

**MANUAL FOR DOCTORAL STUDENTS
AND ADVISORS
COUNSELOR EDUCATION & SUPERVISION**

Rehabilitation, Human Resources, and Communication Disorders
College of Education and Health Professions
University of Arkansas

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PREFACE

Congratulations on your acceptance into a doctoral degree program in the Department of Rehabilitation, Human Resources, and Communication Disorders.

This *Manual* is intended to assist you in progressing toward completion of your Ph.D. program. Answers to the questions most frequently asked by students are contained in these pages. Your academic advisor, as well as staff in the departmental Graduate Coordinator's Office (Graduate Education Room 106), will be happy to respond to any additional inquiries you may have. But *please* consult the *Manual* first.

We recommend that you retain this Manual as a reference guide throughout your enrollment. You are also urged to maintain a file copy of the various forms and documents you submit as you progress through your program.

Please be sure you have the most recent edition of the *Manual*. Basic requirements spelled out in this guide will apply throughout your program. However, you are expected to keep yourself informed of any procedural changes that may have been instituted since the date of your original admission. Specific requirements of the faculty in your area of study may be obtained from your faculty advisor. Graduate School rules and regulations appear in the *Graduate School Catalog*.

Please note: You are expected to complete your doctoral program within *seven (7)* years from the time of your initial enrollment for courses utilized to satisfy the requirements of your degree program. Only under special extenuating circumstances is it possible to request and obtain an extension of time beyond this normal seven-year limit.

Also included is a checklist for keeping track of your progress. We urge you to use this list of forms and actions that must be taken at various points in pursuing your degree.

COUNSELOR EDUCATION & SUPERVISION PROGRAM FACULTY & STAFF

Paul D. Blisard, Ed.D., LPC, Clinical Assistant Professor (GRAD 135)

David D. Christian, Ph.D., LPC, LSC, Assistant Professor (GRAD 120)

- **Ph.D. Program Coordinator**
- **[Adventure Therapy Lab](#) Director**

Kristin K. Higgins, Ph.D., LPC, Associate Professor (GRAD 137)

- **Counselor Education Program Coordinator**

Tameeka Hunter, Ph.D., LPC, NCC, CRC, Assistant Professor (GE 109)

Lynn C. Koch, Ph.D., CRC, Professor (GRAD 233)

Kristi L. Perryman, Ph.D., LPC, RPT-S, Associate Professor (GRAD 134)

- **School Counseling Coordinator**
- **[Office of Play Therapy Research and Training](#) Director**

Erin O. Kern Popejoy, Ph.D., LPC, Assistant Professor (GRAD 141)

- **Clinical Mental Health Coordinator**

Anthony Vajda, Ph.D., Assistant Professor (GRAD 109)

Brent Williams, Ph.D., CRC, Associate Professor (GRAD 154)

- **Rehabilitation Counseling Program Coordinator**

Brian A. Primack, M.D., Ph.D., Dean, College of Education & Health Professions (GRAD 324)

Counselor Education Office (GRAD 136)

Counselor Education Graduate Assistants (GRAD 117)

RHRC Main Office (GRAD 106)

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 and a Student Information Packet.

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

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:

Ph.D. in Counselor Education and Supervision

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

1. Ensure graduates can provide culturally responsive, ethical, and effective counseling services from a relevant theoretical perspective.
2. Acknowledge the importance of gatekeeping through supervision and ensure graduates can provide ethical and culturally responsive supervision.
3. Train graduates in pedagogical practices that are both developmentally appropriate and culturally responsive.
4. Prepare graduates to advance the field of counseling through dynamic qualitative and quantitative research.
5. Graduate the next generation of counseling leaders and advocates who are committed to excellence in practice and equity, diversity, inclusion, and anti-racism.

Objectives:

Ph.D. in Counselor Education and Supervision

Graduates will:

1. Provide culturally responsive, ethical, effective, and theoretically guided counseling services. (Aligned with doctoral SB1 & 6.B.1. Doctoral Counseling KPI)
2. Adopt a specific framework/model to guide culturally responsive and ethical supervision. (Aligned with doctoral SB2 & 6.B.2. Doctoral Supervision KPI)
3. Implement pedagogical practices that are culturally responsive, ethical, and developmentally appropriate. (Aligned with doctoral SB3 & 6.B.3. Doctoral Teaching KPI)
4. Pursue research using appropriate methodologies and avenues of dissemination (i.e. Scholarly articles and/or presentations) that advance the counseling field. (Aligned with doctoral SB4 & 6.B.4. Doctoral Research and Scholarship KPI)
5. Develop the knowledge and skills necessary to engage in various leadership positions and forms of advocacy related to the field of counseling. (Aligned with doctoral SB5 & 6.B.5. Doctoral Leadership and Advocacy KPI)

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

The doctoral program is a research degree. Students will gain a comprehensive 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 address the following categories: (1) experiential, (2) theoretical, (3) clinical, (4) research.

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

Arkansas Counseling Association (ArCA)

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

Divisions include:

- AACES Arkansas Association for Counselor Education and Supervision
- ASCA Arkansas School 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 student must have completed at least one semester of full-time graduate coursework (minimum 12 hours) in a counselor education degree program, have earned a grade point average of 3.5 or better, and be recommended for membership by the chapter.

Retention:

The faculty members offer a broad range of quality opportunities for students to continue their development as professional counselors. Effective mentoring and advisory support along with encouragement of professional publication are examples of faculty commitment. More advanced students provide support for those who may be experiencing difficulty with coursework or simply adjusting to graduate level curriculum. Additionally, students are invited to participate in peer support groups on an academic and social level.

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. Specifically, 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 (including any and all parts of a student's dissertation).
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.

Any suspected violation of the University Academic Honesty Policy will be immediately reported to the Office of Academic Initiatives and Integrity using the Academic Integrity Allegation Evidence Form.

Doctoral 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 dissertation.

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

Dismissal:

Graduation from the University of Arkansas’ Counselor Education program is recommended only when students are personally and academically ready for entry into the counseling profession. All students must adhere to the following policies outlining specific instances that may lead to dismissal from the program.

POLICY #1: If a student earns a grade of C or lower, in any of the clinical courses (Doctoral Practicum, Clinical Internship/Instructorship/Supervision, Supervision of Counselors/Advanced Group Counseling)

- A. The CNED faculty will determine if the student is to repeat the course or withdraw from the Counselor Education 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.

POLICY #2: Should a student exhibit any inappropriate behavior or commit an ethical violation as defined by the ACA Code of Ethics and Standards of Practice: The following actions may be taken:

- A. Dismiss the student from the Counselor Education program.
- B. Place the student on probation with special conditions, which must be met for removal of probation.
- C. Recommend that the student enter counseling or psychotherapy as a condition of continuation or for readmission.

An interview process will occur as a condition of student readmission by which the ultimate decision will rest with the CNED faculty.

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
- be open to and committed to personal growth and professional development,
- be concerned about and demonstrate respect for people of diverse backgrounds,
- demonstrate emotional and mental fitness in their interactions with others,
- be able to receive and give constructive feedback, and
- use the skills and techniques that are generally accepted by others in the profession

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]) 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 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 (ACA, 2014; ASCA, 2016). 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 will be evaluated using the Professional Characteristics Review form (PCR) throughout the duration of the program. Professional Characteristic Review Standards can be found in the Appendix of this document.

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,
- 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 instructor's 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 states 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 assist students in obtaining remedial assistance as needed
- 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 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 Supervision of Counselors (CNED 6043), Cultural Foundations and Counseling (CNED 6343), Advanced Practicum (CNED 6711), Clinical Internship (CNED 674V), and as CNED faculty deem 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:

- 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 Counselor Education program policies or procedures.

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

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 timeline 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 the Counselor Education program and may consist of 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)

Grade Appeal Process for Graduate Students:

The Graduate School of the University of Arkansas recognizes that there may be occasions when a graduate student questions the fairness or accuracy of a grade. Situations that may result in an appeal include those where an instructor's policy was not applied consistently to all students, the instructor's actions differed substantially from announced policy or the syllabus, or that a policy was not announced. All grievances concerning course grades must be filed within one calendar year after the end of the term in which the grade is assigned. In such cases, the following process shall apply.

The student should first discuss the matter with the instructor involved, doing so as soon as possible after receiving the grade. If the student chooses to pursue an appeal, the student shall take the appeal in written form to the appropriate department or program chairperson of the program in which the course was instructed. The appeal should present the basis of the appeal with evidence the student may have to support the appeal. If that person determines the case has no merit, that person will inform the student and the instructor within five working days of having received the appeal from the student, or as soon thereafter as is practicable. If that person believes the complaint may have merit, that person will discuss it with the instructor. The instructor will have five working days from the date of that discussion (or as soon thereafter as is practicable) to decide whether to change the grade. In the case that the department or unit chairperson is the instructor, the student should submit an appeal in written form to the appropriate dean of the college in which the course was instructed.

If the matter remains unresolved, the department/program chair/head/director will, within 15 working days after receiving the original written approval (or as soon thereafter as is practicable), refer it to an ad hoc committee composed of programmatic or departmental faculty. This committee will be appointed by the department or program chairperson and will have at least three faculty with graduate faculty status representing the program or department in which the course was instructed. In the case where there are fewer than three faculty within the program or department to serve on the committee, graduate faculty members from a closely related discipline will be appointed to serve. In the case where the department or unit chairperson is the instructor of the appeal, the ad hoc committee will be appointed by the appropriate dean of the college in which the course was instructed. The instructor whose grade is being challenged shall not serve on this ad hoc committee.

The committee will examine available written information on the dispute, will be available to meet with the student and with the instructor, and will meet with others as it sees fit. The committee will have a maximum of 20 working days (or as soon thereafter as is practicable), from the date that the committee received the appeal, to deliberate and make a recommendation as follows.

If by majority vote, the ad hoc faculty committee determines, through its inquiries and deliberations, that the grade should not be changed, the committee shall communicate this conclusion to the student, the faculty member, and the chairperson. This will end the appeal unless the student can demonstrate a violation of University policy in the original assessment of the grade or in the deliberation by the ad hoc committee. In such cases, the graduate student will have access to the Graduate Student Grievance policy.

If, by a majority vote, the ad hoc faculty committee determines that the grade should be changed, the committee will request that the instructor make the change and provide the instructor with a written explanation. Should the instructor decline, he or she must provide to the ad hoc faculty committee a written explanation for refusing to do so within five working days of receiving the request from the committee (or as soon thereafter as is practicable).

If the ad hoc faculty committee, after considering the instructor's written explanation, concludes it would be inappropriate to allow the original grade to stand, it may then recommend to the department chairperson, or dean in the case where the department chairperson is the faculty whose grade is being challenged that the grade be changed. That individual (department chair or dean) will provide the instructor with a copy of the recommendation and will ask the instructor to implement it. If the instructor continues to decline, the chairperson or dean is then obligated to change the grade, notifying the instructor and the student of this action. Only the chairperson or dean has the authority to affect a grade change over the objection of the instructor who assigned the original grade, and only after the foregoing procedures have been followed. The final decision on the appeal must be made within 45 days of the student submitting it to the department/program chair/head/director (or as soon thereafter as impracticable). The instructor may appeal the decision to the academic dean or if the instructor is that person, to the Provost.

This policy and other information and policies related to the topics below can be found in the 2019-2020 Graduate Catalog on p. 441) page includes information and policies about the following:

Academic Grievance Procedures for Graduate Students
Grievance Policy and Procedures for Graduate Assistants
Research and Scholarly Misconduct Policies and Procedures

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., School Counseling, Clinical Mental Health Counseling, Counselor Education and Supervision)

Advisory Council:

The Counselor Education program has an advisory committee that meets twice a year to provide guidance and suggestions concerning the program. Council membership is made up of representatives from the following: School Counseling, Clinical Mental Health Counseling, Rehabilitation Counseling, Counselor Educators, current students, 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 (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 Arkansas 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 one of the [Principles of Learning and Teaching](#) Praxis tests and the [Professional School Counselor](#) Praxis test. Additional information can be found at:

- [Arkansas Department of Education – Educator Licensure Unit](#)
- [Arkansas Department of Education – Guidance and Counseling](#)
- [ETS/Praxis website](#)

Rehabilitation Counseling Certification

Graduates of the Rehabilitation Counseling concentration 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>

COUNSELOR EDUCATION COURSE REQUIREMENTS

Counselor Education Ph.D. Degree Program Requirements Effective Fall 2017

Required Core:

| | Hours | |
|-----------|--------------|---|
| CNED 6013 | 3 | Advanced Counseling Theory and Methods |
| CNED 6033 | 3 | Advanced Group Theory and Methods |
| CNED 6043 | 3 | Supervision of Counselors |
| CNED 6223 | 3 | Foundations of Counselor Education and Supervision |
| CNED 6343 | 3 | Cultural Foundations and Counseling |
| CNED 6711 | 3 | Advanced Counseling Practicum-100 hours |
| CNED 674V | 3 | Advanced Clinical Internship-300 hours |
| CNED 674V | 3-9 | Internships: Research/Instructorship/Supervision 300 hours |
| CNED 700V | 18 | Doctoral Dissertation |

Plus 4 courses from any of the following electives:

** Or other electives as approved by committee**

| | | |
|-----------|---|--|
| CNED 6093 | 3 | Counseling Children and Adolescents through Play |
| CNED 6003 | 3 | Counseling and Addictions |
| CNED 6133 | 3 | Introduction to Play Therapy |
| CNED 699V | 3 | Seminar |
| CNED 6203 | 3 | Disability Policy in the US |
| CNED 6213 | 3 | Advanced Psychosocial Aspects of Disability |
| CNED 6233 | 3 | Employment Practices and Interventions |
| HIED 6323 | 3 | Design and Evaluation of College Teaching |
| HIED 6013 | 3 | The Professoriate: Problems and Issues |
| HIED 6343 | 3 | Strategies for Effective College Teaching |
| HIED 6643 | 3 | College Students in the US |

Research Requirement (15 hours including):

| | | |
|------------|---|--|
| CNED 6073 | 3 | Advanced Research in Counseling |
| ESRM 6403* | 3 | Educational Statistics and Data Processing |
| ESRM 6413 | 3 | Experimental Design in Education |
| ESRM 6533 | 3 | Qualitative Research |
| Elective | 3 | Elective approved by committee |

* Prerequisite is Introduction to Educational Research - ESRM 5013.

Please Note:

- 1) A number of these courses require prerequisites. The student will work in concert with her or his advisory committee in developing a plan of study to complete all necessary prerequisites.
- 2) All doctoral candidates must complete both clinical internship(s) and instructorship(s) with advisory committee approval as mandated in a CACREP accredited Ph.D. program.

COUNSELOR EDUCATION AND SUPERVISION ASSESSMENT PORTFOLIO

Introduction:

The *Counselor Education and Supervision Assessment Portfolio* allows you to collect and keep a continuous systematic digital record of your academic performance and professional development during your time in the U of A Counselor Education program as you pursue your PhD degree in Counselor Education and Supervision. It provides evidence that you have achieved appropriate levels of proficiency and competencies expected of Counselor Education and Supervision PhD candidates.

During your professional preparation you will be collecting samples of evidence from all program activities and courses that demonstrate your competency in meeting student learning outcomes (SLO) and CACREP/program standards.

Purchase a flash drive to store your portfolio. You should also back it up on your personal computer, and possibly in a cloud-based storage such as iCloud, One Drive, Drop Box, Google Drive, etc. Your completed portfolio should not only provide evidence of your levels of proficiency in the competencies expected by the Counselor Education program, but it should also provide documents and information that you wish to present to a prospective employer as well as evidence of your professional performance required by licensure boards and certification committees.

Evidence of Competency Performance:

You will engage in a variety of activities both in and out of classes that provide you with the opportunity to demonstrate your competency and achievement of student learning outcomes and

the achievement of CACREP and program standards. These activities will relate to the following five competency areas: (1) Counseling, (2) Supervision, (3) Teaching, (4) Research and Scholarship, and (5) Leadership and Advocacy.

Start Date and Due Date:

Students will begin developing their portfolio during the first semester and continue adding content each semester throughout their program. You and your major advisor, the chair of your advisory committee, will monitor your progress of developing the portfolio throughout the course work portion of your program. The completed portfolio will be due during the oral session of your candidacy examination. You will submit it, on a flash drive, to your major advisor and you will provide an overview of your accomplishments as documented in the portfolio to your advisory committee during the oral portion of your candidacy exam.

The flash drive will be returned to you and the program will maintain a copy of the portfolio on a program computer, with a back-up online, during the current CACREP accreditation cycle. You will have a copy of the portfolio for use as a record of your achievements and evidence of meeting CACREP standards as needed for purposes of certification, licensure, and etc.

Evaluation:

Following the presentation of your portfolio to your advisory committee during the oral portion of your candidacy exam the committee will evaluate your portfolio using the following rubric:

1 – Worst Possible Outcome = Evidence in the portfolio reflects limited to no knowledge, understanding, and ability required to demonstrate competencies associated with student learning outcomes (SLO) and program standards associated with the five competency areas of Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy.

2 - Less than Expected Outcome = Evidence in the portfolio reflects average knowledge, understanding, and ability required to demonstrate competencies associated with student learning outcomes (SLO) and program standards associated with the five competency areas of Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy.

3 – Expected Outcome = Evidence in the portfolio reflects above average knowledge, understanding, and ability required to demonstrate competencies associated with student learning outcomes (SLO) and program standards associated with the five competency areas of Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy.

4 – Better than Expected Outcome = Evidence in the portfolio reflects superior knowledge, understanding, and ability required to demonstrate competencies associated with student learning outcomes (SLO) and program standards associated with the five

competency areas of Counseling, Supervision, Teaching, Research and Scholarship, and Leadership and Advocacy.

Portfolio Content and Organization:

In addition to your curriculum vita you will organize your portfolio by folders which will contain the evidence of your competencies in the five competency areas. Hence you will have six folders one for your curriculum vita and one for each of the following five competency areas (1) Counseling, (2) Supervision, (3) Teaching, (4) Research and Scholarship, and (5) Leadership and Advocacy. Following are examples of what you should include in each folder. The following represents examples of evidence to include in each folder. Content need not be limited to the examples.

A – Curriculum Vita

B - Evidence of Counseling Competency

- A description of your personal counseling theory and approach (2-4 single spaced pages).
- Copies of licensure and certification documents.
- Feedback from site supervisors during clinical practicum and internships.
- Feedback from any clinical employment.
- Evidence of achievement of student learning outcomes and program/CACREP standards from classes taken (i.e. CNED 6013 Advanced Counseling Theory and Methods, CNED 6033 Advanced Group Theory and Methods, CNED 6711 Advanced Practicum, and all CNED 674V Clinical Internships).
- Submit any other materials supporting counseling competencies.

C - Evidence of Supervision Competency

- A description of your supervisory approach (2-4 single spaced pages). (include a statement overviewing your theory of supervision, key supervision principles learned during your doctoral training, integration of feedback from supervisees and supervisors, areas of strength, and areas of growth related to supervision.
- Include all feedback from supervisors obtained in the class CNED 6043 Supervision of Counselors and supervision internship experiences.
- Evidence of achievement of student learning outcomes and program/CACREP standards from classes taken (i.e. CNED 6043 Supervision of Counselors).
- Submit any other materials supporting supervision competencies.

D - Evidence of Teaching Competency

- A description of teaching philosophy (2-4 single spaced pages). (include such topics as your theory of learning and teaching, how you conceptualize the learning process, and approaches to student evaluation in counselor education.

- Include all evidence of competency from instructorships and co-teaching experiences.
- Include all evidence of competency from experiences as sole instructor in undergraduate and/or graduate classes.
- Include evidence of achievement of student learning outcomes and program/CACREP standards from classes taken that focus on teaching competencies.
- Submit any other materials supporting teaching competencies.

E - Evidence of Research and Scholarship Competency

- A description of your research agenda (2-4 single spaced pages).
- Include examples of key lessons learned about research during the doctoral program, and provide examples of feedback you have received from peer reviewers, editors, peers, and faculty members related to writing and research. Also discuss how you have incorporated this feedback into your writing and research plans. Include a discussion of how quantitative, qualitative, and mixed method approaches will inform your research agenda.
- Provide a discussion of any research project activity or research internship experiences.
- Include at least one first-author manuscript reviewed by a peer-reviewed counseling journal. The manuscript does not need to be accepted for publication, but must have received written feedback from reviewers and the editor or editorial board. Include the original submission, all feedback, and the revised manuscript.
- Include all additional publications and scholarly work.
- Include a dissertation pre-proposal presentation handouts.
- Include evidence of achievement of student learning outcomes and program/CACREP standards from classes taken that focus on research and scholarship competencies (i. e. CNED 6073 Research in Counseling).
- Submit any other materials supporting research competencies (e.g., conference program proposals, conference presentations, class research papers, etc.).

F - Evidence of Leadership and Advocacy Competency

- Evidence of service and engagement in professional organizations.
- Evidence supporting efforts of leadership and advocacy.
- Evidence supporting mentoring activities.
- Evidence supporting efforts of counseling outreach and service.
- Evidence of achievement of student learning outcomes and program/CACREP standards from classes taken that focus on research and scholarship competencies (i. e. CNED 6223 Foundations of Counselor Education and Supervision).

- All other evidence of leadership and advocacy competencies

Department and College Overview

RHRC Program Areas and Doctoral Degree Programs:

The Department of Rehabilitation, Human Resources, and Communication Disorders, is one of six *departments* comprising the *College of Education and Health Professions*. The Department, in turn, consists of six different program areas: (1) Higher Education; (2) Communication Disorders, (3) Adult and Lifelong learning, (4) Counselor Education; (5) Human Resources and Workforce Development, and (6) Educational Research and Statistical Methods.

Currently, the Doctor of Education (Ed.D.) degree is offered through RHRC in Adult and Lifelong Learning (ADLLED), Human Resource and Workforce Development (HRWDED), and in Higher Education (HIED). The Doctor of Philosophy in Education degree (Ph.D.) is offered in Counselor Education (CNED) and Educational Statistics and Research Methods (ESRM).

Declaration of Intent:

Upon acceptance into a doctoral degree program, the student must file a statement of intention to become a degree candidate with the Dean of the Graduate School in Ozark Hall. All requirements for the degree must be satisfied within seven years of the date of filing this official Declaration of Intent.

Program of Study:

Your Program of Study must be reviewed and approved by the departmental Coordinator of Graduate Studies before you have completed twelve (12) hours of course work.

Degree Program Phases:

The doctoral degree program is divided into two stages or phases: an “advisory” phase and a “candidacy” phase.

The *advisory* phase begins with a student’s initial acceptance into the program and continues until successful completion of an oral examination following written candidacy examinations. Major steps during the advisory phase include: (1) selection and appointment of an advisory committee; (2) development and submission for official approval of a program of study; (3) completion of all required courses, as summarized on the program of study; (4) satisfying the residence requirement; (5) successful completion of written candidacy examinations; and (6) successful performance on an oral candidacy examination.

The *candidacy* phase extends from the period following the successful completion of the oral candidacy examination until the actual awarding of the degree. Major steps during the candidacy phase include (1) the appointment of a dissertation chair and a dissertation committee; (2) preparation of a dissertation proposal; (3) approval of the proposal; (4) IRB; (5) writing of a dissertation, which may entail completing several successive manuscript drafts; (6) submission and oral defense of the dissertation; (7) filing of the completed, approved dissertation; and (8) graduation.

Doctoral Degree Program Requirements:

University policies and procedures governing doctoral program requirements may be found in the *Graduate School Catalog*. (The edition of the Catalog in effect at the time of a student's admission serves as the authoritative document governing the requirements and procedures of his or her degree program thereafter.)

Specific policies and procedures of the Graduate Faculty in the College of Education and Health Professions are outlined in the Graduate Education Handbook. Each student's advisor should have a copy of the Handbook.

Doctor of Philosophy in Counselor Education (Ph.D.) Degree Requirements:

1. All students in the Ph.D. program must satisfy a *residency requirement* by completing a minimum of two consecutive semesters of full-time graduate study (nine or more hours per semester), either fall-spring, spring-fall, spring and a complete 10-week summer session, or a complete 10-week summer session and fall.

A student who holds a half-time appointment as a Graduate Assistant must enroll for six credit hours per semester. A student not on appointment who intends to satisfy one semester of the residency during the summer must satisfactorily complete a minimum of five semester hours of such work during each five- or six-week summer session. For a student holding a concurrent assistantship of 25 or 50 percent time in the summer, the requirement is three semester hours per any five- or six-week summer session.

2. A *minimum of 98* semester hours of graduate study is required for the Ph.D. degree, including a minimum of 18 hours of credit for dissertation work. (All degree-related course work completed satisfactorily subsequent to receiving an undergraduate baccalaureate degree, with approval by the student's Advisory Committee, may contribute to this 98-hour required total.) A minimum of **60** semester hours, including 18 hours of dissertation work, must be completed subsequent to formal admission, and must be taken on the Fayetteville campus.
3. A cumulative grade point average of **3.25** (4-point scale) must be maintained for all courses completed to satisfy the requirements of the degree. A grade of "D" will not carry graduate credit. No substitute credit is allowed for courses in which a grade other than "A" or "B" was awarded.
4. Each plan of study must include certain required "core" courses specified by the Graduate Faculty of the College of Education and Health Professions. The student's advisor will supply instructions and a current list of all required core courses.
5. The plan of study must include all courses required within the major field of study in education and one or two additional fields of study outside the major field, as decided upon in consultation with the student's advisor and as approved by an advisory committee.

6. Additional requirements (discussed elsewhere in this *Manual*) include satisfactory performance on written and oral candidacy examinations, as well as the preparation and successful oral defense of a dissertation.

Steps in the Progression Through the Degree Program:

Advisory Phase:

Step One: Initial Consultation with a Temporary Adviser

Immediately following the student's formal admission to a doctoral degree program, a temporary advisor will be designated to assist with initial enrollment, selection of courses, and preliminary planning of a proposed program of study.

Step Two: Drawing Up a Tentative Program of Study

Careful advance planning may be necessary in laying out a proposed program of study to satisfy all degree program requirements. *This task should begin during a student's first term of enrollment following admission.* Some courses (either required or elective) have prerequisites that must be satisfied prior to enrollment. Certain courses may be offered only once within an 18-month to 2-year period. A course rotation schedule for departmental offerings should be reviewed by the student with his or her advisor. A copy of the course schedules may be found on the CNED website. Since some rotations may be subject to periodic change, it is imperative that a program of study be drawn up in accordance with the most recent course rotation schedule. A program of study cannot be filed until an Advisory Committee has been appointed and has approved the proposed program.

Step Three: Appointment of A Doctoral Advisory Committee

Prior to completing twelve (12) semester credit hours, the student in consultation with his or her advisor shall select a Doctoral Advisory Committee. The Doctoral Advisory Committee will serve as a program advisory committee until all course work is completed and the written and oral examinations have been successfully passed. Normally, this action should be taken before the end of the first semester of enrollment following initial admission to the degree program. The responsibilities of the Advisory Committee body are:

1. to approve an official program of study;
2. to approve a plan for fulfilling the residency requirement;
3. to prepare and assess the results of a comprehensive written candidacy examination once all required course work has been completed; and
4. to conduct an oral candidacy examination.

The Advisory Committee should consist of four or more faculty members whose academic credentials and experience qualify them to develop and examine the academic preparation of students in the program area; and shall include two faculty from the program. Small programs should present a list each Fall semester of persons who will be considered as program faculty.

The student may ask his or her temporary advisor to serve as chair of the proposed doctoral Advisory Committee--in which case he or she is considered to have accepted responsibility for becoming that student's "permanent" advisor. The student may request, without prejudice, that someone other than his or her temporary advisor chair the Advisory Committee.

Furthermore, not all faculty members are authorized to chair doctoral advisory committees. Most--but not necessarily all--faculty members are eligible to serve as advisory committee members. A list of RHRC departmental faculty members eligible to chair or serve as members of advisory committees is posted on the bulletin board opposite Room 250.

It is the student's responsibility, in consultation with his or her temporary advisor, to obtain the consent of each person proposed for inclusion on the Advisory Committee, including its chair. It is also the student's responsibility to confirm the eligibility of any faculty member proposed from outside the department to serve as a committee member. The "outside" member typically is drawn from a disciplinary specialization besides the major that the student plans to incorporate within his or her program of study.

Two copies of the *Doctoral Advisory Committee* form, personally signed by all proposed committee members, must be submitted through the Graduate Coordinator's Office for approval by the College's Committee on Graduate Study in Education, and, ultimately, by the Graduate School. Personnel in the RHRC departmental Graduate Coordinator's Office (GRAD 106) will forward the signed form on the student's behalf once it is submitted.

Step Four: Advisory Committee Approval of a Program of Study

The most immediate function of the Advisory Committee is to review and approve the proposed program of study developed in cooperation with the academic advisor. Assuming careful advance preparation and compliance with all requirements, the review and formal approval of the program by the Advisory Committee should be a routine matter.

A program of study is designed to support the advisee's own academic and professional goals. It builds on previous graduate study, where appropriate, and basically defines the academic identity of the degree itself. The program of study designates all courses to be completed prior to the student's application to sit for the written and oral candidacy examinations. It must conform to all requirements set forth in the Graduate School Catalog, all requirements established by the College of Education and Health, and all requirements stipulated for the degree by program area faculty.

The departmental Coordinator of Graduate Studies must sign off on each doctoral program of study to verify that it conforms with the general program requirements established by the relevant program area faculty. In instances where a program does not conform to established requirements, the Coordinator requests the chair of the advisory

committee to secure a written memorandum of assent bearing the signatures of a majority of the faculty within the program area.

College of Education and Health Professions Graduate Faculty policy requires that *prior to completing twelve (12) semester credit hours*, the student, in cooperation with the major advisor and the advisory committee shall develop and submit the completed, signed *Program of Study* form. (One copy of the form should be retained by the student, one by the advisor, and one copy should be filed with the Office for Research and Graduate Studies.)

Once approved, a program of study serves as an agreement or “contract” between the faculty and the student as to what academic studies will be required. It also provides the student a measure of protection from the possibility of arbitrary changes which otherwise might result from changes in the composition of the Advisory Committee (e.g., because of the resignation or retirement of a faculty member).

A program of study, once approved, may be subsequently modified by signed mutual agreement between the student and the advisory committee.

Step Five: Written Candidacy Examinations & Portfolio Presentation

No student may register for written candidacy examinations prior to the last semester of enrollment in courses required for completing the program of study.

A student may enroll for no more than a maximum of three (3) hours of dissertation credit during the semester when he or she completes comprehensive examinations; and the student may not enroll for dissertation credit in any prior semester.

Prior to registering for the candidacy examinations, every student is strongly encouraged to meet with his or her advisor in order to review the plan of study: (1) to ensure that all courses listed will have been completed satisfactorily; and (2) any changes or modifications to the original plan were recorded and approved. A copy of one's transcript is helpful for the purpose of reviewing the completed plan of study.

Written comprehensive examinations are prepared by the doctoral Advisory Committee. Examinations are scheduled at the discretion of the committee chair.

It is the responsibility of the student's major advisor to assemble the examination questions from each committee member and ensure they are provided to the student by the identified date. Each comprehensive candidacy examination packet consists of four questions related to one of the areas of counselor education and supervision (i.e., clinical practice, supervision, teaching, research, and leadership and advocacy). All Advisory Committee members contribute one question with their topic assigned by the major advisor. The student has two weeks to complete a response to each of the questions.

Students intending to sit for the examinations are encouraged to solicit general information about the type of questions to be included and the breadth or scope of coverage to be anticipated. In no case, however, will specific questions be disclosed in advance. *No student may necessarily assume that the examination questions posed will*

be limited strictly to the specific content of courses taken to complete his or her program of study. Candidacy examinations are intended to determine a student's mastery of a designated pattern of study, not simply mastery of specific courses.

Step Six: The Doctoral Oral Candidacy Examination

The conclusion of the *advisory* phase of a student's program is marked by success on an oral candidacy examination. Hereafter, the student is considered an official candidate for the doctoral degree.

It is the prospective candidate's ultimate responsibility to make all necessary arrangements for the scheduling of the oral candidacy examination. The examination, which lasts between 90 and 120 minutes, should be scheduled no later than a month following written examinations.

Oral candidacy examinations must be scheduled for a minimum of one and a half hours. All advisory committee members should be present; and no defense may proceed with less than three (3) committee members present. Other faculty members and students may attend as observers. Any faculty member, whether or not a member of the original Advisory Committee, may participate by request or invitation in the deliberations.

The primary purpose of the oral examination is to question the student over the content of his or her responses to the previous written examination questions. However, the content of the oral examination need not be confined to the specifics of the written candidacy examinations.

Within 30 days of the date by which the oral examination has been passed, the candidate's major advisor must file a *Candidacy Examination Report* with the *Director* of the Graduate School in Ozark Hall.

No doctoral student may advance to formal degree candidacy without having performed satisfactorily on both the written and oral candidacy examinations. There is no automatic provision made for a repetition of failed examinations.

The student's major advisor, in consultation with other members of the Advisory Committee, is responsible for determining whether or not the student's performance on both the written and oral examinations has been satisfactory. In the event the student's performance is judged unsatisfactory, the committee, at its sole discretion, may:

- (1) decline to offer the student an opportunity to retake all or any portion of the written examinations;
- (2) allow the failed student to retake all or some portion of the written examinations;
- (3) recommend that the failed student complete additional course work or other experiences prior to written and/or oral re-examination.

The student must comply with all of the committee's stipulations before retaking any examination.

If the written or oral examination is failed a second time, the student is withdrawn from the doctoral program. The major advisor, writing on behalf of the Committee, must supply the student with a formal written rationale for the committee's decision.

Candidacy Phase:

Upon admission to candidacy, every student must be continuously enrolled thereafter for at least one (1) hour of dissertation credit every term, including summer, until all graduation requirements have been met. A minimum of 18 hours of credit for dissertation work must be completed.

Step Seven: The Dissertation Committee

The Dissertation Committee shall be composed of two (2) faculty from the program, at least one (1) from the department but not from the program, and at least one (1) member from outside the department (this person may be from outside the College of Education and Health Professions).

Candidates must submit a Dissertation Committee Appointment Form to the Graduate Studies Committee within 20 working days of admission to candidacy. Not all faculty members are eligible to chair a dissertation committee, and all prospective dissertation directors may hold no more than five dissertation directorships in any given year.

Step Eight: Preparing a Dissertation Proposal

After attainment of formal candidacy for the doctoral degree, the student may prepare and submit his or her dissertation proposal for review. Typically, a dissertation proposal is developed in close cooperation with the candidate's major advisor/dissertation director and also may involve extensive informal consultations with other faculty members who agree to serve as resource guides or mentors. *No dissertation proposal will be approved prior to the student's attainment of official candidacy status.* The dissertation proposal is approved first by the Dissertation Committee and then by the Institutional Review Board. The Doctoral Dissertation Title and Dissertation Committee Form must be submitted to the Graduate School upon Institutional Review Board clearance of the dissertation research proposal.

Candidates are strongly urged to consult the many guides and references pertaining to the writing of a dissertation. It is further recommended that every candidate examine dissertations in his or her field of specialization before embarking on the task of preparing a dissertation proposal.

A dissertation proposal consists of a detailed plan outlining the topic, structure, organization, and methodology involved in the proposed dissertation study. The proposal

should be as specific as possible in order to satisfy the dissertation director and committee that the candidate has conveyed clearly what he or she plans to do, as well as why, how, when and where the project is to be carried forward. The importance of the dissertation proposal cannot be overestimated. The more accurate, complete, and detailed the proposal, the easier it should be to complete the dissertation.

Oversimplifying somewhat, the dissertation proposal should give clear and unequivocal answers to the following basic questions:

1. *What is the nature of the inquiry to be pursued? What questions will be posed?*
2. *Why is the study important and worth doing? How will the information thereby generated represent a significant and original contribution to scholarship? How will it differ from similar studies?*
3. *How will the study be conducted? How will it be organized and presented?*

The specific format to be used in preparing a dissertation proposal may vary, depending on the type of investigation to be pursued. A typical proposal for an empirical research investigation should incorporate five major elements (though not necessarily as discrete parts):

1. A clear statement of the problems, issues or topics to be addressed; a rationale for the uniqueness and potential significance of the investigation or analysis; definitions of technical terms; and a statement of the limitations of the proposed study;
2. A comprehensive and critical review of relevant literature and related research;
3. A detailed description of how the hypothesis or hypotheses will be tested; the population sample to be utilized; the instrumentation to be employed in gathering data; research protocols; the statistical treatment(s) to be used; and the level(s) of statistical significance adjudged to be necessary for meaningful completion of the investigation;
4. An appendix containing the draft text of instruments to be used for collecting data; and
5. A complete bibliography encompassing all sources cited under part (2) as well as other pertinent documents.

Note: Once the dissertation proposal has been approved, the portion of the text addressing the elements in (1) above, with some rewriting, may become the opening chapter of the full dissertation itself. Text relevant to the elements cited under (2) above might be revised to serve as the basis for a second chapter; and the discussion of the elements cited under (3) possibly could supply a draft for the third chapter. An appendix (4) and bibliography (5) likewise may be incorporated within the completed dissertation. In sum, investing time and effort in preparing a detailed proposal will simplify and shorten greatly the task of writing the dissertation itself.

An alternative approach is to prepare a shorter prospectus of about 12 to 20 pages, incorporating the elements specified above in more abbreviated form. The candidate should consult with his or her dissertation director as to which approach should be followed in preparing the proposal for review.

Dissertations employing historical, philosophic, theoretical or ethnographic modes of investigation typically necessitate a somewhat different proposal format. Nonetheless, common to all are the following component elements:

1. A clear statement of the problem(s) to be investigated; a rationale for the importance or significance of the inquiry; a statement of the limitations of the proposed research; the hypothesis or hypotheses to be tested; definitions of technical terms; and a summary preview of how the hypothesis or hypotheses will be tested (i.e., how the data will be treated);
2. A comprehensive review of relevant literature and related research;
3. A summary overview of the organization or structure of the study; and
4. A complete bibliography

Step Nine: Committee Approval of The Dissertation Proposal

Once the candidate and the dissertation director are satisfied that the proposal is ready to present to the Dissertation Committee, a copy of the proposal should be sent to each committee member. The committee should have a *minimum* of one-week (five full working days)--preferably two (2) weeks--to examine the proposal before the Dissertation Committee is convened. The candidate is ultimately responsible for arranging the time, date, and place of the dissertation proposal review meeting. Approval of the dissertation proposal requires the unanimous consent of all committee members. Once this is complete you must submit Dissertation Title Form.

Step Ten: The Institutional Review Board

Even though it may appear that risk to research subjects or participants is negligible, any research that involves human subjects must have prior approval from the University's Institutional Review Board before the dissertation study or even a preliminary pilot study may be initiated. An *IRB Cover Sheet* (Institutional Review Board Form) must be submitted for review by a Departmental Review Board. The Chair of the Departmental Review Board will forward all research requests to the Institutional Review Board.

Step Eleven: The Dissertation

Immediately after the dissertation proposal has been approved by the Dissertation Committee and the Institutional Review Board, the Doctoral Dissertation Title and Dissertation Committee form should be completed and sent directly to the Dean of the Graduate School in Ozark Hall.

As previously noted above, a minimum of 18 semester hours of enrollment for dissertation credit is required. A candidate must be continuously enrolled until completion of the dissertation.

A doctoral dissertation, as described in the *Graduate School Catalog*, is intended to represent "a definite, scholarly contribution to the major field. This contribution may be in the form of new knowledge of fundamental importance, or of modification, and amplification, and interpretation of existing significant knowledge."

The dissertation is considered an original work submitted by the candidate. He or she may seek advice and counsel on the study's design and methodology and the appropriate analysis of data. However, the candidate is solely responsible for the execution of the dissertation study, including all research whether quantitative or qualitative.

Every dissertation must conform to the style and format requirements contained in the *Guide for Preparing Theses and Dissertations*, Graduate School, University of Arkansas (latest edition) or online at www.uark.edu/depts/gradinfo. A copy of this document may be obtained from the Arkansas Union Bookstore. This Guide must be read with scrupulous attention to all details. All instructions must be followed exactly, to the letter. Included, for example, are detailed specifications governing page margins, page numbering, title pages, the exact type of paper allowed, copyrights, and other procedures for final clearance of the completed manuscript.

Dissertation style must follow an accepted format consistently, as approved by the candidate's Dissertation Committee.

The Writing Center is a campus facility available to provide guidance and assistance to students as they begin the work of writing a dissertation. Personnel are prepared to help with problems involving clarity of writing, organization and structure, technical writing deficiencies, matters of style, footnoting and other mechanical considerations. The Writing Center does not provide proofreading services.

It is not at all unusual for a dissertation director to require that the student prepare several successive manuscript drafts or revisions. All necessary changes or revisions required by the director must be effected. (The use of word processing equipment is therefore strongly encouraged.)

Any student engaged in the writing of a dissertation is encouraged to contract privately for the services of a copy editor before the final manuscript draft is completed. The version submitted to the Dissertation Committee must be complete and free of all typographical and grammatical errors. *An incomplete or uncorrected dissertation manuscript may not be submitted to the Committee.*

Step Twelve: The Oral Defense

A candidate's final examination for the doctoral degree consists of an oral defense of the dissertation. This defense must be scheduled a minimum of two (2) weeks in advance.

"The candidate's final examination for the degree...will be oral. The major adviser will forward to the Dean of the Graduate School, not less than ten (10) days before the date of the final oral examination, an abstract of the dissertation accompanied by a memorandum announcing the date, time, and place of the oral examination. The examination will be primarily concerned with the field of the dissertation but may also include other aspects of the candidate's graduate work. This examination is open to the public."

A candidate's failure or inability to deliver a copy of the dissertation in its intended final form to the Committee members prior to the ten-day advance deadline and at least six weeks prior to graduation, even for reasons extending beyond the student's control, may result in postponement or cancellation of the oral defense and final graduation.

The candidate is responsible for “trouble-shooting” the dissertation, i.e., checking to be sure each member of the dissertation committee is agreed the dissertation is ready for the defense.

- 1. The major advisor will forward to the Dean of the Graduate School, not less than ten (10) days before the date of the final oral examination, an abstract of the dissertation accompanied by a memorandum announcing the date, time, and place of the oral examination.**
- 2. The major adviser and candidate will be jointly responsible for posting an oral defense meeting announcement on appropriate departmental bulletin boards and sending out copies to the ELCF faculty. The announcement shall be posted and circulated no less than five (5) days prior to the scheduled date of the defense. (An example is given in the appendices.)**
- 3. Participation in discussion at the oral defense meeting by non-members of the dissertation committee may be permitted at the discretion of the dissertation director.**

Students enrolled in a doctoral program are strongly encouraged to attend one or more oral defenses prior to their own. The purpose is to become familiar with procedures commonly followed on such an occasion.

Characteristically, the dissertation director serves as moderator of the proceedings. The oral defense may open with a brief statement by the candidate, which includes an overview of the study, its purpose, significance, and the major findings or outcomes. Each committee member is then invited to pose questions, with additional follow-up questions as deemed necessary. The dissertation director is usually the last member of the committee to pose questions.

When questioning has been completed, the doctoral candidate and all visitors are excused. The Dissertation Committee then votes to determine whether or not the oral defense has been successful.

If the candidate fails the oral defense, the Dissertation Committee determines when and under what stipulations another oral defense of the dissertation may be scheduled. The committee is not obliged to provide a second opportunity to defend the dissertation.

It is not unusual for the Dissertation Committee to require last-minute minor changes or editorial corrections to the dissertation manuscript. All required changes must be effected promptly by the candidate.

Step Thirteen: Dissertation Submission

Upon completion of the final oral defense, the student must assume responsibility for requesting his or her dissertation director to submit the official *Residence Plan-Doctor of Philosophy, Record of Progress-Doctoral Program* and *Schedule of Study-Doctoral Program* forms (Ph.D. degree) to the Office for Research and Graduate Studies in the Graduate Education Building.

Two final copies of the dissertation printed on 20-weight 100% cotton bond paper and three copies of an abstract (350 words, 1 1/2 pages) must be submitted for review by the Graduate School in Ozark Hall. Following official approval, the two copies must be deposited in the Mullins Library together with three copies of the abstract, *no later than a minimum of two weeks before the degree is to be conferred*. (It is highly recommended that the candidate submit his or her manuscript for an informal review by a staff person in the Graduate School before printing final copies.)

One bound copy of the dissertation should be supplied to the dissertation director and another to the RHRC department. The University Print Shop offers binding services.

A *Survey* form and a *Doctoral Dissertation Agreement* form, available from the Graduate School, must be completed and returned with the final dissertation copies.

Step Fourteen: Graduation

Each doctoral candidate must apply for graduation at the Graduate School in Ozark Hall *at the beginning of his or her final semester*, in compliance with the deadline published in the *Schedule of Courses* (“Racing Form”) each semester.

Detailed instructions regarding commencement exercises are mailed to persons whose names appear on the official graduation list. Requirements for graduation may be met in May, August, or December of each calendar year. Commencement ceremonies are held only once a year, in May. Persons who have completed all degree requirements by the *preceding* August or December may participate in the *next* May commencement exercises.

The faculty works to understand the strengths and weaknesses of degree programs within the department by requesting your evaluation of the program you complete. Upon completing all of your degree requirements you will be asked to complete a short questionnaire about your program of study. Please complete and return the evaluation questionnaire as soon as possible upon completion of all graduation requirements. Your evaluative feedback will be used to improve the offerings within RHRC.

Questions and Answers

The following questions are most often asked by doctoral students:

Question: Will my temporary advisor automatically become my permanent major advisor?

Answer: No, after becoming better acquainted with the program area's faculty, you may request another advisor. However, not every faculty member is eligible to chair a doctoral advisory committee. (Also, because faculty members are limited in the number of new dissertation committees they may chair in any given year, the person you wish to have serve as your dissertation advisor once you achieve candidacy status may be unable to do so on a time schedule convenient to you.)

Question: Who is responsible for selecting my Advisory Committee? When should this Committee be appointed?

Answer: You are responsible for selecting eligible faculty members to serve on your Advisory Committee. (Some programs have opted to have a program Advisory Committee.) Check this with your temporary advisor. You are responsible for meeting with each individual and obtaining his or her signature on the appropriate form. The Committee should be formed before you have completed twelve (12) semester hours of course work.

Question: Is it my responsibility to schedule the time and place of any meetings I have with my Advisory Committee?

Answer: Yes! You also will need to send each member a memo verifying the meeting day, time and place.

Question: Is a formal meeting required when seeking approval for my proposed Program of Study?

Answer: Check with your advisor on the preferred procedure. It is highly advisable to hold a brief meeting of the Advisory Committee, with all members present. A draft copy of the Plan of Study form should have been completed and sent to each committee member well in advance of the proposed meeting. A Plan of Study should be submitted for review and approval before you have completed twelve (3) semester credit hours of required course work.

Question: Must I provide refreshments at my committee's meeting?

Answer: No.

Question: Is there a fee to take the comprehensive examinations?

Answer: There is no fee required.

Question: Is it appropriate to present my ideas for my dissertation to my Advisory Committee during my oral candidacy exam?

Answer: Only if your Advisory Committee will be appointed as the Dissertation Committee. Time permitting, it is not inappropriate to discuss possible dissertation topics.

Question: How much time should I allow for my Dissertation Committee to review my proposal before scheduling a meeting?

Answer: Two weeks is considered an appropriate interval.

Question: Is there a form needed when submitting my dissertation title?

Answer: Yes. It is a Graduate School form, entitled *Dissertation Title* and *Dissertation Committee Form*. (If you change your committee, you also will need to submit *Change of Committee* form.) The secretary in 251 Graduate Education will hold the dissertation title form until your IRB form has been approved by the University IRB Committee. Be sure to notify her when you have been notified of final approval to begin your research.

Question: Is there a fee for graduation?

Answer: Yes. The fee is listed on the graduation application.

Question: When should I apply for graduation?

Answer: You should apply early in the semester in which you expect to complete your degree, the deadline for which appears in the Schedule of Courses. You will receive information from the Registrar in late February or early March regarding May graduation. If you have not received any information by mid-March, contact the Registrar's Office.

Question: Are there forms that must be completed at the time of my final oral defense?

Answer: Yes. The Record of Progress form is sent to your advisor from the Graduate School upon receipt of the notification of your final defense. You also will need to have signature sheets (on 100% cotton bond paper) available at your dissertation defense.

Question: How much time should be allowed for the committee to review a dissertation

Answer: At least two weeks. (A memo indicating the date for a final defense is sent to each committee member and a copy to the Graduate School.)

Question: Do I need to do my own statistics for my dissertation?

Answer: Yes. To do otherwise would be a violation of the Academic Honesty Policy and reason for dismissal from the program, as this must be your own work. Students are required to take 18 semester credits of research. The selection of your research electives should be related to your dissertation so you may successfully complete this part of your graduation requirements.

Question: Is the dissertation defense an open or closed meeting?

Answer: It is an open meeting.

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CHECKLIST

(Date Completed) (Unless otherwise indicated, all forms should be submitted to the secretary of the department's Office of the Graduate Coordinator.)

- _____ 1. **Declaration of Intent** (form is completed at the time of application for admissions to the Graduate School).
- _____ 2. **Appointment of Advisory Committee** (Student is responsible for assembling the committee and scheduling its meetings. Two original copies of the form requesting the committee's appointment must be filed.)
- _____ 3. **Approval of Program of Study** (two original copies required)
- _____ 4. **Change in Doctoral Advisory Committee** (if necessary)
- _____ 5. **Application for Candidacy Examination** (1 copy only)
- _____ 6. **Candidacy Examination Report** (submitted by major advisor after student completes oral candidacy examination)
- _____ 7. **Doctoral Dissertation Title and Dissertation Committee** (Note: A new committee may be formed at this time, if necessary. All changes must be approved by the College of Education Graduate Studies Committee.)
- _____ 8. **Institutional Review Board** (This form, is required for all studies involving human subjects. Studies involving archival materials or public documents only do not require prior IRB approval. Two copies of the form must be submitted, accompanied by an outline of the proposed study.)
- _____ 9. **Application for Graduation** (form is obtained from the Graduate School)
- _____ 10. **Record of Progress** (This form is sent to a student's major advisor once the Graduate School has been notified of the scheduling of an oral defense. For Ed.D. students only, an official Residency Plan must be submitted at this time.)
- _____ 11. **Graduate School Survey** (form submitted with final dissertation copies)
- _____ 12. **Dissertation Agreement** (form submitted with the third copy of the dissertation abstract)

II – List Counselor Core Courses:

| Course Area, No. and Title | Grade | Term | Institution | Credit Hours |
|---|-------|------|-------------|--------------|
| CNED 6013 Advanced Counseling Theory and Methods | | | U of A | 3 |
| CNED 6033 Advanced Group Theory and Methods | | | U of A | 3 |
| CNED 6043 Supervision of Counselors | | | U of A | 3 |
| CNED 6223 Foundations of Counselor Education and Supervision | | | U of A | 3 |
| CNED 6343 Cultural Foundations and Counseling | | | U of A | 3 |
| CNED 6711 Advanced Practicum | | | U of A | 3 |
| CNED 674V Internship - Clinical | | | U of A | 3 |
| CNED 674V Internships – Instructorship / Supervision/Research | | | U of A | 3-9 |
| CNED 700V Doctoral Dissertation | | | U of A | 18 |
| Sub Total | | | | _____ |

III – List Statistics and Research Courses:

| Course Area, No. and Title | Grade | Term | Institution | Credit Hours |
|---|-------|------|-------------|------------------|
| ESRM6403 Educational Statistics & Data Processing | | | U of A | 3 |
| ESRM6413 Experimental Design in Education | | | U of A | 3 |
| ESRM6533 Qualitative Research | | | U of A | 3 |
| ESRM Elective | | | U of A | 3 |
| CNED6073 Research in Counseling | | | U of A | 3 |
| Sub Total | | | | <u>15</u> |

IV – List Elective Courses (12 hrs):

| Course Area, No. and Title | Grade | Term | Institution | Credit Hours |
|----------------------------|-------|------|-------------|------------------|
| | | | U of A | 3 |
| | | | U of A | 3 |
| | | | U of A | 3 |
| | | | U of A | 3 |
| Sub Total | | | | <u>12</u> |

Total Number of Hours _____

Explanation of any variations:

Student's Signature: _____ **Date:** _____

Graduate Coordinator's Signature: _____ **Date:** _____

Committee Signatures: _____ **Date:** _____

_____ **Date:** _____

_____ **Date:** _____

_____ **Date:** _____

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

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

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

Competence not achieved

- Absent from scheduled program obligations (e.g., class, supervision, GA, or field site) without notifying others in advance
- 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
- Demonstrates appropriate self-control while experiencing challenging emotions

Competence not achieved

- Does not express own feelings appropriately
- Does not acknowledge or recognize others' feelings
- Uses negative behaviors to demonstrate own feelings rather than appropriately verbalizing them

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 contexts

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 4 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/Supervisor and Licensed School Counselor. After spending nearly a decade working in secondary and post-secondary education in Texas, Dr. Christian joined the faculty at the University of Arkansas as an Assistant Professor of Counselor Education. He specializes in school counseling, Adventure Therapy, 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, Dr. Christian 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, Dr. Higgins 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, 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 Counselor Education at the University of Arkansas. Dr. Perryman has been a counselor for 20 years, working as both an elementary and middle school counselor as well as an LPC-S and Registered Play Therapist Supervisor in private practice, working with children, adolescents, and adults. 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. Popejoy 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. Popejoy 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. Popejoy'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 as an Assistant Professor. 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 an Associate Professor in the Counselor Education program at the University of Arkansas at Fayetteville. Dr. Williams 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.

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: _____