COUNSELOR EDUCATION PROGRAM
FACULTY & STAFF

Roy C. Farley, Ed.D., LPC, Professor (GE 134)
Daniel B. Kissinger, Ph.D., LPC, Associate Professor (GE 137)
Judy Stephen, M.Ed, LPC, Instructor (GE 140)
Kristin K. Higgins, Ph.D, LPC, Assistant Professor (GE 135)
Arie T. Greenleaf, Ph.D., Assistant Professor (GE 104)
Micheal D. Loos, PhD., Clinical Assistant Professor (GE 136)
Tom E. C. Smith, Ed.D., Professor Dean, College of Education & Health Professions (GE 324)
Counselor Education Office (GE 136)
Counselor Education Graduate Assistants (GE 121)
RHRC Main Office (GE 106)
General Information
INTRODUCTION AND GENERAL INFORMATION

The Counselor Education Program is located administratively in the College of Education and Health Professions, as one of the five programs in the Department of Rehabilitation, Human Resources, and Communication Disorders. The Program Coordinator reports directly to the Department Head who reports to the Dean of the College of Education and Health Professions. In order for the College, Department, and Program to operate efficiently, all concerned must be aware of the formal and informal procedures involved. From a student's perspective those procedures are primarily addressed in the Graduate School Catalog, as supplemented by this handbook.

Orientation:

The Counselor Education program will provide a formal orientation for newly admitted students within the first month of classes each fall semester. The purpose of this event will be:

- To introduce faculty, staff, and graduate assistants
- To provide relevant information regarding specific program emphases
- To apprise students of numerous information channels
- To inform students of various resources as they relate to professional organizations, individual departments, and the campus in general
- To create opportunities for peer networking and socializing

Program Vision: Become a nationally recognized student-centered research program serving Arkansas, the nation, and the world.

Program Mission: Improve the capacity of community agencies and educational institutions to maximize the mental health and quality of life of citizens of Arkansas, the nation, and the world.

The purpose of the University of Arkansas Counselor Education Program is to prepare students at the Masters level in Clinical Mental Health, School, and Student Affairs and College Counseling to become leaders in maximizing the mental health and quality of life of individuals, families, communities, and educational organizations in Arkansas, the nation and the world.

Our intent is to train counseling professionals who demonstrate multicultural awareness, are sensitive to life development issues, can recognize and successfully address mental health needs and are competent to help people of all ages gain improved self awareness and more effective decision making.

At the Masters’ level, we emphasize preparing practitioners for service in schools, community agencies and institutions of higher learning. Our students in clinical mental health counseling and student affairs and college counseling are trained to provide prevention, assessment and treatment to children, adolescents and adults in a variety of settings such as mental health agencies, residential treatment, colleges and universities, and other community service agencies. Our students in school counseling are trained to target the academic, career, and social/personal development of children.
and adolescents and to assist professional education staff in attaining the academic achievement of all students through counseling, consultation and collaboration with community partners.

**Program Philosophy:**

The guiding philosophy, goals, policies, and practices of the Counselor Education program are shaped by its central commitment:

> To provide learning experiences allowing each graduate to become a fully functioning helping professional in an evolving and diverse world.

Inherent in the concept of a fully functioning individual is the notion that emotional and intellectual growth and the worth of each person are emphasized, in addition to academic and professional activities. Students admitted to the Counselor Education program are engaged in a professional preparation curriculum, are accepted as professionals-in-training, and are expected to conduct themselves in accord with professional standards. In this context, a professional is a person engaged in an endeavor which requires advanced training in a body of knowledge that is based on theoretical and applied research, on a set of appropriate skills, and on ethical standards adhered to by members of the profession.

**Desired Student Qualities:**

Appropriate to their progress in the sequence of course work, students are encouraged to display an increasing refinement of the following qualities:

**ACCOUNTABILITY**

The most respected students and professionals take responsibility for their actions and apply initiative.

**PERSONAL AND PROFESSIONAL GROWTH**

The Counselor Education faculty believes that the most effective professionals and students continually evolve, and that one avenue for growth is personal therapy in either a group or individual setting. However, because of the ethical prohibition against dual relationships, students should not expect therapy to be provided by the program faculty, in courses or otherwise.

**COMMITMENT**

The faculty place special emphasis on:

- Equal accessibility-- students should be sensitive to the inequities many groups and individuals experience.

- A lifespan perspective-- students are expected to be aware of the developmental stages of different populations, and be committed to lifelong development for themselves and those they serve.

- The counseling profession-- participation is encouraged in academic,
honors, and professional organizations.

Evolving Personal Philosophy
The Counselor Education program does not espouse a favored philosophical base regarding counseling; instead, the program exposes students to a variety of perspectives and expects students to formulate a personal philosophy of counseling. Students are expected to become capable of designing effective strategies for counseling which consider the nature and purposes of clients and the competencies of the counselor or consultant.

Professional Identity
Students are expected to conduct themselves ethically as helping professionals who work closely with other professionals in multi-disciplinary settings.

Research Orientation
Students will gain an awareness of pertinent research during their training, and should develop personal research skills appropriate to their academic and occupational goal.

Leadership
Members of the faculty strive to model professional leadership and to make students aware of leadership opportunities. Examples of student opportunities include service to the community, positions in student organizations, graduate assistantships, presentations to professional groups, publication in professional journals, and voluntary work for the Counselor Education program.

Curriculum Goals and Policies:

The learning experiences of the Counselor Education program include activities that focus on three domains:

1. Knowledge: using primarily didactic methods to convey theories and facts
2. Skills: using both didactic and experiential methods in conjunction with individual supervision
3. Personal Development: by encouraging self-examination, responsibility, and openness to diverse experiences

To encourage student growth in the three named domains, each faculty member strives to meet the following goals:

- Prepare each student to work in a dynamic profession and world
- Train students to be counselors first and specialists second
- Immerse each student in the fundamental knowledge and skills that current professionals deem essential in counseling
Based on the above considerations and many years of curriculum formulation, the faculty designed the Counselor Education program to progress in the following categorical sequence: (1) experiential, (2) theoretical, and (3) clinical. Full-time students typically need five semesters, including summers, to complete the MS program.

**Professional Organizations**

Students in the Counselor Education Program are encouraged to seek membership and active involvement in the various professional organizations available at the university, state, and national levels that are appropriate to their chosen areas of concentration. The following are some examples.

**American Counseling Association (ACA)**

Student membership in the American Counseling Association (ACA) is available at reduced rates. Brochures about ACA are available in GE 136. ACA has national divisions, state branches, and organizational affiliates that span counseling, personnel, and guidance work at all levels in schools, community agencies, government, business, and industry. The web site is [www.counseling.org](http://www.counseling.org).

**Arkansas Counseling Association (ArCA)**

The Arkansas Counseling Association is the state branch of ACA, and includes 5 divisions. The address is:  

*Arkansas Counseling Association*
Linda Storm, Executive Secretary  
Heber Springs  
800 West Moore  
Heber Springs, AR 72543-0000  
Phone: (501) 362-2488  
Fax: (501) 362-2193  
[www.arcounseling.org](http://www.arcounseling.org)

Divisions include:

- **AACES**  
  Arkansas Association for Counselor Education and Supervision
- **ASCA**  
  Arkansas School Counselor Association
- **ArLCA**  
  Arkansas Licensed Counselor Association
- **AAMEG**  
  Arkansas Association for Measurement and Evaluation In Guidance
- **AAMCD**  
  Arkansas Association for Multicultural Counseling Development
- **AMHCA**  
  Arkansas Mental Health Counselors Association
Chi Sigma Iota (CSI)

Students who qualify may be inducted into Chi Sigma Iota (CSI), an international academic and professional honor society in counseling. The local chapter, Rho Alpha Beta, encourages the furtherance of high standards of scholarship and professional practice through study groups, speaker programs, workshops, colloquia awards, social activities, and networking opportunities.

To qualify, a persona must have earned 12 credits in a program leading to a counseling-related graduate degree and have a 3.5 or better grade point average. Application may be made through the CSI faculty sponsor, or any CSI Board member.

Counseling Portfolio

Each student is encouraged to develop and maintain a portfolio throughout his or her program. Contents of the portfolio will be up to the students but examples of content to consider include:

1. Paper describing the student’s initial steps toward developing a personal counseling approach. The paper should include, at a minimum, a description of the following:
   - View of human nature
   - Why people seek help and a view of dysfunctional living
   - Goals of counseling
   - The change process/how do people change?
   - The counselor/client relationship
   - Counselor and client roles and functions during the counseling process
   - Counseling interventions/strategies/techniques to achieve counseling goals

   The first draft of such a paper will be completed during the final two weeks of Counseling Theory class. The paper is expected to be updated, as the student deems appropriate. Experience in practicum and internship as well as other life experiences should contribute to the ongoing process of developing one’s counseling approach.

2. Class Syllabi and Assigned Papers

3. Other materials of the student’s choice indicating the student’s professional development throughout his/her tenure in the counselor education program. Examples include documentation of:
   - Membership in professional associations
   - Service provided to professional associations
   - Offices held in professional organizations
   - Attendance at professional conferences
   - Presentations at professional meetings and conferences
   - Attendance at continuing education programs
   - Professional writings
Service to the community

Master’s Student’s Normal Progress Statement:

Students are expected to maintain “normal progress” in their degree programs. It is, however, impossible to establish a single standard for normal progress. Obviously, normal progress differs for part-time students versus full-time students. Normal progress may also be impacted by the need to accommodate the student’s needs, or interruptions to the program caused by events in the student’s life. Therefore, it will be up to the student’s advisor and the graduate program coordinator to define normal progress for each student. Factors to be taken into consideration include, but are not limited to:

- Grade point average.
- Courses successfully completed toward the degree.
- Unresolved incompletes.
- Progress and/or completion of Practicum/Internship.
- Completion of comprehensive examination.
- Progress toward completion of the thesis, where appropriate.
- Consistently meets criteria on the professional characteristics review form.

The student’s ability to maintain normal progress will be assessed each year in the required annual review of graduate student progress.

Student Retention Policies

Professions engaged in protection of the public health and welfare charge their members with the responsibility of monitoring potential new members. Therefore, the Counselor Education faculty believes a component of their responsibility to their students, their professions, and the eventual consumers of services provided by graduates, is the necessity to monitor students' academic progress which not only includes course work but also includes the personal characteristics of students that will affect their professional performance in counseling and therapy. These characteristics should be of a quality so as to enhance the students' professionalism or helping capacity.
Academic Program Standards

A. Course Work & Examinations: Students are required to earn a grade of “B” or better in each clinical counseling skills course before they are permitted to proceed in the program. The skills courses include: CNED 5333 Basic Counseling Techniques, CNED 5343 Counseling Practicum, and CNED 574V Counseling Internship Phases 1 & 2.

If a student earns a grade of C or lower, in any of the above clinical courses

A. Students must either repeat the course or withdraw from the counseling program no later than the next semester. If a student repeats a class, a grade of B or higher is required to avoid dismissal from the program.

B. Students may repeat a clinical course only once.

C. As this policy relates to CNED 574V Internship Phase 1: if a student earns a grade of C or lower, the next semester will be a mandatory repeat of the course. A grade of B or higher is required to progress to CNED 574V Internship Phase 2. This stipulation is based on licensure guidelines.

In addition to the above, the Counselor Education Program defines "unsatisfactory" performance in graduate level course work as (1) a grade of “D”, ”F", or an unresolved "I" in any course and/or (2) an overall grade point average (GPA) below 3.0, and/or (3) failure of the master's comprehensive examination twice. Any of these or combination of these will result in termination of the student's graduate program in Counselor Education

B. Academic Honesty- It is necessary to address academic honesty in its negative context. Academic dishonesty at the University involves acts that may subvert or compromise the integrity of the educational process. Included is any act by which a student gains or attempts to gain academic advantage through misrepresentation of him/herself, or another person, by his/ herself, or another person's work. These acts include, but are not limited to, interfering with the completion, submission, or evaluation of work and accomplishing or attempting any of the following:

1. Plagiarism: that is offering as one's own work the words, ideas, or arguments of another person without appropriate attribution by quotation, reference, or footnote. Plagiarism occurs when the words of another are reproduced without acknowledgment and/or when the ideas or arguments of another are paraphrased in such a way as to lead the reader to believe that they originated with the writer. It is the responsibility of all students to understand the methods of proper attribution, and to apply those principles in all materials submitted.
2. Using the materials not authorized by the instructor for use during an examination.

3. Copying another student's work during an examination.

4. Collaborating during an examination with any person by giving or receiving information without specific permission of the instructor.

5. Stealing, buying, or dishonestly obtaining information about an examination.

6. Collaborating on lab work, take-home examinations, homework, or other assigned work when instructed to work independently.

7. Substituting for one, or permitting one to substitute for an examination.

8. Submitting work that has been previously offered for credit in another course, without obtaining initial and specific permission from the instructor.

9. Submitting as one's own work any prepared totally or in part by another person.

10. Altering grades or official records.

11. Sabotaging another student's work.

12. Falsifying or committing forgery on any University form or document.

13. Submitting altered or falsified data as experimental data from lab projects, survey research, or other field research.

14. Committing any willful act of dishonesty that interferes with the operation of the academic process.

15. Facilitating or aiding any act of academic dishonesty.

C. Professional Conduct-In addition to maintaining high scholastic standards, students enrolled in the Counselor Education Program must develop professional skills necessary to work effectively with people with diverse needs. The faculty expects prospective counselors:

- to be committed to, have a passion for, and be an advocate for the counseling profession
- to be open to and committed to personal growth and professional development,
- to be concerned about and demonstrate respect for people of diverse backgrounds,
- to demonstrate emotional and mental fitness in their interactions with others,
to be able to receive and give constructive feedback, and

- to use the skills and techniques that are generally accepted by others in the professional fields

Further, students are expected to adhere to the codes of ethics of their professional associations (e.g., American Counseling Association) and the relevant regulatory boards of the state of Arkansas. A student's acceptance in any program does not guarantee his or her fitness to remain in that program. The faculty is responsible for assuring that only those students who continue to meet academic and professional program standards are allowed to continue in the program.

**Evaluating Student Professional Conduct**

Members of the faculty evaluate student professional conduct on an ongoing basis. The faculty makes judgments as to students' professional conduct based on observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in clinical situations, and the adherence to their disciplines' codes of ethics. A series of formal evaluations are conducted at key stages of the student's education, such as, at the end of the spring semesters; and, prior to enrollment in Practicum and/or Internship.

The faculty seeks to identify additional help students may need to be successful, and to recognize outstanding achievements of students in their work. In addition to reviewing student's course work performance, students' professional conduct may be evaluated using The Professional Characteristics Review Form (PCRF) (see p. 31) if deemed necessary. All students will receive feedback after any formal evaluation by the faculty. If a student is not making satisfactory progress as evidenced by the grades and/or less than average evaluations by the program faculty, at minimum, the faculty advisor will meet with the student to discuss the evaluation. The Program Coordinator and/or Department Head may choose to meet with the student and the faculty advisor to initiate the procedures described below in the Student Retention Procedures.

Examples of behaviors that may be evidence of professional impairment include the following. This list contains examples, and is not intended to be exhaustive:

- violation of professional standards of ethical codes,
- inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency
- behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor
compliance with supervisory requirements;
- interpersonal behaviors and interpersonal functioning that impair one's profession functioning,
- inability to exercise sound clinical judgment, poor interpersonal skills, and pervasive interpersonal problems.

**Possible Actions to Follow Manifestations of Professional Impairment**

This list contains possible examples, and is not intended to be exhaustive:

- a formal reprimand
- an unsatisfactory grade in a skill-based course with the requirements that the course be repeated
- reduced practicum/Internship case load
- appropriate personal counseling and therapy
- leave of absence
- required additional practicum or course work
- increased supervision (e.g., more frequent supervision, more than one supervisor, more extensive use of video or audio tapes)
- Create and complete additional skills practice at instructors request
- formal probation
- encouragement to withdraw from the program
- formal dismissal from the program

**Student Retention/Dismissal Procedures**

The Counselor Education program faculty agrees with the 2005 American Counseling Association *Code of Ethics* (Sections F.5.a., F.6., F.7., F.8. & F.9.) that state that faculty members have a responsibility to dismiss students who are unable to render competent professional service. The faculty also recognizes their obligation:

a. to assist students in obtaining remedial assistance as needed
b. consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program and
c. to assure that students have adequate recourse to address decisions made.

**Procedures:**

1. Faculty may work on an informal basis with students evidencing academic difficulties when circumstances indicate that this method may be productive (severity of the
problem may not allow for this method and informal methods are not procedurally required). The faculty member and student will discuss the problems, review appropriate measures of correction, and establish a time line for change.

2. When, in the professional judgment of a program faculty member, a student is not making satisfactory progress or meeting the program or university standards, the faculty member will meet with the student to discuss the situation. At that time, the faculty member will discuss with the student what behavior(s) need(s) to be changed, suggestions for remediation, time limits for expected changes, and consequences if remediation is not successful.

3. The faculty member will complete a Personal Characteristic Review Form at that time and present the student with a copy of the review form. The faculty member will then notify in writing the Program Coordinator and possibly the Department Head concerning the meeting with the student.

4. The Program Coordinator will then appoint a three-member Faculty Retention Committee to investigate the situation. The Committee should consist of at least two faculty members from counselor education and one faculty member from an external program who may or may not have had the student in class.

5. Notice of the meeting, outlining specific charges and reasons for a hearing, shall be in writing and mailed to the student at least ten days before the meeting. The student will be given an opportunity to meet with the committee to present his/her own version of the facts. The meeting shall be open only to the members of the Faculty Retention Committee, the student, and those individuals considered to have relevant information and are approved by the committee chair to speak to the committee.

6. After considering the matter, and within 10 working days of meeting with the student, the Faculty Retention Committee will report to the student and the Program Coordinator its recommendation.

7. The Program Coordinator and the student's faculty advisor will meet with the student and convey, in writing, the committees decision(s) and/or recommendation(s) along with consequences, if problems are not remedied. The Program Coordinator and the student's faculty advisor will subsequently monitor the student's progress in carrying out the committee's recommendations. If the Faculty Retention Committee recommends the student no longer continue in the program, the Program Coordinator will petition the Department Head and/or the Graduate Dean to dismiss the student from the Department/Graduate School.

8. The student will have 10 working days to notify the Program Coordinator of his/her acceptance or appeal of the program’s decision(s)/recommendation(s).
9. A student not satisfied with the program’s decision can follow the University of Arkansas appeal procedures.

10. Students who are dismissed for course work and/or professional conduct reasons may petition for reinstatement in the program after a period of 12 months.

11. Students who have been dismissed from the Counselor Education program for unsatisfactory performance in graduate level course work will not be allowed to take course work in Counselor Education as unclassified students.

(See Appendices for Counselor Education Informed Consent Agreement & Professional Characteristics Review Form)

**Graduate Assistantships**

Graduate assistantships are available for qualified students in numerous fields and are typically obtained from the campus and department in which the student is seeking an appointment. Recipients of these appointments serve as laboratory assistants, research assistants, readers and student affair assistants, and are expected to carry a limited program of graduate studies. Appointees of fifty percent or more are granted nonresident tuition, and a stipend depending upon qualifications and services performed. Any graduate student appointed to the position of Graduate Assistant whose appointment is equal to or greater than twenty-five (25) percent shall, in addition to any stipend, be classified as an instate student for tuition and fee purposes. Successful applicants must have good academic records and adequate preparation for graduate study in his/her major field and have been admitted unconditionally to the Graduate School.

Applications may be obtained from the Dean of the Graduate School, the head or chair of the department in which the student seeks a position or the division of Student Affairs. For more information on financial assistance, refer to your Graduate School Catalog or contact the Financial Aid Office, 114 Silas Hunt Hall (479-575-3806).

**Endorsement Policy**

The University of Arkansas Counselor Education faculty will endorse and/or write letters of recommendation or respond to questions via telephone as it relates to the graduates’ specialty of study (i.e., college, school, or community counseling)

**Advisory Council**

The Counselor Education program has an advisory committee that meets once a year to provide guidance and suggestions concerning the program. Council membership is made up of representatives from the following: school counseling, community agency counseling, current students, Counselor Educators, and graduates of the program.
CERTIFICATION/LICENSURE

Counselor Licensing Program

Act 244 of 1997 of the State of Arkansas provides for the licensing of Associate and Professional Counselors. A person completing an approved master's degree or higher program, a minimum of 60 graduate hours, and three years of supervised experience may be licensed in Arkansas to provide counseling services to the public. Students are encouraged to begin the application procedure during their final semester by contacting: Dr. Ann Thomas, Arkansas Board of Examiners in Counseling, P.O. Box 9396, Southern Arkansas University, Magnolia, AR 71753. Courses required for licensure are listed in Appendix F. It should be noted that a grade of B or higher is required in each of those courses by the Board for Licensure.

School Counselor Certification

Individuals who are planning receive certification from the State Department of Education are required to take the Praxis Exam in the area of Guidance Counselor. In addition, certification applicants must hold an Arkansas teaching certificate, and have at least two years of teaching experience.
Master Degree Options

MASTER'S DEGREE OPTIONS

The Counselor Education program offers the MS degree in the following emphasis areas: School Counseling, Clinical Mental Health, and Student Affairs and College Counseling. See the current Graduate School Catalog for official course work requirements in each emphasis area. Graduates may pursue licensing/certification for the practice of counseling in Arkansas.

School Counseling

In addition to fulfilling the requirements for the MS degree, this course of study may lead to certification as a school counselor. The recommended sequence of course work is shown in the appendix. The goals of this specialization include providing students:

1) Functional knowledge of developmental processes appropriate to elementary school youth.
2) Ability to consult with teachers and parents as an integral part of the intervention process.
3) Ability to consult with teachers in selecting and providing appropriate career development knowledge and experiences.
4) Ability to provide effective individual and group counseling.
5) Ability to assist teachers and parents in the identification, understanding, and referral of students with special learning problems.
6) An understanding of appropriate skills for planning, implementing, and evaluating school counseling programs.
7) Ability to translate identified needs into appropriate programs, services, and learning strategies.
8) Ability to conduct orientation programs for teachers, parents, and children in order to develop guidance and counseling concepts appropriate to subsequent stages of planning and decision-making.
9) Ability to assist secondary school students in making decisions relative to immediate and long-range academic, personal, and occupational planning.
10) Knowledge of information appropriate to serving as a professional consultant in vocational, educational, social, and personal development.
**Clinical Mental Health Counseling**

In addition to fulfilling the requirements for the MS degree, the clinical mental health counseling program prepares counselors to work in a variety of collegiate, community, governmental, and private agency settings. The recommended sequence of course work is shown in the appendix.

The goals of this program include providing students:

1) Functional knowledge of developmental processes appropriate to adolescence, young adults, and older adults and the community.
2) Consultation skills appropriate to the client population served.
3) Ability to communicate effectively with individuals having varied backgrounds, qualities, and experiences.
4) Ability to assist the client in the appropriate change or developmental process.
5) Ability to provide effective individual and group counseling.
6) An understanding of appropriate skills for planning and implementing a treatment process/plan for clients.
7) Ability to conceptualize client issues, including crisis, trauma, family concerns, academic concerns, placement options, and moderate to severe mutual health issues.
General Minimum Degree Requirements
GENERAL MINIMUM DEGREE REQUIREMENTS

Master of Science (M.S.) in Counseling

A minimum of 60 hours in Clinical Mental Health and 48 hours in School, and 48 Student Affairs and College counseling are required. In addition, students must have a cumulative GPA of 3.0 and complete a minimum residence of 30 weeks. Students must participate in two assessments: A comprehensive examination and a successful internship experience (over 2 consecutive semesters).

Course Credits

The University of Arkansas will permit a student to transfer six hours of graduate credit, as a part of the master’s program, from another recognized graduate school in the United States, provided that grades are “B” or better and subjects are accepted to the program. (The transfer of graduate credit from institutions outside the United States is not permitted.) This does not, however, reduce the minimum requirement of 30 weeks of residence for the master’s degree as set by state law. Therefore, a student enrolled at the University for summer work only, can gain little by such transfer. A student enrolling for a regular semester or academic year as a full-time student, thereby obtaining 18 or 36 weeks of residence credit, may use such transfer credit advantageously. (See Graduate Catalog)

Semester Hours

Under ordinary circumstances, graduate registration is limited to 15 hours for any one semester, including undergraduate courses and courses audited. Graduate Assistants are limited to an enrollment of 12 hours, 9 hours paid for any one semester. Regular students may enroll for 18 hours and Graduate Assistants for 15 hours if the Advisor submits a letter of request to the graduate Dean, and it is approved. CNED students are strongly encouraged to address questions concerning number of credit hours taken per semester with their faculty advisor prior to registering for classes.

Advisor/Program of Study

At the time of admission to the Graduate School and acceptance in the program, the student is assigned a major advisor by the program faculty. This person becomes the advisor throughout the program of study and chairman of the student’s Graduate Advisory Committee. A student does have the option of requesting an advisor change by submitting a memorandum to the program coordinator.

Comprehensive Examination

In addition to completing the requirements of your individual program of study, candidates for a Master of Science in Counseling degree will undergo a comprehensive evaluation to demonstrate their competency in counseling. The evaluation shall consist of the following two components:

Revised August 2011, Effective Fall 2009
1) **Written Exam:** The comprehensive written examination is given one time during each semester, on a date published by the Associate Dean of Academic Studies, College of Education, and Health Professions. The date is normally posted on the Counselor Education bulletin board. Applications must be turned in to the CNED Program Coordinator who will facilitate the process for taking the final exam. Students must turn in requests by the 2nd week of the semester in which they intend to take the exam.

During the last semester of internship, students will coordinate with their internship instructor and the graduate coordinator to sign up for comps. Students will take the Comprehensive Counselor Preparation Exam (CCPE) as their comprehensive exams. The Exam is multiple choice and students are required to pay a one time $40.00 fee for the exam.

An individual who does not achieve a satisfactory score on the first attempt to pass the examination may retake it at a time scheduled by the Program Coordinator. After a second unsuccessful attempt, an individual may be required to do remedial work – as specified by his/her faculty advisor. A third attempt may only be scheduled after completion of the specified remedial work, and after one full semester internship or summer term has elapsed.

**Grade Point Average**

**Minimum:** In order to receive a master’s degree, a candidate must present a minimum cumulative grade-point average of 3.0 on all graduate courses required for the degree. Failing to earn such an average on the minimum number of hours; the student is permitted to present up to six additional hours of graduate credit in order to accumulate a grade-point average of 3.0. In no case shall a student, who is obliged to offer more than six additional hours of credit beyond the minimum, receive a degree. Students who repeat a course in an endeavor to raise their grade must count the repetition toward the maximum of six additional hours. (see Graduate Catalog)

Students who intend to apply for licensure as a professional counselor should familiarize themselves with the Arkansas Board of Examiners in counseling requirements for academic preference. These include that students must earn a letter grade of a “B” or better in all board required coursework.

**Time Frame**

All requirements for a master’s degree must be satisfied within six (6) calendar years.

**Procedures for Graduation**

The Graduate School’s Record of Progress form must be completed and submitted to GE-106. This calls for the major advisor to sign for Admission to Candidacy, thesis waived (or title of thesis and approval signatures), and, along with at least two other
graduate faculty, signature and score (pass) on the Master’s Comprehensive Examination.

The student completes Program of Study form, ORGS-12, and sends to GE-106, Office for Research, Graduate Studies and Faculty Development, for verification or requirements. Students must apply for degree at Graduate School Office. After being cleared for graduation by the Graduate School Office, a diploma should be received by the student 6-9 weeks following completion of all requirements.
APPENDICES

Requirements for the MS in Clinical Mental Health Counseling

Requirements for the MS in School Counseling

Requirements for the MS in Student Affairs & College Counseling

Faculty Biographical Sketches

Arkansas Board of Examiners in Counseling Licensure Requirements

Counselor Education Informed Consent Agreement

Professional Characteristics Review Form
Program Requirements for the M.S. in Counseling (effective Fall 2007)

The following core courses are required for all emphases: (27 hours)

- CNED 5203 Foundations of the Counseling Profession
- CNED 5213 Lifestyle and Career Development
- CNED 5303 Individual Appraisal
- CNED 5323 Counseling Theory
- CNED 5333 Basic Counseling Techniques
- CNED 5363 Dynamics of Group Counseling
- CNED 5513 Counseling and Human Diversity
- EDFD 5013 Research Methods in Education
- EDFD 5573 Life-Span Human Development

Prerequisites for all courses are listed in the University of Arkansas Graduate School Catalog. Meet with your CNED Advisor prior to registration.

Emphasis in Clinical Mental Health Counseling:

Requires 60 graduate hours, including the core and the following 33 hours:

- CNED 5373 Ethical and Legal Issues in Counseling
- CNED 5383 Crisis Intervention Counseling
- CNED 5403 Case Management and Counseling
- CNED 6003 Counseling and Addictions
- CNED 6023 Foundations of Marriage and Family Counseling/Therapy
- CNED 6083 Consultation Theory and Methods
- CNED 5353 Psychopharmacology
- CNED 5193 Introduction to Clinical Mental Health Counseling
- CNED 5343 Counseling Practicum (100 clock hours in a clinical mental health counseling setting)
- CNED 574V Community Counseling Internship
  (6 semester hours, 600 clock hours in a community counseling setting)

Emphasis in School Counseling:

Requires 48 graduate hours, including the core and the following 21 hours:

- CNED 5313 Program Organization and Information Management
- CNED 5403 Case Management and Counseling
- CNED 6083 Consultation Theory and Methods
- CNED 6093 Counseling Children & Adolescents
- CNED 5343 Counseling Practicum (100 clock hours in a school counseling setting)
- CNED 574V School Counseling Internship (6 semester hours, 600 clock hours in an elementary or secondary school setting)
FACULTY BIOGRAPHIES

The professional certification/licensing status and academic rank of each full-time faculty member are shown on the front cover of this document. The following sketches highlight items of additional information that may be of interest to students.

**Dr. Roy C. Farley, Professor** has over 36 years of experience in the counseling profession. He began his career in counseling in 1967 as a rehabilitation counselor in a state/federal rehabilitation program. He joined the University of Arkansas in 1974 and was in the Dept. of Rehabilitation Education and Research prior to joining the Counselor Education Program in August 1999. Dr. Farley has been a direct provider of counseling services in community agency and private settings. He has also served in the following capacity: in-service training of counselors, consultation, administration, research, and counselor education. His accomplishments have included 95 publications to include referred journal articles, instructional manuals, book chapters, research monographs and conference proceedings. He has presented 62 papers at national, regional, and state conferences as well as conducting 38 exhibits presenting counseling research and training products. He has conducted over 250 professional seminars on varying counseling related topics to diverse audiences across the nation. Among the awards and other recognition, Dr. Farley has been listed among the most productive Rehab Education Faculty nationally between 1974-1997 and being listed in three Who’s Who publications including the prestigious Marquis Who’s Who in America. Professor Farley's academic background includes a Bachelor Degree in Psychology and Sociology, Masters in Rehabilitation Counseling, and Doctorate in Counselor Education. He has advanced training in Rational Emotive Behavioral Therapy and is an Associate Fellow of the Albert Ellis Institute and a Licensed Professional Counselor.

**Judy Rogers Stephen** joined the counseling faculty as an instructor in 1996. Prior to her appointment, she provided counseling to college students, focusing on student athletes and students experiencing academic difficulties. She developed and taught a course for student athletes to examine the academic, personal and sports issues that affect educational and life goals success. Currently, she serves as the counseling program's Undergraduate Courses Coordinator. She selects and supervises the doctoral students who teach helping relationships skills courses. Judy has been a licensed professional counselor since 1986 and is a member of several counseling professional organizations, such as the American Counseling Association and the Arkansas Counseling Association. She is also a Phoenix-Rising-certified yoga teacher. Judy's primary academic interest is in teaching new counselors-in-training to develop basic counseling skills, with emphasis on empathy, warmth and authenticity. She is also interested in the use of alternative and complementary interventions in counseling.
with emphasis on mindfulness, wellness, stress reduction and self-care.

**Dr. Daniel B. Kissinger** joined the faculty at the University of Arkansas as an Assistant Professor in the Counselor Education Program in 2004. He earned his Bachelor of Arts degree in psychology from the University of Wisconsin, Eau Claire and his Master of Education degree in counseling and guidance from Clemson University. He received his Ph.D. in counselor education from the University of South Carolina. He is a Licensed Professional Counselor in Arkansas and holds the supervision specialization endorsement. Dr. Kissinger has provided individual, group, and family counseling services in a variety of settings, including outpatient community mental health clinics, private psychiatric facilities, a university counseling center, and correctional facilities. He has presented papers at the national, regional, and state levels. Areas of special interest include clinical supervision, the therapeutic and supervisory relationships, and counseling student-athletes. Professional organizations include the American Counseling Association, American Association for Counselor Education and Supervision, Arkansas Counseling Association, Arkansas Association for Counselor Education and Supervision, and Chi Omega Iota.

**Dr. Kristin Higgins** joined the faculty at the University of Arkansas in the fall of 2006 as a visiting assistant professor in the Counselor Education Program. In the Fall of 2008, Kristin took a position as an assistant tenure track faculty member. Dr. Higgins received her Ph.D in Counselor Education from the University of Arkansas. She is a licensed professional counselor and holds the supervision specialization endorsement in Arkansas. She is also holds the certification as a P-12 Arkansas School Counselor. Dr. Higgins worked for several years at a community mental health counseling agency where she served as a clinical facilitator in the school based counseling program where she provided counseling services to elementary age students and their families in a local public school. Before providing services in the school based program, she served as lead clinician for the older children’s track in the residential program. Professional organizations include the American Counseling Association, American Association for Counselor Education and Supervision, Arkansas Counseling Association, and Arkansas Association for Counselor Education and Supervision. Her research interests include measurement and evaluation, school counseling, academic motivation in adolescent males, counseling children with special needs - Autism Spectrum Disorders, and effective methods of counselor education.

**Arie T. Greenleaf, Ph.D.**, received his doctorate in Counselor Education and Supervision in May, 2011 from the University of Iowa. Dr. Greenleaf’s research, teaching and service are grounded in a wellness counseling paradigm and focus on the role of mental, spiritual, physical, and environmental factors in optimizing personal and career outcomes. Dr. Greenleaf has a strong commitment to social justice and multicultural issues in counseling and supervision. His research in these areas has been presented at numerous regional and national conferences and published in major refereed journals.
An example of his writings include his recent article (in press) titled: *Ecological psychology: Potential contribution to social justice and advocacy in school settings*, in which he encourages school-based professionals to adopt an ecological orientation that acknowledges the pervasive influence of systemic injustices on the academic, career, and psychosocial development of K-12 students. It also challenges school-based professionals to consider how they might work within students’ broader contexts as advocates for social change.

Arie enjoys a passion for teaching, and his ultimate goals in the classroom are to encourage students to think critically, comprehend new ideas, challenge the status quo, problem solve, collaborate, and make informed decisions. As a counselor educator, he views it as my primary aim to prepare his students to be competent practitioners and scholars for positive personal and societal transformation.

Dr. Greenleaf has counseled in a variety of clinical settings from mental health and family agencies to K-12 schools and university counseling centers. Similarly, he has conducted a range of psychotherapeutic interventions including personal, group, couple’s, family, and career counseling. What unites each of these counseling experiences is his holistic wellness approach to counseling, emphasizing the ecological interconnection among the mental, spiritual, physical, and socio-cultural dimensions. Arie believes his diverse experiences and commitment to promoting personal and social change helps him to effectively teach students in all three areas of the University of Arkansas’ Counselor Education program.

As an emerging scholar in the field of Counselor Education, Dr. Greenleaf has had a number of meaningful opportunities to serve the counseling profession. He has served on the National Awards Committee for the Association of Multicultural Counseling and Development (AMCD), and the Counselors for Social Justice (CSJ) Strategic Planning Committee. Arie has also served as a guest reviewer for the *Journal of Social Action in Counseling and Psychology*, and conducts continuing education workshops on positive psychology and wellness counseling.

Arie enjoys climbing “14ers” in Colorado and trekking in the Himalayan mountains of Nepal. When not engaged in wilderness excursions, Arie relishes his time spent with his wife, Dewa, and daughter, Divya. Arie can be frequently seen cruising around campus on his prized Genuine Buddy 170i scooter.

**Michael D. Loos, Ph.D.**, received his doctorate in Counselor Education in 1998 from the University of Arkansas. He is a Licensed Professional Counselor/Supervisor, and Licensed Alcohol & Drug Abuse Counselor. Before accepting a position at the U. of A., Dr. Loos was tenured faculty at the University of Wyoming.

Michael has been engaged in alcohol, drug abuse, and mental health counseling as a clinical practitioner and supervisor since 1969, working in diverse settings including mental health centers, prisons, public sector addictions treatment programs, acute care hospitals, private psychiatric hospitals, and private practice.

Dr. Loos’ current research interests include topics associated with addiction treatment and prevention, provision of research-based counseling services, addiction and the elderly, and the enhancement of counselor preparation. Dr. Loos was the principal investigator on a subcontract with the Mountain West Addiction Technology Transfer Center to develop and enhance evidenced-based addiction education and
training for practitioners throughout Wyoming.

Michael enjoys his cats, golf, bowling & camping and hiking in our National Parks.
**LICENSURE REQUIREMENTS**

ARKANSAS BOARD OF EXAMINERS IN COUNSELING

60 Graduate Hours that include:

<table>
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<tr>
<th>Areas Required for Licensure by Arkansas Board of Examiners in Counseling</th>
<th>University of Arkansas, Fayetteville Courses Which Meet Licensure Requirements</th>
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</thead>
<tbody>
<tr>
<td>Human Growth and Development</td>
<td>EDFD 5733  Life Span Human Development</td>
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<tr>
<td>Social and Cultural Foundations</td>
<td>CNED 5513  Counseling and Human Diversity</td>
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<td>The Helping Relationship (Theories)</td>
<td>CNED 5323  Counseling Theory</td>
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<tr>
<td>Group Processes, Dynamics, and Counseling</td>
<td>CNED 5363  Dynamics of Group Counseling</td>
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<tr>
<td>Life Style and Career Development</td>
<td>CNED 5213  Lifestyle and Career Development</td>
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<tr>
<td>Appraisal of Individuals</td>
<td>CNED 5303  Individual Appraisal</td>
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<tr>
<td>Research and Evaluation</td>
<td>EDFD 5013  Introduction to Educational Research</td>
</tr>
<tr>
<td>Professional Development (Introduction to Counseling)</td>
<td>CNED 5203  Found. of the Counseling Profession</td>
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<tr>
<td>Practicum and/or</td>
<td>CNED 5343  Counseling Practicum</td>
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<td>Internship</td>
<td>CNED 574V  Internship</td>
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<tr>
<td>Psychopharmacology</td>
<td>CNED 5353  Psychopharmacology</td>
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<tr>
<td>Family &amp; Relationships</td>
<td>CNED 6023  Foundations of Marriage &amp; Family Counseling &amp; Therapy</td>
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<tr>
<td>Abnormal Psychology/Psychopathology/DSM</td>
<td>CNED 5403  Case Management and Counseling</td>
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* The ABOEC requires a grade of B or higher as part of Licensure requirements.

For application materials and additional information:

Arkansas Board of Examiners in Counseling
P.O. Box 70
Magnolia, AR  71754-0070.
The course content and experiential activities involved in the programs offered by the Counselor Education Program are designed to afford you the opportunity to advance your personal, intellectual, and professional development and functioning. Through the program of study, you will be given feedback concerning your personal, intellectual, and professional strengths, challenge areas, and performance. This feedback will come from faculty, supervisors (doctoral and site supervisors), peers, and clients. You will be expected to deal with this feedback in a mature and professional manner.

The counseling program curriculum is designed to help you explore and recognize the effect that your personal beliefs, issues, emotions, and behaviors have on your ability to function as a counseling professional. The various "techniques" or "skills" courses you learn will help you develop and demonstrate your professional skills as you work with classmates in role-play situations and with clients in actual sessions. You will be asked to examine your behaviors, beliefs, and emotions in relations to your professional activities and experiences on an ongoing basis.

The Counselor Education faculty members believe they have a responsibility to dismiss students who are unable to render competent service due to academic limitations. They also recognize their obligation to assist students in obtaining remedial assistance as needed, to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program, and to assure that students have adequate recourse to address the decision made.

If, in the professional judgment of a faculty member, a student's professional behavior is deemed substandard, unethical, illegal, and/or professionally unbecoming at any time during the course of training (including course work, practica, and internship), a faculty committee will be called to review the performance and behavior of the student and to make recommendations to the Department Head.

I___________________________________________________(students name) have read the 2005 American Counseling Association Code of Ethic. The relevant material in the Graduate Student Handbook, the Personal Characteristics Review Form (attached), and the description of course requirements and program experience required in the curriculum. I agree that the faculty of the Counselor Education Program has the right and responsibility to monitor my academic progress including course work & professional behavior. I am willing to participate fully in the courses and requirements delineated in the Graduate Student Handbook. I also agree to abide by the policies set forth in the Handbook and by the University of Arkansas.

Signature______________________________________________________Date____________________

Please give this completed form to your faculty advisor. Your advisor will sign the form and turn it into the office where it will be placed in your student folder.

Faculty Advisor Signature:_______________________________________Date:____________________
**Professional Characteristics Review Form**

Student___________________________  Semester/Year____________________________

Faculty_________________________________________________________________

**Evaluation Criteria**

- N-- No opportunity to observe
- 0-- Does not meet criteria for program level
- 1- Meets criteria only minimally or inconsistently for program level
- 2 - Meets criteria consistently at program level
- 3 - Exceeds criteria consistently at program level

<table>
<thead>
<tr>
<th>Professional Responsibility</th>
<th>N</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td>The student relates to peers, professors, and others in an appropriate professional manner.</td>
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<td>The student does not exploit or mislead other people during or after professional relationships.</td>
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<tr>
<td>The student applies legal and ethical standards during the training program.</td>
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**Competence**

- The student takes responsibility for compensating for her/his deficiencies.
- The student provides only those services and applies only those techniques for which she/he is qualified by education, training, or experience.
- The student demonstrates basic cognitive skills and appropriate affect in response to clients.

**Comportment**

- The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.
- The student demonstrates honesty and fairness both personally and professionally.
- The student is aware of her/his own belief systems, values, and limitations and they do not actively affect his/her professional work.
- The student demonstrates the ability to receive, integrate, and utilize feedback from peers, teachers, and supervisors.

**Integrity**

- The student does not make statements that are false, misleading, or deceptive.
- The student respects the fundamental rights, dignity, and worth of all people.
- The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.
- The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.
- The student behaves in accordance with the program's accepted code(s) of ethics/standards of practice.