Master of Education (M.Ed.)

College Counseling and Student Affairs Program Handbook 2016

updated, Spring 2017
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This handbook is lovingly dedicated to a man who had a beautiful vision for this program, but now only leads us with his spirit.

Dr. Dan Bernard

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

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

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

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

Vision and Mission of Southern Arkansas University
Believing that learning is the most important experience at SAU, a caring faculty and staff commit themselves to educating students to be productive citizens with successful careers and fulfilling lives. The SAU community envisions a university in which students pursue academic goals and engage in challenging learning experiences led by well-qualified and well-compensated faculty. The SAU community will emphasize individual, academic, and career counseling and advisement, support small class sizes to promote frequent and positive interactions between students and faculty, and encourage intellectual dialogue and debate in a collegial environment.

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

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

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

Mission Statement of Counseling and Professional Studies Department
The mission of the Counseling and Professional Studies Department is to prepare administrators, counselors, and educators who promote personal and educational achievement through collaboration and reflection. We subscribe to a belief in the inherent worth and dignity of each person; to the need to develop a sense of self-realization; to serving a diverse and dynamic society by promoting fairness and equity for all students; to a commitment of service to others; to instilling a focus on life-long learning, and to the pursuit of the highest standards of excellence in the administration, counseling, and teaching professions. Through professional preparation programs for administrators, counselors and educators, the Department engages pre-service and in-serve professionals to excel in counseling, teaching, leadership, scholarship, and service.
University Learning Goals

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

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

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

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

Information Literacy: Our graduates can use technology effectively in their fields. Information literacy is the ability to determine the nature of required information, to access it effectively and efficiently, and to evaluate it critically. It includes the responsible, legal, and ethical use of information.
CACREP 2016 Standards College Counseling and Student Affairs

Students who are preparing to specialize as college counselors and student affairs professionals will demonstrate the knowledge and skills necessary to promote the academic, career, personal, and social development of individuals in higher education settings. Counselor education programs with a specialty area in college counseling and student affairs must document where each of the lettered standards listed below is covered in the curriculum.

1. FOUNDATIONS
   a. history and development of college counseling and student affairs
   b. student development theories relevant to student learning and personal, career, and identity development
   c. organizational, management, and leadership theories relevant in higher education settings
   d. principles of student development and the effect on life, education, and career choices
   e. assessments specific to higher education settings

2. CONTEXTUAL DIMENSIONS
   a. roles of college counselors and student affairs professionals in relation to the operation of the institution’s emergency management plan, and crises, disasters, and trauma
   b. roles of college counselors and student affairs professionals in collaborating with personnel from other educational settings to facilitate college and postsecondary transitions
   c. characteristics, risk factors, and warning signs of individuals at risk for mental health and behavioral disorders
   d. models of violence prevention in higher education settings
   e. signs and symptoms of substance abuse in individuals in higher education settings
   f. current trends in higher education and the diversity of higher education environments
   g. organizational culture, budgeting and finance, and personnel practices in higher education
   h. environmental, political, and cultural factors that affect the practice of counseling in higher education settings
   i. the influence of institutional, systemic, interpersonal, and intrapersonal barriers on learning and career opportunities in higher education
   j. influence of learning styles and other personal characteristics on learning
   k. policies, programs, and services that are equitable and responsive to the unique needs of individuals in higher education settings
   l. unique needs of diverse individuals in higher education settings, including residents, commuters, distance learners, individuals with disabilities, adult learners, and student athletes, as well as nontraditional, international, transfer, and first-generation students
   m. higher education resources to improve student learning, personal growth, professional identity development, and mental health
n. professional organizations, preparation standards, and credentials relevant to the practice of counseling in higher education settings
o. legal and ethical considerations specific to higher education environments

3. PRACTICE
   a. collaboration within the higher education community to develop programs and interventions to promote the academic, social, and career success of individuals in higher education settings
   b. strategies to assist individuals in higher education settings with personal/social development
   c. interventions related to a broad range of mental health issues for individuals in higher education settings
   d. strategies for addiction prevention and intervention for individuals in higher education settings
   e. use of multiple data sources to inform programs and services in higher education settings

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

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

Faculty at their discretion may choose to interview applicants either in person (for students who live locally) or by telephone for those that do not.

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

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

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

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

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

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

**Process of Evaluation**

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

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

**Student Due Process**

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

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

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

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

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

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

4. At the end of the probationary period, the faculty will again assess the student and will inform the student (in writing) of its evaluation. Typically, a student is either reinstated fully or is terminated from the program at this time. It is possible for probation to be extended if the student has met prior conditions outlined by the faculty but has shown evidence of new deficits.

NOTE: While the above describes a preferred process, there may be occasions when the faculty judges that a student must be removed from the program immediately. Such action is taken only in extreme circumstances.
Plan of Study

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

Research (3 credit hours):
EDUC 6003 Educational Research

Core Courses (27 credit hours):
COUN 6403 Introduction to the Counseling Profession
COUN 6413 Ethical, Legal & Professional Issues in Counseling
COUN 6423 Counseling Theories
COUN 6433 Basic Counseling Skills
COUN 6443 Group Counseling
COUN 6453 Human Development for Helping Professionals
COUN 6463 Career Counseling: Theory & Practice
COUN 6473 Counseling in a Diverse Society
COUN 6483 Assessment Procedures for Counselors

Student Development in Higher Education (12 credit hours):
COUN 6843 Introduction to Student Affairs in Higher Education
COUN 6853 Student Affairs Theory and Practice
COUN 6863 The American College Student (Student Experience)
COUN 6873 Organization and Administration of Student Affairs Services

Field Experience (9 credit hours):
COUN 6493 Practicum in Counseling
COUN 6883 Internship I in College Counseling and Student Affairs
COUN 6893 Internship II in College Counseling and Student Affairs
## Course Rotational

Southern Arkansas University
Graduate Counseling Program

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Fall</th>
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<th>Summer I</th>
<th>Summer II</th>
</tr>
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<tr>
<td>COUN 6403</td>
<td>Introduction to the Counseling Profession</td>
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<td></td>
</tr>
<tr>
<td>COUN 6413</td>
<td>Ethical, Legal, and Professional Issues in Counseling</td>
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<td>COUN 6423</td>
<td>Counseling Theories</td>
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</tr>
<tr>
<td>COUN 6433</td>
<td>Basic Counseling Skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>COUN 6443</td>
<td>Group Counseling</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>COUN 6453</td>
<td>Human Development for Helping Professionals</td>
<td>X</td>
<td>X</td>
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<td></td>
</tr>
<tr>
<td>COUN 6463</td>
<td>Career Counseling: Theory and Practice</td>
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<td>X</td>
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<tr>
<td>COUN 6473</td>
<td>Counseling in a Diverse Society</td>
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</tr>
<tr>
<td>COUN 6483</td>
<td>Assessment Procedure</td>
<td></td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>COUN 6493</td>
<td>Practicum in Counseling</td>
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<tr>
<td>COUN 6843</td>
<td>Introduction to Student Affairs in Higher Education</td>
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<td></td>
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<td>X</td>
</tr>
<tr>
<td>COUN 6853</td>
<td>Student Affairs Theory and Practice</td>
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<tr>
<td>COUN 6953</td>
<td>Counseling in Higher Education</td>
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<tr>
<td>COUN 6873</td>
<td>Organization and Administration of Student Affairs Services</td>
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<tr>
<td>COUN 6883</td>
<td>Internship I in Student Affairs in Higher Education</td>
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<tr>
<td>COUN 6893</td>
<td>Internship II in Student Affairs in Higher Education</td>
<td>X</td>
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<tr>
<td>EDUC 6003</td>
<td>Educational Research</td>
<td>X</td>
<td>X</td>
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</tr>
</tbody>
</table>

*All schedules are subject to change; be sure to check with Graduate Studies about actual classes being offered and make plans to meet with your advisor for each session. New cohorts are scheduled to start each fall semester.*
Proposed Course Sequences for Students (entering Fall semester):

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

YEAR ONE

<table>
<thead>
<tr>
<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 6403-Orientation</td>
<td>COUN 6423-Theories</td>
<td>COUN 6473: Diversity</td>
<td>COUN 6483: Assessment</td>
</tr>
<tr>
<td>COUN 6413-Ethics</td>
<td>COUN 6453-Development</td>
<td>COUN6843: Intro to SACC</td>
<td>COUN 6463: Career</td>
</tr>
<tr>
<td>COUN 6433-Basic Skills</td>
<td>EDUC 6003-Research</td>
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YEAR TWO

<table>
<thead>
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<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 6443-Group</td>
<td>COUN 6873- Org &amp; Admin</td>
<td>COUN6893 (Sessions I &amp; II)</td>
<td>COUN6893 (Sessions I &amp; II)</td>
</tr>
<tr>
<td>COUN 6853-SA T/P</td>
<td>COUN 6863- Counseling In Higher</td>
<td>Take CPCE-July</td>
<td>Graduate August</td>
</tr>
<tr>
<td>COUN 6493-Practicum</td>
<td>Education</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>COUN 6883-Intern I</td>
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</table>
Southern Arkansas University  
Student Affairs and College Counseling Program  
DEGREE COMPLETION PLAN  
FOR PART-TIME STUDENTS

### YEAR ONE

<table>
<thead>
<tr>
<th>Fall</th>
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<tr>
<td>COUN 6403-Orientation</td>
<td>COUN 6423-Theories</td>
<td>COUN 6843-Intro to SACC</td>
<td>COUN 6463-Career</td>
</tr>
<tr>
<td>COUN 6413-Ethics</td>
<td>COUN 6453-Development</td>
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### YEAR TWO

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<td>COUN 6443-Group</td>
<td>COUN 6863- Counseling in Higher Education</td>
<td>COUN6473-Diversity</td>
<td>COUN 6483-Assessment</td>
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<td>COUN 6433-Basic Skills</td>
<td>EDUC 6003-Research</td>
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</table>

### YEAR THREE

<table>
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<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUN 6493-Practicum</td>
<td>COUN 6873-Org &amp; Admin</td>
<td>COUN6893 (Sessions I &amp; II)</td>
<td>COUN6893 (Sessions I &amp; II)</td>
</tr>
<tr>
<td>COUN 6853-SA T/P</td>
<td>COUN 6883-Intern I</td>
<td>Take CPCE-July</td>
<td>Graduate August</td>
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</table>
Comprehensive Exams

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

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

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

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

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

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

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

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

Application for Graduation

Deadlines for Applications

<table>
<thead>
<tr>
<th>Semester Graduating</th>
<th>When to Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Graduates</td>
<td>Advance Registration in April</td>
</tr>
<tr>
<td>Fall Graduates</td>
<td>Advance Registration in April</td>
</tr>
<tr>
<td>Spring Graduates</td>
<td>Advance Registration in November</td>
</tr>
<tr>
<td><strong>Late registration results in a $50 late fee.</strong></td>
<td></td>
</tr>
</tbody>
</table>

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

It is the student’s responsibility to have official transcripts sent to the Office of the Registrar at SAU for hours earned at another institution. In order to receive the diploma at graduation time, all transfer credit transcripts must be received in the Office of the Registrar. If the registrar does not receive the official transcripts prior to the graduation date, the student will not graduate. A grade report or verification of passing the course should be received in the Registrar’s office no later than the day of the graduation (SAU).
If the registrar does not receive all official transcripts prior to the graduation date, it will be the responsibility of the student to have all official transcripts sent to the Office of Registrar no later than ten (10) days after the date of graduation. Failure to meet the 10-day deadline will result in requiring the student to reapply for graduation at a later date. The student will then receive a diploma at the next graduation date (provided all essential documents are complete).

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

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

**Higher Learning Commission**

In 2010, Southern Arkansas University ratified our long-standing commitment to continuous improvement in higher education by adopting the Academic Quality Improvement Program (AQIP) model of accreditation. The AQIP program is a quality-based, continuous improvement model of accreditation promoted by the Higher Learning Commission (HLC), a Commission of the North Central Association of Colleges and Schools. If you would like further information about this organization, please visit [https://www.hlcommission.org/](https://www.hlcommission.org/)
Resources

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

Professional Organizations/Associations

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

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

State:
- Arkansas Counseling Association (ArCA)
- Arkansas College Counseling Association (ArCCA)
- Arkansas Mental Health Counselors Association (ArMHCA)
- Arkansas Association for Marriage & Family Therapy (ArMFT)
- Arkansas School Counseling Association (ArSCA)

Professional Conferences/Workshops

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

Graduate Studies Catalog Information

The following information can be found in the graduate studies catalog:
- Admission requirements
- Re-application policy
- Transfer of credits
- Degree audit
- Academic advising
• Credit hour descriptions
• Grade appeals
College of Education Student Organizations

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

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

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

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

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

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

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

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

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

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

- **Dr. Karen Parker**, *Assistant Professor of Counseling and Professional Studies*. She joined the faculty at Southern Arkansas University in 2015. Before joining the Southern Arkansas University faculty, she was the Program Coordinator for the Marriage and Family Therapy program at Texas A&M University in San Antonio. Her 22 years of experience in marriage and family therapy and clinical mental health counseling has included serving as a program director, counselor, family therapist and administrator in nonprofit agencies. Dr. Parker’s past and present professional affiliations include the American Counseling Association, Louisiana Counseling Association, Association for Counselor Education and Supervision, and the Southern Association for Counselor Education and Supervision. Her research interests include spirituality and sexuality in the counseling relationship and faculty bullying in counselor education programs.

- **Dr. Alec M. Testa**, *Associate Professor of Counseling, Chair of the Department of Counseling and Professional Studies, Director of Counselor Education, Coordinator of Student Affairs and College Counseling Program*. Dr. Testa joined the faculty of Southern Arkansas University in 2010. His 25 years of experience in higher education has included serving as an advisor, counselor, faculty member and administrator. Dr. Testa’s professional affiliations include the American Counseling Association, Arkansas Counseling Association, Association for Counselor Education and Supervision, and the American College Counseling Association. His research interest includes effective delivery of distance learning, pioneering use of technology, and assessment of student learning.
• **Mrs. Suzy Toms**, Visiting Assistant Professor of Counseling Education and Director of the School Counseling Program. Mrs. Toms received her M.A. in School Counseling, 1994 from Louisiana Tech University. Mrs. Toms brings with her to SAU twenty-three years of real world experience as a school counselor. During her tenure in Louisiana, Mrs. Toms served in the elementary, middle and secondary school settings. She also served as Safe and Drug Free Schools Coordinator for a term. She has facilitated anger management classes in her community for 15 years.

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