health Counseling specialization*)
10. Use counseling, collaborative, and consultative relationships in school and community settings to advocate for and address clients' academic, career, personal, and social-emotional needs, as informed by national and state models (*School Counseling specialization*)
11. Provide rehabilitation counseling and vocational services to clients with physical, mental, developmental, cognitive, and emotional disabilities in rehabilitation and community settings to advocate for and address clients' personal, career, and independent living goals in the most integrated and equitable settings, as informed by national standards (*Rehabilitation Counseling specialization*)

Degree Requirements – Curriculum

Prerequisite Courses

The Counseling program does not assume any specific prior knowledge beyond that obtained through any baccalaureate degree obtained from a college or university accredited by one of the six regional accreditors recognized by the United States' Department of Education. Consequently, there are no required prerequisite or leveling courses for a counseling degree from Truman.

Required Courses for Mental Health, Rehabilitation, and School Counseling

Required Courses for All Specializations

COUN 603G ASSESSMENT AND APPRAISAL. This course provides information on the various types of assessment and appraisal used in the counseling profession. It includes topics on measurement basics, types of reliability and validity important to test selection, interpretation of results, and ethics and legal issues in assessment with varied populations and within various settings. In addition, this course covers screening for suicide, harm to self, and substance use. Prerequisite: Grade of "B" or better in COUN 641G, COUN 656G, and COUN 664G.

COUN 641G PROFESSIONAL ORIENTATION AND ETHICS. This is an introductory counseling course covering some of the basic issues and trends in the counseling profession.

Issues to be addressed include history of the helping professions, professional roles and functions, professional organizations, ethical standards and legal issues, professional preparation standards, professional credentialing, and public policy processes. Prerequisite: Admission to the Counseling program

COUN 644G RESEARCH METHODS IN COUNSELING. This course is designed to assist students in gaining knowledge and information regarding research procedures utilized in quantitative and qualitative research, methods and procedures used in needs assessment, program evaluation, and the assessment of accountability. Descriptive and inferential statistics and their application in ethical counseling and educational research are explored throughout. Prerequisite: Grade of “B” or better in COUN 641G, COUN 656G, and COUN 664G.

COUN 654G SOCIAL AND CULTURAL FOUNDATIONS. Theory and application of multicultural competency in the helping professions. Concepts covered are the theory and application of multicultural knowledge and sensitivity, ethical treatment of individuals in a diverse society, demonstrated knowledge, skills and personal self-awareness relevant for helping professionals. Prerequisite: Admission to the Counseling program.

COUN 656G COUNSELING SKILLS. This class focuses upon the development of applied micro counseling skills and advanced counseling skills used in school or clinical mental health settings. Prerequisite: Admission to the Counseling program.

COUN 657G DIAGNOSIS IN COUNSELING. This course examines the theory supporting and the practice of mental health diagnosis using the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). Specific disorders are reviewed by placing emphasis on symptom recognition and assessing client concerns. This course includes diagnostic concerns and interventions relevant to school settings, including learning-related diagnoses. Prerequisite: Grade of “B” or better in COUN 641G, COUN 656G, and COUN 664G.

COUN 660G CAREER DEVELOPMENT. Preparation for counselors working in a variety of settings; career development concepts and theories, family and work, career and academic goals and planning, and college and career readiness; evaluation, and uses of career assessments. Prerequisite: Grade of “B” or better in COUN 641G, COUN 656G, and COUN 664G.

COUN 663G GROUP COUNSELING. This class examines research, theory, ethics, planning and practice in a group setting using a combination of learning approaches through reading, discussion, personal reflection, and practice. Lecture material includes information from the text and other sources. Participation is an important element of this class. An experiential group experience is required for this class. Prerequisite: Grade of “B” or better in COUN 641G, COUN 656G, and COUN 664G.

COUN 664G THEORIES AND TECHNIQUES OF COUNSELING. The primary focus of this course is for the student to develop an in depth understanding of the major counseling theories and interventions utilized in counseling practice. The student builds skills in critiquing, evaluating, and applying these theories. In addition, the appropriateness of each theory for multicultural settings is examined. Prerequisite: Admission to the Counseling program.

COUN 666G HUMAN GROWTH AND DEVELOPMENT. This class provides an understanding of the nature and need of individuals at all developmental levels, including all of the following: ethical and legal considerations as they related to different development issues; theories of

individual and family development and transitions across the lifespan including theories of learning and personality development; an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior; and strategies for facilitating optimum development over the lifespan. Prerequisite: Grade of “B” or better in COUN 641G, COUN 656G, and COUN 664G.

COUN 668G COUNSELING INTERNSHIP. Supervised counseling experience in roles and settings with clients relevant to the student’s counseling specialty area. Each student must accrue a minimum of 300 clock hours under the supervision of university faculty and appropriately experienced and credentialed on-site personnel, with at least 120 clock hours of direct service. The semester prior to enrollment, the student must complete the internship application process and be pre-approved for internship. May be repeated for additional credit. Prerequisite: COUN 653G or COUN 670G with a grade of ‘B’ or better.

COUN 671G INTERVENTION, PREVENTION, AND CRISIS RESPONSE. This class will focus on an examination of trauma and its biopsychosocial impact upon individuals. Specific focus will be provided on the theory, neuropsychological impact, response models and the application of skills and techniques used in crisis intervention. Prerequisite: Grade of “B” or better in COUN 641G, COUN 656G, and COUN 664G.

COUN 672G COUNSELOR AS CONSULTANT AND AGENT OF CHANGE. This course builds upon basic counseling skills and provides exposure to additional and more nuanced counseling roles and circumstances. Consultation theory and models of collaboration will be explored with specific applications to school and mental health agency settings. Other topics include an introduction to case conceptualization and treatment planning, basic crisis responses, and the provision of services via technological means. Prerequisite: Grade of “B” or better in COUN 641G, COUN 656G, and COUN 664G.

COUN 674G INTRODUCTION TO ADDICTIONS. An introduction to theories of addiction and substance abuse and the impact upon society, families and the individual. Treatment approaches will be explored. Prerequisite: Grade of “B” or better in COUN 641G, COUN 656G, and COUN 664G.

Required Courses for Clinical Mental Health Counseling Only

COUN 669G CHILD AND ADOLESCENT COUNSELING. This course examines theories, techniques, and factors related to counseling children and adolescents, including cultural dynamics, normal and abnormal development, legal and ethical concerns, and special considerations in working with minors. Prerequisite: COUN 666G with a grade of ‘C’ or higher.

COUN 670G PRACTICUM IN CLINICAL MENTAL HEALTH. Supervised counseling experience in roles and settings with clients relevant to clinical mental health. Each student must accrue a minimum of 100 clock hours under the supervision of university faculty and appropriately experienced and credentialed on-site personnel, with at least 40 clock hours of direct service. The semester prior to enrollment, the student must complete the practicum application process and be pre-approved for practicum. Prerequisites: COUN 672G and COUN 663G with grades of ‘B’ or better.

COUN 673G INTRODUCTION TO FAMILY AND COUPLES COUNSELING. This course provides basic skills and knowledge for those working with couples and families. Using a

systemic therapeutic approach and a multicultural frame work, family development and transitions across the lifespan will be explored. Prerequisite: Grade of “B” or better in COUN 641G, COUN 656G, and COUN 664G.

COUN 675G TREATMENT PROCEDURES AND PSYCHOPHARMACOLOGY. This course focuses upon empirically supported treatments for various diagnostic categories and the uses and understanding of psychopharmacological interventions. Prerequisite: Grade of “C” or better in COUN 657G.

COUN 676G PROFESSIONAL PRACTICE IN CLINICAL MENTAL HEALTH COUNSELING. This course addresses business, legal, and ethical aspects of professional counseling practice, including advanced application of state-specific practices, multicultural considerations, records management, national credentialing, and third party payer procedures and practices. Prerequisite: COUN 653G or COUN 670G with a grade of ‘B’ or better.

Required Courses for Clinical Rehabilitation Counseling Only

COUN 670G PRACTICUM IN CLINICAL MENTAL HEALTH. Supervised counseling experience in roles and settings with clients relevant to clinical mental health. Each student must accrue a minimum of 100 clock hours under the supervision of university faculty and appropriately experienced and credentialed on-site personnel, with at least 40 clock hours of direct service. The semester prior to enrollment, the student must complete the practicum application process and be pre-approved for practicum. Prerequisites: COUN 672G and COUN 663G with grades of ‘B’ or better.

COUN 677G REHABILITATION FOUNDATIONS AND ETHICS. The course addresses legal and ethical aspects of professional counseling practice in rehabilitation settings, including risk management, federal law and public policy pertaining to disability, roles and job functions of rehabilitation counselors, and current trends.

COUN 678G MEDICAL ASPECTS OF DISABILITY. This course examines managed care concepts, medical terminology, resources, and the medical aspects and functional implications for a variety of disabling conditions. It also explores implications of medications as they apply to individuals with disabilities. Prerequisite: COUN 677G

COUN 679G PSYCHOSOCIAL AND FAMILY ASPECTS OF DISABILITY. This course explores social, psychological, and cultural impacts of disability on individuals, families, and society; individual and family adjustment to disability; and techniques for working with individuals, couples, and families from systems perspectives. Prerequisite: COUN 677G

COUN 682G VOCATIONAL PLANNING AND CASE MANAGEMENT. This course explores vocational placement, community partnerships, and the application of case management skills to rehabilitation services from intake through closure in various settings. Prerequisites: COUN 660G and COUN 677G

Required Courses for School Counseling Only

COUN 653G PRACTICUM IN SCHOOL COUNSELING. Supervised counseling experience in roles and settings with clients relevant to Pre-Kindergarten through Grade 12 education. Each student must accrue a minimum of 100 clock hours under the supervision of university faculty and appropriately experienced and credentialed on-site personnel, with at least 40 clock hours

of direct service. The semester prior to enrollment, the student must complete the practicum application process and be pre-approved for practicum. Prerequisites: COUN 672G and COUN 663G with grades of “B” or better.

COUN 661G PROFESSIONAL PRACTICE IN SCHOOLS. This course addresses legal and ethical aspects of professional counseling practice in school settings, including advanced application of state-specific practices, special populations and multicultural considerations, records management, national credentialing, and effective development and delivery of comprehensive school counseling programs. Prerequisite: COUN 653G or COUN 670G with a grade of ‘B’ or higher.

COUN 669G CHILD AND ADOLESCENT COUNSELING. This course examines theories, techniques, and factors related to counseling children and adolescents, including cultural dynamics, normal and abnormal development, legal and ethical concerns, and special considerations in working with minors. Prerequisite: COUN 666G with a grade of ‘C’ or higher.

COUN 673G INTRODUCTION TO FAMILY AND COUPLES COUNSELING. This course provides basic skills and knowledge for those working with couples and families. Using a systemic therapeutic approach and a multicultural frame work, family development and transitions across the lifespan will be explored. Prerequisite: Grade of “B” or better in COUN 641G, COUN 656G, and COUN 664G.

COUN 675G TREATMENT PROCEDURES AND PSYCHOPHARMACOLOGY. This course focuses upon empirically supported treatments for various diagnostic categories and the uses and understanding of psychopharmacological interventions. Prerequisite: Grade of “C” or better in COUN 657G.

Special note: Though not part of the degree plan, students seeking school counselor certification must meet additional Missouri requirements. These include a course in the psychology of exceptional children (Truman’s ED 605G or SED 530) and content in classroom management and teaching methods. The latter can be met through teacher certification, Truman’s COUN 693G, Truman’s ED 393/394 and ED 593, or equivalent.

Elective Courses

n.b. Students may take courses required for the other Counseling degrees as electives.

COUN 642G ADVANCED TOPICS IN COUNSELING. In-depth study of selected topics in counseling. Emphasis on current theory and research. Can be repeated for additional credits as long as there is no duplication of materials covered by previous enrollment. Prerequisite: Admission to the Counseling program.

COUN 662G ANALYSIS OF THE STUDENT AND LEARNING PROBLEMS. This class focuses on the diagnosis and assessment of the student learner and how the information can be used in the analyzing and individualizing of student strategies within a school system. This information is used in constructing and presenting counseling activities and interventions appropriate for school settings utilizing response to intervention approaches. Prerequisite: Admission to the Counseling program.

COUN 667G INVESTIGATIONS IN COUNSELING. Individual research or directed readings in an area of counseling interest to the student outside structured course offerings. Students desiring to take Investigations in Counseling must present a prospectus concerning their

proposed area of research or reading before enrolling in the course. Counseling Program approval required. May be repeated for credit when topics differ. Prerequisite: Grade of “B” or better in COUN 641G, COUN 656G, and COUN 664G.

COUN 693G TEACHING METHODS AND PRACTICES/CLASSROOM MANAGEMENT FOR COUNSELORS. This course is designed to provide counseling students with basic readiness for teaching and classroom management. It serves as an introduction to “what to teach and how to teach.” Prerequisite: Admission to the Counseling program.

Course Sequence*

Semester	Courses		
	Mental Health	Rehabilitation	School
First	COUN 641G Professional Orientation and Ethics		
	COUN 656G Counseling Skills		
	COUN 664G Theories and Techniques of Counseling		
Second	COUN 654G Social and Cultural Foundations		
	COUN 663G Group Counseling OR COUN 672G Counselor as Consultant and Agent of Change		
	COUN 666G Human Growth and Development		
Third	COUN 603G Assessment and Appraisal		
	COUN 657G Diagnosis in Counseling		
	COUN 663G Group Counseling OR COUN 672G Counselor as Consultant and Agent of Change		
Fourth	COUN 670G Practicum in Clinical Mental Health	COUN 670G Practicum in Clinical Mental Health	COUN 653G Practicum in School Counseling
	COUN 660G Career Development		
	COUN 673G Introduction to Couples and Family Counseling	COUN 677G Rehabilitation Foundations and Ethics	COUN 673G Introduction to Couples and Family Counseling
Fifth	COUN 669G Child and Adolescent Counseling	COUN 678G Medical Aspects of Disability	COUN 669G Child and Adolescent Counseling

	COUN 675G Treatment Procedures and Psychopharmacology	COUN 679G Psychosocial and Family Aspects of Disability	COUN 675G Treatment Procedures and Psychopharmacology
	COUN 668G Counseling Internship	COUN 668G Counseling Internship	COUN 668G Counseling Internship OR COUN 661G+ Professional Practice in Schools
Sixth	COUN 671G Intervention, Prevention, and Crisis Response		
	COUN 674G Introduction to Addictions		
	COUN 668G Counseling Internship	COUN 668G Counseling Internship	COUN 668G Counseling Internship OR COUN 661G+ Professional Practice in Schools
Seventh	COUN 644G Research Methods in Counseling		
	COUN 676G Professional Practice in CMHC	COUN 682G Vocational Planning and Case Management	COUN 668G Counseling Internship

* This course sequence applies for full-time students beginning in Fall 2026/Spring 2027 and may be adjusted. Students admitted at other times or at other paces may experience variations.

+Many school districts do not offer sufficient clinical hours during the summer. When a school counseling student's internship is scheduled for summer, it is replaced with COUN 661G Professional Practice in Schools. The replaced internship then falls in the seventh semester instead.

Students Seeking a Second Master's Degree

A student who already holds a graduate degree from a regionally accredited institution may pursue an additional graduate degree in Counseling. The master's in any of School Counseling, Mental Health Counseling, or Rehabilitation Counseling is completely separate from any previously earned degrees. Credit from a previously earned master's will not apply toward a degree in Counseling.

Anyone who has already completed a Truman graduate degree or has been admitted to one graduate program and wants to pursue an additional graduate degree must complete a full application for the additional graduate program and be admitted according to the additional program's criteria. (2026-2027 Catalog:

<https://catalog.truman.edu/content.php?catoid=29&navoid=1897>)

Students Seeking More than One Counseling Degree at Truman

A student who wishes to simultaneously obtain master's degrees in any combination of Rehabilitation, Mental Health, and/or School Counseling may do so, provided all requirements for each degree are met.

Per CACREP, the degrees must be awarded simultaneously. (Policies Governing Recognition of Graduates)

Admission Requirements

The counseling program operates on a cohort model, with entry points in the fall and spring semesters. There is no summer entry into the program. Please note that this program does not offer provisional or conditional admission. Applicants must hold a baccalaureate degree from a regionally-accredited institution of higher education prior to admission and be fully admitted to begin coursework.

To be considered for admission, a prospective student must submit:

- A completed online application
- Official copies of all undergraduate and graduate transcripts, reflecting an earned baccalaureate degree from a college or university accredited by one of the six regional accrediting bodies recognized by the US Department of Education or the extra-national equivalent*
- GRE General Test scores or an earned master's degree with a graduate GPA of 3.000 or above from a regionally accredited institution, for students with an overall undergraduate GPA below 3.000 (ETS code 6483)
- A personal statement, as described on the departmental website
- Professional contact information (e.g., institutional or corporate email address and telephone number) for three professional references
- A completed criminal background check dated within 1 year of admission

After the receipt of all materials, applicants will be invited to participate in a required interview, conducted online.

An applicant with a bachelor's degree granted by an institution outside the United States must include a transcript evaluation provided by a service listed on the counseling program website. Please see the [International Graduate Student Admission](#) section of the catalog for other applicable information.

https://catalog.truman.edu/preview_program.php?catoid=29&poid=6673;

https://catalog.truman.edu/preview_program.php?catoid=29&poid=6707;

https://catalog.truman.edu/preview_program.php?catoid=29&poid=6569)

Effective Summer 2022 and until further notice, Truman State University requires that all coursework (including online classes) must be completed by students who are physically in the

United States or its territory abroad (e.g., embassies, military bases, etc.), regardless of citizenship or visa status.

*Students in their final year of undergraduate work are encouraged to apply. Please know that an offer of admission will say Admit – Pending Bachelor's. Official final transcripts showing the earned degree must be on file before the first day of classes. Without timely receipt of official final transcripts, the offer of admission will be deferred to the following term.

Application Procedures

There are three components to the application process:

First:

- Apply as a degree-seeking student through the Truman general graduate online application (<https://connect.truman.edu/apply/>)
 - Please pay the \$40.00 application fee.
 - The student must submit official transcripts for all undergraduate and graduate credit. Unofficial transcripts are accepted for the application process, but final, official transcripts must be received by the time an admitted student begins classes. The transcripts should be sent to the Graduate Office at Truman State University. (2026-2027 Catalog: <https://catalog.truman.edu/content.php?catoid=29&navoid=1897>)
 - In general, the fastest way to order transcripts is through the National Student Clearinghouse (<https://www.studentclearinghouse.org/>) or Parchment (<https://www.parchment.com>).
 - To expedite consideration, please have scanned or digital copies of all transcripts for **all** undergraduate and graduate institutions attended (junior colleges, colleges, and universities) available for upload when applying.
 - Please have professional contact information (e.g., institutional or corporate email address and telephone number) for your three (3) professional references available for entry when applying. Truman will send an email on your behalf requesting a recommendation. Please remember to ask permission from the proposed reference in advance.
 - Complete a personal statement, as described in the application.

Then:

- Please upload a pdf copy of a background check from the Missouri Family Care Safety Registry. Directions for obtaining a check are available at <https://health.mo.gov/providers/family-care-safety-registry/how-register-family-care-safety-registry>.
 - Applicants who are already registered with the Family Care Safety Registry will need to call FCSR and request an updated background clearance. FCSR will then

email the appropriate information, including a letter with an updated background check. FCSR can be contacted through:

Family Care Safety Registry
Missouri Department of Health and Senior Services
PO Box 570
Jefferson City, MO 65102-0570

Toll-Free Access Line: (866) 422-6872 (8:00 am – 3:00 pm CST Monday-Friday)

- Submit official GRE® General Test scores to the Graduate Office if required. (2026-2027 Catalog:
https://catalog.truman.edu/preview_program.php?catoid=29&poid=6673;
https://catalog.truman.edu/preview_program.php?catoid=29&poid=6707;
https://catalog.truman.edu/preview_program.php?catoid=29&poid=6569)
Scores may not be more than 5 years old. The ETS code is 6483.*

**The GRE® is waived for applicants with an earned undergraduate GPA of 3.00 or higher.*

Finally:

- Complete the admission interview. Once all admission documents are received and processed, you will be sent an invitation to schedule a Zoom admission interview. You must wait to receive this email to schedule the admission interview. Interviews will be recorded for faculty review.

For application questions, please contact the Office of Graduate Studies at 660.785.4109 or gradinfo@truman.edu

Scores for Admission

The following elements are used to calculate an admission score for the Counseling program. All applicants must receive a total score of 5 or more points. Applicants with an undergraduate GPA below a 3.00 must have a minimum undergraduate GPA of 2.75 and a minimum GRE® Verbal Reasoning score of 151.

GRE® Verbal	GRE® Quantitative	GPA
166 or higher: 3 pts	165 or higher: 3 pts	3.00 or higher: 5 pts
162-165: 2 pts	159-164: 2 pts	2.950-2.999: 4 pts
160-161: 1 pt	154-158: 1 pt	2.850-2.949: 2 pts
		2.750-2.849: 1 pt

Earning a total score of 5 or more points does not guarantee admission. Other criteria, including the personal statement, interview, recommendation letters, background check, number of applicants, career goals, aptitude for graduate-level study in a fully online program, and potential success in forming effective counseling relationships with diverse populations are also used in admission decisions.

Application Deadlines

Admission is made on a rolling basis but is limited to a total of 24 qualified students per cohort across the Rehabilitation, Mental Health, and School Counseling programs. Applicants are best positioned for consideration who submit all materials at least three months in advance of the desired starting term. If no seats are available in that cohort, applicants will be asked to defer applications until the next available cohort.

Enrollment by Members of the University Community

The *American Counseling Association Code of Ethics* (2014; Section F.10.d) states:

Counselor educators avoid nonacademic relationships with students in which there is a risk of potential harm to the student or which may compromise the training experience or grades assigned. (ACA Code of Ethics (2014), p. 15)

In an effort to reduce the possibility of problematic power disparities and multiple relationships, and in consonance with other Counseling policies, applicants whose current position with the University could interfere with the goals and objectives of the Counseling program will not be considered for admission.

Admission Decisions and Matriculation

Once the application process is complete:

- Application materials are reviewed by the appropriate program personnel.
- Those personnel make recommendations for admission. A consensus of recommendations constitute the admissions decision.
- The program chair enters the decision into the admissions system. The Office of Admission notifies the applicant via the application portal of the admission decision.

Possible admission decisions for the Counseling program are:

- An offer of admission
- An offer of admission pending final bachelor's transcript
- An offer of deferred admission for the next available term
- A denial of admission

Qualified applicants may be offered deferred admission to the next available term if the program has already filled the seats for that cohort. Should a seat become available, deferred applicants will be offered immediate entry based on the order of application completion.

Upon Acceptance

The Admissions Office sends a formal offer of admission to applicants who meet the program criteria. Applicants are also sent a letter of congratulations from the program chair, which includes course options for the first semester, and a letter from the Student Success Advisor and Graduate Advising Specialist, who helps orient students to the university and register for their first semester courses.

As the beginning of the semester approaches, the program chair sends a detailed email containing:

- the date, time, and Zoom link for the mandatory program orientation;
- instructions to verify schedules;
- information about textbooks;
- approaches to accessing Brightspace, the program's learning management system;
- notice of Truman's substantive engagement requirement;
- communication instructions; and
- a link to the program handbook.

The program chair serves as the initial program advisor for all students. Students are assigned their regular Counseling faculty advisor around the beginning of their first semester.

Enrollment

Degree-seeking students admitted to a graduate program must enroll and begin classes at Truman State University during one of the subsequent three terms (counting summer as a single term) after receiving official notice of acceptance from Admissions, or re-apply. (2026-2027 Catalog: <https://catalog.truman.edu/content.php?catoid=29&navoid=1897>)

Transfer of Existing Graduate Credit

Students with recent course credit from a CACREP-accredited counseling program with grades of B or above may request a transfer of up to 6 hours of graduate coursework. Students must supply the course syllabus from the section and the semester the course was taken. Credit transfers from non-CACREP programs or from previously awarded degrees will not be considered for degree completion. Certain courses, such as skills and practicum/internship classes (e.g., COUN 656G, COUN 672G, COUN 663G), will not be considered. Credit for courses completed more than six years prior to the granting of the degree are not eligible for transfer. The counseling program reserves the right to deny a transfer of credit for other courses from CACREP-accredited programs, particularly if, in the judgment of the faculty, the proposed transfer course does not adequately align with the Truman curriculum.

All graduate transfer credit must be completed, with a final official transcript submitted to the Graduate Office, at least one semester before the degree is to be conferred. Approval for transfer courses to be included in the master's degree must be obtained via the [Graduate Substitution/Inclusion form](https://catalog.truman.edu/content.php?catoid=29&navoid=1897). (2026-2027 Catalog: <https://catalog.truman.edu/content.php?catoid=29&navoid=1897>)

Advising and Subsequent Enrollment

At least once a semester, Counseling faculty advisors offer to meet with their advisees to answer questions and prepare for the upcoming semester. Similarly, students may contact their faculty advisor regarding questions related to the program, the counseling profession, prospective employment, and other matters. Faculty members must clear students to register for their classes within TruView, and faculty members may require a real-time meeting as a condition for clearance.

Once they are cleared, students may register via TruView. To simplify the process, faculty may pre-enter schedules consistent with the students' respective cohorts.

The Student Success Advisor and Graduate Advising Specialist is also available to all graduate students to answer advising questions related to broader Truman procedures and resources.

Registration for Classes

For most courses, students self-enroll for classes using TruView. Schedules, special fees, financial aid, and specific instructions are located at

<https://www.truman.edu/registrar/registration/>.

Practicum and Internship courses require an application process and permission to register. Applications must be submitted to the Practicum and Internship Coordinator by the appropriate deadlines (typically November 15th for Spring, March 15th for Summer, and July 15th for Fall). Students who are not approved for Practicum or Internship may be administratively removed from those courses. Please be aware that individual sites may have earlier deadlines.

Financial Information

Billing and Financial Aid

Truman offers financial aid to students on the basis of need and institutional scholarships on the basis of merit. Financial aid consists of grants, student employment, and loans. Students may receive one or more awards and must apply each year for all types of funding.

Current rates for tuition and fees are available at

<https://catalog.truman.edu/content.php?catoid=29&navoid=1887>. Please be aware that the counseling program has a different rate structure than other graduate programs. Rates are subject to change.

Information pertaining to different types of Financial Aid can be found at

<https://www.truman.edu/majors-programs/graduate-studies/financial-information/>.

Please see the Truman catalog (<http://catalog.truman.edu>) or contact the Financial Aid Office at <https://www.truman.edu/admission-cost/cost-aid/office-of-financial-aid/contact-financial-aid/>, by email at finaid@truman.edu, by phone at 660.785.4130, or by mail:

Financial Aid Office
McClain Hall 103
Kirksville, MO 63501

For billing assistance, please contact the Student Accounts Section of the Business Office at <https://www.truman.edu/majors-programs/graduate-studies/financial-information/>, by phone at 660.785.4074, by email at staccts@truman.edu or foundationloans@truman.edu, or by mail:

Truman State University
Student Accounts
105 McClain Hall
100 E. Normal
Kirksville, MO 63501-4221

Scholarships

Scholarship awards for individuals entering Truman State University recognize outstanding students who have demonstrated high achievement and the potential to be nationally competitive.

Although applications for admission are considered on a rolling basis, candidates are encouraged to submit a **complete application and resume/activity list by December 1** to maximize the potential for scholarship consideration.

See www.truman.edu/admission-cost/cost-aid/types-of-aid/scholarships/ for a complete list of scholarships.

(2026-2027 Catalog: <https://catalog.truman.edu/content.php?catoid=29&navoid=1887>)

Leona L. Cozean & Ruby M. Cooper Memorial Scholarship. This fund was established by Leona Cozean ('30) to assist students going into the counseling field. Mrs. Cozean was a teacher and counselor in the Quincy public schools for 25 years. Her sister, Ruby Cooper ('28), was also a counselor in Quincy. Mrs. Cozean established this scholarship through a bequest and passed away April 10, 2000, at the age of 94.

This scholarship will become available for new students beginning in the 2022-2023 school year.

Foundation Scholarships. Gifts made to Truman State University Foundation provide for over 350 annual and endowed scholarships. These scholarships are available to full-time students, including graduate students, in varying amounts and are based on a wide variety of criteria. Current students can apply online via TruView (truview.truman.edu) by clicking on the Student tab, Student Tools, scroll to the Scholarships, Financial Aid & Loans section, and click on Foundation Scholarship Application. For more information, contact the Advancement Office at 1.800.452.6678. (2026-2027 Catalog: <https://catalog.truman.edu/content.php?catoid=29&navoid=1897>)

Grants, Loans, and Student Employment

The basic purpose of the federal and state government aid programs at Truman State University is to provide encouragement through financial assistance to those students who might not otherwise be able to attend college. Every effort is made to consider the individual needs of each applicant. Sufficient assistance is not always available through one source, but often a combination or "package" may be possible.

Government aid applications take time to process, and funds are in limited supply. It is important to complete the Free Application for Federal Student Aid (FAFSA) as early as possible: www.studentaid.gov. Early application and accuracy in completing the forms will ensure consideration for all campus aid programs.

Graduate students receiving financial aid for full-time attendance must be enrolled in at least 9 credits per semester. To receive aid as a part-time student, the Financial Aid Office must be notified. To continue receiving aid, normal academic progress must be shown so that the degree goals can be reached in the usual allotted time. Information about the academic progress policy will be given to aid recipients at the time of their aid-offer notice and can be found here: <https://www.truman.edu/admission-cost/cost-aid/office-of-financial-aid/satisfactory-academic-progress-policy/>. Other students interested in applying for student financial aid in the future may obtain a copy of the policy at the Financial Aid Office or online at <http://www.truman.edu/admission-cost/cost-aid/office-of-financial-aid>. All must meet these criteria to receive consideration.

The Financial Aid Office website is <http://financialaid.truman.edu> and can be referred to for specific financial aid information. Information about summer school aid is available at <https://www.truman.edu/admission-cost/cost-aid/office-of-financial-aid/summer-school-aid-application/>. Information on federal student financial aid programs can be found at www.studentaid.gov. State of Missouri financial aid information can be found at <https://dhewd.mo.gov>.

(2026-2027 Catalog: <https://catalog.truman.edu/content.php?catoid=29&navoid=1897>)

University Foundation Loans. Students with financial needs that may interfere with their ability to continue their education can seek assistance through the Truman State University Foundation Loan Program.

Foundation loans can come in the form of short-term loans, long-term loans, access loans and cultural loans. Applications go through the Financial Aid Office and are repaid directly to the University. Banks and outside lenders are not involved in the process.

To be eligible for a Foundation loan students must be enrolled on a full-time basis and be in good academic standing. Students also need to demonstrate an ability to repay the loan in a timely manner. Deferments of up to five years are available for cultural and long-term loans, provided the student is enrolled on a full-time basis.

In addition to scholarship assistance, the loan program is an example of the immediate impact of donations to the Truman State University Foundation. Gifts from alumni and friends allow Truman to provide assistance directly to students as they pursue their education.

For more information on the Foundation loan program, contact the Financial Aid Office at finaid@truman.edu, at 660.785.4130 or in person at McClain Hall 103.

(Summer 2021 University announcement)

Additional Financial Aid Information

Missouri, Illinois, and Kansas. The State of Missouri promotes a financial aid website (<https://myscholarshipcentral.org/>) for students in Missouri, parts of Illinois, and parts of Kansas. Though opportunities are typically more plentiful for undergraduates, some graduate opportunities may exist.

Loan Forgiveness. Plans to provide counseling services in high need areas can provide graduates eligibility for loan forgiveness. Typically, the counselor agrees to work in the area for a certain number of years in exchange for loan forgiveness. The National Health Service Corps (<https://nhsc.hrsa.gov/loan-repayment/nhsc-loan-repayment-program.html>) is one example of this for the mental health side. There are often similar agreements on the school side for working in high need districts, so be sure to check general educator funding (<https://www.ed.gov/content/4-loan-forgiveness-programs-teachers>). Counselors may or may not count as teachers, depending on the program. Finally, programs like Public Service Loan Forgiveness (<https://studentaid.gov/manage-loans/forgiveness-cancellation/public-service>) can apply for either specialization, depending on the employer. Remember that many community agencies are 501(c)(3) non-profits and that schools often count as government entities. Be sure that any programs have a .gov address, as financial aid fraud continues to run

rampant. ***Please be aware that these programs may be changing or eliminated as part of ongoing changes at the federal level.***

Expectations and Policies

Student Diversity and Confidentiality

The courses in this program are not always lecture courses. Rather, the program is sometimes reliant upon interactions, and these may bring differing perspectives to light. As a class, we may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that we, as a faculty preparing professional counselors, will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, racism, heterosexism, classism, ageism, genderism, and other forces of inequality/oppression that may be discussed throughout the program and individual courses. It is crucial that we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression/privilege that may be influencing our experiences and beliefs. It is also crucial that we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom, with clients, and during supervision. It is also important that we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and values of the profession of counseling. Finally, we occasionally deal with very personal and sensitive matters. Please show respect for your classmates by keeping confidential any personal information revealed during class time or supervision. If you are concerned about the welfare of a classmate, please contact a faculty member immediately.

Attendance

Regular attendance is expected. For the purposes of online asynchronous courses, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions or activities about academic matters; or 2) initiates contact with faculty to ask questions about subject studies; or 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance. Please contact your instructor if you need to miss.

By default, University policy allows a student to miss 6.67% of class meetings for **sanctioned** purposes. This translates into a single class for most long-semester graduate courses. The full list of sanctioned purposes is in the University policy (https://catalog.truman.edu/content.php?catoid=29&navoid=1889#Attendance_Policy) but includes “health related absences for which valid documentation is presented” and “absences covered by Truman’s non-discrimination policy (e.g. special religious observances, military commitments).” Absences related to accommodations will be handled in conjunction with appropriate University offices. Individual instructors may set course consequences for additional absences and for unsanctioned absences.

Students should notify instructors of an anticipated absence **in writing** both during the free add/drop period and prior to the actual absence. Students should notify instructors of an unanticipated absence **in writing** as early as possible. Absent students remain responsible for meeting the assignment deadlines stated in the syllabus and should work with the instructor to

complete any in-class exercises “within a reasonable length of time”. Please note that accreditation expectations, particularly related to Practicum and Internship, must still be met to earn credit in those courses.

Time Expectations per Course

The courses in this program are generally worth three credit hours. This means that during a week you should expect to do an average of 450 minutes of work in each course during fall and spring and an average of 675 minutes of work in each course during the 10-week summer. This may include, but is not limited to, viewing video lectures, reading, written assignments, essays, discussion boards, study for examinations and quizzes, and other tasks as described in this syllabus. The time to complete these tasks is an average that represents the typical amount of time a student can expect to commit. Times may vary by the student.

As field experience courses, Practicum and Internship have different time expectations. Please see [Field Experiences \(Practicum and Internship\)](#) for additional details.

Netiquette, Civil Dialog, and Professional Communication

Greenidge (2016) provides recommended rules of etiquette for online communications (netiquette). Among the recommendations for written communication such as emails and discussion posts:

- respect others and the opinions of others
- be polite
- refrain from writing in ALL UPPERCASE, as this conveys dissatisfaction and anger
- revise before submitting to ensure clear communication
- avoid acronyms, internet lingo, and text speak (e.g., BTW, idk, l8r) to reduce confusion
- write concisely and clearly, using short paragraphs to increase readability
- identify sources
- contribute substantial responses
- attend to language, since readers lack the benefit of nonverbal cues; clarify when needed, and pause before responding, if another’s communication comes across as insensitive or offensive

Greenidge, W. (2016). Interacting productively with faculty and peers. In C. J. Sheperis & R. J. Davis (Eds.), *Online counselor education: A guide for students* (1st ed., pp. 129-150). Sage.

Instructional Methods and Technology Competence

Instructional methods for the Counseling program include, but are not limited to:

- assigned readings
- videos, PowerPoint, YouTube, and SlideShare presentations
- supplemental reading
- online discussion groups
- reflection papers
- case conceptualizations and case studies
- application of skills and knowledge in assigned activities

Certain minimum technical skills and equipment are required for students in a fully online program. Skills include accessing and navigating TruView (<https://truview.truman.edu>), proficiency with university email (accessed through TruView or <http://www.outlook.com>), accessing material and submitting assignments via Brightspace (<http://learn.truman.edu>), connecting to university resources (e.g., use of Truman's virtual private network or library databases; please see the [Resources](#) section), playing linked or embedded video files, securely creating and sharing recorded interactions with others, word processing abilities (e.g., use of Microsoft Word), and the use of teleconferencing software (e.g., Zoom). Courses and instructors may specify additional expectations that befit specific courses or instructional styles beyond these minimums.

Participation in the program also requires consistent access to internet services capable of supporting high-volume video calls, a computer capable of running program-related software, a webcam, a noise-cancelling headset, and a microphone. Many computers have embedded webcams and microphones; it is not required to purchase additional ones.

Brightspace and Zoom are two programs used in this course. To determine the minimum technology requirements for these pieces of software, please see <https://community.brightspace.com/s/article/Brightspace-Platform-Requirements> and https://support.zoom.com/hc/en/article?id=zm_kb&sysparm_article=KBo060748, respectively. Truman's Information Technology Services also has minimum requirements found at <https://its.truman.edu/docs/bringing-a-computer-to-truman/>.

Please be aware that some of these requirements may incur costs to each individual student. Access to Brightspace, TruView, and email are included with enrollment. Additional fees may be charged for the HIPAA-compliant Zoom required for certain courses, access to word processing software, and other specialized software. Students are responsible for any costs associated with procuring a computer, internet access, and supplemental materials (webcams, etc.).

Recordings, including AI-generated transcripts, are not permitted without prior written permission from the instructor. At a minimum, all other students in the course would need to give explicit consent. Concerns also exist pertaining to confidential client materials that may be discussed in class, adherence to HIPAA, and other factors.

Academic Honesty

Students are expected to exhibit honesty in their academic and professional work. Examples include proper attribution of sources, accurate reporting of clinical hours attained and research results, avoiding misrepresentation, and seeking instructor permission before reusing work submitted for another class, collaborating on assignments, or disclosing test contents. Students are also expected to adhere to the American Counseling Association Code of Ethics.

Professional Development

The field of counseling is an ever-changing one. Professional development and continuing education are two of the most important functions counselors can perform to maintain and improve their levels of competence and training while keeping in touch with newer developments. States require varying levels of continuing education; please check state-specific licensure/certification requirements for details.

Professional Organizations and Conferences. Each student is encouraged to participate in local, state, and national professional organizations. Opportunities include conferences, research presentations, community activities, and counseling honor societies.

Students are required to join a professional counseling organization during the first semester and maintain membership for the duration of their formal studies. They are encouraged to join the American Counseling Association (ACA), its divisions, its state branches, and its affiliates. These organizations provide professionals with the opportunity to network with other counselors who share either geographic proximity or professional interests. Some states and divisions further subdivide for additional support. Students are encouraged to attend annual conferences connected to their needs and interests.

ACA holds its national conference each year in March. The American School Counseling Association (ASCA) and the American Mental Health Counseling Association (AMHCA), two major affiliates, hold their national conferences in June or July. While recognizing the expense of attendance, faculty members invite students to attend these conferences as well.

Students are also encouraged to consider joining other divisions of professional organizations that enhance strengths or encourage new growth. For instance, those interested in learning more about career counseling might consider joining the National Career Development Association (NCDA), an ACA division. Likewise, those interested in spirituality, creativity, social justice issues, or a host of other topics may wish to join the appropriate divisions at the state and national levels.

Other Studies. Training institutes like the Glasser Institute, the Adlerian Institute, or the Houston-Galveston Institute offer intensive study in particular theories and techniques. Since no one theory or technique works in every situation, this can also serve as an opportunity to broaden one's knowledge base and exposure to other schools of thought.

Independent study, such as reading articles in professional journals, is also a way to stay current in the field. Professional journals may focus on original research, methods employed by practitioners in the field, and overviews of other developments. Some journals include online quizzes that can be used to earn CEUs.

Finally, taking additional graduate coursework can help counselors remain current. These hours may also count toward continuing education.

Informed Consent Statement for Counseling Courses

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession, clients, and the public at large. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such please be aware of the following:

- The counseling profession encourages counselors to fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic

processes. Therefore, self-awareness is critical because this knowledge relates to being an effective counselor.

- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the American Counseling Association's Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.
- Students are expected to adhere to the American Counseling Association's Code of Ethics (2014) in classwork and interactions with clients, classmates, colleagues, supervisors, and faculty.

(This statement is slightly modified from a parallel statement at The University of Texas at Tyler.)

Counseling Program Evaluation, Retention, Remediation, and Dismissal Policy

Faculty, training staff, supervisors, and administrators of the Counseling program at Truman State University have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal,

technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Slightly modified from The University of Texas at Tyler version of the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004.]

Evaluating Student Fitness and Performance. Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances, and the American Counseling Association's Code of Ethics (2014). Students are formally evaluated at least annually by the program faculty.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic, ethical, and/or professional standards.

(Slightly modified from a parallel statement at The University of Texas at Tyler.)

Minimum Grade Requirements. All Truman State University graduate programs, including Counseling, have minimum grade requirements related to continued enrollment, academic probation, academic suspension, and graduation. These include an expectation of an overall GPA of 3.00 or higher; the ability to retake one (1) course in which a grade of "C", "D", or "F" was earned; and all grades earned at Truman counting in GPA calculations, whether repeated or not (Please see the 2026-2027 Catalog [<https://catalog.truman.edu/content.php?catoid=29&navoid=1897>] for additional information). In addition, certain courses, including Practicum and Internship, require minimum grades in specific preceding courses.

Regardless of GPA, no more than 2 grades of “C” may count toward degree requirements. No grade below “C” may count. Please note that some states require grades of “B” or better in every class for applicants to be licensed.

(2026-2027 Catalog

https://catalog.truman.edu/preview_program.php?catoid=29&poid=6673;

https://catalog.truman.edu/preview_program.php?catoid=29&poid=6707;

https://catalog.truman.edu/preview_program.php?catoid=29&poid=6569)

Endorsement Policy

The *American Counseling Association Code of Ethics* (2014; Section F.6.b) states that faculty members:

... assist supervisees [students] in securing remedial assistance when needed. They recommend dismissal from training programs, applied counseling settings, and state or voluntary professional credentialing processes when those supervisees [students] are unable to demonstrate that they can provide competent professional services to a range of diverse clients. Supervisors [faculty members] seek consultation and document their decisions to dismiss or refer supervisees for assistance. They [faculty members] ensure that supervisees are aware of options available to them to address such decisions. (ACA Code of Ethics (2014), p. 13)

Counselor Educators are charged with the responsibility of acting as “gatekeepers” for the counseling profession. This means that the program faculty have a responsibility to ensure, to the extent possible, that graduates possess the knowledge, skills, and dispositions necessary to help prospective clients and to protect those same prospective clients from harm. The faculty helps students consider other areas of study when the counseling profession is not appropriate. The process of determining appropriateness for the profession is conducted by the faculty as a group and not as individual faculty members. As stated in the Retention Policy, in the event that a student demonstrates a behavior incompatible with the goals or values of the counseling profession, program faculty members meet to determine the best method of assisting the student by developing a remediation plan or by advising the student out of the counseling program.

In the event that a student is required to follow a retention plan or is dismissed from the program, the student has the right to appeal the decision.

Dismissal

The Counseling program may dismiss students who do not meet the program’s standards for academic performance or for concerns related to the ethical, professional, or dispositional standards described in the American Counseling Association Code of Ethics. The Code of Ethics is introduced in foundational courses of the program and can be accessed at

https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=55ab73d0_1.

Competency Requirements, Program Benchmarks, and Individual Student Assessment

Student files are reviewed several times during the program to evaluate student progress. An initial examination takes place upon enrollment. Files are also reviewed each semester and

when the student becomes eligible for field experiences, applies to take the comprehensive final exam, applies for licensure/certification (if applicable), and applies for graduation. Students with deficiencies will be required to address these concerns before they are permitted to continue in the program or have their applications approved.

Program Benchmarks

- Admission to the program
- Successful completion of COUN 641G, COUN 656G, and COUN 664G
- Application and approval for Practicum (COUN 653G or COUN 670G)
- Successful completion of Practicum
- Application and approval for Internship (COUN 668G)
- Successful completion of each semester of Internship
- Successful completion of remaining academic coursework

Please note “successful completion” indicates more than academic performance. Please see the [Policies](#) section of this document for additional information.

Academic Standards

The University has established the following academic standing categories to guide and support students in meeting minimum academic requirements to graduate. Academic standing is determined at the end of each fall, spring, and summer term. Academic standing does not change if a student attempts fewer than six credit hours in a semester/term (2026-2027 Catalog: <https://catalog.truman.edu/content.php?catoid=29&navoid=1897>)

Graduate Good Standing. Graduate students who earn a semester grade point average of 3.00 or higher while attempting six credit hours or more, and who maintain a Truman cumulative grade point average of 3.00 or higher, are in Good Standing. (2026-2027 Catalog: <https://catalog.truman.edu/content.php?catoid=29&navoid=1897>)

Graduate Academic Probation. Graduate students who earn a semester grade point average of less than 3.00 while attempting six credit hours or more are on Academic Probation for that semester. In order to return to Good Standing, a semester grade point average of 3.00 or above in at least six credit hours is required. A graduate student’s Truman and cumulative grade point averages must also be at least 3.00 to return to Good Standing.) (2026-2027 Catalog: <https://catalog.truman.edu/content.php?catoid=29&navoid=1897>)

Graduate Academic Suspension. Graduate students whose cumulative Truman GPA is below 3.00 and who earn semester grade point averages below 3.00 for two consecutive terms of six credit hours or more are suspended. Students in Academic Suspension may not take courses at Truman and must wait at least one semester/term before appealing to be reinstated on Academic Probation. See [Reinstatement Appeal Process](#) for additional information about submitting an appeal for reinstatement.

Students who become eligible for Academic Suspension a second time will be permanently dismissed from the University.
(2026-2027 Catalog: <https://catalog.truman.edu/content.php?catoid=29&navoid=1897>)

Academic Suspension Appeal Policy. Students who believe that they have experienced special or extenuating circumstances contributing to their poor academic

performance may appeal their Academic Suspension decision. The appeal must be submitted in writing to appeals@truman.edu and must be accompanied by supporting documentation. The Academic Standards Chair and the student's graduate program will review the evidence provided and determine whether the student will remain in Academic Suspension or whether a change in standing is warranted. (2026-2027 Catalog: <https://catalog.truman.edu/content.php?catoid=29&navoid=1897>)

Reinstatement Appeal Process. After at least one semester/term of Academic Suspension, a student may appeal for reinstatement to the Academic Standards Chair and the student's graduate program in order to return to coursework. The appeal must be submitted in writing to appeals@truman.edu and include supporting documentation.

The appeal should include evidence of the student's capability and commitment to succeed academically, specifically noting personal or situational changes that have occurred since last attending the University that would contribute to improved academic performance if reinstated. In addition, the Academic Standards Chair and the graduate program will consider evidence of the student's academic performance, the student's grade point average at the time of suspension, reasons for poor academic performance, extenuating circumstances, and other relevant factors. (2026-2027 Catalog: <https://catalog.truman.edu/content.php?catoid=29&navoid=1897>)

Graduate Academic Dismissal. Graduate students who have been Academically Suspended for a second time are in Academic Dismissal. Academically dismissed students are not allowed to take courses at Truman and cannot be reinstated to attend courses in the future. (2026-2027 Catalog: <https://catalog.truman.edu/content.php?catoid=29&navoid=1897>)

Grade Repetition and Replacement

A graduate student may repeat one course (of 4 credits or less) in which a "C", "D", or "F" was received. When a course is repeated, both grades remain on the record and both grades are used by Truman State University in determining the grade point average. The initial "C", "D", or "F" **continues** to be counted toward the graduate GPA. Individual programs may choose to adopt more stringent standards as described in their section of the catalog. (2026-2027 Catalog: <https://catalog.truman.edu/content.php?catoid=29&navoid=1897>)

Please note that some states (e.g., Arkansas, Ohio) require all grades of B or better for licensure.

Grade Appeals

The instructor's grade shall not be changed unless there is clear and convincing evidence that the grade was invalid or was determined in an unreasonable manner or in violation of some other established ethical or legal rule. Reasons for invalidity may include, but are not limited to, errors in computation of the grade, application of standards not specified in the syllabus, or discrimination based upon factors irrelevant to academic standards (for example, race, gender or ideology). **Instructors are entitled to the widest range of discretion in making judgments about academic performance consistent with accepted measurement/assessment standards of validity.**

In the case where a student has a grievance regarding the validity of a final course grade, the student must first attempt to resolve the matter with the instructor, no later than fourteen (14) calendar days after the first day of class of the following semester (not including interim terms).

If the instructor agrees to a grade change, it is the instructor's responsibility to fill out a "Change of Grade Request", which must be approved by the instructor's Department Chair and the School Dean.

If the instructor does not agree to the proposed grade change and the student wishes to appeal that decision, the student must complete a Grade Appeal Petition, which is accessible via TruView. The form must be submitted to the instructor's Department Chair no later than fourteen (14) calendar days after the date of the instructor's written (or emailed) grade appeal decision.

If the Department Chair does not approve the Grade Appeal Petition and the student wishes to appeal that decision, the next step is an appeal to the faculty member's School Dean. This should be initiated by the student no later than fourteen (14) calendar days after the student receives the Department Chair's written (or emailed) grade appeal decision.

If the School Dean does not approve the Grade Appeal Petition and the student wishes to appeal that decision, the final phase is an appeal to the Executive Vice President for Academic Affairs (Provost), which must be initiated by the student no more than fourteen (14) calendar days after the student receives the School Dean's written (or emailed) grade appeal decision.

Final authority in regard to changing grades rests with the Executive Vice President for Academic Affairs (Provost).

Once the process is initiated and a Grade Appeal Form Petition begun, **it is the responsibility of each reviewing authority** to review documentation forwarded by the previous reviewer, and notify all participants by email of the opportunity to present additional arguments and evidence regarding the validity of the grade; to inform the student by email of the decision; to identify the contact person for the next level of appeal; to sign/date the form, and to forward the form and supporting documentation to the next level if the student initiates such request.

It is the responsibility of the student to initiate the next phase of appeal within fourteen (14) calendar days of the date on which the reviewer's email was sent. The student must indicate their intention to appeal a review's decision in a reply to the reviewer's written (or emailed) decision.

At the end of the Grade Appeal Petition process, the Office of Academic Affairs instructs the Registrar to alter the grade *if approved*. The grade appeal form and its accompanying documentation are filed in the Office of Academic Affairs with a copy sent to the instructor of record.

(2026-2027 Catalog:

[https://catalog.truman.edu/content.php?catoid=29&navoid=1888#Grades and Grade Point Average](https://catalog.truman.edu/content.php?catoid=29&navoid=1888#Grades_and_Grade_Point_Average))

Professional Dispositional Reviews

Each semester, the faculty evaluates each student individually on a series of professional dispositions. These include:

- openness to new ideas
- flexibility
- cooperativeness

- openness to feedback
- awareness of impact on others
- ability to deal with conflict
- ability to accept responsibility
- professional communication skills
- ability to express feelings effectively and appropriately
- ability to manage ambiguity
- ethical behaviors
- initiative and motivation

In each of these areas, student ratings can be exceptional, acceptable, marginal, or unacceptable. Ratings of not applicable are used when a student is not enrolled long enough during the semester to justify a rating.

Students rated as unacceptable in an area or marginal in three or more areas are contacted by their advisor to discuss faculty concerns. Contact may consist of individual conversations or a growth plan panel, depending on the nature, duration, and/or severity of the concerns. This practice is not meant to inhibit program faculty from speaking with students or advisees when concerns do not yet meet prescribed thresholds.

Key Performance Indicators (KPIs)

As part of the program's ongoing individual and programmatic assessment, the program also uses several Key Performance Indicators (KPIs). These include course-based assignments, scores on the Counselor Education Comprehensive Examination (CECE; the program's comprehensive examination for graduation), and ratings on site supervisor evaluations. On an individual level, students are generally expected to perform at a B or above level on each of these measures. On a programmatic level, 80% of students are expected to perform at a B or above level. Students are evaluated on applicable measures at the end of each semester; programmatic evaluation occurs annually.

Evaluation of Student Development/Progress as a Professional Counselor

The Counseling faculty regularly reviews the development and progress of counselors-in-training in the program. Please see the [Competency Requirements and Program Benchmarks](#) and the [Counseling Program Evaluation, Retention, Remediation, and Dismissal Policy](#) for timelines and details.

Field Experiences (Practicum and Internship)

Description

Practicum and Internship are designed to provide a supportive, structured learning environment for acquiring clinical experience and on-the-job training. They build on the foundation provided by academic and experiential coursework, life experiences, and personal values. Internship further allows students to develop a meaningful framework for the application of counseling skills under the supervision of an experienced professional counselor, known as the site supervisor, and the university, while Practicum provides similar opportunities on a smaller scale. Though some observation and co-counseling may take place in the beginning of the field experiences, particularly as the site supervisor sees fit, counselors-in-training are

also expected to work independently with clients. All interactions should be fully discussed with the site supervisor.

Prerequisites for Practicum

In order to begin practicum, students must successfully complete COUN 641G Professional Orientation and Ethics, COUN 656G Counseling Skills, COUN 664G Theories and Techniques of Counseling, COUN 654G Social and Cultural Foundations, COUN 666G Human Growth and Development, COUN 672G Counselor as Consultant and Agent of Change, COUN 657G Diagnosis in Counseling, COUN 663G Group Counseling, and COUN 603G Assessment and Appraisal. They also must have earned an overall graduate GPA of 3.00 or better; successfully resolved any required remediation plans; and completed the practicum application process.

Prerequisites for Internship

To begin internship, students must earn a grade of 'B' or better in Practicum (COUN 653G or COUN 670G); have an overall graduate GPA of 3.00 or better; successfully resolve any required remediation plans; and complete the internship application process. ***Please note that the internship application process must be completed for each semester of internship.***

Application Components

A completed site agreement should be on file in the department by November 15th for Spring, March 15th for Summer, and July 15th for Fall. The following are required:

- the Field Experiences Agreement for Practicum/Internship form;
- a Confidentiality Agreement;
- an Ethics Agreement;
- a copy of professional *counseling* liability insurance; and
- a copy of the proposed site supervisor's counseling license/certificate. The license should reflect at least three years of *full* licensure for independent practice and correspond to a minimum of three years of experience as a fully licensed/certified professional counselor.

Requirements

Practicum and internship are intended to reflect the ***comprehensive*** work experience of a professional counselor in a school or community setting. This is an opportunity for students to provide direct services and to become familiar with a variety of professional activities and resources (e.g., record-keeping, assessment instruments, supervision, referral information, staff meetings, and professional development). As such, counselors-in-training should be involved in the daily processes and activities of the site related to counseling to the fullest extent possible.

Direct hours. For the practicum semester, students should accrue at least 40 direct hours. For each semester enrolled in internship, students should accrue at least 120 direct hours. Direct hours are comprised of time spent in direct contact with clients in a counseling situation. This includes family sessions, group sessions, and individual sessions. Specific examples of direct services include:

- Individual counseling with clients
- Intakes with clients

- Group counseling – counseling interaction with two or more clients with a specific goal or mutual direction
- Case consultation with other appropriate professionals such as licensed counselors other than the site supervisor, physicians, psychologists, educational diagnosticians, school administrators, or teachers **when acting as the consultant, not the consultee**
- Counseling parents when situations impact students' lives or they request information on their child's behalf
- Co-counseling with another counselor or counselor-in-training
- Classroom guidance and psychoeducation
- Crisis or hotline counseling
- Psychological testing such as suicide assessments, career assessments, intelligence testing, or academic testing such as gifted and talent placements (but not proctoring state exams, ACT/SAT, etc.)
- Other counseling-related direct contact activities as approved by your university supervisor prior to the activity taking place

In other words, direct hours consist of work directly with clients or consultation with other counselors, mental health professionals, and specialists on behalf of specific, identifiable clients.

Indirect hours. From practicum, students should accrue at least 100 total hours of direct and indirect services combined. For each internship, students should accrue at least 300 total hours of direct and indirect services for a minimum combined total of 600 hours. The 40/120 direct hours are described above. The remaining 60/180 hours may be either indirect hours or additional direct hours. Indirect hours consist of time spent preparing for or processing after delivery of clinical services, including program development. Specific examples of indirect services include:

- Case notes – preparation of case notes for client files
- Records management, including career and cumulative files (if applicable)
- Workshops and trainings
- Testing and assessment other than those mentioned above, e.g., preparation for and administration of state tests in a counseling capacity
- Phone contact with individuals and organizations in a non-consultative fashion
- Professional presentations
- Research and readings pertaining to internship duties, such as reviewing the criteria or medications associated with a specific client's diagnosis
- Time spent developing activities such as character development lessons or psychoeducational presentations
- Time spent in consultation as a consultee, outside formal supervision times
- Other counseling-related activities as approved by your university supervisor prior to the activity taking place

To summarize, indirect hours consist of work that supports direct interaction with clients. Most activities that do not involve personal contact can qualify as indirect hours.

Time that is spent engaged in the role of a professional counselor is allowable and should be recorded on both the weekly log and the semester summary log. For the purposes of practicum and internship logs, time is recorded in 15-minute time increments (quarter-hours). Thus, each activity takes a minimum of .25 hours, though the total time recorded for a day should not exceed the actual number of clock-hours spent in a counseling role. Students are expected to demonstrate honesty and integrity when reporting their hours. Both students and their site

supervisors sign the weekly logs verifying the hours accrued for the week. These logs are then submitted to the university supervisor and are placed in students' files.

Students enrolled in Internship who have received official approval from the Practicum and Internship Coordinator, have an approved site supervisor, and have provided proof of professional counseling liability insurance may begin counting hours one week before university classes begin for the semester with the permission of the site supervisor. Students are strongly encouraged to participate in other supervised opportunities outside the internship to broaden exposure to different environments and varied counseling-related activities throughout the year as this increases students' knowledge base and marketability. These experiences may not count toward the hour requirements for practicum and internship, however. **Students may only engage in counseling sessions at an approved site with an approved site supervisor under university supervision as part of a formal agreement.** Without these conditions, a student is practicing counseling without a license, which is a significant violation of state law and may jeopardize a later application for licensure.

Students who fulfill their clock-hour requirements before the end of the semester are obligated to remain at their practicum/internship site and to continue recording clock-hours until the end of the university semester.

Supervision. All practicum and internship hours must be accrued under supervision by both an on-site supervisor and university faculty. Supervision in this sense refers to a process of discussing interaction between the counselor-in-training and clients, asking questions, receiving feedback, and exploring the thoughts, emotions, ethics, and behaviors that arise during work with clients. There is also an educational component to the process as the site supervisor discusses and explains duties, policies, procedures, considerations, and ethics involved in all aspects of the counseling profession and to the particular setting of the practicum/internship.

Students should accrue at least one hour per week of formal individual or triadic (two students) supervision from the site supervisor. This may consist of either a single session each week or two 30-minute sessions. Though brief, momentary on-going education and feedback are often part of the learning process, these "drive-by" activities do not qualify as formal supervision.

Students should accrue at least one and a half hours per week on average of formal group supervision from the university supervisor (faculty member). This consists of meeting online in synchronous real-time with the instructor and classmates during the practicum and internship courses. Depending on the instructor, this may consist of an hour and a half per week or three hours every other week.

Practicum students should accrue at least one hour per week on average of formal individual or triadic supervision from the university supervisor or designee. This may consist of either a single session each week or two 30-minute sessions.

Students may also accrue hours of individual supervision on a case-by-case basis with the university supervisor or another faculty member with the consent of the university supervisor. Hours should consist of supervision directly pertaining to clients, events, and developments at the internship site. In the event that multiple interns request or require individual supervision sessions with the same university supervisor or faculty member, the university supervisor or faculty member may meet for individual supervision sessions with a

maximum of two interns at a time (triadic supervision). Individual university supervision is not a requirement of internship.

Hours chart. This chart summarizes the distribution of hours for practicum and internship.

Practicum

Type of Activity	Minimum Requirement
Direct contact hours	40 hours
Total direct and indirect contact hours	100 hours
Individual supervision by on-site supervisor	1 hour per week (15 hours)
Individual supervision by university supervisor	1 hour per week (15 hours)
Group supervision by university supervisor	1.5 hours per week (22.5 hours)

Internship I

Type of Activity	Minimum Requirement
Direct contact hours	120 hours
Total direct and indirect contact hours	300 hours
Individual supervision by on-site supervisor	1 hour per week (15 hours)
Individual supervision by university supervisor	0 hours
Group supervision by university supervisor	1.5 hours per week (22.5 hours)

Internship II

Type of Activity	Minimum Requirement
Direct contact hours	120 hours
Total direct and indirect contact hours	300 hours
Individual supervision by on-site supervisor	1 hour per week (15 hours)
Individual supervision by university supervisor	0 hours
Group supervision by university supervisor	1.5 hours per week (22.5 hours)

Professional liability insurance. Professional *counseling* liability insurance is a requirement of all field experiences. The insurance must cover students acting in the role of a counseling practicum student/intern, so general educator coverage may not apply. Students may choose any appropriate, approved insurance provider for liability coverage. Some possible options are listed below.

Student members of the American Counseling Association (ACA) may obtain free insurance through ACA Trust, which is available through their website: www.counseling.org. Student members of the American Mental Health Counselors Association (AMHCA) are also eligible for free coverage. Additional information is available at www.amhca.org. Due to changes in their coverage policy, we are no longer able to accept the student insurance provided by the American School Counselor Association (ASCA).

Other options include purchasing insurance directly through CPH & Associate (www.cphins.com) or Healthcare Providers Service Organization (HPSO; www.hpso.com).

Because rates vary, it may be possible that directly purchasing insurance from a provider will be less expensive than free coverage included with a professional membership. ***Proof of professional counseling liability insurance must be provided to the Practicum and Internship Coordinator instructor before any activities take place on the site***

for practicum or internship. Current proof of insurance must be provided each semester of field experience.

Observations. A minimum of 135 minutes of observation by the university supervisor must take place during each semester of internship. These are typically structure as three 45-minute observations. Two sessions should consist of work with an individual client, and one should consist of work with a group, which may include psychoeducational work or classroom guidance. Students will be observed via secure electronic means and must have appropriate consent.

Evaluations. Toward the end of the semester, a series of evaluations occur. Each student evaluates his, her, or their own performance during the field experience. Each site supervisor evaluates the student(s) she or he is overseeing. Each student also evaluates the quality of the site. Each of these is taken into consideration to determine the student's grade for the course and suitability for the program and endorsement for licensure/certification. Current forms are available in the Practicum and Internship Handbook.

Other requirements. During the field experience, each student is required to facilitate a counseling or psychoeducational group, preferably during Practicum. This requirement must be documented and is separate from the Group Counseling class requirements.

Each instructor for practicum and internship may have additional requirements for successful completion of the course. The descriptions in this handbook are meant to cover minimum program standards and are in no way intended to infringe upon additional requirements from individual instructors.

Obtaining an Appropriate Field Site

Procuring a field site for approval is the responsibility of the student. Sites must provide counseling as part of their regular service offerings and must have an appropriately experienced and credentialed supervisor on site. Please read the Site Supervisor Qualifications located elsewhere in this document.

Many students in counseling programs already work at sites where counseling takes place, such as community agencies or school settings. In these cases, many choose their workplace as their site for practicum and internship. Please be aware that the student's current responsibilities typically do not qualify as appropriate activities for counseling.

Students who do not choose their employer as their site should be aware that there is usually an extended approval process for non-employees, especially in settings with vulnerable populations. These may include independent criminal background checks and other administrative tasks related to non-employee interns that are often already incorporated into the employment process. Please be aware that some settings are increasingly reluctant to allow non-employees to serve as interns. Advanced communication with authorities on site and planning are keys to a positive experience.

Students, their site supervisors, and the Practicum and Internship Coordinator should complete a Site Agreement Form and supporting materials as described in the Application Components section above.

Site Supervisor Qualifications

The site supervisor acts as a guide and mentor for counselors-in-training and provides structure and feedback during their field experiences. This person must be an actively practicing, fully licensed/certified professional counselor with at least three years of post-master's and post-initial fully-credentialed counseling experience in a school or community setting. The three years must be completed before the practicum or internship begins. Preferably, the site supervisor has been at their current location for at least three years. The site supervisor should also be physically located in the same building as the practicum student/intern, though exceptions may be granted with the advanced approval in writing from the Practicum and Internship Coordinator. A copy of the supervisor's license or certificate is included as part of the application packet.

Other Considerations

Many students initially feel overwhelmed when contemplating practicum and internship. This section addresses commonly expressed questions and concerns.

Working full time. Students who work full time often ask if they need to quit working during practicum and internship. They do not, unless it is required by the specific state. While these semesters can be intense, counselors-in-training successfully accrue the required hours in counseling programs across the country every semester. At the same time, it is important to recognize that each semester of internship requires 300 hours in 15 weeks, or 20 hours per week on average. This is the equivalent of a half-time job and should be considered as such.

Advanced, clear communication with the site supervisor and facility management is crucial. Most counselors and employers want counselors-in-training to be successful and are willing to suggest activities and opportunities. These individuals may also have site-specific suggestions to help students achieve their goals. However, they cannot address needs and concerns if they are unaware of them, and some opportunities require months of advanced planning.

Some students may also feel challenged by taking classes and internship in the same semester. Students do have the option of delaying their internship and graduation, if they so choose.

Working part time. When creating a schedule for a part-time internship, students who are at their internship site for a half-day every day of the week generally have a more successful experience than those who go for one or two full days during the week. Daily attendance builds consistency and predictability for clients, site supervisors, potential employers, and other stakeholders. These counselors-in-training often feel more integrated into the site's counseling department and tend to have more positive and productive internship experiences.

Course and Advising Evaluations

Students' evaluations of their course and advising experiences serve important roles in the life of the program. Students are able to highlight positive elements of each while providing feedback to improve the program and individual faculty member performance.

Course Evaluations

Course evaluations are conducted toward the end of each academic term, typically opening two weeks before the last day of classes. Truman uses an electronic system, located at <http://evaluation.truman.edu>, to gather student feedback anonymously. When the course evaluation window opens, announcements are sent both program-wide and in each individual class, with reminders sent throughout the window. After semester grades are posted, individual faculty members are able to access their results for that term.

Advising Evaluations

Advising evaluations are conducted annually during the summer term. The Counseling program uses a Qualtrics survey to assess student experiences, with questions based on a similar survey of Truman undergraduate experiences with advising. The Counseling advising survey is also anonymous and is open for approximately a week. A program-wide announcement is sent to notify students of the opportunity. After the survey closes, results are sent to individual faculty members by the program chair.

Comprehensive Examinations

All Truman graduate degree candidates must participate in a capstone experience. Counseling degree candidates shall successfully complete a written and/or oral comprehensive examination or equivalent. Currently, students take the Counselor Education Comprehensive Examination (CECE) during their penultimate semester in the program. Students must have attained a 3.0 graduate GPA before taking the exam. The results of each examination are reported in writing to the EVPAA and Provost and to the examinee.

Candidates for the Master of Arts in Counseling: School Counseling degree must also take the Praxis 5422 School Counselor Exam in their penultimate semester. Candidates for the Master of Arts in Counseling: Mental Health Counseling and Master of Arts in Counseling: School Counseling may take the National Counselor Examination (NCE) or National Clinical Mental Health Counseling Examination (NCMHCE) during their final semester in conjunction with an application for National Certified Counselor status. Candidates for the Master of Arts in Counseling: Rehabilitation Counseling will not be eligible to take this exam until that degree is CACREP accredited. Students from California and New York are not eligible to take the NCE or NCMHCE prior to graduation due to those states' specific licensure requirements.

Graduation

Students file a degree plan upon entering the program. A faculty advisor assists students in developing their degree plan and schedule. However, students are responsible for meeting all requirements for their degree program.

All degree plans must be approved by a Counseling faculty advisor, and any changes must be approved in advance by the advisor. Students are discouraged from taking courses that are not listed on their degree plan without a conference with their advisor. An advisor is under no obligation to accept coursework that is not listed on the degree plan. Additionally, not all coursework offered in the Department or at the University qualifies for consideration toward program completion.

Students should use the corresponding Catalog and forms from the year they began their program as a degree-seeking student.

The date of the *General/Graduate Catalog* by which credits are checked may not be more than five years earlier than the date of the issuance of the degree. A student may not be checked by a catalog dated earlier than the time of their entrance. If a student's work is interrupted by required service in the armed forces, an extension of time will be allowed equal to the period of interruption. (2026-2027 Catalog:

<https://catalog.truman.edu/content.php?catoid=29&navoid=1897>)

Graduation Application and Procedures

An online Application for Graduation must be completed at least one semester prior to the expected date of graduation. The application can be found in TruView – Student Tools – Registration: Apply to Graduate/Graduation Clearance Form – Graduate Graduation Application. A Graduate Substitution/Inclusion Form indicating approval for all exceptions must be on file in the Graduate Office before the Application for Graduation will be approved by the Graduate Office. Approval of the Application for Graduation is based upon:

1. Admission to a graduate program.
2. Successful completion of all graduate coursework and all other requirements for the specific graduate program.
3. Approval of all:
 - graduate credits earned before admission to be included in the major, and/or
 - substitutions (from Truman or another university) for courses explicitly required in the degree program. Approval for these items may be requested using a Graduate Substitution/Inclusion Form.
4. The following additional requirements:
 - i. Residence Credit Requirement: Residency requirements needed for the conferral of the degree are enumerated in the degree requirements for that program.
 - ii. Transfer: A maximum of 6 credits or two courses totaling no more than 8 credits of transfer credit from an institution other than Truman may be applied toward the master's degree with the approval of the student's graduate advisor, Department Chair, and the Dean of the School. Formal approval is obtained with the Graduate Substitution/Inclusion Form. The transfer credit must be from an accredited institution offering graduate degrees. An official transcript for the transfer credit must be submitted to the Graduate Office by the Application for Graduation deadline. When the transcript and Graduate Substitution/Inclusion Form are received in the Graduate Office, the request will be considered by the EVPAA & Provost. The Application for Graduation will not be approved until all transfer credit has been approved.
 - iii. Workshop/In-Service: No in-service or workshop courses may be applied toward a master's degree.
 - iv. Correspondence Credit: No correspondence credit is allowed as part of a master's degree.
 - v. Course Number Requirements: At least 50 percent of the credits must be taken in academic work at the level of 600 or above.
 - vi. Minimum Credits: The minimum number of credits for graduate programs ranges from 30 to 63 hours.
 - vii. Incomplete/In Progress Grades: For graduate students, "Incomplete" or "In Progress" grades are allowed to remain on the transcript after graduation only if

they are not required for the degree to be conferred (for example, they may remain for an additional graduate degree which is not yet complete.) However, if the course(s) is/are not completed with 7 years, the grade(s) will be changed to “F”.

- viii. Grade Point Average: A graduate cumulative GPA of 3.0 is required for graduation at the time the degree is granted.
- ix. Repeat Courses: A graduate student may repeat one course (of 4 credits or less) in which a “C”, “D”, or “F” was received. When a course is repeated, both grades remain on the record and both grades are used by Truman State University in determining the grade point average. The initial “C”, “D”, or “F” continues to be counted by Truman State University toward the graduate GPA. Individual programs may choose to adopt standards that are more stringent.
- x. Pass/Fail: No courses in which the grade was pass/fail can be applied toward a degree except the Internships and the MAE Research requirement.
- xi. Credit/No Credit: The Credit/No Credit grading option applies only to undergraduate credit. Pre-MAE students should be advised that courses used to meet state certification requirements cannot be taken Credit/No Credit.
- xii. Culminating Experience and Examinations: All approved candidates shall successfully complete a comprehensive examination, thesis examination, research project, case study or equivalent. The comprehensive examination may be written and/or oral. The type of examination is determined by department policy. The comprehensive examination is usually taken during the last semester of study. Permission to sit for the exam is granted by the department. Students must have attained a 3.0 graduate cumulative GPA before taking the exam. The results of each examination will be reported in writing to the EVPAA & Provost, and to the examinee, on or before the designated deadline (one week before the degree is to be conferred).
- xiii. Double-Counting Credits when Receiving Multiple Graduate Degrees from One Program: A minimum of 6 credits needs to be taken in pursuit of an additional Truman graduate degree or certificate. Up to 80% of the credits for a graduate degree can come from previously earned Truman graduate credits as established by individual programs and pending determination by program faculty that the coursework is still current and meets requirements for the new degree sought. (Example: A student pursuing an English or Music MA degree and a concurrent MAE degree or a previously earned MAE degree.)
- xiv. Graduation clearance: Instructions are sent to each candidate approved for graduation approximately 3-4 weeks prior to the expected date of graduation by the Graduate Office.

(2026-2027 Catalog: <https://catalog.truman.edu/content.php?catoid=29&navoid=1897>)

Application Deadlines

Students must file for graduation no later than the last day of the semester before graduation. To ensure this deadline is met, recommended deadlines for each semester are:

Fall graduation: July 1
 Spring graduation: November 1
 Summer graduation: April 1

Hooding and Commencement Ceremonies

Each fall and spring semester, the program conducts a Hooding Ceremony to honor new graduates. Graduates may be hooded by a member of their field as a rite of passage to recognize their advanced accomplishments and welcome their common profession. Hooding Ceremonies take place on the same weekend as Commencement.

Commencement information, including dates, times, and seating, is available through the Registrar's Office at <https://www.truman.edu/registrar/commencement/>.

Students who complete the program in December and May may participate in the Fall and Spring Hooding and Commencement Ceremonies, respectively. Students who expect to complete the program in August may participate in the preceding Spring ceremonies.

Academic Regalia

The cap, gown, and hood for master's degrees differ significantly from bachelor's regalia. The velvet lining of hoods worn by counseling graduates are light blue in color. Regalia may be ordered through the University Bookstore (<http://truman.bncollege.com>).

Certification and Licensure

Certification and licensure to engage in professional counseling are determined on a state-by-state basis. Graduates seeking Licensed Professional Counselor status typically must complete a series of post-master's internship hours under the supervision of a qualified counseling professional before full licensure is granted. In some states, graduates seeking Licensed/Certified School Counselor status have similar requirements. As requirements change regularly, it is the student's responsibility to verify the requirements applicable to the state in which they intend to work. Truman State University maintains a website with state licensure information, updated annually, at consumerinformation.truman.edu/stateauthorization/. Students are expected to update their permanent address each semester to help ensure they can be properly informed about changes in licensure rules in their home state.

(2026-2027 Catalog:

https://catalog.truman.edu/preview_program.php?catoid=29&poid=6673;

https://catalog.truman.edu/preview_program.php?catoid=29&poid=6707;

https://catalog.truman.edu/preview_program.php?catoid=29&poid=6569)

The Counseling Compact

The Counseling Compact is an agreement among member states that allows licensed counselors in one state to apply for a privilege to practice counseling in a different member state without requiring an entirely new license in the second state. At this time, 38 states and the District of Columbia have joined the compact, and implementation is expected to begin in Fall 2025. For more information, please visit <https://counselingcompact.org>.

National Credentials

Several other entry- and advanced-level credentials are available at the national level. Though these **do not** authorize work as a counselor in any state, they serve as statements of training

quality and expertise. Some states may choose, in whole or in part, to certify or license holders based on a specific national credential or combination of credentials. Similarly, states, organizations, and employers may choose to require various credentials listed below as preferred qualifications for hiring, pay supplements, and salary decisions.

National Certified Counselor (NCC). Credentialing as a Board-Certified Counselor or National Certified Counselor (NCC) is available from the National Board for Certified Counselors (NBCC) to those who have obtained a 48-hour master's degree in counseling, taken specific coursework, completed at least six semester hours of supervised field experience in counseling, passed either the National Counselor Examination (NCE) or National Clinical Mental Health Counseling Examination (NCMHCE), completed specific post-master's requirements, and paid the appropriate fees. Additional information and applications for both the exam and certification are available at <http://www.nbcc.org/Certification/NCC>.

The NCC is an entry-level credential. Both NCSCs and CCHMCs must hold the NCC credential.

Please note that NCC status **does not** authorize the holder to practice counseling in any state, though some states may choose to certify or license holders based, in whole or in part, on this credential. Further information is available on the NBCC website: www.nbcc.org.

Certified Clinical Mental Health Counselor (CCMHC). Credentialing as a Certified Clinical Mental Health Counselor (CCMHC) is also available from the National Board for Certified Counselors. Requirements include NCC status, a 60-hour master's degree in counseling, additional coursework, at least six semester hours of supervised field experience in counseling in combination with other factors, a passing score on the National Clinical Mental Health Counseling Examination (NCMHCE), accrual of 3000 post-master's counseling hours, an endorsement from a professional colleague, and payment. For a detailed description, forms, and contact information, please visit <http://www.nbcc.org/certification/ccmhc>.

Please note that CCMHC status **does not** authorize the holder to practice counseling in any state, though some states may choose to certify or license holders based, in whole or in part, on this credential. Further information is available on the NBCC website: www.nbcc.org.

National Certified School Counselor (NCSC). Credentialing as a National Certified School Counselor (NCSC) is also available from the National Board for Certified Counselors. Requirements include NCC status, additional coursework, at least six semester hours of supervised field experience counseling in a school setting in combination with other factors, a passing score on either the National Counselor Examination (NCE) or National Clinical Mental Health Counseling Examination (NCMHCE), accrual of 3000 post-master's counseling hours or two school years of experience, an endorsement from a professional colleague, and payment. For a detailed description, forms, and contact information, please visit <http://www.nbcc.org/certification/ncsc>.

Please note that NCSC status **does not** authorize the holder to practice counseling in a school in any state, though some states may choose to certify or license holders based, in whole or in part, on this credential. A state or district may provide an additional stipend based on this credential. For example, Mississippi automatically adds \$6000 to the paychecks of NCSCs. Please check with your particular entity for details.

Certified Rehabilitation Counselor (CRC). Credentialing as a Certified Rehabilitation Counselor (CRC) is available from the Commission on Rehabilitation Counselor

Certification (CRCC). Category 2 requirements include a 48-hour master's degree in rehabilitation counseling, additional coursework, at least 700 hours of supervised field experience in rehabilitation counseling in combination with other factors, a passing score on the CRC examination, and payment. For a detailed description, forms, and contact information, please visit <https://crccertification.com/>.

Please note that CRC status **does not** authorize the holder to practice counseling in any state, though some states may choose to certify or license holders based, in whole or in part, on this credential. Further information is available on the CRCC website: www.crccertification.com.

Board Certified – TeleMental Health Provider (BC-TMH). Credentialing as a Board Certified – TeleMental Health Provider (BC-TMH) is designed to provide training for best practices in video-based counseling. It is available through the Center for Credentialing and Education (CCE), an NBCC affiliate. Requirements include either NCC status or an active, qualifying professional license, a training course, a passing score on the Telemental Health Exam (TMHE), and payment. For a detailed description, forms, and contact information, please visit <http://www.cce-global.org/credentialing/bctmh>.

Please note that BC-TMH status **does not** authorize the holder to practice counseling in any state. Further information is available on the CCE website: www.cce-global.org.

Other Credentials

Credentials for other areas of specialization in counseling are also available. Examples include additional training in play therapy, trauma, addictions, and career counseling. Students are encouraged to explore areas of interest and to discuss possible options with members of the faculty and the profession.

Career Outlook and Salary Information

According to the U.S. Bureau of Labor Statistics (BLS), as of 2024, the annual median pay for school and career counselors was \$65,140. The Bureau anticipates that jobs will increase by 4% (as fast as average) through 2033. Requirements for schools to employ a school counselor and increasing demands in counselor responsibilities are behind much of this growth. For more information, please visit the Occupation Outlook Handbook – School and Career Counselors at <https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm>.

Similarly, the BLS, as of 2024, reports the annual median pay for substance abuse, behavioral disorder, and mental health counselors as \$59,190. The Bureau anticipates that jobs will increase by 19% (much faster than average) through 2033. Increasing rates of mental health concerns, including attempts at self-medication through substance use, are behind much of this growth. The reported salary and growth figures are somewhat misleading, however, as this BLS category covers a host of technician and assistant positions in addition to professional counselors. For additional information, please visit the Occupation Outlook Handbook – Substance Abuse, Behavioral Disorder, and Mental Health Counselors at <https://www.bls.gov/ooh/community-and-social-service/substance-abuse-behavioral-disorder-and-mental-health-counselors.htm>.

Finally, the BLS, as of 2024, describes the annual media pay for rehabilitation counselor as \$46,110. The Bureau anticipates that jobs will increase by 2% (slower than average) through 2033. An increased awareness of disability and its impact within people's daily lives and

retirements within this specialization contribute to this growth. For more information, please visit the Occupation Outlook Handbook – Rehabilitation Counselors at <https://www.bls.gov/ooh/community-and-social-service/rehabilitation-counselors.htm>.

In July 2023, Lightcast, a company that specializes in job market analytics, projected the 10-year job growth (2023-2032) in the field of Mental Health Counseling for Missouri at 19.86%. Similarly, Lightcast anticipated the 10-year job growth (2023-2032) in the field of School Counseling for Missouri at 7.87%. Older state-level data for Rehabilitation Counseling, available through the Missouri Economic Research and Information Center, forecasted a 10-year job growth (2020-2030) in the field of Rehabilitation Counseling for Missouri at 8.75%.

Resources

Truman provides support and opportunities that maximize a student's ability to benefit from the academic environment through accessibility, professional counseling, recovery, wellness, and testing services.

24/7 Crisis Line		660.665.5621	
The Center for Academic Excellence	PML 109	660.785.7403	advise@truman.edu
Counseling Services	McKinney Center	660.785.4014	ucs@cfmcares.com
IT Service Center	PML 203	660.785.4544	
Office of Student Access and Disability Services	PML 109A	660.785.4478	studentaccess@truman.edu
Writing Center	PML 107	660.785.4484	write@truman.edu

An extensive list of additional resources for graduate students can be found at <https://www.truman.edu/majors-programs/graduate-studies/online-orientation/campus-resources/>.

Accessibility and Accommodations

Truman State University is committed to making University life and experiences inclusive and accessible to individuals with disabilities. We identify, evaluate, and reduce or eliminate barriers to access and equity with the intent to allow all Truman community members the opportunity to live and learn successfully.

Qualified persons with disabilities who need accommodations, effective communication, or access to University facilities, programs, or activities may contact the persons identified below.

Employees and job applicants with disabilities who seek information related to their work or prospective employment should contact the Office of Human Resources, 101 McClain Hall, 100 East Normal Avenue, Truman State University, Kirksville, Missouri 63501. Telephone (660) 785-4031. Email at hrstaff@truman.edu.

Candidates for admission with disabilities in need of reasonable accommodations, effective communication, or access to the process of applying for admission to the University should contact Julie Sneddon, Director of the Office of Student Access and Disability Services at PLM 109A, 100 East Normal Avenue, Truman State University, Kirksville, Missouri 63501. Telephone (660) 785-4478. Email at jsneddon@truman.edu.

Students with disabilities in need of reasonable accommodations, effective communication, academic adjustments and/or auxiliary aids or services in courses, programs, services, employment, activities, or facilities should contact Julie Sneddon, Director of the Office of Student Access and Disability Services at PLM 109A, 100 East Normal Avenue, Truman State University, Kirksville, Missouri 63501. Telephone (660) 785-4478. Email at jsneddon@truman.edu.

Persons with disabilities in need of effective communication, or access to and/or reasonable accommodations for University programs, services, events, activities, or facilities should contact the Institutional Compliance Officer, 1308 Violette Hall, 100 East Normal Avenue, Truman State University, Kirksville, MO 63501. Telephone (660) 785-4354. Email at titleix@truman.edu.

The University has an effective grievance procedure in place to handle complaints of discrimination including failure to provide reasonable accommodations. Questions may be directed to the Institutional Compliance Office at titleix@truman.edu or individuals may report discrimination at <http://titleix.truman.edu/make-a-report/>.

(2026-2027 Catalog:

<https://catalog.truman.edu/content.php?catoid=29&navoid=1889#accessibility-and-accommodations>)

Personal Counseling

Students are *strongly* encouraged to engage in personal counseling during their program. Contact information for Counseling Services are in the list above or through <https://truman.cfmcares.com/university-counseling-services/>. Sessions are available either in-person or online. From the website:

How do I set up an appointment?

All students will complete our UCS Intake Form prior to being scheduled for an appointment. Our UCS support staff will review the intake information with the student to verify that all questions have been answered and then work with the student to get them scheduled with a UCS counselor for an initial appointment. Students are welcome to walk in to fill out the intake form and then schedule their appointment. For questions about our intake process or scheduling, please call UCS at [660-785-4014](tel:660-785-4014)

In addition to the regular counseling services noted, Truman now also subscribes to student support services through Telus Health (<https://studentsupport.telushealth.com/us/signup>). When accessing the webpage, please enter “Truman State University” as the name of your school. A verification process will follow.

Technology Resources

Library Databases and Video Access. To access the full breadth of Truman’s library resources, including videos from the Alexander Street Counseling and Therapy in Video or Psychotherapy.net collections and the research databases, please use either the Truman virtual desktop (<http://view.truman.edu>) or Truman’s virtual private network (VPN). Detailed information for both options are available at <https://library.truman.edu/help/connect-from-off-campus/>.

Virtual Private Network (VPN) and Remote Desktop Access. Courses in the program may include videos, practice exercises, or other content that requires an “on-campus” computer. Though students are welcome to physically go to the Truman campus labs to access this content, this solution is not practical for many. There are two methods to make any computer an “on-campus” one: the Truman VPN and Truman’s remote desktop access.

To access the VPN, please go to <https://secure.truman.edu/its-s/vpn/login2.asp?page=/its-s/vpn/index.asp>. To access the remote desktop, please go to <https://view.truman.edu/>. Both systems use the same login and password as other Truman systems.

Complaints

Truman State University is fully committed to dealing with any improper, unfair, arbitrary or discriminatory treatment. Students or other persons who wish to report a complaint may do so by referring to the procedure for lodging a complaint can be found on the University’s [Report a Complaint](#) page. Students taking an online course from outside the state of Missouri should follow the complaint procedure [offered here](#).

(Source: <https://wp-internal.truman.edu/complaints/>)

For concerns related to specific courses, students are always asked to address their complaint to the professor of the course first when possible, then take their concerns to the Chair if the matter cannot be resolved with the faculty member.

Chair of Counseling

Dr. Karl Witt
660.785.5400
karlwitt@truman.edu

Chair of Psychology and Counseling

Dr. Karen Vittengl
660.785.6033
ksmith@truman.edu

Dean of Business and Professional Studies

Dr. Robert Yawson
Violette Hall 2400
660.785.4346
ryawson@truman.edu

Clients for counselors-in-training are asked to address their complaints to the on-site supervisor and the Program Chair. Clients may also report complaints to the Missouri Committee for Professional Counselors. To contact the Committee, please visit <https://pr.mo.gov/counselors.asp> or

Missouri Committee for Professional Counselors
3605 Missouri Boulevard
PO Box 1335
Jefferson City, MO 65102
573.751.0735
800.735.2996
profcounselors@pr.mo.gov

Program Faculty and Staff

Because the Counseling program is fully online, faculty members do not have physical offices on the Truman campus. Campus visitors are welcome to visit the Department of Psychology and Counseling in Violette Hall 2300, and the telephone number is 660.785.4383. Individuals with full-time appointments involved with the program include:

Daniel Bates, Ph.D., LMHC (WA), LPCC-S (OH), LPCC (KY), NCC, BC-TMH – Assistant Professor of Counseling

M. Elsa Soto Leggett, Ph.D., LPC-S (TX, MO), CSC (TX), RPT-S – Professor of Counseling & Practicum and Internship Coordinator

Suzanne Maniss, Ph.D., LPC-Associate (TX), NCC, BC-TMH – Assistant Professor of Counseling

Sara Sweet – Administrative Assistant for the Department of Psychology and Counseling

Christopher Todd, Ph.D., CRC, LPSC (TN), NCC – Assistant Professor of Counseling

Karl Witt, Ph.D., LPC-S (TX), NCC, CSC (TX) – Professor of Counseling & Program Chair

Caitlyn Ybarra, Ph.D., LPC-S (VA, MO), NCC, BC-TMH, ADHD-CCSP – Assistant Professor of Counseling

For Further Information

For further information regarding the Counseling program at Truman State University, please contact:

Dr. Karl Witt
karlwitt@truman.edu
660.785.5400

or

Counseling
c/o Sara Sweet
Truman State University
100 East Normal Avenue
Kirksville, Missouri 63501-4221
660.785.4667

Attestation

Please attest that you have received a copy of the Counseling program handbook and participated in an orientation to its contents and the program by completing the survey at the link provided by the program. Thank you.