

MSE School Counseling Program Handbook

Arkansas State University

2019-2020



ARKANSAS STATE
UNIVERSITY

School Counseling Program Handbook

Welcome to the online MSE School Counseling Program at Arkansas State University! The school counseling faculty have 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, Blackboard courseroom announcements, and the program web site. Please be sure to check your Arkansas State University email daily so that you are aware of any urgent updates or important information.

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 strong professional disposition and demeanor throughout your graduate studies in the School Counseling Program. Please note that professional disposition is very important to our program and to your ongoing professional development as a school counselor and professional in the field. You will be continually evaluated in this area throughout your time in the MSE School Counseling Program. Thus, please be sure to display the upmost respect for your peers, for faculty members, and for our supportive administrative staff at all times, including all email correspondence and discussion post interactions.

MISSION STATEMENT AND PROGRAM OUTCOMES

Mission Statement

Our mission is to train graduate students to develop in their professional identities as ethically sound and culturally competent professional school counselors. This school counseling program prepares school counselors to develop and implement comprehensive school counseling programs designed to maximize the academic, career, and personal/social potential of all students so that they may be successful in school and beyond.

Program Outcomes

- I. Students will strongly identify as a professional school counselor.
- II. Students will possess the knowledge, skill, and awareness to help a diverse range of students and their families in the school setting
- III. Students will be equipped to practice ethically and legally in the school setting while relying on evidence-based practices in their work with diverse students and their families.

EXPECTATIONS OF SCHOOL COUNSELING PROGRAM STUDENTS

1. Students are expected to check their Arkansas State University email every day to stay current on all faculty announcements and program updates. Furthermore, this is the only email address utilized for official university correspondence. Students are expected to

- login to the online classroom at least three times per week in order to ensure that they meet all deadlines outlined in the course syllabi.
2. Students are expected to maintain a professional disposition in all aspects of their interactions with to faculty members, their peers, and all Arkansas State University administration and staff. All communication should be respectful and professional and diverse perspectives should be honored.
 3. Students are expected to maintain academic integrity and adhere to Arkansas State University's Standards of Student Conduct found here: <https://www.astate.edu/a/student-conduct/student-standards/>
 4. Students are expected to write at a graduate level in all assignments and discussion posts. Students are expected to utilize APA 6th edition formatting in their writing and refer to the professional literature to support their assertions.
 5. Students are expected to secure their own practicum and internship sites with a qualified site supervisor. They are also expected to personally experience ten hours of group counseling in their community during the Group Counseling course.
 6. Students are expected to submit all coursework on time. There are no extensions given for any reason and no exceptions made to the late policy in all program courses.
 7. Students are expected to contact their state's Department of Education in order to learn their state's requirements for licensure. Students are responsible for ensuring that Arkansas State University's School Counseling Program will meet these requirements for licensure.

POLICY FOR STUDENT RETENTION, REMEDIATION, AND DISMISSAL FROM THE PROGRAM

Every effort will be made to support and encourage all students to succeed in the online school counseling program and to create an maintain an inclusive learning community. Students can expect that faculty members will encourage their efforts to grow in their professional identity and academic endeavors. If a student does not meet the expectations of school counseling students listed above or does not abide by ACA's Code of Ethics or ASCA's Code of Ethics both as a counseling student and a practitioner in the field, then she/he will be referred to the school counseling program director to discuss remediation measures.

In addition to the academic standards for continuing enrollment, all students admitted to the School Counseling Program will be subject to an annual review by the Degree Program Committee. This annual review will be conducted during the Spring semesters, although school counseling faculty retain the right to call for a student review at any time. At this review, the Committee will assess current evidence of each student's personal and interpersonal qualities deemed essential for effective school counseling practice by means of a Student Dispositions Evaluation (see Appendix B). Student progress relating to academic achievement, personal and professional development, and any special assistance a student might need are included in this evaluation. Students can earn one of the following overall ratings: (a) Does Not Meet Expectations, (b) Needs Improvement, (c) In Progress Toward Goals, (d) Meets Expectations, or (e) Exceeds Expectations. The disposition results are shared with each student by his or her advisor. Once the results have been reviewed, the form will be signed by both student and advisor. If a student received an overall rating of 'Needs Improvement' or below, the student will be placed on remediation. Faculty will meet with the student to discuss and determine the

best course(s) of action to help him or her earn a rating of ‘In Progress Towards Goals’ or higher. If the student does not meet this objective, he or she will be eligible for dismissal from the program.

The Committee also will assess overall quality of academic performance, and any student having earned more than one grade of “C” will come under close scrutiny. Outcomes at each review may be approval for unrestricted continuation in the program, approval for continuation in the program with specified contingencies, suspension from the program with specified contingencies for readmission, or removal from the program.

According to the Arkansas State University student handbook, the decision to dismiss a student from the program is made by the program director. Ultimately, the subsequent decision to dismiss or suspend a student from the University is made by the dean.

GRADUATE SCHOOL APPEALS AND GRIEVANCE PROCESS

Graduate student appeals and grievance processes are outlined in the A-State Student Handbook located here: <https://www.astate.edu/a/student-conduct/student-standards/handbook-home.dot>. 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.

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 as soon as they enroll in the School Counseling Program. The school counseling faculty model 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. Students are referred to association websites where membership application forms can be accessed.

TECHNICAL SUPPORT

Technical support is available to you 24 hours per day, 7 days per week. If you need technical assistance you can call or email a trained university technician to assist you. Please visit this webpage to find the contact information for these technical support services: <https://degree.astate.edu/student-services.aspx#tech-support>. Because this constant support is available to you, technical issues are not an excuse for submitting late assignments or discussion posts in the School Counseling Program courses.

PROGRAM ORIENTATION

At the beginning of each fall semester, all new students are required to attend an online orientation meeting. At this time, students will receive information about various aspects and requirements of the program, including how to effectively access advising services. In addition, the Arkansas State University student handbook will be disseminated and discussed, students’ ethical and professional

obligations and personal growth expectations as counselors-in-training will be explained, and eligibility for licensure/certification will be reviewed.

ADMISSIONS AND CREDITS POLICIES

Program Admission Procedures

Admission for the School Counseling program is based on (1) relevance of career goals, (2) aptitude for graduate-level study, (3) potential success in forming effective counseling relationships, and (4) respect for cultural differences.

Here are the steps for completing the application process:

1. Download an application materials packet from <https://degree.astate.edu/programs/graduate.aspx>.
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. An essay that addresses (1) Your reasons for applying to Arkansas State University's online School Counseling Program (2) Your ability to fulfill the role of a professional school counselor; and (3) Your ability to be successful in an online graduate program
 - d. Two completed recommendation forms, with one completed by a work supervisor and 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.
3. The 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. The 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. A 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 forms 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. Past grade performance provides the primary data for judging academic ability; other indicators, such as quality of writing in the applicant's prepared statement, also will be considered.

Approval to Register for Clinical Courses

Eligibility to enroll in professional practice courses (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.

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 professional practice courses (Practicum, Internship I and II and have passed the Comprehensive Exam with a score of 70% will be eligible for graduation. Please note that you are required to complete the School Counseling Program Exit Survey before graduation.

Students who are on track to meet these program requirements will be given a permit to register for their last course and will be sent graduation information once they have registered for their last course. Students will be required to complete an "Application/Intent to Graduate" form which is found in the student's banner self-service. Students will be required to pay the non-refundable Graduation fee. Students will be charged another Graduation fee if they change terms of graduation once the intent to graduate is filed. Students will be given the option to walk at the Graduation ceremony; however, if final grades are not in at the time of Graduation, a diploma will not be distributed that day. The diploma will be mailed to the student once final grades are in and verified.

Academic Credit

The Arkansas State University 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 professional practice 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.

For current program courses, please note that no grade below "C" will be accepted for graduate credit. Any Grade Change Report form will be accepted only if submitted prior to the close of the semester immediately following the one in which the original grade was recorded.

CURRICULUM REQUIREMENTS

The MSE degree with a major in School Counseling requires of a minimum of 48 semester hours credit. Coursework for the degree program includes: ELFN 6773 Introduction to Statistics and Research, 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 6053 Ethical and Legal Issues in School Counseling, COUN 6433 Crisis Counseling, COUN 6473 Counseling Children and Adolescents, COUN 6213 Counseling Practicum, COUN 6223 Counseling Internship I, COUN 6233 Counseling Internship II

* 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 considers course prerequisites and facilitates the student's growth as a school counseling trainee.

EVALUATION OF STUDENTS

School counseling students are evaluated by performance on tests, papers, discussion posts and responses, site supervisor and faculty supervisor evaluations, and/or projects required for individual classes. In addition, there will be a comprehensive exam at the end of the program. Students who have earned an overall graduate grade point average of 3.00, have earned a cumulative grade point average of at least 3.0 for all courses, and are enrolled for their final semester of study in COUN 6223 Internship II will be eligible to sit for the comprehensive examination.

Students will also meet with their advisor once per year for an annual review, where their grades, professional development, and overall professional disposition will be reviewed. If program faculty members observe any issues or concerns with a student's professional disposition, she/he has the right to call a professional disposition review at any time.

In turn, students have the opportunity to provide feedback regarding the School Counseling program via end of the course evaluations as well as a School Counseling Program Exit Survey. Students will be asked to evaluate their practicum and internship site supervisors as well. The school counseling program faculty welcome any additional feedback from students that assists in helping us to reflect on what is going well and what areas we can improve upon.

SELECTED GRADUATE SCHOOL POLICIES AND PROCEDURES

Attendance Policy

Active participation and completion of assignments early in A-State Online Program courses is critical because of the accelerated course schedule. Students who have not accessed their courses once the course begins (start date) will be dropped from the course after the 6th business day of the course. Students will be considered dropped for inactivity if they have not accessed the course from when the

course starts until the 6th business day after. Students must access the actual course within Blackboard, only logging in to Blackboard will not count as accessing the course. Students who have accessed the course prior to the start date, such as during early release, but have not accessed the course since, will be dropped for inactivity. Instructors of courses have the discretion to drop students for inactivity if the students have failed to turn in assignments by the 6th business day of courses. Instructors will contact AOS to drop students for inactivity based on not turning in assigned work. Traditional students in “companion” sections can be dropped for inactivity and must adhere to all dates set forth in AOS policy. Students dropped for inactivity will be issued a grade of ‘WN’ and a full refund for the course. Students dropped for inactivity will not be added back to the course.

Course Access

Courses must be paid for in full by payment deadline. Payment deadlines are scheduled before the start of courses and can be found here: degree.astate.edu/calendar.aspx. A-State Online Students are not eligible for university payment plans. Students will have access to the course on the Monday prior to the week of the course start date (Pre-Release week). Students will not be allowed to begin their course until it is paid. Even if the financial aid process is in progress. You must pay for your course by the tuition deadline if your financial aid has not arrived. No exceptions can be made to this policy.

Deadline Dates

Due to the fast-paced nature of the courses in this program, all deadline dates will be strictly observed. There will be no exceptions to the deadline dates. Deadline dates are published on the Academic Calendar found on the Academic Partnership website at - degree.astate.edu/calendar.aspx

Course Drop/Withdrawal During Scheduled Refund Period

Students may drop a course on-line in the same manner they registered for the course by clicking on ‘drop’ beside the correct CRN number unless it is their last course in a semester in that case you will need to email apartnershipregistrar@astate.edu to drop. Students may drop a course up through the following refund schedule for a refund: <https://degree.astate.edu/faqs.aspx>. If a student is unable to process the drop online through self-service, then an email must be sent from the student’s Arkansas State University student email address the A-State Online Services Registration Team at apartnershipregistrar@astate.edu no later than 11:59:59 p.m. on the day according to the refund schedule above.

Course Drop/Withdrawal with Financial Obligations

Students may continue to drop their course until the last day-to-drop a course, but will have the full financial obligation of the course and will not receive a refund. Students will have to pay additional tuition when they attempt the course again in the future.

Course Drop Deadline

Students may drop a course through the end of the last day-to-drop a course. Students have until 11:59:59 p.m. on the last day –to- drop a course. The Last day-to-drop a course can be found here: degree.astate.edu/calendar.aspx. If the student is unable to process the drop online through self-service, then an email must be sent from the student’s Arkansas State University student email address to the A-State Online Services Registration Team at apartnershipregistrar@astate.edu no later

than 11:59:59 p.m. on the last day-to-drop a course. Students who drop a course after the first day of class up until the last day-to drop, will receive a grade of 'W'. Students who drop a course will have to pay additional tuition when they attempt the course again in the future.

Program Drop/Withdrawal

Students may discontinue or drop from an A-State Online Program according to drop dates listed here: - degree.astate.edu/calendar.aspx. Students who wish to be completely withdrawn from their program will need to send an email from their Arkansas State University student email address to the A-State Online Services Registration Team at partnershipregistrar@astate.edu. Students who send requests from other email accounts will be instructed to resend from their official University email account. Students who drop completely will need to re-apply to their program if they plan to return. Students who drop during the scheduled refund period will be eligible for a refund on that course.

Incomplete Grades

Incomplete Grades can only be assigned by the instructor. The Incomplete Grade (I Grade) must be completed no later than 60 calendar days from the submission of the incomplete grade. Students who do not complete the work in the 60 day time period will receive an F in the course.

Probation

Any graduate student whose cumulative GPA on all courses taken for graduate credit falls below 3.00 at the end of a semester will be placed on probation. Students may be removed from probation by raising their cumulative GPA to 3.00 or better at the end of a semester. Failure to make a grade of "B" or better in each course taken while on probation will result in suspension from further graduate work. 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 or 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 adviser and department chair and with the approval of the dean of the Graduate School. Readmission to Graduate School does not imply readmission to a particular degree program. The student must reapply to the program.

Academic Probation

Any graduate student whose cumulative GPA on all courses taken for graduate credit falls below 3.00 at the end of a semester will be placed on probation. Students may be removed from probation by raising their cumulative GPA to 3.00 or better at the end of a semester. Failure to make a grade of "B" or better in each course taken while on probation will result in suspension from further graduate work. A graduate student on probation may not hold an assistantship and is not eligible for graduation. If you make a "C" while on probation and in the middle of a semester you can still be put on suspension.

Students who are placed on Academic Probation will be placed back in Good Academic Standing at the end of the semester if their cumulative grade point average is 3.000 or higher. Suspended students may apply for readmission to the Graduate School and their graduate program after one semester of suspension.

Final Grading Policy

Final grades will be available on the student's transcript within 2 weeks after the course ends. Once grades are available, an email will be sent to the student's ASU email account with instructions on ordering a transcript.

Incorrect/Grade Change

Students who feel the grade received on a course is incorrect or does not match the grade shown in blackboard will need to contact the Course Instructor. If the instructor determines a grade is incorrect, a Grade Change Form will be completed and signed by the Instructor, Chair, and Dean of the department. Forms are sent to the Registrar's Office for processing. Students will need to check their transcript in Self-Service to confirm this change has been completed.

Graduate Student Academic Load

The load of full-time graduate students may not exceed 15 semester hours, including any undergraduate courses, per regular semester or the full summer term (which includes May and August interim) without special overload permission. The total academic load resulting from concurrent enrollments at A-State and other institutions shall not exceed the maximum loads stated above. Nine graduate hours or more for Fall and Spring terms are considered full-time; six hours or more cumulative over all summer terms are considered full-time. Graduate students enrolled in an accelerated on-line degree program are considered full-time when enrolled in at least three graduate hours. Graduate student academic load may vary by program. Please consult official program handbooks or guidelines to determine approved course loads per semester or part of term.

Transfer Credit

Subject to the approval of the student's advisor and program director, a student who has a "B" grade average or above in graduate work from another approved institution may be permitted to transfer a maximum of nine semester hours of credit. 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.

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 (6) years from first enrollment in the program, exclusive of time spent in the armed forces of the United States. Graduate work completed outside of the six-year time frame cannot be used to satisfy degree requirements. Transfer credit taken prior to admission at A-State may be included in the six-year limit.

Graduate Assistantships

Students admitted to Graduate Programs may be eligible to receive financial support in the form of an assistantship. The primary purpose of a graduate assistantship is to promote the student's successful completion of an academic program while giving them experience working in an academic environment. Graduate assistantships support the University's teaching, research and service missions for the benefit of students in areas closely related to their chosen field of study. There are three types of graduate assistantships at A-State: Graduate Teaching Assistants (GTA); Graduate Research Assistants (GRA); and Graduate Administrative Support Assistants (GSA).

Graduate assistantships are available to a limited number of qualified applicants in all departments offering graduate degrees. Assistantships are available for both regular semesters and summer school. Application for an assistantship must be made through the chair of the department in which the student wishes to major. No application for assistantship will be considered unless the applicant has also applied for admission to Graduate Programs.

A graduate assistantship carries with it a waiver of out-of-state tuition. Doctoral graduate assistantship carries a tuition fellowship covering the cost of tuition. To be awarded an assistantship, a graduate student must have been admitted to a graduate degree program at Arkansas State. A graduate student whose GPA drops below 3.00 is placed on probation and is not eligible to hold a graduate assistantship. The master and specialist level assistantship will have a maximum time limit of five semesters.

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. 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, via Zoom, 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 have email and internet access throughout the program. All assignments should be submitted as a Microsoft Word document. Students are encouraged to communicate with each other and their instructors by way of email and to utilize the Arkansas State University library to access literature relevant to research requirements and class assignments.

Style Manual

The School Counseling Program faculty has adopted the American Psychological Association's 6th Edition Manual as the style manual for preparation of assignments in the program. You will need to have access to and make use of the 6th edition of this manual.

Professional Practice

The School Counseling Program requires nine hours of professional practice in the Practicum (COUN 6213) and Internship I and II (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.

Professional Liability Insurance

Students enrolled in practicum and internship must acquire professional liability insurance coverage and must provide proof of coverage prior to beginning the Practicum and Internship I and II courses. 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>.

Ethical Standards

The School Counseling Program faculty have adopted the American Counseling Association's Code of Ethics (2014) and the Ethical Standards for School Counselors of the American School Counselor Association (2016) 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 student 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.

Site 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 professional practice experience. A copy of the form to document this agreement is available from the internship supervisor. Please see Appendix C for more details regarding these requirements.

GROUP COUNSELING DIRECT EXPERIENCE

School counseling students are expected to find a counseling group in their local area to participate in for 10 clock hours as a part of the Group Counseling course. These direct experiences must be approved by the program faculty teaching the Group Counseling course and the hours must be logged and completed by the end of the Group Counseling course.

PROFESSIONAL PRACTICE

Professional practice, which includes practicum and internship, provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for program students to counsel students in schools who represent the ethnic and demographic diversity of their community.

Practicum

Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term. Practicum students complete at least 40 clock hours of direct service with actual students that contributes to the development of counseling skills.

Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

Practicum students participate in an average of 1½ hours per week of live group supervision via Zoom on a regular schedule throughout the practicum. Group supervision is provided by a counselor education program faculty member.

Internship

After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with students. Internship students complete at least 240 clock hours of direct service.

Internship students have weekly interaction with a site supervisor that averages one hour per week of individual supervision throughout the internship.

Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision is provided by a counselor education program faculty member live via Zoom.

Site Supervisor Qualifications

School Counseling Program students must secure a practicum and internship site in their local area with the following qualifications of the site supervisor: Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) a school counseling license; (3) a minimum of two years of experience as a professional school counseling; (4) knowledge of the School Counseling Program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision (which can be provided by the School Counseling Faculty).

COMPREHENSIVE EXAM

School counseling students must pass a comprehensive examination to graduate from the program. Students who have earned an overall grade point average of 3.00 on all work in graduate school, a cumulative grade point average of 3.00 on courses in the school counseling program, and are enrolled for their final semester of study will be eligible to sit for the comprehensive examination. The date of the examination will be announced at the beginning of each term. Students must notify their graduate advisor and the program coordinator of their intention to take the comprehensive examination at the beginning of their final semester of enrollment.

The comprehensive examination is a 200 item multiple choice test designed by school counseling program faculty to assess the student's knowledge and skills acquired throughout the program. A meeting will be scheduled early in the semester between faculty and students who will be sitting for the comprehensive examination to discuss the format, content to be assessed, and date and times of the examination that semester. The comprehensive examination will be evaluated by a committee of the core school counseling faculty involved with the school counseling program. Students must pass the multiple choice test at 70% correct. The A-State Registrar's Office is notified in writing whether the student has passed or failed the examination. Students are notified whether they pass or fail the examination. Students who fail the comprehensive examination once may repeat it at a time approved by the examination committee, but no earlier than the next semester. 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. Students who fail the comprehensive examination the second time will be dropped from candidacy for the degree.

FINANCIAL ASSISTANCE

Students at Arkansas State University receive financial assistance through scholarships, grants, loans, waivers, work-study, and on-campus student employment. Approximately 90% of students receive some form of financial assistance. Please visit the Financial Aid and Scholarships website for more information about accessing financial assistance: <http://www.astate.edu/a/finaid/> and about the financial aid application process: <https://degree.astate.edu/financial-aid.aspx>.

PROFESSIONAL CREDENTIALS

Students in the the School Counseling program should research the requirements for licensure in their desired state of school counseling employment in order to become familiar with the state's school counseling licensure requirements. These requirements may include taking the Praxis II exam upon graduation. Please contact the Department of Education in the state(s) that you intend to practice school counseling in to investigate whether Arkansas State University's MSE School Counseling Program will assist you in meeting the state requirements for licensure.

Here is the link for Arkansas' Department of Education webpage, where you will find helpful information regarding state licensure:

<http://www.arkansased.gov/divisions/educator%20effectiveness/educator-licensure>.

In addition, the American School Counselor Association provides a resource for researching school counseling licensure in your state: <https://www.schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements>.

LIBRARY HOLDINGS AND RESOURCES

Arkansas State University's Dean B. Ellis Library contains a wealth of information and resources that support the online School Counseling program. All A-State Online students have access to the library's wide variety of online resources and services—24 hours a day, 7 days a week. The library provides access to scholarly journals, research databases, ebooks, and many other materials vital to high quality research. In addition, you are able to schedule a research consultation via Skype or email with a librarian. Specific information about the library services and online resources can be found at <https://www.astate.edu/a/library/>.

COUNSELING SERVICES

Arkansas State University's Counseling Center provides counseling services and crisis resources to all students. In addition, the counseling center provides Therapy Assisted On-Line (TAO) treatment. Please find information about these free and easily accessible resources at the Counseling Center's webpage: <https://www.astate.edu/a/counseling-services/>

WRITING CENTER

The Arkansas State University Writing Center is a comfortable learning space in which ALL members of the A-State community can receive feedback on their writing. The qualified, friendly writing consultants will help you at any stage of the process, from deciphering assignment sheets to providing feedback on writing projects that are nearly finished. They will help you with any writing occasion, whether it be personal, academic, or professional.

Please visit the Writing Center's webpage at <https://www.astate.edu/college/liberal-arts/departments/english-and-philosophy/writing-guide/writing-lab/> to set up an appointment via phone or Skype.

PERSONAL GROWTH EXPECTATIONS

In this master's degree program you will be challenged to grow in your self-awareness, especially as it involves your ability to work with students and families from different cultural backgrounds. This growth may not always be easily attained, but it is a necessary process to expand your cultural understanding and awareness.

Throughout the program you will be asked to consider how your values, background, and culture affect the ways in which you will interact with your students. In addition, you will explore culturally competent counseling techniques and approaches to working with students and will be required to practice these approaches in your practicum and internship experiences.

Please take the time to process all that you are learning about yourself throughout the program. The school counseling program faculty are willing to discuss your personal growth in these areas with you and to create an action plan to address these issues, if deemed necessary.

PERSONAL COMMUNICATION AND INTERACTIONS

Students will check their A-State email daily. Faculty, staff, and the university use email for general and official communications. Students can generally expect responses to inquiries during normal business hours. They should allow 1-3 days for responses. Faculty and staff are generally not available evening and weekends.

Students' verbal and written communication (e.g., emails) will reflect appropriate academic etiquette, consistent with semi-formal behavior in a professional work environment. When in doubt they should error on the side of formality. Students should be cognizant of the tone of email communications given that these professional exchanges convey your professionalism. Students should be courteous. Solicitations to faculty and staff in terms of requests should be polite and not demanding. Written requests call for complete sentences with correct grammar, spelling, and punctuation. Emails should contain a brief descriptive subject line, greeting, a clear and concise body, and closing.

Students should not send unnecessary emails to faculty or staff such as requesting or confirming information provided in syllabi, assignment rubrics/guidelines, bulletins, handbooks, Blackboard, or university websites. This is information that students are capable of accessing on their own using appropriate problem-solving skills.

Students will not make unreasonable requests of faculty such as requesting modifications to syllabi or requirements and they will also not request exceptions associated with the late policy.

USE OF SOCIAL MEDIA

Student use of the internet and social media has implications for training and professional behavior. The program acknowledges that it is neither possible nor practical to actively monitor students' use of social networking. Instead, the following recommendations to support students' ongoing professional development and identity within and beyond program-sanctioned activities are provided:

- It is likely that supervisors, potential practicum and internship sites, and future employers may be interested in searching or accessing online information about you.

- Online photo and video sharing, including those within social networking sites should be considered public venues. One should use discretion when posting such information.
- Social networking with instructors in the A-state Department of Psychology and Counseling is prohibited while students are enrolled in the school counseling program.
- Consider using privacy settings to limit access to your pages and personal information. Use thoughtful discretion when considering “friend” requests (e.g., students, supervisors, or others) that you have an evaluative relationship with.
- Note that all email is potentially retrievable. Emails sent by the A-State email system are considered public record and the property of the university. Email is not an appropriate venue to discuss confidential information.
- Be mindful of the wide audience when posting to listservs, blogs, or social media groups (e.g., posts can be reposted). Make sure your communication on such media protect the confidentiality of clients/consultees, preserve the reputation of your training program, and reflect the professional persona you wish to present.
- Email signatures should be professional and appropriately represent one’s status and credential.
- Be mindful of voicemail greetings if you use a private phone for any professional purposes. Again, make sure that such messages portray the professional persona that you wish to present.

If the program faculty become aware of a verifiable online activity that violates ethical standards; the Arkansas State University Code of Student Conduct; local, state, or federal laws; or relevant policies contained in this handbook the incident may be investigated by the program and may result in an annual review and if warranted referral to the university Office of Student Conduct.

DRESS CODE

School counseling students are required to dress in a professional manner. When visiting or working in a school, agency, and/or clinic students must adhere to any dress code in effect for that setting. In addition, students should refrain from wearing any clothing, apparel, or jewelry that would be distracting to others in such settings. School counseling students should also be mindful that certain jewelry such as large earrings, necklaces, or any other jewelry can be a hazard to you or to a child. Jewelry can be damaged, or you can be hurt with the jewelry. Take appropriate cautions to minimize the hazards.

SMOKING POLICY

Students are required to adhere to the smoking policy of the university and the relevant school, agency, and/or clinic when present in those settings.

GENERAL BEHAVIOR EXPECTATIONS

In addition to the adhering to formal ethical principles and codes of conduct, school counseling students are required to behave in a professional manner at all times. Personal stability and maturity is expected of all students. The specific interpersonal skills and characteristics expected of students are listed in *Student Dispositions Evaluation* in Appendix B. Students who in the opinion of the School Counseling Program faculty do not meet these expectations may be subject to intervention, suspension, or removal from the program.

Appendix A: Professional Organizations

SUMMARY INFORMATION ABOUT VARIOUS 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 professional practice 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.

Appendix B: Student Dispositions Evaluation

Counseling Program

Arkansas State University

Student Dispositions Evaluation

Student Name _ ██████████ Student ID # _ ████████████████████

Faculty/Supervisor Name _____ Date _____

Year in Program First Second Third Fourth or more

Supervisor's Relationship with Student: (Check one that applies)

Faculty University Faculty Supervisor
 Course: _____ Advisor
████████████████████

Please indicate the score that most accurately represents an assessment of the student's dispositions. This must be reviewed with the student, and both student and faculty will sign the document. Students or faculty may supply additional comments in the space provided.

- 0 – Not observed
- 1 – Does not meet minimal professional expectations
- 2 – Rarely meets minimal professional expectations
- 3 – Often meets minimal professional expectations
- 4 – Consistently meets minimal professional expectations
- 5 – Exceeds all minimal professional expectations

ACADEMIC PERFORMANCE	0	1	2	3	4	5
Successfully completes academic course work required in the program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Abides by academic policies.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Demonstrates academic integrity.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Readiness to discover knowledge and ideas.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Participates fully in learning experiences.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

To be Completed by the Student's

Academic Advisor

GPA: _____

Does the students have any final course grades of C or below? YES NO

If yes, how many and for which courses?

Accepts and makes use of feedback in supervisory and other experiences with faculty and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives appropriate feedback to peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops and maintains appropriate boundaries with clients, supervisors, and/or colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows initiative, motivation, and ability to work independently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is dependable in meeting professional expectations and obligations, including punctuality and adherence to deadlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates willingness to explore and accept personal responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:						

SKILLS IN MANAGING PERSONAL WELLNESS AND LIFE						
DIFFICULTIES						
Demonstrates emotional stability and personal security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates appropriate stress management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handles frustration and conflict with a positive, future-minded attitude.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes and minimizes impact of personal impairment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:						

OVERALL RATING:

Does Not Meet	Needs	In Progress	Meets	Exceeds
Expectations	Improvement	Toward Goals	Expectations	Expectations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*A student must score a 4 or above on all items to warrant an overall rating of “meets expectations.” Any item scored as 3 warrants an overall rating no higher than “in progress toward goals.” Any one item scored as 2 or below warrants an overall rating no higher than “needs improvement.”

Faculty member’s signature

Date of conference with student

Student’s signature

This form was created by adapting the *Disposition Form* developed by the University of Mississippi Counseling Program and the *Students Review and Retention Checklist* developed by the University of North Texas Counseling Program. Dispositional items were also derived from:

Frame, M. W., & Stevens-Smith, P. (1995). Out of harm’s way: Enhancing monitoring and dismissal processes in counselor education programs. *Counselor Education & Supervision*, 35, 118– 129.

Henderson, K. L., & Dufrene, R. L. (2012). Student behaviors associated with remediation: A content analysis. *Counseling Outcome Research & Evaluation*, 3, 48-60. doi: 10.1177/2150137812437364

Appendix C

Practicum and Internship Requirements

ENTRY-LEVEL PROFESSIONAL PRACTICE

- A. Students are covered by individual **professional counseling liability insurance policies** while enrolled in practicum and internship.
- B. Supervision of practicum and internship students includes **video recordings** and/or live supervision of students' interactions with students in the school. Permission will need to be secured from the students' parents/guardians in order to record them. The videos will be viewed only by the counseling student's supervision group and faculty supervisor.
- C. **Formative and summative evaluations** of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship by the site supervisor.
- D. As a part of their internship and practicum school counseling students must have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
- E. In addition to the development of individual counseling skills, during internship students must **lead or co-lead a counseling or psychoeducational group** for a total of **ten hours** at their site.

PRACTICUM

- F. Students complete supervised counseling practicum experiences that total a minimum of **100 clock hours** (10 hours/week) over one full academic semester.
- G. Practicum students complete at least **40 clock hours of direct service** with actual students in the school that contributes to the development of counseling skills.
- H. Practicum students have weekly interaction with their site supervisor that averages **one hour per week of individual supervision**.
- I. Practicum students participate in an average of 1½ hours per week of live supervision (online via Zoom) on a regular schedule throughout the practicum with an Arkansas State University school counseling faculty member.

INTERNSHIP

- J. After successful completion of the practicum, students complete **600 clock hours of supervised counseling internship** in roles and settings with students relevant to their specialty area over the course of two full semesters.

K. Internship students complete at least **240 clock hours of direct service**.

L. Internship students have weekly interaction with site supervisors that averages **one hour per week**.

M. Internship students participate in an average of 1½ hours per week of live group supervision (online via Zoom) on a regular schedule throughout the internship with an Arkansas State University school counseling faculty member.

SITE SUPERVISOR QUALIFICATIONS

N. Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) school counseling certification and/or license; (3) a minimum of two years of pertinent professional experience as a professional school counselor; (4) knowledge of Arkansas State University MSE School Counseling program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. This training can be provided by Arkansas State University's School Counseling Faculty, if needed.

O. Written supervision agreements will define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.