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This handbook is lovingly dedicated to a man who had a beautiful vision for this program, but now only leads us with his spirit.

Dr. Dan Bernard

His dedication to excellence and knowledge sets the standard as we continue to develop this program and prepare counselors.
Foreword

Welcome to the School Counseling Program at Southern Arkansas University (SAU). We are excited about the journey you have chosen and hope the program will be both, professionally and personally rewarding to you. The decision to advance your career in School Counseling is one of the most important decisions you will make in your professional life and we want to assist you in any way possible to make this a valuable experience.

This publication is designed to provide more detailed information about the School Counseling Program provided by Southern Arkansas University. Students are encouraged to consult their Student Handbook, the current SAU School of Graduate Studies Catalog, and Website for guidance and information, as well as, institution and program policies. It is, therefore, the student's responsibility to be aware of the School of Graduate Studies policies that exist by carefully reading the publications. It is also the student’s responsibility to check their SAU student e-mail account regularly.

The counselor education faculty looks forward to working with you to achieve your educational goals. It is a pleasure having you in the counseling program, and we extend a warm welcome to you as a member of the counseling program.
Mission Statements

Mission of Southern Arkansas University

The mission of Southern Arkansas University is to educate students for productive and fulfilling lives in a global environment by providing opportunities for intellectual growth, individual enrichment, skill development, and meaningful career preparation. The University believes in the worth of the individual and accepts its responsibility for developing in its students those values and competencies essential for effective citizenship in an ever changing, free, and democratic society. Further, the University provides an environment conducive to excellence in teaching and learning, scholarship, creative endeavors, and service.

Mission Statement of the School of Graduate Studies

The mission of the Southern Arkansas University School of Graduate Studies is to prepare individuals for positions of leadership in a variety of professions by providing advanced and specialized education. Our curricula and instructional technologies are designed to meet the needs of students and to prepare them to compete in a diverse and dynamic society.

Vision and Mission of the College of Education

The College of Education, guided by both the University’s vision and mission, serves students who come from communities in south central and southwest Arkansas, specifically, but also from the state, nation and world. Students are served through teaching, research, service and outreach programs. Our aim is to assure that all College of Education students develop those abilities of creative and critical thinkers who are able to make appropriate decisions relative to their professional roles and responsibilities as citizens of a democratic nation and a global community.

Mission of the Educational Preparation Program

The mission of the educator preparation providers is to prepare candidates who attain educational achievement through collaboration and reflection. To that end the educator preparation providers (including content departments), collaborates with K-12 schools, educational Service Cooperatives, Educational Renewal Zones and other local, state, and national organizations to inculcate high standards of educational achievements for all students. The EPP engages pre-service and in-service teachers, administrators, counselors and other educators to excel in teaching, leadership, scholarship and service.
Mission Statement of Counseling and Professional Studies Department
The mission of the Counseling and Professional Studies Department is to prepare administrators, counselors, and educators who promote personal and educational achievement through collaboration and reflection. We subscribe to a belief in the inherent worth and dignity of each person; to the need to develop a sense of self-realization; to serving a diverse and dynamic society by promoting fairness and equity for all students; to a commitment of service to others; to instilling a focus on life-long learning, and to the pursuit of the highest standards of excellence in the administration, counseling, and teaching professions. Through professional preparation programs for administrators, counselors and educators, the Department engages pre-service and in-serve professionals to excel in counseling, teaching, leadership, scholarship, and service.
Counseling Programs Objectives

Southern Arkansas University Counseling Program goals are modeled after the Council for Accreditation of Counseling and Related Education Programs (CACREP), and on the National Board for Certified Counselors (NBCC) standards. Together the CACREP and NBCC have identified eight areas where all counselors should be competent, regardless of area of specialization and future practice. SAU covers eight areas that all counselors are expected to know and be able to do in eleven courses. This is referred to as “the core”. SAU’s Counseling Program consists of School Counseling, College Counseling and Student Affairs, and Clinical and Mental Health Counseling. Each of these shares ‘the core’. Students will recognize core courses as those that are numbered 64X3, plus EDUC 6003.
Standards

University Learning Goals

Effective Communication: Our graduates can communicate effectively. Effective communication embraces oral, visual, and language arts, including the ability to listen, speak, read, and write. It includes the effective use of various resources and technology for personal and professional communication.

Personal and Social Responsibility: Our graduates are prepared to be personally and socially responsible citizens. Personal and social responsibility involves having the ability to apply knowledge and skills that encourage responsible civic engagement for the advancement of society. This includes an understanding of an individual’s own culture and other cultures and societies, and the ability to make informed and ethical decisions.

Critical Thinking: Our graduates can think critically, solve problems, and make informed decisions. Critical thinking is the ability to analyze, synthesize, and evaluate information and ideas from multiple perspectives. It includes the accurate use of terminology, information literacy, the application of scholarly and scientific methods, logical argument, and the capability for analysis and problem solving.

Content Knowledge: Our graduates have content knowledge in their chosen fields and the necessary skills to be successful. Content knowledge is discipline and degree specific.

Information Literacy: Our graduates can use technology effectively in their fields. Information literacy is the ability to determine the nature of required information, to access it effectively and efficiently, and to evaluate it critically. It includes the responsible, legal, and ethical use of information.
Conceptual Framework

In addition to the program objectives, all Advanced Programs in the Educational Preparation Program (EPP), Advanced Programs (School Counseling, Education Leadership, Librarian Media and Information Services, and Special Education) have a shared Conceptual Framework made up of six competencies listed below (G1 through G6). The sub-elements listed under each competency are specific to School Counseling and are derived from the 2016 CACREP standards for School Counseling. This Conceptual Framework is the blueprint for your curriculum and the assessment of your learning in becoming a School Counselor.

Dispositions are defined as “...the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth.” EPP faculty members affirm this definition and believe that all actions have dispositions, beliefs and values that serve as their foundation. For these reasons EPP faculty members in collaboration with P-12 partners carefully considered each of the performance outcomes of the conceptual framework to identify the six deep-seated values that are within each performance to identify dispositions critical to becoming a promoter of educational achievement for all students. These are shared among all advanced programs though are very relevant for School Counselors.

G1: Demonstrate facilitative and leadership skills.
   A. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
   B. school counselor roles in school leadership and multidisciplinary teams
   C. competencies to advocate for school counseling roles
   D. qualities and styles of effective leadership in schools

   **Dispositions**
   • Collaboration
   • Leadership
   • Communication Skills

G2: Apply appropriate principles of education research to discover “best practice.”
   A. design and evaluation of school counseling programs
   B. use of accountability data to inform decision-making
   C. use of data to advocate for programs and students

   **Dispositions**
   • Initiative
   • Commitment to the Profession

G3: Model and initiate promising and productive practices to serve diverse populations.
A. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
B. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
C. strategies to promote equity in student achievement and college access

Disposition
• Fairness to All

G4. Demonstrate continuous learning through professional development.
A. professional organizations, preparation standards, and credentials relevant to the practice of school counseling.
B. legislation and government policy relevant to school counseling
C. legal and ethical considerations specific to school counseling

Dispositions
• Initiative
• Response to Feedback
• Belief That All Students Can Learn

G5: Demonstrate leadership roles in collaboration with the community partnerships.
A. school counselor roles in consultation with families, p-12 and postsecondary school personnel, and community agencies
B. community resources and referral sources
C. techniques to foster collaboration and teamwork within schools

Dispositions
• Initiative
• Collaboration
• Leadership

G6: Demonstrate critical and reflective thinking.
A. school counselor roles in relation to college and career readiness
B. Development of school counseling program mission statements and objectives
C. Design and evaluation of school counseling programs

Dispositions
• Commitment to the Profession
• Belief that All Students Can Learn
The Arkansas Teaching Standards

The Arkansas Department of Education has adopted the 2011 Model Core Teaching Standards to replace the Arkansas Standards for Beginning Teachers (1995). These standards were developed by the Interstate Teacher Assessment and Support Consortium (InTASC) which is a program within the Council of Chief State School Officers (CCSSO). These new Arkansas Teaching Standards identify competencies for all teachers and are to be used for advising teacher preparation programs in all Arkansas colleges and universities.

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Arkansas TESS Components for School Counseling

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CACREP 2016 Standards_5 G. SCHOOL COUNSELING

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS
   1. history and development of school counseling
   2. models of school counseling programs
   3. models of P-12 comprehensive career development
   4. models of school-based collaboration and consultation
   5. assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS
   1. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
   2. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
   3. school counselor roles in relation to college and career readiness
   4. school counselor roles in school leadership and multidisciplinary teams
   5. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
   6. competencies to advocate for school counseling roles
   7. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
   8. common medications that affect learning, behavior, and mood in children and adolescents
   9. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
   10. qualities and styles of effective leadership in schools
   11. community resources and referral sources
   12. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
   13. legislation and government policy relevant to school counseling
   14. legal and ethical considerations specific to school counseling

3. PRACTICE
   1. development of school counseling program mission statements and objectives
   2. design and evaluation of school counseling programs
   3. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
   4. interventions to promote academic development
5. use of developmentally appropriate career counseling interventions and assessments
6. techniques of personal/social counseling in school settings
7. strategies to facilitate school and postsecondary transitions
8. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
9. approaches to increase promotion and graduation rates
10. interventions to promote college and career readiness
11. strategies to promote equity in student achievement and college access
12. techniques to foster collaboration and teamwork within schools
13. strategies for implementing and coordinating peer intervention programs
14. use of accountability data to inform decision making
15. use of data to advocate for programs and students

**American School Counseling Association**

Please use this link to the American School Counseling Association’s website to access the ASCA School Counselor Competencies, ASCA Ethical Standards for School counselors and ASCA Mindsets and Behaviors.

[https://www.schoolcounselor.org/](https://www.schoolcounselor.org/)
Admission to the School Counseling Program

If prospective student is accepted, conditionally or unconditionally to graduate studies, they must then apply to the School Counseling Program. To apply to the program, applicants will submit a letter of application to Dr. Alec M. Testa, Director of Counselor Education/Coordinator of Counselor Education Admissions through email to amtesta@saumag.edu. The letter should include the following: a brief academic and personal background of the candidate; reasons for choosing counseling as a profession; relevant volunteer, paraprofessional, and professional experience; and reasons for choosing the School Counselor Education program at Southern Arkansas University.

At their discretion, faculty members may choose to interview applicants; either in person (for students who live locally) or by telephone for those that do not.

When the University is in session (Fall and Spring Semester as well as both summer terms), applicants can expect a response in approximately a week. When the University is not in session, applicants can expect a response in approximately two weeks. Notification of admission to the School Counseling Program may be made by email, telephone or US mail.

Dr. Testa will notify the School of Graduate Studies of the department’s decision.

General Policies

Evaluation of Students by Counseling and Professional Studies Department

Criteria
As is stated in our Program Admissions Criteria, both academic and what might be referred to as “personal and professional growth” criteria (referred to as “dispositions”) are used to evaluate the progress of students. Students are accustomed to being evaluated on academic criteria (e.g., clarity of thinking, understanding and remembering important material, writing ability, etc.). What we are referring to as the “personal and professional growth” criteria or dispositions are the unique set of skills relevant to the profession of counseling. While we distinguish academic criteria from personal and professional growth, we are not saying that they exist outside of your coursework. In fact, these skills are essential in order for you to be successful in key courses within your program of study.

All professions require above average skills in some area. For entrance into the counseling profession, students must be able to demonstrate above average interpersonal and intrapersonal skill. (Daniel Goleman refers to Emotional Intelligence; William Menninger used the term Emotional Maturity.) Whatever global term you prefer, the following are some of the skills that will be assessed by the faculty on a regular basis:

- Ability to be both positive and cooperative
- Ability to empathize with others
Ability to be aware of one’s impact on others
Ability to be flexible
Ability to accept and use feedback
Ability to motivate oneself
Ability to learn from experience
Ability to deal with frustration
Ability to deal with conflict
Ability to express feelings effectively and appropriately
Ability to take responsibility for oneself
Ability to demonstrate self-knowledge, self-acceptance, and emotional stability
Ability to be culturally sensitive
Ability to demonstrate professional ethical behavior at all times
Ability to tolerate ambiguity

In addition to the above, incoming students must realize that they will be challenged to grow personally as they move through the counseling training program. Ours is a profession that utilizes interpersonal and intrapersonal strengths to perform professional duties. Students must be willing to look at themselves closely when they face challenges in the program. Though we plan that personal growth will occur throughout the program, courses such as Introduction to Counseling, Group Counseling, Counseling in a Diverse Society, Basic Counseling Skills, and both Practicum and Internship are especially likely to stimulate personal reflection. Because of this, students often reference these as particularly rewarding curricular experiences. The program faculty will recognize the University's policies and procedures as stipulated in the Graduate Catalog, current professional organizations' ethical codes such as that of the American Counseling Association (ACA), and Association of Counselor Education and Supervision (ACES), national counseling accreditation standards such as CACREP and the State of Arkansas' regulations pertaining to professional counselor-in-training, in their deliberations and decisions.

Process of Evaluation
Each semester, the Counseling and Professional Studies faculty meets to evaluate the progress of each matriculated student. If there is any concern regarding the progress being made by a student, the student’s advisor is responsible for collecting relevant feedback and communicating it to the student.

The Counseling and Professional Studies Department respects students' privacy. However, confidentiality cannot be guaranteed with respect to communication between students and faculty or supervisors. In addition to academic performance, student evaluation is based upon demonstration of multiple skills sets, including but not limited to the appropriately timed implementation of counseling skills, demonstration of case conceptualization skills, awareness of how one's past experiences and personal characteristics impact others, and the consistent display of professionalism. (Please consult the Practicum and Internship evaluation for further examples). It is important to recognize that observation and evaluation of the aforementioned skills sets can occur in
all domains related to student education and training, including the classroom, clinical placements, supervision, or advisement.

**Student Due Process**

If the faculty has concerns about either academic performance or interpersonal/intrapersonal skills, the faculty uses the process described below to apprise the student of its concerns:

For professional developmental concerns, the advisor will set up a meeting with the student to share faculty impressions, to learn more about the student’s perspective, and to assist the student in clarifying his/her approach to academic, personal and professional development in order to complete the program successfully. After the meeting, the advisor will prepare a summary of the meeting for the student’s file and send a copy to the student.

When a student's progress in the program is clearly not satisfactory (as determined by program faculty) based on academic (i.e., a GPA under 3.0), interpersonal/intrapersonal, or professional criteria, a more formal process is initiated. A review process will automatically be triggered by any grade less than a "B" or equivalent in any of the following courses: COUN 6403 Introduction to the Counseling Profession, COUN 6413 Ethical, Legal, and Professional Issues in Counseling, COUN 6433 Basic Counseling Skills, and all Practica and Internships. It is likely that a student would be put on probation at this time. In this event, the following process will occur:

1. The student will receive a letter from his or her advisor (usually following a conference) outlining the faculty’s concerns and stating that the student has been put on probation.

2. Furthermore, the letter will delineate what conditions the student must meet to be removed from probationary status (i.e., personal therapy, group growth experiences, self-structured behavioral change, additional field experiences, additional coursework, or other conditions as seen necessary by the program faculty). In addition, the student will be informed of the consequences should the faculty's conditions not be met, including the possibility that the student will be terminated from the program.

3. Finally, the letter will state how long the probationary period is to last. Typically, a probationary period is one semester and no longer than two semesters.

4. At the end of the probationary period, the faculty will again assess the student and will inform the student (in writing) of its evaluation. Typically, a student either is reinstated fully or is terminated from the program at this time. It is possible for probation to be extended if the student has met prior conditions outlined by the faculty but has shown evidence of new deficits.
NOTE: While the above describes a preferred process, there may be occasions when the faculty judges that a student must be removed from the program immediately. Such action is taken only in extreme circumstances.

Graduation

Grade Point Average Required for Graduation
To receive a master’s degree, a candidate must earn a cumulative grade point average of no less than 3.0 on a 4.0 scale in graduate coursework. Failure to earn such an average in the total number of hours required for the degree will result in the student being permitted to complete up to six additional graduate hours in order to earn a cumulative grade point average of 3.0 or higher, but in no case shall a student receive a degree if the cumulative grade point average is less than 3.0 after the completion of the six additional hours. In the computation of the grade point average, grades in all courses pursued at SAU for graduate credit (including repeated courses) will be included.

The grades of D and F, although used in the computation of the student’s cumulative grade point average, are not accepted toward the completion of any degree or licensure program. The grade of C is used in the computation of the cumulative grade point average, and a maximum of two C grades may be accepted toward the completion of any degree program. The courses in which grades of C, D, or F have been earned should be repeated.

Application for Graduation
A student seeking to complete degree requirements must fulfill the following:

Check with the program advisor for exact dates of graduate comprehensive exams, portfolios and other deadlines.

Complete and file an Application for Graduation online at www.saumag.edu/graduate (See the SAU website for exact deadlines).

Pay graduation fee in the Business Office. The Business Office will bill the student for all graduation fees.

Review with the advisor the degree audit and any other conditions or changes needed to meet program requirement that may require additional courses or course substitutions.

Check with the School of Graduate Studies to determine if any deficiencies exist (e.g., course substitution forms).

Successfully complete exit requirement (e.g., comprehensive exam, portfolio, professional development) if required in the program of study.
Praxis Requirements

PRAXIS II
#5421 Professional School Counselor: Cut score 156

One of the following PLT exams:
#5622 PLT K-6: Cut score 160
#5623 PLT 5-9: Cut score 160
#5624 PLT 7-12: Cut score 157

*Candidates seeking Initial licensure (those who do not have a standard teaching license) must complete the Praxis CORE (P1) in addition to the Praxis II and PLT.

#5712 CORE READING: Cut score 156
#5722 CORE WRITING: Cut score 162
#5732 CORE MATH: Cut Score 150

Licensure

The Southern Arkansas School Counseling Program prepares knowledgeable, self-aware professional school counselors and fulfills the licensure requirements for school counseling K-12 for both advanced and initial credentials in Arkansas and most other states. With an appropriate balance of theoretical emphasis and practical application, graduates train to address the developmental needs of children and adolescents and to implement Comprehensive Developmental Guidance Programs that are consistent with the American School Counselor Association’s National Model and National Standards.

K-12 Add-On Licensure

The K-12 add-on license is available to those individuals who currently hold a valid Arkansas teaching license. Currently employed teachers who are interested in obtaining this advanced credential should understand that it requires a 300-hour internship at an elementary and secondary building for a total of 600 hours. Only in rare instances are concurrent internships approved.

K-12 Initial Licensure

The K-12 Initial license is available to individuals completing the School Counseling program who do not have a standard teaching license. Additional requirements for these candidates include Praxis Tests, Background Check (s), and Professional Development Training (5 specific).

*A student’s plan of study is designed to meet licensure requirements according to Arkansas law. Southern Arkansas University is not responsible for courses required for licensure if the state changes requirements after the student’s program is approved. Earning a master’s degree from Southern Arkansas University does not mean that the
degree recipient will receive a license. The Arkansas Department of Education or other licensing agency determines who will receive a license. Note: For a candidate holding a graduate degree, Southern Arkansas University will review the candidate’s credentials on an individual basis and develop a program of study based on licensure requirements.

**Licensure Procedures - Information from SAU’s AFEL Office**

**For a teacher to add on the school counseling endorsement to their license:**

1. **Complete and sign Page 1** of the Licensure Application found at the link below and either fax, email or mail to our office.
   

2. Complete, sign and fax DIRECTLY to the Registrar’s Office the “Request for an Official Transcript”. If the student is graduating with a degree, then they need to mark on the form “After Degree is Posted” or if they have completed their coursework and not getting a degree, then they need to mark “After Grades are Posted”.

3. Fax, email or mail to our office all three pages of their latest Praxis Scores showing their School Counseling exam results.

4. Fax, email or mail to our office the latest copy of their Teaching License.

**For non-teachers (Initial Licensure Candidates)**

1. Complete steps 1-3 above
2. Provide proof of completion of professional development on the following topics:
   a. Child Maltreatment / Mandated Reporter
   b. Dyslexia
   c. Suicide Awareness and Prevention
   d. Parental Involvement
   e. Ethics

For assistance contact:
SAU Field Experience & Licensure (AFEL) Office
Location: Cross 218
Website: https://web.saumag.edu/education/afel/
Phone: 870-235-4151
Mailing Address: 100 E. University
MSC 9369
Magnolia, AR 71753
Accreditation

Council for the Accreditation of Educational Providers
We are very proud of our Council for the Accreditation of Educational Providers (CAEP) accreditation. Professional accreditation of preparatory education programs is the foundation upon which all professions have built their reputations. It assures that those entering the respective field have been suitably prepared to practice through assimilation of a body of knowledge and pre-service practice in the profession. Accreditation of schools of education indicates that the school underwent rigorous external review by professionals, that performance of a teacher candidate in the program has been thoroughly assessed before he or she is recommended for licensure, and that programs meet standards set by the teaching profession at large.

Higher Learning Commission of the North Central Association
Our university is also accredited by the Higher Learning Commission of the North Central Association (HLC/NCA). If you would like further information about this organization, please visit http://www.ncahigherlearningcommission.org/.
Candidate Impact on Student Learning Assessment

Checkpoint 1_School Counseling

The assessment of candidates in the School Counseling program consists of knowledge demonstrated through the Conceptual Framework, Professional Behaviors, and the candidates’ Impact on Student (K-12) Learning. It is the faculty’s goal that you understand your role in having a positive impact on student learning and that you learn how to do those things that are intended to promote student learning.

To initiate your understanding of how the Conceptual Framework aligns with the School Counseling program and how the program standards promote the advancing of student learning, candidates are asked to complete a project in the designated LiveText™ course (informed via Blackboard).

Activities to help you transfer what you are learning in your courses to positively impact student learning have been embedded into the School Counseling program.

In the course CKPT-1: Checkpoint 1, candidates will develop a baseline project, based on the advanced Conceptual Framework Competencies and required for the School Counseling program. Candidates will provide a narrative of their current level of understanding concerning the competencies, give examples of where they have learned (or are learning) about the competencies in their program, and align the competencies to the standards of their program. In addition, the candidates will self-assess their status on the Professional Behaviors expected in the program and provide evidence of having studied the Code of Ethics by which they should abide.

The six competencies of the advanced Conceptual Framework are:

- **Leadership**: demonstrate facilitative and leadership skills
- **Research**: apply appropriate principles of education research to discover best practice
- **Diversity**: model and initiate promising and productive practices to serve diverse populations
- **Professional Development**: demonstrate continuous learning through professional development
- **Collaboration**: demonstrate leadership roles in collaboration with the community partnerships
- **Reflection**: demonstrate critical and reflective thinking

For this Checkpoint 1 project, you will:

1. Describe your current level of understanding for each of the advanced Conceptual Framework Competencies, Professional Behaviors, and Code of Ethics.
2. Provide specific examples of courses you have taken, assignments you have completed, and/or professional experiences in which you have been involved that
have contributed to your understanding of each of the advanced Conceptual Framework Competencies, Professional Behaviors, and Code of Ethics.

3. Study your program's professional standards and fully align them to each of the advanced Conceptual Framework Competencies, Professional Behaviors, and Code of Ethics.

The following rubric will be used to evaluate your submission:

### G1: Leadership

**Scoring Rubric for Leadership**

<table>
<thead>
<tr>
<th>Current Level of Understanding</th>
<th>Acceptable (3.000 pts)</th>
<th>Progressing (2.000 pts)</th>
<th>Unacceptable (1.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Candidate fully demonstrates an understanding of the role of leadership in advancing student learning</td>
<td>Candidate partially demonstrates an understanding of the role of leadership in advancing student learning</td>
<td>Candidate does not demonstrate an understanding of the role of leadership in advancing student learning</td>
</tr>
<tr>
<td></td>
<td>Examples of Learning</td>
<td>Examples of Learning</td>
<td>Examples of Learning</td>
</tr>
<tr>
<td></td>
<td>Candidate provides specific examples of courses, assignments, and/or professional experiences that have contributed to an understanding of leadership</td>
<td>Candidate provides general examples of courses, assignments, and/or professional experiences that have contributed to an understanding of leadership</td>
<td>Candidate does not provide relevant examples of courses, assignments, and/or professional experiences that have contributed to an understanding of leadership</td>
</tr>
<tr>
<td></td>
<td>Alignment to Standards</td>
<td>Alignment to Standards</td>
<td>Alignment to Standards</td>
</tr>
<tr>
<td></td>
<td>Candidate fully aligns program standards to the Conceptual Framework competency of LEADERSHIP</td>
<td>Candidate partially aligns program standards to the Conceptual Framework competency of LEADERSHIP</td>
<td>Candidate incorrectly aligns program standards to the Conceptual Framework competency of LEADERSHIP or makes NO connection to the program standards</td>
</tr>
</tbody>
</table>

### G2: Research

**Scoring Rubric for Research**

<table>
<thead>
<tr>
<th>Current Level of Understanding</th>
<th>Acceptable (3.000 pts)</th>
<th>Progressing (2.000 pts)</th>
<th>Unacceptable (1.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Candidate fully demonstrates an understanding of the ability to review education research literature and apply evidence-based practice in advancing student learning</td>
<td>Candidate partially demonstrates an understanding of the ability to review education research literature and/or apply evidence-based practice in advancing student learning</td>
<td>Candidate does not demonstrate an understanding of the ability to review education research literature and/or apply evidence-based practice in advancing student learning</td>
</tr>
<tr>
<td></td>
<td>Examples of Learning</td>
<td>Examples of Learning</td>
<td>Examples of Learning</td>
</tr>
<tr>
<td></td>
<td>Candidate provides specific examples of courses, assignments, and/or professional experiences that have contributed to an understanding of RESEARCH</td>
<td>Candidate provides general examples of courses, assignments, and/or professional experiences that have contributed to an understanding of RESEARCH</td>
<td>Candidate does not provide relevant examples of courses, assignments, and/or professional experiences that have contributed to an understanding of RESEARCH</td>
</tr>
<tr>
<td></td>
<td>Alignment to Standards</td>
<td>Alignment to Standards</td>
<td>Alignment to Standards</td>
</tr>
<tr>
<td></td>
<td>Candidate fully aligns program standards to the Conceptual Framework competency of RESEARCH</td>
<td>Candidate partially aligns program standards to the Conceptual Framework competency of RESEARCH</td>
<td>Candidate incorrectly aligns program standards to the Conceptual Framework competency of RESEARCH or makes NO connection to the program standards</td>
</tr>
</tbody>
</table>

### G3: Diversity

**Scoring Rubric for Diversity**
### G4: Professional Development

**Scoring Rubric for Professional Development**

<table>
<thead>
<tr>
<th>Current Level of Understanding</th>
<th>Acceptable (3.000 pts)</th>
<th>Progressing (2.000 pts)</th>
<th>Unacceptable (1.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Candidate fully demonstrates an understanding for professional development in order to advance student learning</td>
<td>Candidate partially demonstrates an understanding for professional development in order to advance student learning</td>
<td>Candidate does not demonstrate an understanding for professional development in order to advance student learning</td>
</tr>
<tr>
<td>Examples of Learning</td>
<td>Candidate provides specific examples of courses, assignments, and/or professional experiences that have contributed to an understanding of PROFESSIONAL DEVELOPMENT</td>
<td>Candidate provides general examples of courses, assignments, and/or professional experiences that have contributed to an understanding of PROFESSIONAL DEVELOPMENT</td>
<td>Candidate does not provide relevant examples of courses, assignments, and/or professional experiences that have contributed to an understanding of PROFESSIONAL DEVELOPMENT</td>
</tr>
<tr>
<td>Alignment to Standards</td>
<td>Candidate fully aligns program standards to the Conceptual Framework competency of PROFESSIONAL DEVELOPMENT</td>
<td>Candidate partially aligns program standards to the Conceptual Framework competency of PROFESSIONAL DEVELOPMENT</td>
<td>Candidate incorrectly aligns program standards to the Conceptual Framework competency of PROFESSIONAL DEVELOPMENT or makes NO connection to the program standards</td>
</tr>
</tbody>
</table>

### G5: Collaboration

**Scoring Rubric for Collaboration**
<table>
<thead>
<tr>
<th>Current Level of Understanding</th>
<th>Acceptable (3.000 pts)</th>
<th>Progressing (2.000 pts)</th>
<th>Unacceptable (1.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Level of Understanding</td>
<td>Candidate fully demonstrates an understanding for collaboration in working with external stakeholders and community partners to advance student learning</td>
<td>Candidate partially demonstrates an understanding for collaboration in working with external stakeholders and/or community partners to advance student learning</td>
<td>Candidate does not demonstrate an understanding for collaboration in working with external stakeholders and/or community partners to advance student learning</td>
</tr>
<tr>
<td>Examples of Learning</td>
<td>Candidate provides specific examples of courses, assignments, and/or professional experiences that have contributed to an understanding of COLLABORATION</td>
<td>Candidate provides general examples of courses, assignments, and/or professional experiences that have contributed to an understanding of COLLABORATION</td>
<td>Candidate does not provide relevant examples of courses, assignments, and/or professional experiences that have contributed to an understanding of COLLABORATION</td>
</tr>
<tr>
<td>Alignment to Standards</td>
<td>Candidate fully aligns program standards to the Conceptual Framework competency of COLLABORATION</td>
<td>Candidate partially aligns program standards to the Conceptual Framework competency of COLLABORATION</td>
<td>Candidate incorrectly aligns program standards to the Conceptual Framework competency of COLLABORATION or makes NO connection to the program standards</td>
</tr>
</tbody>
</table>

G6: Reflection

Scoring Rubric for Reflection

<table>
<thead>
<tr>
<th>Current Level of Understanding</th>
<th>Acceptable (3.000 pts)</th>
<th>Progressing (2.000 pts)</th>
<th>Unacceptable (1.000 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Level of Understanding</td>
<td>Candidate fully demonstrates an understanding of critical and reflective thinking to advance student learning</td>
<td>Candidate partially demonstrates an understanding of critical and reflective thinking to advance student learning</td>
<td>Candidate does not demonstrate an understanding of critical and reflective thinking to advance student learning</td>
</tr>
<tr>
<td>Examples of Learning</td>
<td>Candidate provides specific examples of courses, assignments, and/or professional experiences that have contributed to an understanding of REFLECTION</td>
<td>Candidate provides general examples of courses, assignments, and/or professional experiences that have contributed to an understanding of REFLECTION</td>
<td>Candidate does not provide relevant examples of courses, assignments, and/or professional experiences that have contributed to an understanding of REFLECTION</td>
</tr>
<tr>
<td>Alignment to Standards</td>
<td>Candidate fully aligns program standards to the Conceptual Framework competency of REFLECTION</td>
<td>Candidate partially aligns program standards to the Conceptual Framework competency of REFLECTION</td>
<td>Candidate incorrectly aligns program standards to the Conceptual Framework competency of REFLECTION or makes NO connection to the program standards</td>
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</tbody>
</table>
Checkpoint 2_School Counseling Program

The assessment of candidates in the School Counseling program consists of knowledge demonstrated through the Conceptual Framework, Professional Behaviors, and the candidates' Impact on Student (K-12) Learning. It is the faculty’s goal that you understand your role in having a positive impact on student learning and that you have learned how to do those things that are intended to promote student learning.

Activities to help you transfer what you have learned in your courses concerning the advanced Conceptual Framework Competencies, the program’s professional standards, and the positive impact on student learning have been embedded into the School Counseling program. Candidates are asked to complete a cumulative project in the designated LiveText™ course (informed via Blackboard).

In the course CKPT-2: Checkpoint 2, candidates will develop a project based on the American School Counseling Association’s Standards, which are required for mastery of the school counseling program. Candidates will provide narrative of their role in advancing student learning, show research that has been applied to their practice, supply data and analysis of the data as evidence of advancing student learning, and detail plans for professional development to advance student learning.

The checkpoint project encompasses the five core competencies of the American School Counseling Association found at the following link:
http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf

I. School Counseling Programs
II. Foundations
III. Management
IV. Delivery
V. Accountability

In addition to the checkpoint project, candidates will be holistically assessed on their Professional Behaviors as evidenced throughout the program. The assessment will be completed by the Program Director.

For this Checkpoint 2 project, you will:
Describe how you are demonstrating the professional role of school counselor in advancing student learning, including how you are meeting the needs of diverse student populations.
Attach a brief literature review of the evidence-based practice(s) in counseling that supports advancing student learning; describe how you are applying the research as a professional school counselor.

Attach a case study as evidence of advancing student learning, specifically that which supports the research literature presented in item #2. Describe how the case study provides evidence of advancing student learning. Describe your progress in professional development through your program and your plans to continue to improve.

The following rubric will be used to evaluate your submission:

**Impact on Student Learning—Checkpoint 2**

<table>
<thead>
<tr>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Describe how you are demonstrating the professional role of your discipline in advancing student learning, including how you are meeting the needs of diverse student populations.</em></td>
<td>Candidate fully demonstrates the role of leadership in advancing student learning, including meeting the needs of diverse student populations.</td>
<td>Candidate does not demonstrate the role of leadership in advancing student learning NOR in meeting the needs of diverse student populations.</td>
</tr>
</tbody>
</table>

*Attach a brief literature review of evidence-based practices in your discipline that support advancing student learning; describe how you are applying the research in your discipline.*

<table>
<thead>
<tr>
<th>Literature Review</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate provides a review of education research literature and fully demonstrates the application of evidence-based practice in advancing student learning.</td>
<td>Candidate provides a review of education research literature but partially demonstrates the application of evidence-based practice in advancing student learning.</td>
<td>Candidate does not provide a review of education research literature NOR demonstrates the application of evidence-based practice in advancing student learning.</td>
<td></td>
</tr>
</tbody>
</table>

*Attach detailed data (e.g., test results), descriptions (e.g., case studies), or improvement plans (e.g., EDAS candidates) as evidence of advancing student learning, specifically that which supports the research literature presented above.*

<table>
<thead>
<tr>
<th>Data, Descriptions, or Improvement Plans</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate provides detailed data (e.g., test results), descriptions (e.g., case studies), or improvement plans (e.g., EDAS candidates) as evidence of advancing student learning and is supported by the research literature.</td>
<td>Candidate provides general data, descriptions, or improvement plans as evidence of advancing student learning that is partially supported by the research literature.</td>
<td>Candidate does not provide data, descriptions, or improvement plans as evidence of advancing student learning OR what is provided is not supported by the research literature.</td>
<td></td>
</tr>
</tbody>
</table>

*Describe how the data, descriptions, or improvement plans (attached above) provides evidence of advancing student learning.*

<table>
<thead>
<tr>
<th>Impact on Learning</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate critically and reflectively describes the evidence for advancing student learning.</td>
<td>Candidate generally describes the evidence for advancing student learning.</td>
<td>Candidate does not describe the evidence for advancing student learning.</td>
<td></td>
</tr>
</tbody>
</table>

*Describe your progress in professional development through your program and your plans to continue to improve.*

<table>
<thead>
<tr>
<th>Professional Development</th>
<th>Target (3 pts)</th>
<th>Acceptable (2 pts)</th>
<th>Unacceptable (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate fully details plans for professional development in order to advance student learning.</td>
<td>Candidate partially details plans for professional development in order to advance student learning.</td>
<td>Candidate does not detail plans for professional development in order to advance student learning.</td>
<td></td>
</tr>
</tbody>
</table>
Summer Intensive Coursework

School Counseling students are required to participate in COUN 6763 Development and Administration of a school Counseling Program. This course is taught in conjunction with Mulerider Kids College and is a summer intensive course. Students arrive on the SAU campus on Sunday afternoon of the designated week with the face-to-face experience ending on Friday afternoon. The course also consists of online assignments in Blackboard, prior to and after the active participation week.

Students may live in university housing and have meals in the university cafeteria at an additional cost. Students who live within a reasonable driving distance from the university are not required to live on campus, but are welcome to stay if they so choose. Students not staying on campus are expected to maintain the course schedule and attend all required activities. Absences or tardiness is prohibited.

Throughout this authentic school counseling experience, participants will enjoy interacting with fellow school counseling majors and create lasting professional partnerships. Students should contact their advisor to request a brochure and for help registering for the class.
Plan of Study

Master of Education in School Counseling
48 Credit Hours

Professional Education Core Courses (6 credit hours)
EDUC 6003 Educational Research (required)

In addition, three semester hours selected from the following:
EDUC 6403 School Law (not required for Licensure)
S ED 6213 Secondary School Curriculum (One Curr course is required for Licensure)
E ED 6013 Elementary School Curriculum

Counseling and Development Core Courses (33 credit hours)
COUN 6403 Introduction to the Counseling Profession
COUN 6413 Ethical, Legal & Professional Issues in Counseling
COUN 6423 Counseling Theories
COUN 6433 Basic Counseling Skills
COUN 6443 Group Counseling
COUN 6453 Human Development for Helping Professionals
COUN 6463 Career Counseling: Theory and Practice
COUN 6473 Counseling in a Diverse Society
COUN 6483 Assessment Procedures for Counselors
COUN 6583 Counseling Children & Adolescents
COUN 6763 Development and Administration of School Counseling Programs

Supervised Experience (9 hours)
COUN 6493 Practicum in Counseling
COUN 6653 Internship I in Elementary School Counseling
COUN 6673 Internship II in Elementary School Counseling
COUN 6803 Internship I in Secondary School Counseling
COUN 6823 Internship II in Secondary School Counseling
## Course Rotation

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 6003</td>
<td>Educational Research</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>E ED 6013</td>
<td>Elementary School Curriculum</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S ED 6213</td>
<td>Secondary School Curriculum</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 6403</td>
<td>School Law (not required for Licensure)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>COUN 6403</td>
<td>Introduction to the Counseling Profession</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>COUN 6413</td>
<td>Ethical, Legal, and Professional Issues in Counseling</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>COUN 6423</td>
<td>Counseling Theories</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 6433</td>
<td>Basic Counseling Skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>COUN 6443</td>
<td>Group Counseling</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 6453</td>
<td>Human Development for Helping Professionals</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 6463</td>
<td>Career Counseling: Theory and Practice</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 6473</td>
<td>Counseling in a Diverse Society</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>COUN 6483</td>
<td>Assessment Procedure</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 6583</td>
<td>Counseling Children and Adolescents</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 6763</td>
<td>Development and Administration of School Counseling Programs</td>
<td>X</td>
<td></td>
<td></td>
<td>(Summer Intensive)</td>
</tr>
<tr>
<td>COUN 6493</td>
<td>Practicum in Counseling</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>(Add-On Lic. Only)</td>
</tr>
<tr>
<td>COUN 6653</td>
<td>Internship I Elem School Counseling</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 6673</td>
<td>Internship II Elem School Counseling</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 6803</td>
<td>Internship I Sec School Counseling</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 6823</td>
<td>Internship II Sec School Counseling</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*All schedules are subject to change; be sure to check with School of Graduate Studies about actual classes being offered and make plans to meet with your advisor for each session.

## Proposed Course Sequences
Full-Time Students (entering Fall semester):

### YEAR ONE
<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 6403: Intro</td>
<td>COUN 6423: Theories</td>
<td>COUN 6763: Dev &amp; Admin Sch Coun</td>
<td></td>
</tr>
<tr>
<td>COUN 6413: Ethics</td>
<td>COUN 6433: B. Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDUC 6003: Research</td>
<td>COUN 6453: Hum Dev.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>COUN 6483: Assessment</td>
</tr>
</tbody>
</table>

### YEAR TWO
<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 6443: Group</td>
<td>COUN 6493: Practicum</td>
<td>COUN 6583: Child/Adol</td>
<td>COUN 6463: Career</td>
</tr>
<tr>
<td>E ED 6013: Elem. Sch. Curr.</td>
<td>COUN 6473: Diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S ED 6213: Sec. Sch. Curr.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### YEAR THREE
<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 6653: Intern I Elem School</td>
<td>COUN 6673: Intern II Elem. School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 6803: Intern. I Sec.</td>
<td>COUN 6823: Intern II Sec. School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Proposed Course Sequences  
Part-Time Students (entering Fall semester):

<table>
<thead>
<tr>
<th>YEAR ONE</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Summer I</strong></td>
<td><strong>Summer II</strong></td>
<td></td>
</tr>
<tr>
<td>EDUC 6003: Research</td>
<td>COUN 6413: Ethics</td>
<td>COUN 6433: B. Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 6403: Intro</td>
<td>COUN 6423: Theories</td>
<td></td>
<td>COUN 6483: Assessment</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR TWO</th>
<th></th>
<th></th>
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</tr>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Summer I</strong></td>
<td><strong>Summer II</strong></td>
<td></td>
</tr>
<tr>
<td>COUN 6443: Group</td>
<td>COUN 6473: Diversity</td>
<td>COUN 6763: Dev &amp; Admin Sch Coun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E ED 6013: Elem Sch. Cur.</td>
<td></td>
<td></td>
<td></td>
<td>COUN 6583: Child/Adol</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S ED 6213: Sec Sch. Cur.</td>
<td></td>
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<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR THREE</th>
<th></th>
<th></th>
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<tbody>
<tr>
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<td><strong>Spring</strong></td>
<td><strong>Summer I</strong></td>
<td><strong>Summer II</strong></td>
<td></td>
</tr>
<tr>
<td>COUN 6453: Hum Dev</td>
<td>COUN 6493: Practicum</td>
<td></td>
<td>COUN 6463: Career</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YEAR FOUR</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td><strong>Spring</strong></td>
<td><strong>Summer I</strong></td>
<td><strong>Summer II</strong></td>
<td></td>
</tr>
<tr>
<td>COUN 6653: Intern I Elem School</td>
<td>COUN 6673: Intern II Elem. School</td>
<td></td>
<td></td>
<td></td>
</tr>
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Resources

There are various resources available to students, which can be used to enhance graduate education and provide an opportunity for professional and personal growth. The following is a list of professional organizations and associations and professional research literature.

Professional Organizations/Associations

Students can obtain application information about the following organizations and associations from their advisor.

National:
- American Counseling Association (ACA)
- American School Counselor Association (ASCA)
- Association for Multicultural Counseling and Development (AMCD)
- Counselors for Social Justice (CSJ)
- Association for Specialist in Group Work (ASGW)
- Association for Gay, Lesbian, Bisexual and Transgender Issues in Counseling (AGLBTIC)

State:
- Arkansas Department of Education’s South Central Service Cooperative
- Arkansas Counseling Association (ArCA)
- Arkansas School Counseling Association (ArSCA)

Professional Conferences/Workshops

Students are provided with opportunities to receive additional knowledge and training in their field of interest by attending conferences and workshops. Frequently, students can attend and participate in these events for a reduced fee. Student must contact the organization sponsoring the event to determine their eligibility for a reduced fee. For more information about conferences and workshops, students should refer to the office bulletin board or visit with a faculty advisor.

Graduate Studies Catalog Information

The following information can be found in the Graduate Studies Catalog:
- Admission Requirements
- Re-application Policy
- Transfer of Credits
- Degree Audit
- Academic Advising
- Credit Hour Descriptions
- Grade Appeals
College of Education Student Organizations

**Sigma Alpha Upsilon Chapter of Chi Sigma Iota**
The Counseling and Professional Studies Department supports Sigma Alpha Upsilon, a Chapter of CSI, the honor society for the counseling profession. Students who maintain a GPA of 3.5 and above are invited into the society after they complete a minimum of nine credits of graduate coursework. For more information about Chi Sigma Iota, please refer to the national website: www.csi-net.org

**Kappa Delta Pi**
Kappa Delta Pi, an international honor society in education, was first organized in 1911, and the Alpha Alpha Theta at Southern Arkansas University was chartered in 2001. The purpose of Kappa Delta Pi is to encourage high professional intellectual and personal standards and to recognize graduates of the College for their outstanding contributions to education. To this end, the organization invites membership persons who exhibit commendable personal qualities, worthy educational ideals, and sound scholarship.

The organization endeavors to maintain a high degree of professional fellowship among its members and to quicken professional growth by honoring achievement in educational work. Both men and women are eligible for membership. Invitation to the honor society is based on completion and/or enrollment in at least 12 semester credit hours in education and a minimum cumulative grade point average of 3.75.

Inquiries about the honor society should be forwarded to the College of Education Dean’s Office, who then can direct to the Chapter Counselor.
Professional Journals of Interest to Students include:

- Journal of Counseling and Development
- Counselor Education and Supervision
- American Journal of Family Therapy
- American Rehabilitation
- Counseling Psychologist
- Journal of Family Therapy
- Counseling Today
- Educational Psychologist
- Journal of College Student Development
- The Personnel and Guidance Journal
- NASPA Journal
- Counseling and Clinical Psychology Journal
- Journal of Higher Education
- Journal of Marital and Family Therapy
- Journal of Rehabilitation
- Journal of Sex and Marital Therapy
- Measurement & Evaluation in Counseling and Development
- Professional School Counseling
- Journal of LGBT Issues in Counseling
- Journal of School Counseling
- Adultspan Journal
- Journal of College Counseling
- Counseling and Values
- Measurement and Evaluation in Counseling and Development
- Journal of Humanistic Counseling
- The Career Development Quarterly
- Journal of Addictions & Offender Counseling
- Journal of Employment Counseling
- Journal of Multicultural Counseling and Development

These journals can be found in the Magale Library, and students are suggested to attend workshops, programs, and training about how to find these resources for their academic work. Students will be expected to use their resources in their graduate coursework.

Counseling Assessment Tools
A section of the first floor of Magale Library has been set aside for the storage of and lending of assessment tools (personal inventories, intelligence tests, etc.), as well as the protocols. All materials may be checked out.

* Additional resources and student services are described in detail in the Graduate Catalog.
Counselor Education Faculty

Dr. Kim Bloss, Dean of School of Graduate Studies and Professor of Counselor Education. Dr. Bloss received her M.Ed. in School Counseling, 1981, and Ph.D. in Counseling and Counselor Education, 1995, from University of North Carolina. Specialty and research areas: Counseling children and adolescents, comprehensive competency-based guidance, school counseling supervision, school counseling, school counselor/teacher collaboration, and social and emotional competencies.

Dr. Zaidy MohdZain, Dean of College of Education and Professor of Education. Dr. MohdZain received his Ph.D. degree in Counselor Education and Supervision from Kent State University; and his masters’ degrees from the University of Illinois; and his undergraduate degree from Western Michigan University. He is a member of the editorial board of three peer-reviewed academic journals including The Family Journal: Counseling and Therapy for Families and Couples, published by the International Association of Marriage and Family Counselors (IAMFC); Journal of Interdisciplinary Research in Education (JIRE) published annually by Taylor’s University of Malaysia (Founding member); and the Asian Pacific Journal of Educators and Education published quarterly by Universiti Sains Malaysia Press, Center for Educational Studies. He is also a visiting professor and external examiner of the National University of Malaysia. He is a life member of Chi Sigma Iota, and an active member of American Counseling Association (ACA), Association for Counselor Education and Supervision (ACES), IAMFC, and presently he serves the World Council for Curriculum and Instruction (WCCI) as its Treasurer. His scholarship interests include issues on global education, family and marital counseling and counseling skills across cultures.

Dr. Karen Parker, Assistant Professor of Counseling and Professional Studies. She joined the faculty at Southern Arkansas University in 2015. Before joining the Southern Arkansas University faculty, she was the Program Coordinator for the Marriage and Family Therapy program at Texas A&M University in San Antonio. Her 22 years of experience in marriage and family therapy and clinical mental health counseling has included serving as a program director, counselor, family therapist and administrator in nonprofit agencies. Dr. Parker's past and present professional affiliations include the American Counseling Association, Louisiana Counseling Association, Association for Counselor Education and Supervision, and the Southern Association for Counselor Education and Supervision. Her research interests include spirituality and sexuality in the counseling relationship and faculty bullying in counselor education programs.
**Dr. Alec M. Testa, Associate Professor of Counseling, Chair of the Department of Counseling and Professional Studies, Director of Counselor Education, Coordinator of Student Affairs and College Counseling Program.** Dr. Testa joined the faculty of Southern Arkansas University in 2010. His 25 years of experience in higher education has included serving as an advisor, counselor, faculty member and administrator. Dr. Testa’s professional affiliations include the American Counseling Association, Arkansas Counseling Association, Association for Counselor Education and Supervision, and the American College Counseling Association. His research interest includes effective delivery of distance learning, pioneering use of technology, and assessment of student learning.

**Mrs. Suzy Toms, Visiting Assistant Professor of Counseling Education and Director of the School Counseling Program.** Mrs. Toms received her M.A. in School Counseling, 1994 from Louisiana Tech University. Mrs. Toms brings with her to SAU 23 years of real world experience as a school counselor. During her tenure in Louisiana, Mrs. Toms worked in the elementary, middle and secondary school settings. She also served as Safe and Drug Free Schools Coordinator for a term. She has facilitated anger management classes in her community for over 15 years.

**Adjunct Lecturers:** The program also utilizes adjuncts who are actively involved in specialty areas of the counseling field to ensure that students enjoy a diverse experience from a practical perspective of those who are currently in the field of counseling. We are very proud of the dedication and expertise of our talented adjuncts.