

Southern Arkansas University Counseling Education Program Handbook 2011



Master's Programs in:
Clinical Mental Health Counseling
School Counseling
Student Affairs and College Counseling

Approved by the Counselor Education August 15, 2011

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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 Masters' Programs in Counseling 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 complete a Master's degree in Clinical Mental Health Counseling, School Counseling, or Student Affairs and College 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 worthwhile experience.

This publication has been designed to provide more detailed information about the counseling programs provided by Southern Arkansas University. Students are encouraged to consult both this Student Handbook and the current SAU Graduate Catalog for guidance, information, as well as institution and program policies. Therefore, it is the student's responsibility to be aware of any general Graduate School policies (e.g., comprehensive exam policies) that exist by carefully reading both publications.

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

Southern Arkansas University Mission Statement

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 encourages and supports excellence in teaching, scholarly and creative endeavors, and service.

Graduate School Mission Statement

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 in our region and to prepare them to compete in a diverse and dynamic society.

College of Education Mission Statement

It is the mission of the College of Education to prepare educators as professional members of collaborative teams. The College of Education encourages excellence in teaching, scholarly and creative endeavors and service.

SAU Counseling and Professional Studies Department Mission Statement

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) common-core areas as defined by the Standards for Preparation, and on the National Board for Certified Counselors (NBCC) standards and approved content areas.

The Master's program in Counseling prepares counselors-in-training to:

- Understand the role and responsibilities taken on by clinical mental health counselors, student affairs and college counselors, as well as school counselors.
- Adhere to appropriate legislative status and ethical guidelines of professional associations in all areas of one's professional role, and understand professional history and current trends.
- Understand the philosophical bases of helping processes, and relate that to consultation, referral, placement, and coordination services.
- Perform effective individual and group counseling, as well as understand the theories and techniques required to successfully execute this work.
- Observe and accurately conceptualize human behavior at all development levels, normal and abnormal human behavior, personal theory, and cultural contexts.
- Identify, evaluate, and use relevant data to assist the client in the development of their self-concept.
- Understand various theories related to the counseling profession, and integrate these theories into a personal approach to counseling.
- Use various assessment techniques to collect, collate, record, and report data about their clients.
- Plan and implement a comprehensive and coordinated counseling program in an educational setting.
- Explore societal changes and trends, heighten their sensitivity to self and special populations, and examine their impact upon clients of various cultures.
- Assist the client in career development, including lifestyle and career decision-making, and occupational information systems.
- Understand types of research, basic statistics, and the importance of ethical and legal considerations in research, evaluation, and practice.
- Be prepared to use the technology necessary to serve in their professional roles, as well as provide a foundation for those who go on to further graduate work.
- Engage in the personal growth work necessary to be a reflective practitioner.

Graduate School Candidate Professional Competencies and Dispositions

G1 Demonstrates facilitative and leadership skills, which encourage critical and creative thinking, problem solving, and use of technology in collaborative teams

- Candidates serve as a leader in a variety of professional roles.
- Candidates demonstrate how they are instrumental in leading a team through the critical thinking, and problem solving processes.
- Candidates employ technologies including communications, productivity and presentation applications to enhance their collaborations.
- Candidates exhibit the dispositions of an effective leader who is knowledgeable and capable of collaborating with others to solve problems. These candidates evidence strong communication skills and logic in reasoning.

G2 Applies appropriate principles of education research (reflection, action research, consumer of research) to discover “best practice.”

- Candidates demonstrate a strong understanding of research including key ideas such as validity and reliability and are able to apply other’s research to new contexts to solve authentic problems.
- Candidates engage in scholarly research activities such as action research or program evaluation to solve authentic problems.
- Candidates apply “best practices” identified through research to their professional practice.
- Candidates evidence the dispositions of intellectual curiosity and interest in their own scholarship and that of other researchers as well as ability to replicate, associate, and apply new knowledge

G3 Models and initiates promising and productive practices to encompass diverse populations.

- Candidates value diversity as an asset to the local community and to the greater society.
- Candidates model leadership and communication strategies that promote valuing diversity throughout the community.
- Candidates demonstrate leadership in developing professional practices (i.e., in school roles: pedagogy, curriculum, assessment, learning culture) that meet the diverse needs of all constituents.
- Candidates evidence the dispositions of openness to and acceptance of the diversities of their students and communities and incorporate the richness of those diversities within appropriate subject matter.

G4 Demonstrates continuous learning by integrating experience with new knowledge about teaching, learning assessment, and human development within the school setting.

- Candidates actively engage in professional development.
- Candidates are substantially involved in professional activities such as attending professional meetings, and reading professional journals.
- Candidates contribute new knowledge to the professional community.
- Candidates apply new professional competence to improve professional practice.
- Candidates demonstrate the dispositions of a willingness to continue learning and developing as professional teachers.

G5 Demonstrates leadership roles in alliance with the community partnerships to impact positive school change.

- Candidates participate in a variety of leadership roles within their professional and local communities.
- Candidates demonstrate positive outcomes of their collaborative efforts.
- Candidates communicate their vision for the future of strong communities.
- Candidates demonstrate the dispositions of activism and collaboration as they work with others to improve their schools and communities.

Association for Counselor Educators and Supervisors (ACES) Technical Competencies

According to the ACES Technology Interest Network (<http://filebox.vt.edu/users/thohen/THOHEN/competencies.htm>), students graduating from a counselor education program should:

1. Be able to use productivity software to develop web pages, group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use computerized statistical packages.
4. Be able to use computerized testing, diagnostic, and career decision-making programs with clients.
5. Be able to use email.
6. Be able to help clients search for various types of counseling-related information via the internet, including information about careers, employment opportunities, educational & training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
7. Be able to subscribe, participate in, and sign off counseling related listservs.
8. Be able to access and use counseling related CD-ROM data bases.
9. Be knowledgeable of the legal and ethical codes which relate to counseling services via the internet.
10. Be knowledgeable of the strengths and weaknesses of counseling services provided via the internet.
11. Be able to use the internet for finding and using continuing education opportunities in counseling.
12. Be able to evaluate the quality of internet information.

Counselor Education Faculty

- **Dr. Rudy Buckman**, *Assistant Professor, Counseling and Professional Studies/Coordinator of Clinical Mental Health Counseling Program*. Dr. Buckman holds a doctorate in Counselor Education from Texas A&M University-Commerce. Dr. Buckman has over 30 years of experience in higher education and mental health counseling. His specialty and research interests include: resilience/competency based counseling, at-risk-youth, narrative therapy, family and couple counseling, and evidence based counseling approaches. Professional affiliations include: American Counseling Association, Association for Counselor Education and Supervision, American Association for Marriage & Family Therapy, Arkansas Counseling Association, Chi Sigma Iota, and Psi Chi Honor Society.
- **Dr. Brian S. Canfield**, *Professor of Counselor Education, Faculty Advisor for Chi Sigma Iota*. Dr. Canfield's research interests focus on cross-cultural counseling and professional practice issues and he has published and presented on these topics throughout the United States and abroad. Dr. Canfield is a past president and currently serves as Director of International Education of the International Association of Marriage and Family Counselors (IAMFC). He is a past president and currently serves as Treasurer of the American Counseling Association (ACA).
- **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 the 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. Kim Bloss-Bernard**, *Dean of Graduate Studies and Professor of Counselor Education*. Dr. Bloss-Bernard 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. Alec M. Testa**, *Assistant Professor of Counseling, 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.
- **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.

Accreditation

National Council for Accreditation of Teacher Education (We are very proud of our National Council for Accreditation of Teacher Education (NCATE) 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/> .

Program Description

The Counseling Programs at Southern Arkansas University provide preparation in counseling at a post-baccalaureate level. Three program options exist to meet individual's needs. These include:

1. The Clinical Mental Health Counseling MS degree: Completion of a 60-credit MS degree. The Program meets all the standards set forth by the State Board of Examiners of Professional Counselors. Upon completing this Program, students will be eligible to become a licensed counselor (LPC).
2. The School Counseling M.Ed. degree: Completion of a 51-credit M.Ed. degree program for Arkansas certification. This includes a field internship in an approved school. Certification eligibility is met upon completion of the degree. Teacher certification is not required for admission to this program of study, although students must seek licensure through this or an alternate teacher licensure programs (e.g., ADE, MAT) to be certified in Arkansas.
3. Student Affairs and College Counseling M.Ed. degree: Completion of a 51-credit M.Ed. degree program. The Program serves those currently employed in student affairs who aspire to advance in their field by improving their knowledge and skills. Teacher licensure is not a requirement for admission to this program of study.

Students seeking entrance into the Counseling Program have to complete the application for graduate study which can be obtained from the Office of Graduate School (<http://web.saumag.edu/graduate/>).

Counselor Education Program Admissions

1. Prospective student applies to SAU School of Graduate Studies. The School of Graduate Studies processes graduate admissions application and decides to: unconditionally accept student, conditionally accept student, or deny student admissions. Admission criteria for the School of Graduate Studies is available through the website (web.saumag.edu/graduate) or the University Graduate Catalog.
2. If prospective student is accepted, conditionally or unconditionally, they must then apply to the 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 Counselor Education program at Southern Arkansas University.
3. Applicants must adhere to the published deadlines for admission to the School of Graduate Studies.
4. Dr. Testa will consult with the appropriate program coordinator. Faculty at their discretion may choose to interview applicants either in person (for students who live locally) or by telephone for those that do not.
5. 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 graduate program may be made by email, telephone or US mail.
6. Dr. Testa will notify the School of Graduate Studies of the department's decision.

Upon Admissions to SAU's Graduate School and Counseling Programs, students are expected to:

BY COMPLETION OF 12 CREDIT HOURS

The student must:

1. Maintain a 3.0 grade point average in all graduate course work.
2. Remove any "I" grades in graduate course work.
3. File, in consultation with ADVISOR, a Plan of Study.

A graduate student who has completed 12 hours of graduate course work as a non-degree student will not be admitted for further registration at SAU until one of the following is on file:

- a. Non-Degree Intent Statement OR
- b. Approved Plan of Study

TRANSFER HOURS FROM OTHER INSTITUTIONS

Transfer hours taken prior to enrollment in Graduate Studies

1. Courses cannot exceed nine (9) credit hours or be more than five (5) years old.
2. Submit a catalog course description and course substitution form approved by advisor to the Graduate Dean.
3. Have an official transcript mailed to the School of Graduate Studies reflecting an "A" or "B" letter grade.

Transfer hours taken after enrollment in Graduate Studies

1. Prior to registration, submit a catalog course description along with an off-campus approval form and course substitution form approved by advisor to the Graduate Dean.
2. After completion of the course have an official transcript mailed to the School of Graduate Studies reflecting an "A" or "B" letter grade.

BY COMPLETION OF 24 CREDIT HOURS

For Advancement to Candidacy:

1. Maintain a 3.00 GPA in all Graduate work.
2. Check with the School of Graduate Studies to determine if any deficiencies exist (e.g., course substitution forms).

APPLICATION FOR GRADUATION

1. Update Plan of Study with ADVISOR (initialed by advisor).
2. File Application for Graduate with the School of Graduate Studies. December and August candidates MUST file during advance registration in April; May graduates MUST file during advance registration in November.
3. Apply for comprehensive examination (if required) with ADVISOR approval.

General Policies

EVALUATION OF STUDENTS

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” by NCATE) 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, these are often referenced as particularly rewarding curricular experiences by students. 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.

NCATE Dispositions:

NCATE requires that all persons seeking teacher certification (including those seeking certification in school counseling) demonstrate certain “dispositions.” There are five such dispositions. Note: While NCATE dispositions were developed with K-12 settings in mind, our Department views them as appropriate in spirit for all counseling master’s programs. Therefore, these are added as areas for assessment by the faculty.

Disposition 1: Understanding diversity in order to address social injustices and inequities related to race, class, gender, ethnicity, sexual orientation, language, religion, family, dis/ability, and so on.

Disposition 2: Enacting the belief that all children can learn and commitment to ensuring their success. (Our program interprets this disposition within the counseling context, that is, the student’s posture toward children/clients that they are capable of development toward agreed upon goals that ensure their success.)

Disposition 3: Engaging in personal and professional behaviors that promote self-growth and student learning, including intellectual curiosity, enthusiasm, reflection, and responsible behavior.

Disposition 4: Developing interpersonal behaviors that promote and foster collaborations with students, peers, university and school staff, parents, and community members.

Disposition 5: Demonstrating ethical behavior suitable to the profession, including the university, schools, and the community.

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 is either 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.

STUDENT APPEALS

Grade Appeals

If a student believes an error in a grade has occurred, the student shall formally initiate a review of the grade no later than three weeks after the beginning of the next regular semester. (Summer terms are excluded from the phrase "regular semester" for the purposes of this provision.)

The first step of the process is for the student to verify with the instructor the accuracy of the recorded scores and the listed grade. If the instructor is also the chair of the department or the dean of the college, this step also initiates the formal appeal process.

If the grade differences are not resolved through discussion with the instructor, and the student seeks additional mediation, during the first three weeks of the next semester the student must submit a letter to the chair of the department in which the course is housed requesting a review. A copy of this letter must also be sent to the college dean, the graduate dean, and to the vice president for academic affairs. The chair has the responsibility to confer with the instructor concerning the documentation of the grade for its completeness and accuracy. The chair will notify the student of the grade status in writing within 10 days of receiving the student's request.

If the student wishes further appeal, the student must submit, by mid-term, a written request for formal review to the dean of the college in which the course is housed. A Grade Appeal Committee will conduct a hearing and recommend a decision. The committee will be composed of the following:

- Two students, appointed by the Student Government Association president. One of the students must be a graduate student;
- A Faculty Senate representative, appointed by the Faculty Senate president;
- A faculty member, appointed by the dean of the college in which the course is housed;

- The dean of the college in which the course is housed, ex-officio, votes in case a of tie and will chair the committee; and
- The dean of the School of Graduate Studies, ex-officio, non-voting.

At the hearing, the instructor and the student may both make individual presentations, and the Grade Appeal Committee may ask questions and seek clarification. A final written decision will be provided by the committee. If a grade is to be changed, the final grade will be recorded by the college dean. This procedure shall be completed by the end of the semester in which the grade is appealed.

Academic Probation and Suspension

A graduate student is expected to maintain a cumulative 3.0 average. Students who do not maintain a graduate cumulative grade point average of at least 3.0 will be placed on academic probation at the end of the semester, regardless of whether or not they receive notification. Any graduate student who receives a grade of D and/or F in any graduate level course will be placed on academic probation whether or not they receive notification. A student placed on academic probation will be suspended from school if the current grade point average falls below 3.0 and/or receives a grade of D or F in any semester while on academic probation.

A student suspended for academic reasons will not be allowed to register for classes or attend the University for one full semester (i.e., fall or spring). After one semester, the student may apply for readmission to the University on academic probation. The student will not be permitted to enroll further without the consent of the Graduate Council. To continue in graduate studies, the student must submit a written petition to the Graduate Council requesting reinstatement and outlining a plan to remedy the academic situation. If the student's current grade point average falls below 3.0 while on academic probation after the first suspension, the student will be suspended for one year from the date of the second suspension. After one year, the student may apply for readmission on academic probation. To continue in graduate studies, the student must submit a written petition to the Graduate Council requesting reinstatement and outlining a plan to remedy the academic situation. Failure to earn at least a 3.0 in any semester while on probation after the second suspension will result in indefinite academic dismissal.

Academic Suspension

Academic Suspension Appeals

A student on academic suspension who believes there are extenuating circumstances which justify early readmission may submit a written appeal to the Office of the Vice President for Academic Affairs. The letter of appeal must reach the Office of the Vice President for Academic Affairs at least three business days prior to registration for the semester for which readmission is sought. Appeals received after that date will not be considered for that semester. The Academic Suspension Appeals Committee will review the case and make a recommendation to the vice president for academic affairs.

Credit earned while on academic suspension from any university, including SAU, will not be accepted by SAU.

Other Academic Appeals

Written appeals should be filed with the department chair. If necessary, decisions are then appealed to the college dean, the graduate dean, and the graduate council. The student is to receive a written response within 10 calendar days following each decision. Written appeals must be submitted within three weeks following each decision, or they will not be considered. A decision made by the graduate council is the final decision.

Time Limitations

Graduate students are allowed six (6) years to complete all requirements for the master's degree.

Grade Requirements

Graduate students must present a cumulative grade point average of no less than 3.0 on a 4.0 scale in the graduate degree program. Failure of the student to earn such an average in the minimum number of hours will result in the student's permitted to present up to nine (9) additional hours of credit in order to accumulate a 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 completion of the nine (9) additional hours.

The exceptions of this rule are graduate assistants. If a graduate assistant acquires a "C", they will lose their graduate assistant position. Once they have retaken the class and received a "B" or higher, they may reapply for a graduate assistantship.

Course Curriculum

The time it takes a student to complete their desired program of study depends upon the student. Classes require a certain number of students to "make" or be offered; therefore, it is not guaranteed that a class will be offered just because you need it. Students are encouraged to talk with their advisor to determine a suggested course-sequencing pattern.

Academic Integrity Policy (Student Handbook – Section 2.6)

The mission of Southern Arkansas University empowers all members of the University community to develop and encourage learning environments that create, expand, acquire, share, evaluate, and communicate knowledge. Academic integrity at SAU is an organizational and individual responsibility to honesty in all learning experiences. Students, faculty, and staff share responsibility for maintaining the highest standards for academic integrity. This policy focuses on the academic integrity in course-related work, its basis and context is applicable to all.

Any act of dishonesty in academic work constitutes academic misconduct and is subject to disciplinary action. Acts of dishonesty include, but are not limited to, plagiarism, cheating, and fabrication.

A. Plagiarism

Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one's own.

1. To avoid plagiarism give written credit and acknowledgment to the source of thoughts, ideas, and/or words, whether you have used direct quotation, paraphrasing, or just a reference to a general idea.
2. If you directly quote works written by someone else, enclose the quotation with quotation marks and provide an appropriate citation (e.g., footnote, endnote, bibliographical reference)
3. Research, as well as the complete written paper, must be the work of the person seeking academic credit for the course. (Papers, book reports, projects, and/or other class assignments are not to be purchased from individuals or companies which provide these services.)

B. Cheating

Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner. Examples of cheating include:

1. Observing and/or copying from another student's test paper, reports, computer files, and/or other class assignments.
2. Giving or receiving assistance during an examination period. (This includes providing specific answers to subsequent examinees and/or dispensing or receiving information which would allow a student to have an unfair advantage in the examination over students who did not possess such information.)
3. Using class notes, outlines, and other unauthorized information during an examination period.
4. Using, buying, selling, stealing, transporting, or soliciting, in part or entirety the contents of an examination or other assignment not authorized by the professor of the class.
5. Exchanging places with another person for the purposes of taking an examination or completing other assignments.

C. Fabrication:

Fabrication is faking or forging a document, signature or findings of a research project.

1. Fabrication is most commonly associated with falsified research findings.
2. Other forms of fabrication may include unauthorized collaboration or submitting the same paper or portions of the same paper to two different courses without the consent of both instructors.

Blackboard

Many of the graduate level courses are fully online, or supplemented, with Blackboard (blackboard.saumag.edu) technology. The student is responsible for acquiring their login name and password from the Information Technology Services department at SAU (235-4083) to access their account on blackboard, and can call them with any help or support assistance. Additional help and information on technology requirements can be found at this webpage: <http://web.saumag.edu/online/>

The Graduate Catalog covers the policies and procedures of the University more thoroughly. These were the policies most relevant to the counseling programs. If you have any questions, please consult the Graduate catalog or contact the School of Graduate Studies.

Plan of Study for each Program

Master of Science in Clinical Mental Health Counseling 60 Hour Program

Professional Education Core Courses (3 credit hours)

EDUC 6003 Educational Research (required)

Counseling Core Courses (57 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 6503 Case Management & DSM-IV Diagnosis
COUN 6533 Advanced Counseling Skills & Techniques
COUN 6543 Substance Abuse Counseling: Theory & Practice
COUN 6553 Marriage & Family Counseling: Theory & Practice
COUN 6563 Human Sexuality: Concepts, Theory & Practice
COUN 6573 Psychopharmacology & the Counseling Profession
COUN 6583 Counseling Children & Adolescents

Supervised Experience (choose 9 credit hours):

COUN 6493 Practicum in Counseling
COUN 6513 Internship in Clinical & Developmental Counseling I
COUN 6523 Internship in Clinical & Developmental Counseling II

**Master of Education in School Counseling (P-8/7-12)
51 Hour Program**

Professional Education Core Courses (9 credit hours)
EDUC 6003 Educational Research (required)

Plus three semester hours selected from the following:

EDUC 6403 School Law
S ED 6213 Secondary School Curriculum
E ED 6013 Elementary School Curriculum

Plus three semester hours from the following

EDUC 6063 Applications of Technology in Education
EDUC 6833 Mindtools for Teaching and Learning
EDUC 6843 Internet for Educators
EDUC 6853 Multimedia for Educators

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; choose 6 credit hours of internship that reflects the school level certification you are pursuing):

COUN 6493 Practicum in Counseling
COUN 6653 Practicum in Elementary School Counseling
COUN 6673 Internship in Elementary School Counseling
COUN 6803 Practicum in Secondary School Counseling
COUN 6823 Internship in Secondary School Counseling

Master of Education in Student Affairs and College Counseling 51 Hour Program

Research (3 credit hours):

EDUC 6003 Educational Research

Core Courses (27 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 & Practice

COUN 6473 Counseling in a Diverse Society

COUN 6483 Assessment Procedures for Counselors

Student Development in Higher Education (12 credit hours):

COUN 6843 Introduction to Student Affairs in Higher Education

COUN 6853 Student Affairs Theory and Practice COUN 6863 The American College Student

COUN 6873 Organization and Administration of Student Affairs Services

Field Experience (9 credit hours):

COUN 6493 Practicum in Counseling

COUN 6883 Internship I in Student Affairs and College Counseling

COUN 6893 Internship II in Student Affairs and College Counseling

Southern Arkansas University
Graduate Counseling Program

Two-year Course Rotation

Course #	Course Title	Fall	Spring	Summer I	Summer II
COUN 6403	Introduction to the Counseling Profession	X		X	
COUN 6413	Ethical, Legal, and Professional Issues in Counseling	X		X	
COUN 6423	Counseling Theories		X		
COUN 6433	Basic Counseling Skills	X			
COUN 6443	Group Counseling	X			
COUN 6453	Human Development for Helping Professionals		X		
COUN 6463	Career Counseling: Theory and Practice				X
COUN 6473	Counseling in a Diverse Society			X	
COUN 6483	Assessment Procedure				X
COUN 6493	Practicum in Counseling	X	X		
COUN 6503	Case Management and DSM-IV Diagnosis		X		
COUN 6513	Internship in Agency Counseling I	X		X	X
COUN 6523	Internship in Agency Counseling II		X	X	X
COUN 6533	Advanced Skills and Techniques		X		
COUN 6543	Substance Abuse Counseling: Theory and Practice	X			
COUN 6553	Marriage and Family Counseling: Theory and Practice	X			
COUN 6563	Human Sexuality: Concepts, Theory, and Practice			X	
COUN 6573	Psychopharmacology and the Counseling Profession				X
COUN 6583	Counseling Children and Adolescents			X	

COUN 6653	Internship I in Elementary School Counseling	X			
COUN 6673	Internship II in Elementary School Counseling		X		
COUN 6763	Development and Administration of School Counseling Programs	X			
COUN 6803	Internship I in Secondary School Counseling	X			
COUN 6823	Internship II in Secondary School Counseling		X		
COUN 6843	Introduction to Student Affairs in Higher Education			X	
COUN 6853	Student Affairs Theory and Practice	X			
COUN 6863	The American College Student		X		
COUN 6873	Organization and Administration of Student Affairs Services		X		
COUN 6883	Internship I in Student Affairs in Higher Education		X		
COUN 6893	Internship II in Student Affairs in Higher Education			X	X
EDUC 6003	Educational Research	X	X	X	X
EDUC 6063	Applications of Technology in Education	X			X
EDUC 6403	School Law	X	X	X	X
EDUC 6833	Mindtools for Teaching and Learning		X	X	
EDUC 6853	Multimedia for Educators			X	
EED 6013	Elementary School Curriculum	X	X		
SED 6213	Secondary School Curriculum	X	X		

*All schedules are subject to change; be sure to check with Graduate Studies about actual classes being offered and make plans to meet with your advisor for each session. New cohorts are scheduled to start each Fall semester.

Proposed Course Sequences for Students (entering Fall semester):

**Clinical Mental Health Counseling Program
DEGREE COMPLETION PLAN
FOR FULL-TIME STUDENTS**

YEAR ONE

Fall	Spring	Summer I	Summer II
EDUC 6003: Research COUN 6403: Intro COUN 6413: Ethics	COUN 6423: Theories COUN 6433: B. Skills COUN 6453: Dev.	COUN 6473: Diversity COUN 6583: Child/Adol	COUN 6483: Assessment COUN 6463: Career

YEAR TWO

Fall	Spring	Summer I	Summer II
COUN 6443: Group COUN 6543: Sub. Abuse COUN 6553: M & F Therapy	COUN 6503: Case/DSM COUN 6533: Adv. Skills COUN 6493: Practicum	COUN 6563: Human Sexuality	COUN 6573: Psychopharm

YEAR THREE

Fall	Spring	Summer I	Summer II
COUN 6513: Internship I	COUN 6523: Internship II <i>Take CPCE</i>		

Southern Arkansas University
Clinical Mental Health Counseling Program
 DEGREE COMPLETION PLAN
 FOR PART-TIME STUDENTS

YEAR ONE

Fall	Spring	Summer I	Summer II
COUN 6403: Intro COUN 6413: Ethics	COUN 6423: Theories COUN 6453: Dev.	COUN 6463: Career <i>or</i> COUN 6583: Child/Adol	COUN 6483: Assessment <i>or</i> COUN 6463: Career

YEAR TWO

Fall	Spring	Summer I	Summer II
EDUC 6003: Research COUN 6443: Group	COUN 6433: B. Skills COUN 6503: Case/DSM	COUN 6473: Diversity	COUN 6583: Child/Adol

YEAR THREE

Fall	Spring	Summer I	Summer II
COUN 6543: Sub. Abuse COUN 6553: M & F Therapy	COUN 6533: Adv. Skills COUN 6493: Practicum	COUN 6563: Human Sexuality	COUN 6573: Psychopharm

YEAR FOUR

Fall	Spring	Summer I	Summer II
COUN 6513: Internship I	COUN 6523: Internship II <i>Take CPCE</i>		

Southern Arkansas University
School Counseling Program

DEGREE COMPLETION PLAN
 FOR FULL-TIME STUDENTS

YEAR ONE

Fall	Spring	Summer I	Summer II
COUN 6403: Intro COUN 6413: Ethics EDUC 6003: Research	COUN 6423: Theories COUN 6433: B. Skills COUN 6453: Dev.	COUN 6473: Diversity <i>and/or</i> COUN 6583: Child/Adol	COUN 6483: Assessment <i>and/or</i> COUN 6463: Career

YEAR TWO

Fall	Spring	Summer I	Summer II
COUN 6443: Group COUN 6763: Dev/Administration <i>Choose one:</i> EDUC 6403: School Law EED 6013: El. Sch. Curr. SED 6213: Sec. Sch. Curr.	COUN 6493: Practicum EDUC 6833: Mindtools	COUN 6473: Diversity <i>and/or</i> COUN 6583: Child/Adol	COUN 6483: Assessment <i>and/or</i> COUN 6463: Career

YEAR THREE

Fall	Spring	Summer I	Summer II
COUN 6653: Intern I El. <i>or</i> COUN 6803: Intern. I Sec. COUN 6543: Sub. Abuse (<i>Only If Needing 6 Hours Per Semester</i>)	COUN 6673: Intern II El. School <i>or</i> COUN 6823: Intern II Sec. School COUN 6503: Case/DSM (<i>Only If Needing 6 Hours Per Semester</i>) <i>Take CPCE</i>		

Southern Arkansas University
School Counseling Program
 DEGREE COMPLETION PLAN
 FOR PART-TIME STUDENTS

YEAR ONE

Fall	Spring	Summer I	Summer II
COUN 6403: Intro COUN 6413: Ethics	COUN 6423: Theories COUN 6453: Dev.	COUN 6473: Diversity <i>or</i> COUN 6583: Child/Adol	COUN 6483: Assessment <i>or</i> COUN 6463: Career –

YEAR TWO

Fall	Spring	Summer I	Summer II
COUN 6443: Group COUN 6433: B Skills	EDUC 6833: Mindtools EDUC 6003: Research	COUN 6473: Diversity <i>or</i> COUN 6583: Child/Adol	COUN 6483: Assessment <i>or</i> COUN 6463: Career

YEAR THREE

Fall	Spring	Summer I	Summer II
COUN 6763: Dev/Admin <i>Choose one:</i> EDUC 6403: Sch. Law EED 6013: El. Sch. Cur. SED 6213: Sec. Sch. Cur.	COUN 6493: Practicum COUN 6533 (<i>Only If Needing 6 Hours Per Semester</i>)		

YEAR FOUR

Fall	Spring	Summer I	Summer II
COUN 6653 or COUN 6803 COUN 6543: Sub Abuse (<i>Only If Needing 6 Hours Per Semester</i>)	COUN 6673 or COUN 6823 COUN 6503 (<i>Only If Needing 6 Hours Per Semester</i>) <i>Take CPCE</i>		

Southern Arkansas University
Student Affairs and College Counseling Program
 DEGREE COMPLETION PLAN
 FOR FULL-TIME STUDENTS

YEAR ONE

Fall	Spring	Summer I	Summer II
COUN 6403-Orientation COUN 6413-Ethics COUN 6433-Basic Skills	COUN 6423-Theories COUN 6453-Development EDUC 6003-Research	COUN 6473: Diversity COUN6843: Intro to SACC	COUN 6483: Assessment COUN 6463: Career

YEAR TWO

Fall	Spring	Summer I	Summer II
COUN 6443-Group COUN 6853-SA T/P COUN 6493-Practicum	COUN 6873- Org & Admin COUN 6863- American College Student COUN 6883-Intern I	COUN6893 (Sessions I & II) <i>Take CPCE-July</i>	COUN6893 (Sessions I & II) <i>Graduate August</i>

Southern Arkansas University
Student Affairs and College Counseling Program
 DEGREE COMPLETION PLAN
 FOR PART-TIME STUDENTS

YEAR ONE

Fall	Spring	Summer I	Summer II
COUN 6403-Orientation COUN 6413-Ethics	COUN 6423-Theories COUN 6453-Development	COUN 6843-Intro to SACC	COUN 6463-Career

YEAR TWO

Fall	Spring	Summer I	Summer II
COUN 6443-Group COUN 6433-Basic Skills	COUN 6863-American College Student EDUC 6003-Research	COUN6473-Diversity	COUN 6483-Assessment

YEAR THREE

Fall	Spring	Summer I	Summer II
COUN 6493-Practicum COUN 6853-SA T/P	COUN 6873-Org & Admin COUN 6883-Intern I	COUN6893 (Sessions I & II) <i>Take CPCE-July</i>	COUN6893 (Sessions I & II) <i>Graduate August</i>

Financial Aid for Graduate Students

Southern Arkansas University Financial Aid Office

(870) 235-4023

Loans

Federal Perkins Loan

A federal Perkins Loan is a low-interest loan for undergraduate or graduate students. Funding is limited. This is a loan and it must be paid back.

Subsidized Federal Stafford Loan

Subsidized Federal Stafford Loans are low-interest loans made to students attending school at least halftime. Loans are made by a lender.

Preferred Lenders List

- BancorpSouth - Lender Code: 806627 (870) 235-1234
- Farmers Bank & Trust - Lender Code: 142509 (870) 235-7000
- Peoples Bank - Lender Code: 136509 (870) 234-5777
- Summit Bank - Lender Code: 127509 (870) 234-7039

A state guarantee agency and the Federal Government insure these loans. Students who are continuously enrolled at least halftime make no payments of the loan. Payments begin six months after graduation (or when enrollment is terminated). This is a loan and it must be paid back.

Unsubsidized Federal Stafford Loan

This loan is available to students who might not be eligible for a subsidized loan. The term unsubsidized means that payments on the interest could be made while you are enrolled. Unlike subsidized Stafford and Perkins loans, interest begins accumulating immediately. This is a loan it and it must be paid back.

Federal Stafford Loan recipients who have never received a student loan while enrolled at SAU are required by federal regulation to complete a loan counseling session. You may come by our office to complete this counseling session or you may complete it on-line <http://www.mapping-your-future.org>.

Grants

AR Business and Professional Women

The Arkansas Federation of Business and Professional Women offers education grants to women college graduates who desire to further their education by acquiring a Master's Degree. Wilson Memorial Grants are in the amount of \$750.00. Deadline for the application must have an April 1st postmark. See Graduate Studies for further information.

Parsons-Burnett Memorial Grant

Members of the Arkansas Retired Teachers' Association continue to demonstrate their support for quality education at the elementary and secondary levels by providing incentive grants for teachers to improve their professional skills through graduate study. Contributions by ARTA members to the Associations' Memorial Fund will be utilized to supply \$1,200 grants to practicing educators in Arkansas annually. See Graduate Studies for more information.

Graduate Assistantship

A limited number of Graduate Assistantships are available. The applicant should be able to work up to 20 hours a week (or as contracted) in assigned graduate duties. Students receive a stipend of \$4,000/semester for work. See graduate studies for application and eligibility requirements.

Top Five Things to Know about Practicum/Internship

1. The hours required in Practicum and Internship are consistent across programs:

Counseling Programs Clinical Requirements	Hours Required
Practicum	100 hrs. (40 direct)
Internship I	300 hrs. (120 direct)
Internship II	300 hrs. (120 direct)
Total	700 hrs.

2. There are different places to obtain clock hours dependent upon the program.

- Master of Science in Clinical Mental Health Counseling- agencies, private practice, or clinics.
- M.Ed. School Counseling- an elementary, junior or senior high school dependent on whether one is interested in becoming an elementary or secondary professional school counselor.
- M.Ed. Student Affairs and College Counseling- community college, four year institution, tech colleges or universities. Can be located in one of the many areas found in student affairs and college counseling including, but not limited to:
 1. Employment Resource Center/ Student Employment
 2. Student Activities
 3. Counseling/ Career Planning/ Testing Center
 4. Admissions and Recruiting
 5. Student Support Services
 6. Campus Ministries
 7. Continuing Education
 8. University Health Services/Counseling Office
 9. Disability Support Services
 10. Tutoring Center
 11. Upward Bound
 12. Veteran's affairs office

3. Before starting Practicum or Internship, liability insurance is required. Many professional counseling organizations offer coverage:

ArCA <http://www.arcounseling.org/>

ACA <http://www.counseling.org/>

ASCA <http://www.schoolcounselor.org/>

4. Prepare your resume and a cover letter. Although you may not be “employed” at a company or school, this is good practice and gives a positive impression and your information to your site supervisor. The Employment Resource Center is available to help you with this process (235-4097).

5. Anticipate a learning experience! What you get out of this experience will depend on what you put into it.

Much more comprehensive information about Practicum and Internships will be shared with students through clinical placement handbooks and meetings taking place during the student’s enrollment. Further information could be found by consulting SAU’s website and speaking with the Coordinator of Practicum and Internships, currently Dr. Rudy Buckman.

Comprehensive Exams

The examinations for candidates of December and May graduation will be given no later than the 12th week of the semester in which the candidate plans to graduate. Students eligible to take comprehensive exams should process application materials in the School of Graduate Studies AND the Counseling Program **at least** four weeks prior to the exam date. Students take their exam in the semester they expect to graduate.

The exam the Counseling Programs use, across all three tracks, is the Counselor Preparation Comprehensive Exam (CPCE). Students will be notified of the results of the written examination within two weeks following the test. If the student does not pass the exam (minimum score set up the faculty each semester based on the national mean score reported by NBCC), the students have the option of completing additional education activities in those scale areas where they did not meet the passing score, **OR** retaking the exam the following semester.

The Comprehensive Exams follow the same standards as the National Counselor Exam or the Praxis. Therefore, it is in your best interest to schedule all other necessary exams as quickly as possible after your comps. Essentially, by studying for comps you will be preparing for your licensure exam as well. The areas included are as follows:

- Human Growth and Development
- Social and Cultural Foundations (Counseling in a Diverse Society)
- Helping Relations (Counseling Theories and Skills courses)
- Group Work
- Career and Lifestyle Development
- Appraisal (Assessment Procedures)
- Research and Program Evaluation (Educational Research)
- Professional Orientation and Ethics

More information about potential study guides will be shared with students throughout their program. Resources such as the *Encyclopedia of Counseling* and other National Counselor Exam (NCE) study guides are recommended, as the CPCE is based on this national exam.

Graduation Requirements

Before completion of the last semester of course work and after verification of Advancement to Candidacy, a student seeking to complete degree requirements must fulfill the following:

1. Check with the School of Graduate Studies for exact dates of graduate comprehensive exams and other deadlines.
2. Obtain Application for Graduation from the School of Graduate Studies.
3. Complete and file an Application for Graduation in the School of Graduate Studies.
4. Pay graduation fee in Business Office.
5. Review with advisor the plan of study and any other conditions or changes needed to meet certification requirements that may require additional courses.
6. Check with the School of Graduate Studies to determine if any deficiencies exist (e.g., course substitution forms).
7. Successfully complete the written comprehensive examination.
8. File in the School of Graduate Studies a completed thesis (if applicable) with Approval of Completed Thesis form signed by all members of the thesis advisory committee.

*** Students are responsible for checking the University calendar for exact deadlines. Failure to meet graduation deadlines will delay graduation.**

Application for Graduation

Deadlines for Applications

Semester Graduating	When to Apply
Summer Graduates	Advance Registration in April
Fall Graduates	Advance Registration in April
Spring Graduates	Advance Registration in November
Late registration results in a \$50 late fee.	

A student who wishes to receive credit toward graduation during the final semester or summer term by any method other than regular enrollment on the SAU campus or through SAU extension must obtain permission from their advisor, the dean of Graduate Studies, and the registrar. The approval form may be obtained from the School of Graduate Studies.

It is the student's responsibility to have official transcripts sent to the Office of the Registrar at SAU for hours earned at another institution. In order to receive the diploma at graduation time, all transfer credit transcripts must be received in the Office of the Registrar. If the registrar does not receive the official transcripts prior to the graduation date, the student will not graduate. A grade report or verification of passing the course

should be received in the Registrar's office no later than the day of the graduation (SAU).

If the registrar does not receive all official transcripts prior to the graduation date, it will be the responsibility of the student to have all official transcripts sent to the Office of Registrar no later than ten (10) days after the date of graduation. Failure to meet the 10-day deadline will result in requiring the student to reapply for graduation at a later date. The student will then receive a diploma at the next graduation date (provided all essential documents are complete).

Any necessary documents (such as validations of courses, course substitutions, waivers of degree requirements, etc.) must be completed and on file in the Office of Registrar **no later than** then beginning of the final semester. **Failure to adhere to the above policy may delay graduation.**

Lack of knowledge or misinterpretation of policies and regulations on the part of the individual student does not absolve the student from fulfilling the requirements for a degree. Ultimate responsibility for completion of a degree program rests with the student.

Professional 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 Association of Marriage & Family Therapists (AAMFT)
- American Psychological Association (APA)
- International Association of Marriage and Family Counselors (IAMFC)
- Association for Counselor Education and Supervision (ACES)
- International Association of Marriage and Family Therapy (IFTA)
- Association for Multicultural Counseling and Development (AMCD)
- Counselors for Social Justice (CSJ)
- American School Counselor Association (ASCA)
- Association for Specialist in Group Work (ASGW)
- Association for Gay, Lesbian, Bisexual and Transgender Issues in Counseling (AGLB TIC)
- American College Counseling Association (ACCA)

State:

- Arkansas Counseling Association (ArCA)
- Arkansas College Counseling Association (ArCCA)
- Arkansas Mental Health Counselors Association (ArMHCA)
- Arkansas Association for Marriage & Family Therapy (ArMFT)
- 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.

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.

Inquires 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
The Family Journal: Counseling and Therapy for Couples and Families
Counselors Information Service
Educational Psychologist
Family Therapy Network
Journal of College Student Development
Journal of College Student Personnel
NASPA Journal
Journal of Counseling Psychology
Journal of Higher Education
Journal of Marital and Family Therapy
Journal of Rehabilitation
Journal of Sex and Marital Therapy
Measurement & Evaluation in Guidance
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 Education and Development
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.**