

SCHOOL COUNSELING PROGRAM HANDBOOK

Master of Science in Education Degree



ARKANSAS STATE UNIVERSITY

COLLEGE OF EDUCATION

DEPARTMENT OF PSYCHOLOGY AND COUNSELING

STATE UNIVERSITY, ARKANSAS 72467

Spring, 1999
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INTRODUCTION

To the School Counseling Program Student:

Welcome to the School Counseling Program at Arkansas State University. The faculty has designed this Handbook to provide you with important information regarding program policies, procedures, curriculum, guidelines for professional behavior, and other information that will help you understand the program.

The Handbook supplements, but does not replace Arkansas State University's Graduate Bulletin or any other official university documents. You should become familiar with the entire Handbook at the beginning of your program and keep it as a reference throughout your graduate studies in school counseling. The faculty will make every effort to communicate with you by various means about your program of studies. These means of communication include email, orientation meetings, personal advising, classroom announcements, the program web site, and the School Counseling Program bulletin board.

You have embarked upon a course of graduate study which will prepare you for a professional career that involves helping people. Undoubtedly, you sometimes will be working in stressful environments. You are expected to maintain a professional demeanor throughout your graduate studies in the School Counseling Program.

EQUAL EDUCATIONAL OPPORTUNITY

Arkansas State University is an Equal Opportunity/Affirmative Action Employer with a strong institutional commitment to the achievement of excellence and diversity among its faculty and staff. To that end, the university provides opportunities in employment practices, admission and treatment of students without regard to race, color, religion, age, disability, gender, national origin, or veteran status. ASU complies with all applicable federal and state legislation and does not discriminate on the basis of any unlawful criteria.

Questions regarding this policy should be addressed to the Affirmative Action Program Coordinator, PO Box 1500, State University, AR 72467. Telephone: 870.972.3658

DEPARTMENT OF PSYCHOLOGY AND COUNSELING

The Department of Psychology and Counseling (DPC) is committed to serving the university, the profession, and the public by contributing to excellence in education, high professional standards for service delivery, and consumer advocacy. The department also is committed to research and scholarly activities to expand the academic knowledge base and to improve the quality of professional services. The department has 17 full-time faculty and is housed administratively in the College of Education. The college is accredited by National Council for the Accreditation of Teacher Education, and the university is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

DPC offers the Master of Science in Education degree in School Counseling for the training of P-12 school counselors. Since 2001, this program has been accredited by CACREP (Council for Accreditation of Counseling and Related Educational Programs). The department also offers the Specialist in Education degree in Psychology and Counseling (with tracks in mental health counseling, school psychology, and flexible options), the Master of Rehabilitation Counseling degree, the Master of Science degree in College Student Personnel Services (with tracks in college counseling and student affairs), and the Bachelor of Science degree in Psychology. The school psychology program is accredited by the National Association of School Psychologists (NASP), and the rehabilitation counseling program is accredited by Council on Rehabilitation Education (CORE).

THE SCHOOL COUNSELING PROGRAM

Master of Science in Education (MSE) degrees with a major in Counselor Education–Secondary (secondary school counseling) were first offered by Arkansas State College in 1962. In 1965, the Department of Counselor Education and Psychology was established as a separate academic unit within the College of Education. The MSE degree with a major in Counselor Education–Elementary (elementary school counseling) was added in 1966. Arkansas State College was awarded university status in 1967 and renamed Arkansas State University. The two MSE majors leading to school counseling certification, now licensure endorsement in Arkansas, were merged in 1994 to form the current P-12 school counselor training program. The name of the academic unit was changed in 1996 to Department of Psychology and Counseling.

For further information about the School Counseling Program, contact:

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or visit the School Counseling Program web site at:

<http://www2.astate.edu/a/education/psychologycounseling/our-programs/masters-in-school--counseling.dot>

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MISSION, GOALS, AND OBJECTIVES

Mission Statement

[The following mission statement applies to all CACREP-based counseling programs offered by the Department of Psychology and Counseling. It was approved in November, 2006 by the core counselor education faculty working in the programs at that time.]

Our mission is to train graduate students within the region as human service practitioners for settings that include college counseling, mental health counseling, school counseling, and student affairs in higher education institutions. The college counseling program area prepares entry-level postsecondary counselors who can develop and implement counseling programs with direct and indirect services for traditional and nontraditional college students and consult with various constituencies to support student development. The mental health counseling program area prepares entry-level professionals who can work with individuals, families, and groups in a variety of community and agency settings to treat mental and emotional disorders and to promote optimum mental health and development. The school counseling program area prepares entry-level school counselors who can effectively develop and implement comprehensive school counseling programs designed to maximize the academic, career, and personal/social potential of all P-12 students so that they may be successful in school and in life. The student affairs program area prepares entry-level professionals who can function in a variety of postsecondary administrative roles in a way that contributes to the learning and holistic development of college students through direct service and consultation with various constituencies.

Program Goals and Objectives

[The following general Goals #1-#7 and their related objectives apply to all CACREP-based counseling programs offered by the Department of Psychology and Counseling. Some objectives may relate to more than one goal, and that is noted when relevant. Goal #8 and its related objectives apply specifically to the School Counseling Program. These goals and objectives were approved in January 2007 by the core counselor education faculty working in the programs at that time.]

Goal #1: *To produce graduates with strong professional identities who understand the importance of their professional roles.*

Objective #1: Candidates will demonstrate a strong professional identity as competent and ethical counselors or student affairs practitioners.

Objective #2: Candidates will demonstrate knowledge of history, philosophy, and current trends in the relevant area of specialization.

Objective #3: Candidates will demonstrate understanding of professional roles and functions in the relevant area of specialization, including similarities and differences with other professionals.

Goal #2: *To produce graduates who respect the importance of self-awareness, are committed to personal and professional development, and value the benefits of involvement in their respective professional organizations.*

Objective #4: Candidates will demonstrate understanding of relevant professional standards, credentialing, and professional organizations, including membership benefits, activities, services to members, and organizational structures.

Objective #5: Candidates will demonstrate understanding of how their personal characteristics and behavior impact their effectiveness in working with students, clients, consultees, and/or other relevant constituent groups. (See also Goal #5)

Objective #6: Candidates will demonstrate understanding of the importance of maintaining a life-long commitment to personal and professional development.

Goal #3: *To produce graduates with knowledge of relevant ethical and legal standards for practice and a commitment to behave with integrity in accordance with these standards.*

Objective #7: Candidates will demonstrate knowledge of policies, legislation, and ethical standards relevant to the area of specialization.

Objective #8: Candidates will recognize and resolve ethical and legal issues in accordance with professional standards and applicable laws relevant to the area of specialization.

Objective #9: Candidates will demonstrate understanding of the limitations of their training and skills.

Goal #4: *To produce graduates with knowledge of the systemic influences of social, cultural, and psychological factors on individuals, groups, families, and communities as well as demonstrated acceptance and respect for persons with diverse ideas, values, and behavioral practices.*

Objective #10: Candidates will demonstrate understanding of multicultural and pluralistic trends, including the characteristics and concerns of diverse groups and the implications of sociocultural, demographic, and lifestyle diversity.

Objective #11: Candidates will demonstrate respect for people of diverse backgrounds and beliefs, and the multicultural skills to practice effectively in a multicultural and diverse society. (See also Goal #7)

Objective #12: Candidates will demonstrate understanding of the way in which physiological, psychological, sociological, and environmental factors affect human behavior. (See also Goal #5)

Goal #5: *To produce graduates with foundational knowledge of human development, helping relationships, group work, career development, assessment, and research and program*

evaluation as well as specialized knowledge that is relevant and appropriate for their level of training and intended work setting.

Objective #5: Candidates will demonstrate understanding of how their personal characteristics and behavior impact their effectiveness in working with students, clients, consultees, and/or other relevant constituent groups. (See also Goal #2)

Objective #12: Candidates will demonstrate understanding of the way in which physiological, psychological, sociological, and environmental factors affect human behavior. (See also Goal #4)

Objective #13: Candidates will demonstrate understanding of relevant theories of human growth, development, and transition across the lifespan, including the influence of social institutions on individual development.

Objective #14: Candidates will demonstrate understanding of developmentally appropriate individual, family, and group strategies for working with diverse populations.

Objective #15: Candidates will demonstrate understanding of major theories of counseling, consultation, interpersonal relationships, and the person-environment interaction, including both individual and systems perspectives.

Objective #16: Candidates will demonstrate understanding of the theories and principles of group dynamics, including types of groups, group leadership, group process components, group formation and development, and group members' roles and behaviors.

Objective #17: Candidates will demonstrate understanding of major career theories, career assessments and information systems, career counseling, guidance, and decision-making models, including understanding of the interrelationships among work, leisure, and others factors (e.g., multicultural and gender issues).

Objective #18: Candidates will demonstrate understanding of the psychometric characteristics of assessment instruments, including validity, reliability, and statistics related to score interpretation.

Objective #19: Candidates will demonstrate understanding of basic research methods and data analysis techniques, and the ability to interpret research findings in the professional literature. (See also Goal #7)

Goal #6: *To produce graduates who are developmental specialists with ability to assume leadership roles, collaborate with other professionals, and engage in advocacy to promote optimum development for all their constituents.*

Objective #20: Candidates will demonstrate appropriate leadership skills and understanding of the importance of advocating on behalf of the profession and its clientele.

Objective #21: Candidates will demonstrate ability to integrate their professional activities in the relevant institutional contexts through collaboration with other professionals in the institution.

Objective #22: Candidates will demonstrate knowledge of leadership, planning, staff selection and development, and budgeting as relevant to their professional roles.

Goal #7: *To produce graduates with appropriate administrative, counseling, consultation, group work, and referral skills and who can apply these skills effectively to develop programs and deliver services consistent with their level of training, work setting, and program area.*

Objective #10: Candidates will demonstrate understanding of multicultural and pluralistic trends, including the characteristics and concerns of diverse groups and the implications of sociocultural, demographic, and lifestyle diversity.

Objective #11: Candidates will demonstrate respect for people of diverse backgrounds and beliefs, and the multicultural skills to practice effectively in a multicultural and diverse society. (See also Goal #4)

Objective #19: Candidates will demonstrate understanding of basic research methods and data analysis techniques, and the ability to interpret research findings in the professional literature. (See also Goal #5)

Objective #23: Candidates will demonstrate ability to select, administer, and interpret needs assessments and evaluations of programs and services.

Objective #24: Candidates will demonstrate ability to select, administer, and interpret appropriate assessment and appraisal techniques such as environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods.

Objective #25: Candidates will demonstrate ability to report results of assessments, appraisals, and evaluations to the appropriate audiences.

Objective #26: Candidates will demonstrate skills in interviewing, referral, counseling, and consulting with diverse individuals and groups as appropriate to the area of specialization.

Objective #27: Candidates will demonstrate competence in the use of technology as relevant to their professional roles.

Goal #8: *To produce school counselors who can design, plan, organize, implement, manage and evaluate school counseling programs which comprise the personal and social, academic, and career domains for all P-12 students.*

Objective #28: Candidates will demonstrate knowledge of the foundations and contextual dimensions of school counseling that include (but are not limited to) the nature of P-12 school environments, the relationship of the school counseling program to the total school curriculum, and current issues in P-12 education.

Objective #29: Candidates will demonstrate understanding of the four elements of the ASCA National Model for School Counseling Programs (i.e., foundation, delivery system, management system and accountability system).

Objective #30: Candidates will demonstrate competence in planning, designing, implementing, and evaluating comprehensive developmental school counseling programs for P-12 settings.

Objective #31: Candidates will demonstrate appreciation for the importance of skillful leadership, advocacy, and evidence-based intervention.

PROFESSIONAL ORGANIZATIONS AND STUDENT INVOLVEMENT

School Counseling Program faculty encourage students to begin their identification with and involvement in the activities of local, state, regional, and national professional associations. The faculty models involvement through attending conventions, conferences, and other meetings as well as providing leadership at various levels within professional counseling associations. Students are informed about similar involvement opportunities and encouraged to take advantage of these opportunities while they can make use of student membership and registration rates. To aid students in learning about professional organizations most relevant to school counseling, summary information is included within this handbook in Appendix A (pp. 18-19). Students are referred to association websites where membership application forms can be accessed.

PROGRAM ORIENTATION

At the beginning of each fall semester, all new students are required to attend an orientation meeting. At this time, students will meet other new students and available core faculty, receive information about various aspects of the program including how to effectively access advising services. They will hear what is expected for successful continuation in the program, what is required for program completion, and summary results of program evaluation studies.

ADMISSIONS AND CREDITS POLICIES

Program Admission Procedures

1. Contact the Graduate School for an application materials packet.
2. Submit to the Graduate School all application materials, including:
 - a. Completed Graduate School application form with specified application fee, proof of immunization for measles and rubella (if date of birth is January 1957 or later), selective service status form, and separate official transcripts of all undergraduate and graduate work from all colleges and universities attended.

- b. Official report of a score, obtained within the last five (5) years, on either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE).
 - c. A typewritten essay that addresses (1) personal, educational, and career goals and aspirations; (2) personal perceptions of influences on goals and aspirations; and (3) personal view of the role and value of school counseling.
 - d. Three appraisal/recommendation letters, with at least one completed by a work supervisor and at least one completed by a faculty member in the applicant's most recent academic program of study. (When the applicant has not completed that program of study, a statement of status in that program also is required.) Applicants who have not been enrolled in an academic program for more than five years may substitute a reference from a current or recent employer for the faculty recommendation. The third letter may be completed by anyone who can attest to the applicant's ability and/or character, except that it may not be completed by anyone who is a relative of the applicant.
3. Application file is reviewed by the Graduate School and, if applicant qualifies for admission to the Graduate School, the file (including all materials listed above) is forwarded to the School Counseling Program Coordinator in the Department of Psychology and Counseling.
 4. Application file is reviewed by the School Counseling Program Committee on Admissions. This committee evaluates all materials submitted by the applicant, decides whether the applicant meets program requirements and expectations, sets any conditions of admission, and appoints an academic advisor for the applicant who is admitted to the program.
 5. Notice of Admission is returned to the Graduate School for notification to the applicant of the admission status. For applicants who are admitted, the notice will include conditions of admission, if any, and identification of academic advisor.

Program Admission Requirements

To be considered for admission to the School Counseling Program, applicants must present evidence of qualities consistent with those required for effective school counseling practice. The written statement prepared by the applicant, the appraisal/recommendation letters from the applicant's references, and pre-decision interactions with the applicant will be used as the basis for committee members' judgment of the applicant's personal and interpersonal qualities. All persons admitted to the program are required to meet the same standard in regard to these qualities.

Applicants also must present evidence of potential ability to perform academic work at the graduate level. Standardized test proficiency and past grade performance provide the primary data for judging academic ability; other indicators, such as quality of writing in the applicant's prepared statement, also will be considered. Based on the combination of test proficiency and past academic performance, an applicant may qualify for either unconditional or conditional admission status.

1. **Unconditional Admission Status.** Academic proficiency for unconditional admission may be established through satisfaction of either of the following criteria:
 - a. A minimum cumulative undergraduate grade point average of 3.00 (or 3.25 on the last 60 hours of undergraduate work) and a scaled score of at least 380 on the MAT or a minimum score of 790 on the combined verbal and quantitative sections of the GRE, or

- b. A minimum cumulative undergraduate grade point average of 2.75 (or 3.00 on the last 60 hours of undergraduate work) and a scaled score of at least 388 on the MAT or a minimum score of 820 on the combined verbal and quantitative sections of the GRE, or
 - c. Unconditional admission to the Graduate School, a scaled score of at least 380 on the MAT or a minimum score of 790 on the combined verbal and quantitative sections of the GRE, and a minimum cumulative graduate grade point average of 3.25 on 12 or more hours with no more than one graduate-level course with a grade of “C” and no grade less than a “C.”
2. **Conditional Admission Status.** Academic proficiency for conditional admission may be established through satisfaction of either of the following criteria:
- a. A minimum cumulative undergraduate grade point average of 2.50 when the MAT score is at least 368, or
 - b. A minimum cumulative undergraduate grade point average of 2.50 when the GPA multiplied by the GRE score is at least 1850 ($GPA \times GRE \geq 1850$), or
 - c. Unconditional admission to the Graduate School, a scaled score of at least 380 on the MAT or a minimum score of 790 on the combined verbal and quantitative sections of the GRE, and a minimum cumulative graduate grade point average of 3.00 on 12 or more hours with no more than one graduate-level course with a grade of “C” and no grade less than a “C.”

Eligibility to Continue in the School Counseling Program

Students admitted in Conditional status must earn a cumulative grade point average of at least 3.00 on the next 12 hours of course requirements and have no more than one course in these 12 hours with a grade of “C.” Students who fail to remove Conditional status in this manner will be dropped from the School Counseling Program.

Retention checkpoints for students admitted to the School Counseling Program include the following:

1. **Semi-Annual Review.** In addition to the academic standards for continuing enrollment, all students admitted to the School Counseling Program will be subject to semi-annual review by program faculty. This semi-annual review will be conducted at some time during the last three weeks of the fall and spring semesters. At this review, the faculty will assess current evidence of each student’s personal and interpersonal qualities deemed essential for effective school counseling practice. The faculty also will assess overall academic performance, and any student having earned more than one grade of “C” will come under close scrutiny. Outcomes at each review may be (1) approval for unrestricted continuation in the program, (2) approval for continuation in the program with specified contingencies, (3) suspension from the program with specified contingencies for readmission, or (4) removal from the program. Students will be notified in writing of any outcome other than unrestricted continuation in the program and will have the right to appeal the review decision.
2. **Approval to Register for Clinical Courses.** Eligibility to enroll in supervised clinical training (i.e., 6213, 6223, and 6233) is subject to approval of the faculty. To obtain this

approval, a student must have successfully completed all prerequisites and be deemed to have shown evidence of readiness for the level of practice required in the particular course.

3. **Eligibility for Comprehensive Examination.** Students who have earned an overall graduate grade point average of 3.00, have earned a cumulative grade point average of at least 3.00 on all courses completed in the School Counseling Program, and are enrolled for their final period of study will be eligible to sit for the comprehensive examination.
4. **Eligibility for Graduation.** Students who have earned an overall graduate grade point average of 3.00, have completed all courses required for the School Counseling Program and earned a cumulative grade point average of at least 3.00 on these courses, have earned a grade of “B” or better for clinical courses (i.e., COUN 6213, COUN 6223, and COUN 6233), have taken the appropriate Praxis II examination, and have passed the comprehensive examination will be eligible for conferral of degree.

Academic Credit

Graduate School policy prohibits academic credit toward degree requirements for any courses completed more than six years prior to completion of the degree program. It also limits academic credit toward degree requirements for courses used to satisfy the requirements of another degree program. In addition to these Graduate School requirements, both degree-seeking and nondegree-seeking students enrolling in COUN and PSY courses are expected to provide evidence that prerequisite knowledge is sufficiently current to support successful academic and/or clinical performance. Thus, students with dated courses may be asked to repeat such courses whether or not these courses have been used to fulfill requirements of another degree.

CURRICULUM REQUIREMENTS

The MSE degree with a major in School Counseling requires of a minimum of 48 semester hours credit. Course work for the degree program includes:

1. Courses required of all candidates for the MSE degree (3 hours):
ELFN 6773, Introduction to Statistics and Research **OR**
PSY 6213, Statistics and Research Design in Psychology and Counseling
2. Courses required of all students majoring in School Counseling (39 hours):
PSY 6613, Theories and Techniques in Helping Relationships
PSY 6543, Psycho-Social Aspects of Development
PSY 6573, Psychological Testing
PSY 6613, Professional Consultation*
COUN 6013, Introduction to School Counseling
COUN 6033, Social and Cultural Foundations of Counseling
COUN 6043, Career Development and Services
COUN 6073, Program Development, Implementation, and Evaluation in School Counseling*
COUN 6123, Group Dynamics*
COUN 6203, Counseling Prepracticum*
COUN 6213, Counseling Practicum*

COUN 6223, Counseling Internship–Elementary School*
COUN 6233, Counseling Internship–Secondary School*

3. Elective courses required of all students majoring in School Counseling (6 hours):
PSY 6513, Advanced Educational Psychology **OR**
PSY 6523, Behavior Assessment and Intervention
A 3-hour graduate-level elective in Psychology (PSY) or in Counseling (COUN)

*See Course Descriptions in Graduate Bulletin for prerequisite or corequisite requirements.

COURSE SEQUENCE

Students may be admitted into the School Counseling Program during any enrollment term, may vary in the number of credit hours completed during each term, and may pursue courses that enable them to obtain additional credentials. Because of these factors, a typical course sequence is difficult to describe. Faculty advisors, however, work with each student to plan a personal course sequence that takes into account course prerequisites and facilitates the student's growth as a school counseling trainee. To optimize their participation in this process of curriculum planning and course selection, students are encouraged to refer to the Course Rotation Guide in Appendix B (p. 20).

EVALUATION OF STUDENTS

Students are evaluated by performance on tests, papers, or projects required for individual classes. Overall mastery of the professional counseling knowledge base is evaluated by the comprehensive examinations which are administered during each student's last enrollment period. Professional counseling skills are evaluated during the supervised counseling practicum and internships. And, all students are required to complete the Praxis II Subject Assessment.

Comprehensive Examination

All candidates for the MSE degree in School Counseling are required to take a comprehensive examination during the last term of enrollment in their degree program. Only students who have earned a cumulative graduate GPA of 3.0 or better are permitted to take the comprehensive examination. An examination period is scheduled during each term of enrollment, except that only one period is scheduled during summer sessions. The date of the examination is announced at the beginning of each term (or sooner), and an orientation meeting is held with students scheduled to complete the examination. Students at this meeting are given a copy of the comprehensive examination study guide and scoring rubric for the School Counseling Program.

The examination is prepared and graded by faculty in the School Counseling Program. Students who fail the examination once may repeat it at a time approved by the examination committee, but no earlier than the next scheduled period. In some cases, additional course work may be required before a second examination is scheduled. Students must pass the examination within the six-year time limit for completion of degree requirements. A student who fails the exam a second time will be dropped from the Graduate School and from the program.

Praxis II Subject Assessment

All students seeking the MSE degree in School Counseling must take the Praxis II Subject Assessment in School Guidance and Counseling (**Code #0420**). This assessment includes a listening component and is administered in a paper-delivered format seven times yearly: two times in the fall, three times in the spring, and two times in the summer. You should register online at www.ets.org/praxis where you will find additional information including both free and for-a-fee study materials. Registration cut-off dates exist, and you are encouraged to register early. Our recommended time for you to complete the Praxis II is the earliest test date during your final internship (certainly no earlier than sometime during your initial internship). Be sure to designate Arkansas State University (**RA6011**) as both your attending institution and designated score recipient.

Praxis II assessment scores typically are available in about four weeks. You will be notified by an email from ETS when your score is available. **You must access your score via your Praxis account.** To view your score:

- Log into your Praxis account
- Click on your score report

You will be able to view, print, and download your score at no cost. Be aware that your score will be accessible through your account for 45 days (**only 45 days!**), and you will have to pay a fee to ETS to receive your score after this period ends. We recommend that you print multiple copies of your score report and that you download it for later access.

SELECTED GRADUATE SCHOOL POLICIES AND PROCEDURES

Graduate Student Load and Assistantships

The load of full-time graduate students may not exceed 15 semester hours, including any undergraduate courses, in a regular semester or 14 semester hours cumulative over all summer terms without special overload permission. Nine graduate hours or more are considered full-time for Fall and Spring terms; six hours or more cumulative over all summer terms are considered full-time. The load of graduate assistants may not exceed 12 hours in a regular semester or six hours during a summer term. Master-level graduate assistants must complete a minimum of six hours of graduate credit during a regular semester and will not be permitted to enroll for more than 12 hours of credit, including both graduate and undergraduate courses. Students enrolling for less than six hours of graduate credit in a regular semester are not eligible to hold a graduate assistantship. Graduate assistants will be permitted to enroll in a maximum of seven semester hours at the graduate level in a five-week summer term. They must complete at least three semester hours at the graduate level in the combined summer terms if they hold an assistantship during any summer term.

Attendance Policy

The Graduate School has no formal attendance policy for graduate level courses, but attendance is considered a critical component of learning. Students, therefore, are expected to attend and

participate fully in all scheduled class meetings and activities. An attendance policy may be established by the faculty of record for a given class.

Probation

Any graduate student whose cumulative GPA on all courses taken for graduate credit falls below 3.00 will be placed on probation. Students may be removed from probation by raising their cumulative GPA to 3.00 or better. Failure to make a grade of “B” or better in each course taken while on probation will result in suspension from further graduate work if the student’s cumulative GPA continues below 3.00. A graduate student on probation may not hold an assistantship and is not eligible for graduation.

Suspension

Any graduate student who receives a grade of “F” in any graduate-level course will be ineligible to register for further graduate work. A grade of “I” will be converted to “F” if it is not removed before the last day to withdraw during the next semester in which the student is enrolled at the university of within one calendar year if the student does not enroll.

Readmission of Suspended Students

After one regular semester or full summer in suspended status, students may be readmitted on probation, but only upon recommendation of their advisor and department chair and with the approval of the dean of the Graduate School. Readmission to the Graduate School does not imply readmission to a particular degree program; the student must reapply to the program.

Dropping Individual Courses

Students who drop individual courses will receive a grade of “W” in these courses. The final day for dropping individual courses is stated in the current academic calendar.

Withdrawal from the University

Students withdrawing from the university during a period of enrollment must obtain withdrawal paperwork from Advisement Services and secure approval from all individuals and offices named on the form. This process must be completed two business days prior to the beginning of the final examination period. Grades earned in courses completed prior to official withdrawal from the university (i.e., short courses) will not be affected by the withdrawal.

Students who cease to attend classes without processing an official withdrawal automatically receive an “F” in all courses in which they were enrolled.

Auditing Classes

Only persons admitted to the Graduate School are eligible to audit a graduate-level course. No credit will be awarded for audited courses. Audited courses will count as part of the maximum

load for any enrollment period. Auditors are expected to meet all requirements of a course other than taking examinations and completing formal written papers. Permission of the instructor is required to audit a class.

Graduate Course Credit

No more than three semester hours credit earned through independent study may be applied toward a graduate degree. Credit earned in some special studies courses may not be applicable toward a degree.

Transfer Credit

Subject to the approval of the student's advisor and the graduate dean, a student may be allowed to transfer a maximum of nine semester hours of credit from another approved institution. Only work with "B" or better grades earned at an accredited graduate school and acceptable toward a graduate degree at that institution will be considered for transfer. No correspondence courses may be transferred.

Graduate School Appeals and Grievance Processes

Appeals and grievance processes are outlined in the ASU Student Handbook available in the Office of Student Affairs. All grievances should first be taken to the student's graduate advisor who will inform the student of the correct procedures to follow. Following proper channels for appeals and grievances is essential to obtain a timely and efficient resolution.

Eligibility for Degree

A cumulative graduate GPA of 3.00 or higher on all coursework used toward the graduate degree is required and a cumulative graduate GPA of 3.00 or higher on all coursework taken from the academic college of the graduate degree sought is required before a graduate degree can be awarded.

Application for the Degree

All candidates for a degree are required to submit an intent to graduate notification and pay the graduation fee at the time they enroll for the final registration period prior to completing the degree requirements, except that students who expect to complete the requirements for a degree during the second summer term must submit an intent not later than the registration date for the first summer term. A new intent to graduate notification must be submitted if the degree is not completed in the term within which the original application was filed. Acceptance of candidates' intentions is determined by the students' advisors and the graduate dean.

Time to Degree

The time allowed for completion of the master's degree is six years, exclusive of time spent in the armed forces of the United States. Graduate work completed prior to six years from the student's date of completion of the degree cannot be used to satisfy degree requirements.

Transfer credit taken prior to admission at Arkansas State University will be included in the six-year limit.

SCHOOL COUNSELING PROGRAM-SPECIFIC POLICIES AND PROCEDURES

Advisement

A faculty advisor is assigned to each student at the time of admission to the School Counseling Program. Advisors are responsible for:

1. Helping students plan their program of study and advising them on other matters as needed.
2. Recommending students for conferral of the degree.

Academic planning is best achieved through a cooperative effort between the student and the advisor. The Course Rotation Guide in Appendix B is a helpful tool in this process. All students in the School Counseling Program are required to communicate with their assigned academic advisors prior to registration each semester; this is enforced through an advising hold placed on the student's access to registration processes. Advisement may occur in face-to-face meetings, by phone, or by email. Subsequent to this communication, the advisor will submit a request to the department secretary for the advising hold to be removed.

Transfer Credit

A maximum of nine semester hours of credit will be considered for transfer credit in compliance with Graduate School policies. The program coordinator and/or academic advisor may require that a copy of the syllabus and other materials be submitted for review prior to granting approval of the proposed transfer credit. An official transcript must be submitted to the Graduate School before transfer credit will be awarded.

Information and Technology Services

Every student is required to establish email and internet access and to use both media throughout the program. Students are encouraged to communicate with each other and their instructors by way of email and to access on-line literature relevant to research paper requirements and other class assignments. Students are expected to develop word processing skills and are required to prepare most written assignments using a word processor. Access to email, the internet, and a variety of computer software is available through the university's Computing Services. Access to computers and other equipment is available in several labs located within the College of Education and in the library. Important information about various aspects of technology services is available at <http://www2.astate.edu/its/>.

Style Manual

The School Counseling Program faculty has adopted the *Publication Manual of the American Psychological Association* as the style manual for preparation of research papers in the program. You will need to have access to and make use of the current edition of this manual.

Clinical Training

The School Counseling Program requires 12 hours of clinical instruction in the prepracticum (COUN 6203), practicum (COUN 6213), and internship (COUN 6223 and COUN 6233) courses. This sequence of supervised experience represents synthesis and culmination of the preparation a developing counselor has achieved. It offers a chance for the counselor trainee to practice under supervision before embarking on an independent career in school counseling. A grade of “B” or better is required in each course before advancing to the next course in the sequence. None of these courses can be completed out of sequence, except that either elementary (COUN 6223) or secondary (COUN 6233) internship can be completed first.

Professional Liability Insurance

Students enrolled in practicum and internship must acquire professional liability insurance coverage and must provide proof of coverage. Complimentary professional liability insurance is a benefit of student membership in either the American Counseling Association or the American School Counselor Association. Information about the liability insurance available through ACA is available at <http://www.counseling.org/Students/>, and information about ASCA’s insurance is available at <http://www.schoolcounselor.org/content.asp?contentid=185>. Additionally, student professional liability insurance is available for purchase through Arkansas State University. The insurance available through ASU provides coverage for a calendar year; it can be obtained at the cashier’s window in the Student Union.

Ethical Standards

The School Counseling Program faculty have adopted the American Counseling Association’s *Code of Ethics* (2005) and the *Ethical Standards for School Counselors* of the American School Counselor Association (2010) to govern the professional behavior of students and faculty. These ethical standards are introduced, discussed, and/or integrated in most courses and curricular experiences. Students are expected to conduct their work in accord with these ethical codes, particularly in their client contacts, field practice or intern assignments, research activities, and other experiences involving contact with the public. Failure to do so can bring faculty censure of the student and/or expulsion from the program.

Endorsement Policy

The School Counseling Program trains students to be P-12 school counselors, and faculty will endorse students only for activities within the scope of their training experience. This policy applies to recommendations for certification/licensure and recommendations for employment.

FINANCIAL ASSISTANCE

Loans and Scholarships

To be considered for financial assistance, a student must be enrolled for five graduate semester hours in a regular term or three semester hours during a summer session. Students must be

accepted into a graduate program to pursue federal student loans. Loans are available from a number of sources. These include Federal Perkins Student Loan, Federal Subsidized and Unsubsidized Stafford Student Loan, Federal Grad PLUS Loan for students and various private loans. Interested applicants should contact the Financial Aid Office at finaid@astate.edu for application instructions and questions can be addressed to financial aid counselors at (870) 972-2310. General information about financial aid is available at <http://www.astate.edu/finaid/>. Specific information for graduate students is available at <http://www.astate.edu/a/student-affairs/finaid/financial-aid-information/graduate-students/index.dot>. Another source for information about financial assistance is the Arkansas Department of Higher Education. Quick links are available at <http://www.adhe.edu/students/Pages/students.aspx#1>.

The James F. Golden Memorial Scholarship, named for a former faculty member in the Department of Psychology and Counseling, is available to students who have completed at least 18 hours in the School Counseling Program. Application for this scholarship is made through the Department of Psychology and Counseling. Availability of this scholarship is announced to all graduate classes in the department during the fall semester.

The Hugh Lovett Memorial Scholarship is offered each year by the Arkansas School Counselor Association (ArSCA) to students enrolled in a school counseling master's degree program within the state of Arkansas. Information about this scholarship and an application form are available at <http://arsca.k12.ar.us/resources.php>.

Tuition-Fellowship for Qualified Out-of-State Students

A waiver of the out-of-state portion of tuition costs is available in the form of a fellowship to all graduate students who meet the following criteria:

- Have a cumulative undergraduate GPA of 3.00 or higher
- Attend ASUJ with 6 or more hours of graduate level courses in regular semesters or with 3 or more hours of graduate level courses in summer sessions
- Are residents of any one of the 49 states other than Arkansas or residents of any of the U.S. territories

Fee Waiver for Age 60

Tuition waivers are available for persons who are 60 years of age or older. Students eligible for this waiver are responsible for other charges related to their enrollment. Eligibility is determined as of the first day of the semester. Students seeking this waiver should contact Student Account Services upon completing registration.

International Students on Scholarships from their Home Governments

All international students on scholarships from their home government should have a valid, up-to-date letter of financial guarantee on file in the International Student's Office. In order for tuition to be billed to the embassy or scholarship agency, the guarantee should be on file no later than June 1 of each academic year.

Graduate Assistantships

Graduate assistantships are available for both regular semesters and summer school to a limited number of qualified applicants in all departments offering graduate degrees. No application for assistantship will be considered unless the applicant also has applied for admission to the Graduate School. To be awarded an assistantship, a graduate student must have been admitted to a graduate degree program at ASU. A graduate student whose GPA drops below 3.00 is placed on probation and that student is not eligible to hold a graduate assistantship. The master level assistantship may be awarded for a maximum of five semesters; two five-week summer terms count as one semester. Renewal of an assistantship is not automatic; reapplication is necessary for the student be considered for reappointment.

Graduate assistants must complete at least six hours of graduate credit and will be permitted to enroll for no more than 12 hours of both undergraduate and graduate work each semester during the academic year. Graduate assistants must complete at least three hours of graduate work cumulative during the summer terms.

Application for an assistantship in the Department of Psychology and Counseling is made through the chair of the department. Assistants in this department are expected to work 20 hours per week, completing a definite schedule of assigned duties and responsibilities, typically under the supervision of one or more faculty members within the department.

Graduate Assistantship Tuition Fellowship

All graduate assistant positions carry a tuition fellowship which includes tuition charged at the in-state rate. These tuition fellowships apply only to ASU courses.

PROFESSIONAL CREDENTIALS

Graduates of the School Counseling Program are eligible to seek endorsement as a P-12 school counselor in Arkansas and may be eligible for a school counseling credential in other states. Application for the Arkansas school counselor endorsement is made through the Office of Professional Education Programs at ASU. Graduates who wish to seek a school counseling credential in another state should consult with the program coordinator for assistance in determining eligibility requirements and application processes.

Graduates of the School Counseling Program who subsequently wish to pursue licensure through the Arkansas Board of Examiners in Counseling for practice in non-school settings will need to complete additional coursework specified in the LAC/LPC course requirements. These courses are available through ASU's mental health counseling track of the Ed.S. degree or the Certificate in Mental Health Counseling. Contact the mental health counseling program coordinator for more information.

LIBRARY FACILITIES AND HOLDINGS

Arkansas State University's Dean B. Ellis Library is a centrally-located, eight-story building (next door to the College of Education) that contains a wealth of information which supports the School Counseling program. This includes numerous counseling and related journals as well as a large number of related books and reference materials. A list of journals that school counseling students will find relevant to their work is included in Appendix C.

Specific information about the library services and resources is available electronically at <http://www2.astate.edu/a/library/about/libraryinformation.dot>. Photocopy machines are available on each floor of the library. Study carrels and group study rooms are available on the 2nd, 3rd, 4th, and 5th floors. The library maintains extensive hours that are posted on the library's website. A large computer lab with printing capabilities, especially intended for student use, is located on the first floor of the library building.

MENTOR/SUPERVISOR RELATIONSHIPS

Any student in the program who accepts employment as a school counseling practitioner prior to completion of the program is required to establish and maintain a formal relationship with a fully-credentialed school counselor in the same or a neighboring district. Any student who is enrolled for practicum or internship credit also must have an established, formal relationship with a fully credentialed school counselor in the same or a neighboring district. The purpose of these requirements is to provide mentoring, consultation, and peer supervision needed to enable the counseling student and/or trainee to perform school counseling activities effectively. A copy of the form to document that the requisite relationship has been established is available from the student's academic advisor or the School Counseling Program Coordinator.

Further, any student who is enrolled for practicum or internship credit while employed as either a teacher or school counselor is required to complete an agreement with the supervising school administrator which allows the student to perform required activities of the clinical experience. A copy of the form to document this agreement is available from the internship supervisor.

ACCESS TO PERSONAL COUNSELING SERVICES

The University Counseling Center offers personal counseling and various other services to ASU students. Services are provided by well-qualified professionals. Information about the services provided is available at <http://www2.astate.edu/student-affairs/counseling/>. In addition, a large number of for-profit and not-for-profit counseling agencies exist in northeast Arkansas. Students who wish to seek personal counseling in an alternate setting may choose among any of these agencies. Some of the more popular area agencies are Mid-South Health Systems; Families, Inc.; Better Life Counseling Center, St. Bernard's Behavioral Health, and DaySpring Behavioral Health Services.

Appendix A: Professional Organizations

SUMMARY INFORMATION ABOUT SOME PROFESSIONAL ORGANIZATIONS

American Counseling Association (ACA) is a not-for-profit, professional, and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings. By providing leadership training, publications, continuing education opportunities, and advocacy services to nearly 45,000 members, ACA helps counseling professionals develop their skills and expand their knowledge base. ACA has been instrumental in setting professional and ethical standards for the counseling profession. The association has made considerable strides in accreditation, licensure, and national certification. It also represents the interests of the profession before congress and federal agencies, and strives to promote recognition of professional counselors to the public and the media. ACA has 56 chartered branches in the U.S., Europe, and Latin America. It also has 19 chartered divisions that provide leadership resources and information unique to specialized areas and/or principles of counseling. Divisions chartered by ACA elect officers who govern their activities independently and carry a voice in national ACA governance. You can access more information about ACA and join the association at www.counseling.org.

American School Counselor Association (ASCA) was chartered as a division of ACA in 1953. ASCA promotes school counseling professionals and interest in activities that affect the personal, educational, and career development of students. ASCA members also work with parents, educators, and community members to provide a positive learning environment. ASCA provides professional development, publications and other resources, research and advocacy to more than 28,000 professional school counselors around the globe. Its mission is to represent professional school counselors and to promote professionalism and ethical practices. You can access more information about ASCA and join the association at www.schoolcounselor.org.

Chi Sigma Iota (CSI) is the international honor society for students, professional counselors and counselor educators. Its mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical experience in the profession of counseling. There are over 260 campus-based chapters, 13,000 student and professional active members, and over 68,000 initiated members as of March, 2010. More information is available at www.csi-net.org.

Arkansas Counseling Association (ArCA) is a branch of the American Counseling Association and is the largest association representing professional counselors in various Arkansas practice settings. ArCA's mission is to promote public confidence and trust in the counseling profession and to support the membership through representation and training. Core values include caring for self and others, promoting ethical practices, respecting diversity, encouraging positive change, acquiring and using knowledge, encouraging and enhancing leadership, and promoting collaboration. ArCA has six divisions that provide leadership and information unique to specialized areas and/or concerns in counseling. ArCA represents the interests of approximately 1,000 members across these six divisions in relevant matters before the state legislature. You can access more information about ArCA and join the association at www.arcounseling.org.

Arkansas School Counselor Association (ArSCA) is the largest of the divisions of Arkansas Counseling Association and is organized into six regions that serve different areas of the state. Membership in ArSCA also includes regional membership based on the geographic location of the member. ArSCA initiates and supports the improvement of school counseling programs through information, research, legislation, professional development, and ethical standards while upholding and encouraging continued improvements in standards for education. You can access more information about ArSCA at <http://arsca.k12.ar.us>. Members of ArSCA must be members of ArCA, too, so membership in ArSCA is accessed at the ArCA website www.arcounseling.org.

Missouri School Counselor Association (MSCA) serves more than 1600 members at the state level. MSCA supports professional school counselors' efforts to promote academic, career, and personal/social development for all students; provides professional development opportunities; and advocates for school counselors with legislators, parents, school boards, and other educational professionals. Membership in MSCA also includes membership in a district organization based on the geographic location of the member. Most of our School Counseling Program students from Missouri will qualify for membership in the Southeast or Southwest districts. An application form for MSCA membership and additional information is available at www.moschoolcounselor.org.

Appendix B: Course Rotation Guide

Course Number	Course Title	Academic Term			
		FA	SP	S1	S2
ELFN 6773 or PSY 6213	Introduction to Statistics and Research OR Statistics and Research Design in Psychology & Counseling	X X	X	X	X
PSY 6113	Theories and Techniques in Helping Relationships	X		X	
PSY 6513 or PSY 6523	Advanced Educational Psychology OR Behavior Assessment and Intervention	X X		X	
PSY 6543	Psycho-Social Aspects of Development	X			X
PSY 6573	Psychological Testing	X			X
PSY 6613	Professional Consultation		X		
COUN 6013	Introduction to School Counseling	X			
COUN 6033	Social and Cultural Foundations of Counseling		X		X
COUN 6043	Career Development and Services		X	X	
COUN 6073	Program Development, Implementation, and Evaluation in School Counseling		X		
COUN 6123	Group Dynamics		X	X	
COUN 6203	Counseling Prepracticum	X		*	*
COUN 6213	Counseling Practicum	X	X	*	*
COUN 6223	Advanced Counseling Practicum–Elementary School	X	X		
COUN 6233	Advanced Counseling Practicum–Secondary School	X	X		
	Psychology or Counseling Elective	X	X	X	X

Legend:

- FA = Fall Semester
- SP = Spring Semester
- S1 = First Summer Session
- S2 = Second Summer Session
- * = 10-week Summer Session

NOTE: This course rotation guide is tentative and subject to change as needed.

Appendix C: Counseling-Relevant Journals in the ASU Library
(in alphabetic order)

American Psychologist
American Journal of Psychotherapy
Behavioral Neuroscience
Career Development Quarterly
Counseling and Values
The Counseling Psychologist
Counselor Education and Supervision
Developmental Psychology
Elementary School Guidance and Counseling (**replaced by Professional School Counseling**)
The Gerontologist
International Journal of Aging and Human Development
Journal of Abnormal Psychology
Journal of Applied Psychology
Journal of Career Planning and Employment
Journal of College Student Development
Journal of Community Psychology
Journal of Counseling and Development
Journal of Counseling Psychology
Journal of Employment in Education
Journal of Humanistic Education and Development
Journal of Marriage and Family
Journal of Mental Health Counseling
Journal of Multicultural Counseling and Development
Journal of Personality and Social Psychology
Journal of Social and Clinical Psychology
Professional School Counseling
Psychological Assessment
Psychological Bulletin
Psychological Review
Psychology and Aging
Psychotherapy
Rehabilitation Counseling Bulletin
The School Counselor (**replaced by Professional School Counseling**)