

University of Arkansas

College of Education & Health Professions

**Counselor Education Master's Student
Handbook**

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**COUNSELOR EDUCATION PROGRAM
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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 as follows:

- 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

Vision:

Improve the capacity of the counseling profession to maximize effective service delivery through a nationally competitive, learning-centered, program of excellence serving Arkansas, the nation, and the world.

Mission Statement:

The Counselor Education and Supervision Program advances clinical mental health, rehabilitation, and school counseling by: providing high-quality teaching and training to emerging counselors and counselor educators; conducting rigorous research with real-world

implications; and serving professional and community organizations. The Program is committed to improving diversity and inclusion within the counseling profession by recruiting students from a variety of backgrounds, preparing them to work with individuals with marginalized identities, and working to end oppression within the field and the larger society. Collectively, these efforts improve mental health, wellness, educational, and career outcomes in Arkansas and beyond.

Statement of Beliefs:

M.S. in Counseling

In order to graduate high quality and effective counselors, we believe it is important to:

1. Develop a strong counselor identity in all students, knowledgeable of appropriate ethical codes and committed to ethical practice in order to protect clients and the profession.
2. Ensure that all graduates are committed to equity, diversity, inclusion, and anti-racism by cultivating and advocating for safe environments for clients, students, and supervisees.
3. Ensure graduates understand the interconnectedness of human development, mental health, and the counseling process.
4. Acknowledge the importance of work and career for creating a more socially-just society and ensure graduates are able to provide competent career counseling services to any and all clients and students.
5. Equip graduates with the knowledge and skills to establish therapeutic relationships and provide effective counseling services.
6. Recognize the importance of social interaction for mental health and the role group counseling/group work plays in promoting wellness.
7. Ensure graduates understand the role of assessment for diagnosis, treatment planning, and intervention and program evaluation.
8. Prepare graduates to work as scholar-practitioners engaging in evidence based practice in a variety of settings.
9. Ensure graduates have the knowledge and skills necessary to address diverse needs within their specialty area (i.e. Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling).

Objectives:

M.S. in Counseling

Graduates will:

1. Identify the roles and functions of counselors and the application of appropriate ethical standards. (Aligned with master's SB1 & 2.F.1. Professional Counseling Orientation and Ethical Practice KPI)
2. Provide culturally responsive counseling to clients from diverse background and engage in action to increase equity, diversity, and inclusion for all clients. (Aligned with master's SB2 & 2.F.2. Social and Cultural Diversity KPI)
3. Connect lifespan development theory to the counseling process and implement developmentally appropriate interventions. (Aligned with master's SB3 & 2.F.3. Human Growth and Development KPI)
4. Comprehend the interrelatedness between career development, mental health, interpersonal relationship, and various life roles and apply developmentally appropriate, culturally responsive, and ethical career counseling services. (Aligned with master's SB4 & 2.F.4. Career Development KPI)
5. Establish and maintain therapeutic relationships using appropriate counseling skills. (Aligned with master's SB5 & 2.F.5. Counseling and Helping Relationships KPI)
6. Demonstrate the necessary knowledge and skills to lead counseling groups. (Aligned with master's SB6 & 2.F.6. Group Counseling and Group Work KPI)
7. Select culturally and ethically appropriate assessments for diagnosis, treatment planning, and intervention and program evaluation. (Aligned with master's SB7 & 2.F.7. Assessment and Testing KPI)
8. Recognize the relevance of research to the counseling process and apply various methods for evaluating interventions and programs. (Aligned with master's SB8 & 2.F.8. Research and Program Evaluation KPI)
9. Establish a foundation of knowledge and skills, understand contextual dimensions, and demonstrate counseling competency specific to their specialty (i.e. Clinical Mental Health Counseling, Rehabilitation Counseling, and School Counseling). (Aligned with master's SB9 & Sections 5.C, G, H. Specialty Areas [CMCH, SC, RHAB] – Foundations, Contextual Dimensions, and Practice KPIs)

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 develop, 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 the following 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: 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 eight 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](http://www.counseling.org) (ACA) is available at reduced rates. 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 website is www.counseling.org.

American Rehabilitation Counseling Association (ARCA)

Student membership in the [American Rehabilitation Counseling Association](http://www.arcaweb.org) (ARCA) is available at reduced rates. The website is www.arcaweb.org.

American School Counseling Association (ASCA)

Student membership in the [American School Counseling Association](http://www.schoolcounselor.org) is also available at reduced rates. The website is www.schoolcounselor.org.

Association for Addiction Professionals (NAADAC).

[NAADAC](http://www.naadac.org) represents the professional interests of addiction counselors, educators, and other addiction focused health care professionals. The address is: www.naadac.org

Arkansas Counseling Association (ArCA)

The [Arkansas Counseling Association](http://www.arcounseling.org) is the state branch of ACA, and includes 5 divisions. The address is: www.arcounseling.org

Divisions include:

- AACES Arkansas Association for Counselor Education and Supervision
- 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

Arkansas School Counselor Association (ArSCA)

The [Arkansas School Counselor Association](http://www.arschoolcounselor.org) is the state branch of ASCA. The address is: www.arschoolcounselor.org

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 person 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

All students are required to develop and maintain a portfolio throughout their program. Contents of the portfolio will be up to the students but examples of content to consider include the following:

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 the following:
 - 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

Portfolios can be turned in starting at comprehensive exam time during the student's final semester up to the point of graduation. CNED faculty anticipate moving to an online assessment and portfolio building program during the 2020 academic school year.

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...

- 3.0 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 profession, 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 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. All students will be reviewed by faculty using the Professional Characteristics Review form during Basic Counseling Techniques (CNED 5333), Counseling and Human Diversity (CNED 5513), Practicum (CNED 5343), and as necessary during the program.

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. In addition, students are required to earn a B or better in any course that is required for Arkansas state licensure. Students are allowed to repeat a course in which they earn less than a B only one additional time.

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, which 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
- 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](#) [2014], [American School Counselor Association](#) [2016], [Commission on Rehabilitation Counselor Certification](#) [2017], [NAADAC](#) [2016]) 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 ensuring 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 regarding 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 (ACA, 2014; ASCA, 2016). A series of formal evaluations are conducted at key

stages of the students' 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 will be evaluated using the Professional Characteristics Review form (PCR) throughout the duration of the program. All students will be reviewed by faculty using the Professional Characteristics Review form during Basic Counseling Techniques (CNED 5333), Counseling and Human Diversity (CNED 5513), Practicum (CNED 5343), and as necessary during the program. Specific information regarding the evaluation process can be found in the Appendices under the *Review & Retention Procedures and Professional Characteristics Review Form* section.

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 and/or as outlined on the PCR form, 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; and
- 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 2014 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. Additionally, the CACREP 2016 standards call for a systematic documented evaluation of students, which allows for remediation, retention, and dismissal (Section 4.H). The faculty also recognizes their obligations to the following:

- a. 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. Assure that students have adequate recourse to address decisions made.

Members of the faculty will evaluate student professional conduct on an ongoing-basis. All students will be reviewed by individual faculty using the Professional Characteristics Review (PCR) process during Basic Counseling Techniques (CNED 5333), Counseling and Human Diversity (CNED 5513), and Practicum (CNED 5343) and as necessary throughout the program. Admission to the program does not guarantee fitness to remain in the program. A PCR maybe initiated at any time the student demonstrates behaviors that are found to be incongruent with the Professional Characteristics Standards as determined by a faculty member, staff, course instructor, program advisor, or site supervisor. The faculty evaluates students' professional conduct based on observations of course performance, interpersonal interactions in class, 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.

Faculty may also initiate a PCR at any time for:

- Students who engage in illegal or unethical activities
- Students who present a threat to the well-being of others
- Students who are in violation of the University of Arkansas Student Standards of Conduct, the Student Handbook, or any other applicable University of Arkansas policies or procedures, or any Counseling Program policies or procedures.

In these cases, dependent upon circumstances, the PCR process may result in dismissal from the University of Arkansas Counseling Program without allowing for the opportunity for remediation.

Procedures:

Performance on the PCR is rated on a scale of 0 (competence not achieved) to 2 (competence consistently achieved) as described in the PCR Standards. A rating of 2 on all PCR standards will indicate competence. A rating of 0 on any of the PCR standards or 1 on more than 2 standards, will begin the following procedure:

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, and as demonstrated by PCR scores, a student is not making satisfactory progress or meeting the program or university standards, the faculty member will schedule a meeting with the student to discuss the situation. If the student does not respond to the request for a meeting within 5 days, they will be referred to a faculty retention committee (step 3, below).

At the meeting, the initiating faculty member and **at least one other** faculty member will review the PCR evaluation and discuss with the student what behavior(s) need(s) to be changed and consequences if remediation is not successful. The student and faculty members will develop a remediation plan which may include:

- a. Specific competencies from the Professional Characteristics Standards, which require remediation;
- b. Specific recommendations to achieve remediation;
- c. Specific requirements to demonstrate how remediation efforts have been successful; or
- d. A specific deadline to evaluate progress.

Within 10 business days, the faculty will provide the student with a copy of the remediation plan for the student to review and sign. The student will have 10 business days to review, sign, and return the remediation plan. Copies of the remediation plan will be kept in the student's folder. The faculty member will then notify **in writing** the Program Coordinator, and possibly the Department Head, concerning the meeting with the student and the developed remediation plan. At any time during this remediation process, the faculty member may refer the student to a faculty retention committee.

3. A three-member Faculty Retention Committee will be convened to investigate the situation if the following criteria are met:

- a. The process was initiated because the student engaged in illegal or unethical activities, presented a threat to the wellbeing of others, or violated the University of Arkansas Student Standard of Conduct or other University or Program policies and procedures;
- b. A student fails to respond to a faculty member's request to schedule a meeting to review the PCR form;
- c. A student fails to show reasonable progress in their remediation plan; or
- d. A student receives more than one PCR rated at 0 or more than 2 PCRs rated at 1 during their program of study.

The Committee will be appointed by the Program Coordinator and 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.

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.

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

4. The Program Coordinator and the student's faculty advisor will meet with the student and convey, **in writing**, the committee's 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 program and possibly the Department and/or Graduate School.

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).

A student not satisfied with the program's decision can follow the University of Arkansas appeal procedures.

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.

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; Review & Retention Procedures; and 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 in-state 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., Clinical Mental Health Counseling, School Counseling, and Rehabilitation 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 (LAC/LPC)

Act 244 of 1997 of the State of Arkansas provides for the licensing of Associate (LAC) and Professional (LPC) 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 the director of the *Arkansas Board of Examiners in Counseling, 101 East Capitol, Suite 202, Little Rock, AR 72201*. Courses required for licensure are listed in the appendix. It should be noted that a grade of B or higher is required in each of those courses by the Board for Licensure. The website is abec.myarkansas.net.

School Counselor Certification/Licensure

Because individuals no longer are required to have a minimum of 2 years teaching experience to become School Counselors in the state of Arkansas, there are currently two paths to receiving certification from the State Department of Education. Individuals who already hold a teaching license in the state of Arkansas will have to take the [Professional School Counselor](#) Praxis test. Individuals who are not currently licensed teachers in the state of Arkansas will be required to pass all three [Praxis Core Academic Skills for Educators \(CORE\)](#) tests and the [Professional School Counselor](#) Praxis test. Additional information can be found at the following websites:

- Arkansas Department of Education – Educator Licensure Unit:
 - <http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/educator-licensure-unit>
- Arkansas Department of Education – Guidance and Counseling:
 - <http://www.arkansased.gov/divisions/learning-services/guidance-and-school-counseling>
- ETS/Praxis website:
 - <http://www.ets.org/praxis/ar/requirements>

Rehabilitation Counseling Certification

Graduates of the Rehabilitation Counseling track are eligible and encouraged to sit for the Certified Rehabilitation Counselor Exam (CRCE), (<https://www.crccertification.com/>). Rehabilitation counseling counselors who have earned their CRC possess a marketable and valued credential that distinguishes them from other counseling professionals. The CRC credential can facilitate job placements and advancement as well as salary increases. Arkansas is one of twelve states that recognize the CRCE in general counseling licensure (see above LAC/LPC).

Addictions Counseling Certification/Licensure

Licensure

Licensure can be obtained by submitting an application and other required documentation to the State Board of Examiners of Alcoholism and Drug Abuse Counselors. The Board offers three credentials:

1. Licensed Alcoholism and Drug Abuse Counselor (LADAC), which requires a Master's degree in the health or behavioral sciences field from an accredited college or university
2. Licensed Associate Alcoholism and Drug Abuse Counselor (LAADAC), which requires a baccalaureate degree in the health or behavioral sciences field from an accredited college or university
3. Certified Alcoholism and Drug Abuse Technician (CADAT), which requires a high school diploma or equivalent.

Board website: http://www.sbeadac.org/licensure_info.html

Certification

The Arkansas Substance Abuse Certification Board is a member of the International Certification & Reciprocity Consortium (IC&RC), which allows for reciprocity with boards in many other states. The Board offers four reciprocal level credentials:

1. Alcohol Drug Counselor (ADC) requires 300 clock hours including six hours in ethics. Additional information pertaining credential requirements (e.g., work experience, supervision) can be found by visiting:

<http://nebula.wsimg.com/bd1a13f0ef462e21bee7828f3f2eed8f?AccessKeyId=3F38EBC78AF838C2F41D&disposition=0&alloworigin=1>

2. Advanced Certified Alcohol Drug Counselor (AADC) requires a Master's degree in behavioral science or human services field with 180 hours specific to the addiction counseling domains including six hours in co-occurring disorders and ethics. Additional information pertaining to credential requirements can be found by visiting:

<http://nebula.wsimg.com/439640776d7883d446679a7c9e1e059c?AccessKeyId=3F38EBC78AF838C2F41D&disposition=0&alloworigin=1>

3. Clinical Supervisor (CS) requires the completion of 5 years of work experience in an approved setting and six hours of training in each of the following areas: (a) counselor development, (b) professional ethics and standards, (c) program development and quality assurance, (d) assessing counselor competencies and performance, and (e) treatment knowledge. Additional information

pertaining to credential requirements can be found by visiting:

<http://nebula.wsimg.com/622ecbceaf3559c467e2bc3ff6ab81c0?AccessKeyId=3F38EBC78AF838C2F41D&disposition=0&alloworigin=1>

4. Peer Recovery (PR) requires the obtainment of a high school diploma or its equivalent and 46 hours of training in the following four domains: (a) advocacy, (b) mentoring/education, c) recovery/wellness support, and (d) ethical responsibility. Additional information pertaining to credential requirements can be found by visiting:

<http://nebula.wsimg.com/2d2d9569fdd22b1413156291aefd6c8a?AccessKeyId=3F38EBC78AF838C2F41D&disposition=0&alloworigin=1>

Board website: <http://www.asacb.com/home.html>

MASTER'S DEGREE OPTIONS

The Counselor Education program offers the MS degree in the following concentration areas: School Counseling, Rehabilitation Counseling, and Clinical Mental Health 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.

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.

Rehabilitation Counseling

In addition to taking all of the same core counseling coursework as their peers in other counselor education tracks, rehabilitation counseling students take specialized

coursework in the medical aspects of disability, which helps to refine their expertise within the critical relationship between disability and mental health. This knowledge base is particularly nascent given the number of people seeking counseling who have disabilities. Moreover, in light of the key role that employment plays in life as a source of income, identity and social inclusion, rehabilitation counseling students take coursework that provides critical information about laws and resources available to help persons with disabilities find and/or maintain employment. This acumen enables graduates to advocate for the civil and human rights of persons with disabilities and work to reduce the poverty, stigma and societal marginalization of persons with disabilities. The recommended sequence of course work is shown in the appendix.

GENERAL MINIMUM DEGREE REQUIREMENTS

Master of Science (M.S.) in Counseling

A minimum of 60 hours in Clinical Mental Health, Rehabilitation, and School 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 chair 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 the individual program of study, candidates for a Master of Science in Counseling degree will undergo a comprehensive evaluation to demonstrate their competency in counseling. During the last semester of internship, students will coordinate with their internship instructor and the graduate coordinator to sign up for this evaluation. Students will take the Comprehensive Counselor Preparation Exam (CCPE) as their comprehensive exams. There is a fee associated with this exam as well. The fee fluctuates each year but is typically around \$75.00. 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. If the student has failed 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 in 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 and 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.

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Program Requirements for the M.S. in Counseling (effective Fall 2018)

The following **core courses** are required for all concentrations: (36 hours)

- CNED 5003 Counseling and Human Development
- 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 5352 Psychopharmacology
- CNED 5363 Dynamics of Group Counseling
- CNED 5403 Diagnosis & Treatment in Counseling
- CNED 5483 Research in Counseling
- CNED 5513 Counseling and Human Diversity
- CNED 5541 Telemental Health Counseling
- CNED 6203 Foundations of Marriage & Family Counseling

Prerequisites for all courses are listed in the University of Arkansas Graduate School Catalog. Students should meet with their CNED Advisor prior to registration.

Emphasis in Clinical Mental Health Counseling:

Requires 60 graduate hours, including the core and the following 24 hours:

- CNED 5193 Clinical Mental Health Counseling
- CNED 5343 Counseling Practicum (100 clock hours in a clinical mental health counseling setting)
- CNED 5373 Ethical and Legal Issues in Counseling
- CNED 6133 Introduction to Play OR elective
*Must take Intro to Play if plan on working with children
- CNED 5383 Crisis Intervention Counseling
- CNED 6003 Theories & Foundations of Addiction
- CNED 574V Counseling Internship (6 semester hours, 600 clock hours in a Clinical mental health counseling setting)

Emphasis in Rehabilitation Counseling

Requires 60 graduate hours, including the core and the following 24 hours:

- CNED 5443 Vocational Rehabilitation (Intro to RHAB)
- CNED 5453 Medical Aspects of Disability
- CNED 5463 Rehabilitation Case Management
- CNED 5473 Psychosocial Aspects of Disability
- CNED 5583 Placement of Persons with Disability
- CNED 5343 Counseling Practicum (100 hours in a rehabilitation counseling setting)
- CNED 574V Counseling Internship (6 semester hours, 600 clock hours in a rehabilitation counseling setting)

Emphasis in School Counseling:

Requires 60 graduate hours, including the core and the following 24 hours:

- CNED 5223 Introduction to School Counseling
- CNED 5313 Program Organization and Information Management
- CNED 5343 Counseling Practicum (100 clock hours in a school counseling setting)
- CNED 574V Counseling Internship (6 semester hours, 600 clock hours in an elementary and secondary school setting)
- CNED 5383 Crisis Intervention Counseling
- CNED 6333 Introduction to Play Therapy
- CNED 6093 Counseling Children & Adolescents through Play

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. Paul D. Blisard, Clinical Assistant Professor, has been at the University of Arkansas for two years. Before coming to the U of A, he was a counselor educator at Missouri State University for 21+ years, where he became a Professor Emeritus. Dr. Blisard received his Master's degree in Counseling from Missouri State University in 1978 and his Doctorate from the University of Arkansas in 1985. In addition to teaching, he has practiced as a professional counselor for over 30 years in various settings. His current interests lie in teaching experiential courses and studying how interpersonal neurobiology contributes to the practice of counseling.

Dr. David D. Christian, Assistant Professor, is a Licensed Professional Counselor (TX) and Licensed School Counselor. After spending nearly a decade working in secondary and post-secondary education in Texas, David joined the faculty at the University of Arkansas as an Assistance Professor of Counselor Education. He specializes in school counseling, Adventure Based Counseling, and family interventions aimed to improve the Parent/Adolescent relationship. Over the past few years, he has worked to integrate these areas as a practicing Professional School Counselor to provide services for high school students and their families. He is also the director of the Adventure Therapy Lab at the University of Arkansas. When he is not in his office, David can be found exploring the Ozarks with his wife (Amy) and kids (Mack and Abby).

Dr. Kristin K. Higgins, Associate Professor, 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. She was promoted to Associate Professor in the Fall of 2014. 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. 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, interdisciplinary interventions for at risk youth, academic motivation in adolescent males, counseling children with special needs- Autism Spectrum Disorders, and effective methods of counselor education.

Dr. Tameeka Hunter, Assistant Professor, Ph.D., LPC, NCC, CRC joined the faculty at the University of Arkansas in the fall of 2020 as a tenure-track assistant professor in the Counselor Education Program. Dr. Hunter is a Licensed Professional Counselor, a nationally Certified Rehabilitation Counselor, and a Board Certified Counselor. Dr. Hunter received her master's degree in rehabilitation counseling and her doctorate in Counselor Education and Practice from Georgia State University. She had a 17-year career in disability services before beginning her doctoral studies. Dr. Hunter's research focus is on the resilience of marginalized, and multiple marginalized populations, including people of color, sexual and gender-expansive persons, women, and persons living with disabilities and chronic illnesses. Her work examines the impact of resilience and strength-based approaches on the psychosocial, educational, and vocational functioning of marginalized populations.

She was named the American Rehabilitation Counseling Association Doctoral Student of the Year, an Association for Counselor Education and Supervision Emerging Leader, and a Southern Association for Counselor Education and Supervision Emerging Leader. Dr. Hunter was awarded the National Board of Certified Counselors Minority Fellowship. Her teaching interests include rehabilitation foundations, counseling research, medical and psychosocial aspects of disability, and intersectional research.

Dr. Lynn C. Koch, Professor, Ph.D., CRC, is a Professor in the Counselor Education Program. Prior to joining the faculty at the University of Arkansas in 2006, she was a faculty member at Kent State University for 10 years. A nationally Certified Rehabilitation Counselor, Dr. Koch received her bachelor's and master's degrees in rehabilitation counseling from the University of Arizona and her doctorate in rehabilitation psychology from the University of Wisconsin-Madison. She was employed as a vocational rehabilitation counselor for the state of Arizona before beginning her doctoral studies. Dr. Koch has authored or co-authored more than 100 publications, including two textbooks, *Emerging Issues in Rehabilitation Counseling* and *Rehabilitation Counseling and Emerging Disabilities: Medical, Psychosocial, and Vocational Aspects*. Dr. Koch's current research focus is on the impact of emerging disabilities and chronic illness (e.g., chronic pain, multiple chemical sensitivity, psychiatric disabilities, autism spectrum disorder) on psychosocial, educational, and vocational functioning. She has received research awards from the National Council on Rehabilitation Education, the American Rehabilitation Counseling Association, and the University of Arkansas College of Education and Health Professions. Her teaching interests include psychiatric rehabilitation, counseling research, psychosocial aspects of disability, and qualitative research.

Dr. Kristi L. Perryman, Associate Professor, is currently an assistant professor of Counseling at the University of Arkansas. She has worked as both an elementary and middle school counselor and is a Registered Play Therapist Supervisor and an LPC-S in a private practice for twelve years. She is also the director of the University of Arkansas Counseling Office of Play Therapy Research and Training. Dr. Perryman's research focuses on play therapy, school counseling, supervision, and expressive arts therapies.

Dr. Erin O. Popejoy, Assistant Professor, joined the faculty at the University of Arkansas in the fall of 2015 as an assistant professor in the Counselor Education Program. Dr. Kern received her PhD in Counselor Education and Supervision in 2015 from the University of Texas at San Antonio. She is a licensed professional counselor and an Arkansas board approved supervisor. Dr. Kern has experience in diverse clinical environments, including agency, private practice, and residential treatment. She has worked with a large variety of clients but prefers to serve adults and couples. Clinical

interests include relational issues, life transitions, personal identity challenges, and military populations. Dr. Kern's research interests include professional identity development, supervision issues, creativity in counseling, and military-related issues. She is a member of a variety of professional organizations, including the American Counseling Association, Association for Counselor Education and Supervision, Arkansas Counseling Association, and the Association for Creativity in Counseling.

Dr. Anthony Vajda, Assistant Professor, joined the faculty of the Counselor Education program at the University of Arkansas in the fall of 2018. Dr. Vajda received his Ph.D. in Counselor Education and Supervision from Old Dominion University in Norfolk, VA and his M.A. in Clinical-Counseling Psychology from La Salle University in Philadelphia, PA. Dr. Vajda is a Nationally Certified Counselor and has experience working in a variety of clinical settings. His research interests include multicultural issues in counseling, intersectional identity, integrative care, and interprofessional collaboration. He especially enjoys working closely with and supporting the Latinx and LGBTQ communities. Dr. Vajda is a member of several professional organizations including the Association for Counselor Education and Supervision, the Association for Multicultural Counseling and Development, the Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling, and the Association for Assessment and Research in Counseling.

Dr. Brent Williams, Associate Professor, is the principal investigator of the Arkansas PROMISE Model Demonstration Project as well as the WIOA CCIR (WIOA Career Counseling, Information and Referral Services) Project and is currently conducting the State-Wide Needs Assessment for Arkansas Vocational Rehabilitation Services. Prior to coming to the U of A, Dr. Williams was an assistant professor in the Department of Disability and Human Development at the University of Illinois at Chicago (UIC). In addition to instructing, developing and evaluating curriculum for the then newly created Disabilities Studies Program, he held the position of Project Director for the National Center on Physical and Activity and Disability (NCPAD), a CDC funded clearinghouse and distance education center to promote healthy lifestyles for persons with disabilities. Before accepting his appointment with UIC, Dr. Williams worked for four years as a guest lecturer and program evaluator for the Region V Community Rehabilitation

Program Rehabilitation Continuing Education Program (CRP-RCEP) at the University of Wisconsin – Stout, providing continuing education across a diverse range of topics. Dr. Williams has authored or coauthored numerous journal articles, book chapters as well the Joel Polsky Prize award winning book, *Just Below the Line: Disability, Housing, and Equity in the South*. Commensurately, Dr. Williams has made scholarly presentations across a broad spectrum of subjects within the discipline. Dr. Williams has served on the editorial board of the Journal of Vocational Evaluation and Work Adjustment. Dr. Williams has held leadership positions in professional organizations including of the American Rehabilitation Counseling Association (ARCA) and the National Council of Rehabilitation Education (NCRE). Dr. Williams is president of the board of Sources, the Community Independent Living Center (CIL) serving Northwest Arkansas, and holds positions on the board of directors for three other local not-for-profit service providers

Licensure Requirements
Arkansas Board of Examiners in Counseling
60 Graduate Hours that Include:

Areas required for licensure by Arkansas Board of Examiners in Counseling	CNED courses that meet licensure requirements
Human Growth and Development	CNED 5003 - Counseling & Human Development
Social and Cultural Foundations	CNED 5513 - Counseling and Human Diversity
The Helping Relationship (Theories)	CNED 5323 - Counseling Theory
Group Processes, Dynamics, and Counseling	CNED 5363 - Dynamics of Group Counseling
Life Style and Career Development	CNED 5213 - Lifestyle and Career Development
Appraisal of Individuals	CNED 5303 - Individual Appraisal
Research and Evaluation	CNED 5483 Research in Counseling
Professional Development (Intro to Counseling)	CNED 5203 - Found. of the Counseling Profession
Practicum and/or	CNED 5343 - Counseling Practicum
Internship	CNED 574V - Internship
Telemental Health Counseling	CNED 5541 Telemental Health Counseling
Family & Relationships	CNED 6023 - Marriage and Family Counseling
Abnormal Psychology/Psychopathology/DSM	CNED 5403 – Diagnosis & Treatment in Counseling

* 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
101 East Capitol, Suite 202
Little Rock, AR 72201

Counselor Education Program
University of Arkansas
Informed Consent Agreement

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 Counselor Education 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 2014 American Counseling Association Code of Ethic. The relevant material in the Graduate Student Handbook, the Professional 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: _____

University of Arkansas
Counselor Education Program

Review and Retention Procedures

Students are expected to adhere to the professional expectations and 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.

The faculty seeks to identify additional help students may need to be successful and to recognize outstanding achievements of students in their work. 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.

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 professional functioning; or
- 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 course with the requirements that the course be repeated;
- Reduced course load;
- The development of a formal remediation plan;
- Appropriate personal counseling and therapy;
- Leave of absence;
- Required additional course work;
- Formal probation;
- Encouragement to withdraw from the program; and/or
- Formal dismissal from the program.

Student Evaluation for Retention/Dismissal

The Counselor Education program faculty agrees with the 2014 American Counseling Association *Code of Ethics* (Sections F.5.a., F.5.b, 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. Additionally, the CACREP 2016 standards call for a systematic documented evaluation of students, which allows for remediation, retention, and dismissal (Section 4.H). The faculty also recognizes their obligation to the following:

- a. 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. Assure that students have adequate recourse to address decisions made.

Members of the faculty will evaluate student professional conduct on an ongoing-basis. All students will be reviewed by individual faculty using the Professional Characteristics Review (PCR) process during Basic Counseling Techniques (CNED 5333), Counseling and Human Diversity (CNED 5513), and Practicum (CNED 5343) and as necessary throughout the program. Admission to the program does not guarantee fitness to remain in the program. A PCR may be initiated at any time the student demonstrates behaviors that are found to be incongruent with the

Professional Characteristics Standards as determined by a faculty member, staff, course instructor, program advisor, or site supervisor. The faculty evaluates students' professional conduct based on observations of course performance, interpersonal interactions in class, 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.

Faculty may also initiate a PCR at any time for the following actions:

- Students who engage in illegal or unethical activities
- Students who present a threat to the well-being of others
- Students who are in violation of the University of Arkansas Student Standards of Conduct, the Student Handbook, or any other applicable University of Arkansas policies or procedures, or any Counseling Program policies or procedures.

In these cases, dependent upon circumstances, the PCR process may result in dismissal from the University of Arkansas Counseling Program without allowing for the opportunity for remediation.

Procedures:

Performance on the PCR is rated on a scale of 0 (competence not achieved) to 2 (competence consistently achieved) as described in the PCR Standards. A rating of 2 on all PCR standards will indicate competence. A rating of 0 on any of the PCR standards, or 1 on more than 2 standards, will begin the following procedure:

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, and as demonstrated by PCR scores, a student is not making satisfactory progress or meeting the program or university standards, the faculty member will schedule a meeting with

the student to discuss the situation. If the student does not respond to the request for a meeting within 5 days, they will be referred to a faculty retention committee (step 3, below).

At the meeting, the initiating faculty member and **at least one other** faculty member will review the PCR evaluation and discuss with the student what behavior(s) need(s) to be changed and consequences if remediation is not successful. The student and faculty members will develop a remediation plan, which may include:

- a. Specific competencies from the Professional Characteristics Standards, which require remediation;
- b. Specific recommendations to achieve remediation;
- c. Specific requirements to demonstrate how remediation efforts have been successful; and
- d. A specific deadline to evaluate progress.

Within 10 business days, the faculty will provide the student with a copy of the remediation plan for the student to review and sign. The student will have 10 business days to review, sign, and return the remediation plan. Copies of the remediation plan will be kept in the student's folder. The faculty member will then notify **in writing** the Program Coordinator, and possibly the Department Head, concerning the meeting with the student and the developed remediation plan. At any time during this remediation process, the faculty member may refer the student to a faculty retention committee.

3. A three-member Faculty Retention Committee will be convened to investigate the situation if:
 - a. The process was initiated because the student engaged in illegal or unethical activities, presented a threat to the wellbeing of others, or violated the University of Arkansas Student Standard of Conduct or other University or Program policies and procedures
 - b. A student fails to respond to a faculty member's request to schedule a meeting to review the PCR form

- c. A student fails to show reasonable progress in their remediation plan
- d. A student receives more than one PCR rated at 0, or more than 2 PCRs rated at 1, during their program of study.

The Committee will be appointed by the Program Coordinator and 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.

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.

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

- 4. The Program Coordinator and the student's faculty advisor will meet with the student and convey, **in writing**, the committee's 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 program and possibly the Department and/or Graduate School.

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).

A student not satisfied with the program's decision can follow the University of Arkansas appeal procedures.

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.

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.

University of Arkansas
Counselor Education Program
Professional Characteristics Review

Student Name: _____ Semester/Year/Course: _____

Date: _____

Evaluation Criteria

- 0 – Competence not achieved
- 1 – Competence inconsistently achieved
- 2 – Competence consistently achieved and/or exceeded
- N – No opportunity to observe

The student:	0	1	2	N
relates to peers, professors, and others in an appropriate professional manner				
demonstrates legal and ethical behaviors and considerations				
is dependable in meeting professional obligations				
is responsive to feedback given by faculty, staff, supervisors, course instructors, and peers				
displays awareness and competence regarding issues of diversity				
responds to conflict in a professional manner				
demonstrates personal and professional responsibility				
expresses personal feelings effectively and appropriately				
demonstrates openness to new ideas				
demonstrates awareness of his/her impact on others				
demonstrates responsive and cooperative behaviors				

Is competence consistently achieved in each standard observed?: ___ yes ___ no

If no, describe the specific behavior(s) observed that demonstrate competence was minimally or not achieved

Next steps (describe the responsibility of student and/or faculty)

___ resolved ___ remediation plan ___ referred to Faculty Retention Committee ___ Other
(explain)

Signatures (acknowledges the student received this evaluation):

Student

Faculty in Attendance

Professional Characteristic Review Standards

The 2014 ACA Code of Ethics (F.6a, F.6.b, F.9), as well as the CACREP 2016 Standards (4.H), state the need for a systematic evaluation process for student retention, remediation, and dismissal. Professional Characteristic Review standards are evaluated based on student performance in program, academic, clinical, supervisory, and interpersonal contexts.

1. Relates to peers, professors, and others in an appropriate professional manner

Competence achieved

- Maintains appropriate and respectful boundaries with clients, faculty, supervisors, and peers
- Respects fundamental rights, dignity, and worth of all people

Competence not achieved

- Demonstrates inappropriate or disrespectful boundaries with clients, faculty, supervisors, and peers
- Disrespectful or intolerant towards others

2. Demonstrates legal and ethical behaviors and considerations

Competence achieved

- Demonstrates awareness of own belief systems and values without imposing them on others
- Behaves in accordance with the program's accepted code(s) of ethics/standards of practice, as well as local, state, and federal law
- Provides only those services and techniques for which he/she is qualified by education, training, or experience

Competence not achieved

- Does not demonstrate awareness of own belief systems and values or imposes personal values on others
- Does not follow the program's accepted code(s) of ethics/standard of practice or applicable law
- Provides services and techniques beyond scope of competence

3. Is dependable in meeting professional obligations

Competence achieved

- Arrives on time for scheduled class and other meetings

Competence not achieved

- Absent from scheduled program obligations (e.g., class, supervision,

GA, or field site) without notifying others in advance

- Meets deadlines (e.g., practicum and internship paperwork, background checks, tapes, other assignments) and satisfactorily completes necessary paperwork
- Satisfactorily meets attendance requirements and notifies others in advance if they will be absent

- Arrives late for scheduled class and other meetings
- Rarely meets deadlines and/or paperwork is incomplete when submitted

4. Is receptive to and appropriately uses feedback given by faculty staff, supervisors, course instructors, and peers

Competence achieved

- Demonstrates ability to responsively and openly receive feedback
- Integrates and utilizes feedback appropriately

Competence not achieved

- Responds to non-positive feedback with defensiveness, anger, and/or denial
- Demonstrates minimal or no integration or utilization of feedback

5. Displays awareness and competence regarding issues of diversity

Competence achieved

- Demonstrates respect for cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, sexual identification, ability status, language, and socioeconomic status
- Demonstrates multicultural counseling competencies

Competence not achieved

- Discriminates or expresses prejudice toward cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, sexual identification, ability status, language, and socioeconomic status
- Does not demonstrate multicultural counseling competencies

6. Responds to conflict appropriately

Competence achieved

- Actively examines and acknowledges own role in conflict
- Actively participates in problem solving
- Appropriately expresses emotions and demonstrates self-control
- Addresses conflict directly with the person(s) involved
- Denies or demonstrates minimal willingness to address own role in conflict

Competence not achieved

- Does not take part, or minimally engages, in problem solving
- Displays hostility or poor impulse control when conflict is addressed
- Addresses conflict with others, instead of directly with person(s) involved

7. Demonstrates personal responsibility

Competence achieved

- Accepts own mistakes or limitations
- Accurate, honest, and fair in describing own and others roles in problems
- Accepts own mistakes/limitations and compensates appropriately

Competence not achieved

- Denies mistakes or limitations
- Makes statements that are false, misleading, or deceptive to keep blame off self
- Engages in exploitative behavior to avoid blame

8. Expresses feelings effectively and appropriately

Competence achieved

- Expresses own feelings in a way that is appropriate to the setting
- Acknowledges others feelings

Competence not achieved

- Demonstrates appropriate self-control while experiencing challenging emotions
- Does not express own feelings appropriately

- Does not acknowledge or recognize others' feelings appropriately verbalizing them

- Uses negative behaviors to demonstrate own feelings

9. Demonstrates openness to new ideas

Competence achieved

- Flexible in perspective of others' views
- Considers others' ideas and points of view

Competence not achieved

- Rigidly fixed in own perspective and ideas
- Unable or unwilling to consider others' perspectives

10. Demonstrates awareness of his/her impact on others

Competence achieved

- Aware of how words and behaviors impact others
- Willing to examine own role in problems
- Demonstrates respect toward peers, supervisors, and instructors

Competence not achieved

- Demonstrates little to no concern or awareness for impact on others
- Blames others rather than examining own role in problems
- Disrespectful toward peers, supervisors, and instructors

11. Demonstrates responsive, adaptable, and cooperative behaviors

Competence achieved

- Thoughtful and reflective in responses
- Appropriately cooperates in cooperative activities
- Demonstrates willingness to compromise
- Makes reasonable efforts to adapt to changes in professional and interpersonal contexts

Competence not achieved

- Reactionary and defensive in responses
- Little to no engagement in cooperative activities
- Frequently monopolizes cooperative activities
- Minimal effort to adapt to changes in professional and interpersonal context

