DEPARTMENT OF COUNSELOR EDUCATION

CACREP ACCREDITED to 10-31-2026

HSU P.O. Box 7774
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870-230-5349

Department Web Site: http://www.hsu.edu/CounselorEd/index.html
Physical location #14 on HSU Campus Map: http://www.hsu.edu/campusmap.pdf
The Department of Counselor Education at Henderson State University has two tracks leading to graduate degrees in counseling. One track is the School Counseling Master of Science in Education (MSE). The other track is the Clinical Mental Health Counseling (MS). The tracks are identical except for the Counseling Children and Adolescents, Case Management and Internship course requirements for the school counseling track. Students taking these courses receive special training related to their future aspirations as either elementary (K-8) school counselors or as secondary (6-12) school counselors. The second counseling track, Clinical Mental Health Counseling Master of Science (MS), differs from the other counseling programs with its emphasis on the clinical “mental health” approach.

The School Counseling track is a sixty (60) semester hour programs and the Clinical Mental Health Counseling Program is sixty (60) semester hours. Students may attend them as full-time or part-time students. The School Counseling track prepares its students with coursework leading to the Arkansas Department of Education endorsement for school counseling. The Clinical Mental Health Counseling track prepares its students with coursework leading to the Arkansas Board of Examiners licensure as Licensed Associate Counselor.
Welcome
Welcome to Henderson State University and the Counselor Education program. As a counseling student, you have joined a program of distinction and tradition in Arkansas. Your admission into the program affirms that you have achieved a high academic standard and possess personal characteristics typifying the helping professional.

Graduate students have the rights and responsibilities to:
1) Act professionally and in an ethical manner consistent with the American Counseling Association’s Code of Ethics and Standards of Practice;
2) Seek out your advisor on a regular basis for academic advising;
3) Be informed of your performance in the counseling program on a regular basis;
4) Receive “reasonable due process” concerning progress toward your degree or any disciplinary action taken against you;
5) Be shown respect from your peers, faculty and HSU staff;
6) File a complaint when you feel mistreated (This complaint will be given serious consideration. Please try to handle your complaint informally. If you believe it has not been handled appropriately, bring it to the immediate supervisor [chair; dean; vice-president] of the person about whom you have complained).

Advisor/Faculty rights and responsibilities:
1. Faculty and staff deserve respectful treatment;
2. Your advisor is to be reasonably available (with first consideration given to the advisors HSU schedule) to help you with your academic concerns;
3. Faculty post their hours of availability on their office doors (If you call ahead for an appointment, you will likely be successful).

School Counseling and Clinical Mental Health Student Handbook
You are encouraged to read through the Handbook and to understand the requirements and procedures. It should be your initial source of reference when you have questions about program policies and procedures related to the Graduate Programs for Clinical Mental Health Counseling and School Counseling. You will be held accountable for all policies included in this manual.

Reservation of Power
HSU reserves the right to amend, modify, add to, or delete its rules, policies, and procedures affecting its institutional relationship with students as deemed necessary by the administration. Any such amendment, modification, addition, or deletion shall not be considered a violation of the relationship between the university and the student. Such right includes modification of academic requirements, curriculum, tuition, and/or fees when, in the judgment of the administration, such changes are required in the exercise of its educational responsibility.

HSU Student Policies
GRADUATE STUDENTS ARE ADDITIONALLY UNDER THE OBLIGATION OF THE UNIVERSITY’S STUDENT HANDBOOK
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### COUNSELOR EDUCATION PERSONNEL

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<tbody>
<tr>
<td><strong>Michael S. Kelly</strong></td>
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</tr>
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MISSION STATEMENT
Developed 9/12/02; Revised 11/21/06; Revised 7/19/2007; Revised 9/4/2009; Revised 12/7/2016

Henderson State University is the Public Liberal Arts Comprehensive University of Arkansas. It serves the Arkansas consumer by providing higher education opportunities for its graduate and undergraduate students.

The Counselor Education program at Henderson is committed to offering studies in School Counseling and Clinical Mental Health Counseling, leading to the personal growth of students and ultimately benefiting the diverse client groups they serve. The primary mission of the program is to select highly qualified and motivated students and prepare them to become effective professionals in counseling and related fields. Counselor preparation combines three areas: the knowledge base, which includes the eight CACREP common-core areas; a variety of counseling skills; and, personal dispositions. Successful students learn to apply theory, acquire a repertoire of helping skills, evaluate and improve personal and professional attributes, develop active listening skills and the empathy necessary to work with a diverse population in a counseling relationship.

In consonance with Henderson’s liberal arts mission statement, the counselor education program seeks to promote students’ growth through the attainment of knowledge and the acquisition of necessary skills in a manner that will develop in each student the capability to think logically and critically, communicate effectively, and appreciate the complexity and diversity of world cultures.

We believe it is also the professional responsibility of faculty to:

- Instill a strong sense of professional identity in students, by mentoring and modeling for students the professional expectation of continued growth and practical application of sound principles and practices in their work as professional counselors;
- Aid students to become certified and/or licensed; and
- Aid students/graduates in their initial job placement;
- Maintain an attitude of tolerance of counseling approaches and encourage students to select approaches that best fit the counseling situation;
- Demonstrate excellence in teaching, supervision of students' clinical and scholarly work;
- Participate in well planned student advisement;
- Be available to students and demonstrate a willingness to work with students outside of the classroom environment;
- Promote recruitment, retention, education and training of diverse counseling professionals.
- Act professionally in relationships with students and model integrity by adhering to ACA Ethics and standards.

Program Goals
Developed 9/12/02; Revised 11/21/06; Revised 7/19/2007; Revised 9/4/2009; Revised 12/7/2016

1. Prepare counselors to be competent in counseling skills such as counseling, assessment, diagnosis, and treatment planning.

2. Prepare counselors to be aware and sensitive to issues of cultural diversity and provide them with the skills necessary to recognize and accommodate clients with varied backgrounds.
3. Prepare counseling students with the technology skills necessary for the counseling professional.

4. Prepare counselors who view their own professional development as a life-long process.

5. Prepare counselors proficient in written and oral communication.

6. Promote an understanding by counseling students of the ethical standards of the American Counseling Association and its relevant divisions, the American Mental Health Counselor Association, the American Association of Marriage and Family Therapists and the legal statutes that may affect their professional development.

7. Provide counseling students with academic and clinical experiences that satisfy the national accreditation standards of the Council for the Accreditation of Counseling and Related Education Programs (CACREP).

8. Provide counseling students with an appreciation for diverse theoretical and developmental approaches in order to meet the varied needs of the client.

9. Prepare counselors who will be active in professional involvement and competent in research, scholarship, needs analysis and program evaluation.

10. Provide counseling students with the skills for career counseling and lifestyle development integrated with the World of Work, Leisure, Citizenship, and Family.

11. Prepare counselors who act and dress and relate to others in a professional manner.
Clinical Mental Health Counseling Program Objectives

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section 2.F, programs must provide evidence that student learning has occurred in the following domains:

1. FOUNDATIONS
   a. History and development of clinical mental health counseling
   b. Theories and models related to clinical mental health counseling
   c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
   d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders
   e. Psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS
   a. Roles and settings of clinical mental health counselors
   b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
   c. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services network
   d. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the International Classification of Diseases (ICD)
   e. Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders
   f. Impact of crisis and trauma on individuals with mental health diagnoses
   g. Impact of biological and neurological mechanisms on mental health
   h. Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation
   i. Legislation and government policy relevant to clinical mental health counseling
   j. Cultural factors relevant to clinical mental health counseling.
   k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
1. Legal and ethical considerations specific to clinical mental health counseling

m. Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.

3. PRACTICE

a. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.

b. Techniques and interventions for prevention and treatment of a broad range of mental health issues

c. Strategies for interfacing with the legal system regarding court-referred clients

d. Strategies for interfacing with integrated behavioral health care professionals

e. Strategies to advocate for persons with mental health issues.
School Counseling Objectives
Students who are preparing to work as school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section 2.F, programs must provide evidence that student learning has occurred in the following domains

1. FOUNDATIONS
   f. History and development of school counseling
   g. Models of school counseling programs
   h. Models of P-12 comprehensive career development
   i. Models of school-based collaboration and consultation
   j. Assessments specific to P-12 education

2. CONTEXTUAL DIMENSIONS
   a. School counselor roles as leaders, advocates, and systems change agents in P-12 schools
   b. School counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
   c. School counselor roles in relation to college and career readiness
   d. School counselor roles in school leadership and multidisciplinary teams
   e. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
   f. Competencies to advocate for school counseling roles
   g. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
   h. Common medications that affect learning, behavior, and mood in children and adolescents
   i. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
   j. Qualities and styles of effective leadership in schools
   k. Community resources and referral sources
   l. Professional organizations, preparation standards, and credentials relevant to the practice of school counseling
   m. Legislation and government policy relevant to school counseling
n. Legal and ethical considerations specific to school counseling

3. PRACTICE

a. Development of school counseling program mission statements and objectives

b. Design and evaluation of school counseling programs

c. Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies

d. Interventions to promote academic development

e. Use of developmentally appropriate career counseling interventions and assessments

f. Techniques of personal/social counseling in school settings

g. Strategies to facilitate school and post-secondary transitions

h. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement

i. Approaches to increase promotion and graduation rates

j. Interventions to promote college and career readiness

k. Strategies to promote equality in student achievement and college access

l. Techniques to foster collaboration and teamwork within schools

m. Strategies for implementing and coordinating peer intervention programs

n. Use of accountability data to inform decision making

o. Use of data to advocate for programs and students
PROGRAM ADMISSION POLICIES

To be considered for admission to the Counseling Program, applicants must present evidence of qualities consistent with those required for effective counseling practice. The written statement prepared by the applicant, combined with the appraisal/recommendation forms from references, will be used as the basis for committee members’ judgment of the applicant’s personal and interpersonal qualities. All persons admitted to the program are required to meet the same standard in regard to these qualities.

Applicants also must present evidence of potential ability to perform academic work at the graduate level. Standardized test proficiency and past grade performance provide the primary data for judging academic ability; other indicators such as quality of writing in the applicant’s prepared statement will also be considered. Based on the combination of test proficiency and past academic performance, an applicant may qualify for either unconditional or conditional admission status.

The Department of Counselor Education reviews the applicants file; interviews the candidate; evaluates; decides if the applicant meets program requirements and expectations; sets any conditions of admission and appoints an academic advisor. The Graduate School is notified of the applicant’s admission status and the assigned academic advisor.

Program Admission Process

1. The first step in the admission process is to contact the Graduate office and request an admission packet to attend graduate school. Phone Number: 870-230-5126 Email: grad@hsu.edu or go to website at http://www.hsu.edu/Forms/GRADapp.pdf

2. When you have completed everything on the check list, send all of the required materials to the HSU Graduate Office. The Graduate Office will then send you confirmation of your materials and determine your eligibility to pursue studies in graduate school.

3. Once admitted to graduate studies, you will then be referred to the Counseling Department Chair where you will be advised by a faculty member in the Counseling Department where they will provide you with initial guidance in selecting appropriate course work that will be helpful in preparation for seeking full admission into the Counseling program.

4. Students are advised to enroll in the following 9 hours of study while gathering materials for application to the Counseling program:

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<tr>
<td>Clinical Mental Health</td>
<td>1. CED 6733 (Theories of Counseling),</td>
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<td>2. CED 6953 (Social &amp; Cultural Foundations)</td>
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<tr>
<td></td>
<td>3. CED 6013 (Professional Clinical Mental Health)</td>
</tr>
<tr>
<td>School Counseling</td>
<td>1. CED 6733 (Theories of Counseling),</td>
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<tr>
<td></td>
<td>2. CED 6953 (Social &amp; Cultural Foundations)</td>
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<td>3. One of the following (CED 6083 Research &amp; Program Evaluation, CED 5723 Assessment in Counseling, CED 6043 Psychopathology, or CED 6683 Psychopharmacology)</td>
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*courses in bold are required before a candidate will be considered for admission.

5. Students will be required to attend an orientation meeting, at the beginning of the first term of enrollment if the academic unit. It is at this juncture that individuals are advised of the expectations and responsibilities required in the program and further informed on the application process.
6. Students must complete mandated reporter training, the multicultural assessment, and attend orientation prior to submitting for admission to the program.

7. Once you complete 9 graduate hours of study, you **must** make a formal application to be admitted to the Counseling program by submitting required documentation. Upon successful completion of this process, faculty will review your application material.

8. Following review of application materials faculty will invite rigorous candidates to interview for admission to the counseling program.

9. Student will then be notified by a faculty member or representative as to their admission into the program.

10. Upon admittance to the program, the student will be assigned an advisor from the counseling faculty who will then guide the student through the program and inform them of additional requirements as specified in the student handbook.

**CHECKLIST FOR ADMISSION TO GRADUATE SCHOOL**

To be considered for admission to the graduate school students must submit the following information.

1. Completed application form
2. Proof of immunization for measles and rubella (if born January 1957 or later)
3. Completed selective service status form
4. Official transcripts of all undergraduate and graduate work from all colleges or Universities attended

**CHECKLIST FOR ADMISSION TO COUNSELING PROGRAM**

Once admitted to Graduate School students must then submit the following items for admission to the counseling program.

1. Official report of a score, obtained within the last 5 years, on either the Miller analogies Test (MAT) or the Graduate Record Exam (GRE) or the Praxis Core if pursuing a degree For School Counseling
2. A short answer response section that reflects the applicant’s rationale for pursuing a career in counseling and demonstrates an awareness of the following characteristics that are necessary for becoming an effective counselor:
   - Congruence
   - Task Completion
   - Motivation to Learn
   - Professional Boundaries
   - Professional Ethics
   - Professional Behavior
   - Multicultural Competence
   - Emotional Stability
   - Responsiveness to Feedback
The short answer portion is divided into nine sections. Complete each segment (typewritten) so that you feel the intent of that item has been covered.

1. What experiences have you had that have inspired you to pursue a degree in counseling?
2. What challenges, if any, do you anticipate in graduate school and in this program?
3. What are professional ethics and can your personal values inform your professional ethics?
4. Describe a time when you faced a conflict while working on a team with peers, colleagues, or a supervisor. How did you handle that?
5. Discuss the highlights of your most recent educational experience. Did you accomplish any special achievements? What were your most difficult challenges?
6. What are professional boundaries? Why are professional boundaries important in the field of counseling?
7. What is your understanding and experience related to social justice, multiculturalism, and diversity? Has there ever been a time when you have re-evaluated your beliefs or opinions around issues of difference.
8. Describe a time when you had to adapt at work/school? How did you manage?
9. How do you handle criticism?

3. Three appraisal/recommendation forms completed by the following recommenders:
   - A work supervisor or someone familiar with the student’s work performance and ethics.
   - A faculty member in the applicant’s most recent academic program of study
   - Anyone who can attest to the applicant’s ability and/or character, except that it may not be completed by anyone who is a relative of the applicant.

   If your recommendations are put on letter format we still request that the number rating part of the recommendation form be filled out by those who you choose. It is recommended that you have persons who you use for recommendations place the completed recommendation in an envelope you provide, seal it, sign over the seal, and return the envelope to the applicant. Then you, as the applicant, return it to the Graduate School in person or by mail. This way you are certain that the recommendation has been completed.

4. Background Check Authorization Form
5. Informed Consent and Release of Records and Information Form
6. Waiver and Release of Liability Form
7. Student Information Form
8. Mandated Reporter Training
9. Multicultural Assessment
10. Attend orientation

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Application materials submitted by March 15th will be considered for Fall admission and those received by October 15th will be considered for Spring admission to the program. Students must submit all necessary requirements to the graduate office before the deadline in order to be considered for admission.

**Unconditional Admission Status** - Academic proficiency for unconditional admission may be established through satisfaction of the following scholastic and admission exam criteria:

- A minimum cumulative undergraduate grade point average of 2.7 (or 3.25 on the last 60 hours of undergraduate work)
- A minimum cumulative graduate grade point average (CGPA) of 3.50 on 12 or more semester hours in the counselor education program with no more than one course grade of “C” or lower.
- A score of 290 on the combined verbal and quantitative sections and a score of 3 on the written portion of the GRE
- If applying for the school counseling track - Passing scores for Praxis Core Reading 156; Core Writing 162; Core Math 150

**Conditional Admission Status** - Academic proficiency for conditional admission may be established through satisfaction of the following scholastic and admission exam criteria:

- A minimum cumulative undergraduate grade point average (UGPA) of 2.5
- A minimum cumulative graduate grade point average (CGPA) of 3.00 on 12 or more semester hours in the counselor education program with no more than one course grade of “C” or lower.
- A minimum score of 284 on the combined verbal and quantitative sections a score of 3 on the written portion of the GRE
- If applying for school counseling track- Passing scores for Praxis Core Reading 156; Core Writing 162; Core Math 150

Students admitted with Conditional status must earn a cumulative grade point average of at least 3.00 on the next twelve (12) hours of course requirements and have no more than one course in these twelve (12) hours with a grade of “C”. Students who fail to remove Conditional status in this manner will be dropped from the Counseling Program.

**Information about the GRE and Praxis Core**

Departments determine the tests and scores required for admission for their degree programs. Click on the links below to find additional information about the exam

- The GRE is an acronym for [Graduate Record Exam](#).
- [Praxis Core](#) is mandatory for those seeking admission into the School Counseling Program.
HSU COUNSELING DEPARTMENT
REQUIREMENTS
Graduate Advising

Rationale: Mentoring and advising are normal expectations for the development of a professional counseling identity and are essential to ensure the success of Counseling Department graduate students. For the purpose of this policy, a mentor is someone who is attentive to the professional future of the student, while an advisor is someone who directs the student on what steps are needed to graduate. Upon acceptance into the program, students will be assigned a faculty advisor who will serve in both roles.

Mentoring

Mentoring is an active and sustained relationship-based process for the formal and informal transmission of knowledge and psychosocial support relevant to professional development. The mentor is attentive to the future of the student and serves as an advocate on his or her behalf. The following are minimum standards for mentoring:

- Hold an orientation for all new graduate students, where program requirements, including normal time-to-degree, are clearly outlined and provided in writing. It is expected that these requirements will be included in the student handbooks as well.
- Require a minimum of one meeting – in person whenever feasible - between each graduate student and his/her mentor each quarter in which the student is enrolled.
- Ensure that students are being advised regarding academic progress and mentored regarding professional development. It is common for the faculty advisor to also serve as students’ mentor; however departments may enhance mentoring through peer mentoring, professional development workshops, and other activities. Guidance regarding both academic and nonacademic careers should be provided.

Advising

- Assign a graduate advisor to each graduate student at the time of first enrollment.
- Require the faculty advisor to review student progress quarterly via a review of grades and other available information; and meet regularly (at least annually) with each student to assess progress. Advisors must meet quarterly with students who are not making satisfactory progress. Advisors may suggest that students complete the Individual Development Plan (IDP) form in preparation for a scheduled meeting. The IDP is designed to foster communication in a variety of areas to ensure the student is receiving comprehensive feedback about both his/her progress to date and future expectations. Accomplishments, challenges and goals must be addressed as well as any performance/progress issues so that both the student and the mentor/advisor have a clear understanding of the student’s progress toward the degree. Please Note: The IDP is to be used as a student planning tool and is not a formal university evaluation or record-keeping document.
- Document all meetings and follow up with written communications. In most cases it is appropriate to speak with the student in person, give him or her a copy of a letter outlining any problem areas and recommendations for remediation, and then follow up the meeting with a written summary of the conversation. Appropriate personnel, including the Graduate Dean, must be copied in cases where the student is experiencing some academic difficulty.
- Establish and adhere to specific goals and timelines for the student.
- Ensure that grades for coursework or research are consistent with the student's actual performance. If the student is not performing at an acceptable level, do not assign a grade that implies acceptable progress.
- Communicate academic deficiencies to the student in a timely manner but no later than one month after the end of the quarter in which the student demonstrated deficiencies. If the deficiencies are particularly serious, the student must be informed early that failure to meet the goals set may result in a recommendation for disqualification.
• Notice of unsatisfactory progress: Students must be given notice as early as possible in writing of potentially unsatisfactory progress. A copy must also be retained in the academic unit files and another copy sent to the Graduate Dean (120 Administration). The written communication must include specific details on areas that require improvement, provide an outline for future expectations of academic progress, and set meeting dates to maintain continuity in advisement. The purpose of the notice of potential unsatisfactory progress is to provide the student with a period of time (usually at least one academic quarter) in which to make the necessary improvement in their academic status, and successfully complete their graduate study. If requested by the academic unit to do so, the Graduate Dean will also send a notice of potential unsatisfactory progress to the student.

Monitoring

Criteria for Determining Unsatisfactory Progress:
• An overall grade point average below 3.0; or
• A grade point average below 3.0 in two successive quarters; or
• Fewer than 24 units completed and applicable toward the advanced degree requirements in the last three quarters; or
• Failure to complete required courses or examinations satisfactorily within the period specified by the graduate program; or
• Failure to pass a required examination in two attempts; or
• Failure to progress academically within the Normal Time to Degree framework specified for the student’s graduate program; or
• The appropriate faculty committee's evaluation that there has not been satisfactory progress toward completion of the thesis or dissertation.

NOTE: Unsatisfactory academic progress may be determined on the basis of explicit requirements such as those outlined above. However, the professional judgment of the faculty, upon review of all graduate work undertaken by the student, is paramount, and the faculty of a particular academic unit may establish more restrictive criteria for satisfactory academic progress.

Students who feel they are not receiving adequate advising and mentoring should consult with the chair of the Department so that they can discuss remedies and take appropriate action.
The Professional Development Plan

Rationale: there are many avenues to professional growth, and each counselor finds the way based on personal preference and employment considerations. Furthermore, professional growth is a lifelong commitment that encompasses the entirety of one’s career. A professional career begins with acquiring the necessary degrees for licensure or certification, but even at that stage, professional growth is a necessity. Pre-service counselors might, for example, become student members of professional organizations such as the American counseling association. Others might choose to present poster sessions at regional or state conferences. Yet others may elect to submit articles to professional journals. The point is to move always in the direction of more mature involvement in one’s chosen profession.

Accepted ways to demonstrate professional growth are exemplified in the material which follows. Some of these steps to professional growth are required of you by the HSU Department of Counselor Education. Most of them, however, will occur in the years between graduation and retirement. Good and continuous planning leads in the direction of desirable career advancement. Plan well for your future!

The purpose of the professional development plan is to demonstrate a student’s professional plans and commitment above and beyond the academic student work in the graduate program. Your own particular plan, while you are in the HSU degree program, must begin with some combination of the requirements and recommendations that follow.

During the 1st semester after you have been admitted to the counselor education program, the following steps must be taken:

- In consultation with your advisor, you are to choose and to submit in writing to your advisor a professional development plan which must include a minimum of five (5) (but could be more) of the following activities—three are required; two are your choice:

  SCHOOL COUNSELING students MUST select Items 2, 5, and 12. Then they may choose, at a minimum, two (2) ADDITIONAL items from the list.

  CLINICAL MENTAL HEALTH COUNSELING students MUST select Items 1, 5, and 12. Then they may choose, at a minimum, two (2) ADDITIONAL items from the list.

Once your professional growth plan has been approved and received by your advisor, it will be formally accepted as such by the department.
REQUIRED AND SUGGESTED ELEMENTS OF GROWTH PLANS

1. The Department of Counselor Education believes that joining and actively participating in key professional associations is an important part of the development of a professional identity. Therefore the Department of Counselor Education strongly recommends that all graduate students in Clinical Mental Health Counseling join the American Counseling Association (ACA) and at least one division appropriate for the major course of study or area(s) of interest. (for example: The American School Counseling Association or The American Mental Health Association or the International Association for Marriage and Family Counseling) The Department also strongly recommends that students affiliate with the Arkansas Counseling Association (ArCA) and its divisions such as The Arkansas School Counseling Association or The Arkansas Licensed Counselor Association (Documentation required). To learn about ACA and its many valuable benefits and services, you may visit the American Counseling Association website at [http://www.counseling.org](http://www.counseling.org).

2. For school counselors, joining the Arkansas School Counseling listserv and keeping current with what is happening in the state is strongly recommended. This could be done by attending the Arkansas School Counselor Region Meetings; the ArSCA Spring Workshop; the Arkansas Career Conference in the Spring; or, by networking with a school counselor who will mentor you and attending the Fall conference of the Arkansas Counseling Association, and attending the Elementary or Secondary Share sessions.(Documentation Required)

3. Watch all the videos/DVDS in a specific area such as Play therapy or Rational Emotive Behavioral Therapy. Videos/DVDs are available through Huie Library or you may check with the graduate assistant responsible for the CED library for availability within the department.

4. Become familiar with all state and national legislators from your district. When important legislation occurs, contact your legislators as instructed through legislative alerts & updates on the ArCA web site.

5. Attend a state conference of one of the following: The Arkansas Counseling Association Fall Conference held Wed.-Fri. of the 2nd week in November; the Arkansas Licensed Professional Counselor Association: the Arkansas Mental Health Counseling Conference in the spring; or the Arkansas Association for Marriage and Family Therapy Conference held in September. Room sharing can greatly reduce costs. Four students to a room make the hotel cost manageable. (Documentation is required.)

6. Present a graduate student poster session or a regular session at the Arkansas Counselors conference on some aspect of counseling that you have researched and/or submit this research for publication.

7. The second year you attend the conference, present a session on something you have successfully accomplished or experienced. Also consider co-presenting with Department faculty or other graduate students.
8. Read 3 books or 20 journal articles about some aspect of counseling. These can be found online by accessing professional journals and/or in the Huie Library. A brief analytical review of each book and/or journal article is required as documentation of your reading.

9. Demonstrate in-depth study when you write the position paper for Practicum and Internship by including reviews of videos/DVDs. Check with graduate assistant responsible for CED library and resources in Huie Library for these resources. This exercise should focus on the specific theoretical approach that you are highlighting in your position paper.

10. Become aware of the professional issues facing the Arkansas school counselors in this state (i.e., the mandated ratio of 1 counselor to 450 students). How did this come to be, and what is your role in maintaining this ratio? How did it happen that Arkansas was the first state in the union to license master level counselors, and what is your role in keeping this licensure viable.

11. As a school counselor, make plans to stay current on Arkansas State Department of Education Directives and policies through regional school counselor organizations, educational cooperatives, and school counselor meetings.

12. During Practicum and Internship, you are required to write a position paper that includes many quotations from the scholarly journals in your field. This writing is a cumulative process which includes much outside reading. Concentrate on articles from the last five or ten years. This does not mean internet sources, but rather printed or online journals through EBSCO Host, ERIC Digest, and other online database providers. If a recommendation is being sought from a faculty member who is not your practicum or internship instructor, you will need to share with that faculty member some of your best clinical work. Otherwise this recommendation will be too general and not include your current counseling skills. You will also need to keep your advisor well informed of your clinical development in order for him/her to give good recommendations. Recommendations may be partly based on your professional involvement and growth as listed in Items 1-13 (above)

13. Get involved in professional organizations by serving on committees; seeking and accepting positions; going to annual leadership conferences; and, by running for office. Build a network at counseling conferences with potential employers.

14. Find a mentor in the field and communicate to them ideas for your professional growth. Do what they do. Sometimes it is helpful to have two mentors, one who has just finished the program and one who is a well-seasoned counselor. By choosing one who has recently finished, you can get a lot of helpful tips on how to successfully complete the program under current standards.

15. Share with your advisor and/or mentors weaknesses you want their help in overcoming. This is what you will be asking your clients to do. Risk, ask for help and grow. Your weaknesses can become your strengths. This includes active participation in class discussions. Have the courage to be imperfect. Be willing to ask...
for feedback on your ideas and assumptions. Do not hide out in class and play it safe by lack of participation. Mistakes are our friends, and from them we learn a great deal. If needed, you are welcome to seek counseling in the HSU Counseling Center. Keep a personal growth journal to record your efforts and successes.

16. Familiarize yourselves with the requirements and sources of CEUs so that they will be ready when you need to present them. (See list on CED web site.) (A) Make written plans to upgrade your skills so that you can add to your letter of intent on a regular basis, add specializations, etc. (B) Update your resume every 6 to 12 months to reflect all growth activities that you have participated in.

17. Visit work sites by means of field trips to learn about those settings. Examples: Millcreek of Arkansas; Rivendell; nursing homes with geriatric counseling programs; exemplary school counseling programs. Visit one of the counselors who have received the elementary, secondary, bi-level Counselor of the Year Award by ArSCA. Write up what you learn about developing an exemplary school counseling program.

18. Explore the advantages of becoming a CCMHC (Certified Clinical Mental Health Counselor) and becoming licensed as a Clinical Mental Health counselor/psychotherapist.

19. Find out about advertising yourself in the phone book as a Psychotherapist.

20. Attend Rape Crisis Professional Training and become approved as a rape crisis intervention specialist. 501-801-2700

21. Attend Case Management Training offered by Mental Health Centers. This could lead to temporary employment between graduation and licensure, and it could also result in your eventually finding employment as a counselor.

22. Attend an Arkansas Board of Examiners Meeting.

23. Submit an article to appropriate professional journal.

VERIFICATION OF COMPLETION OF ITEMS ON STUDENTS PROFESSIONAL GROWTH AS A COUNSELOR IN TRAINING (PROFESSIONAL DEVELOPMENT PLAN)

The items chosen on the students Professional Development Plan will be included in the electronic portfolio See item 7 of the Student Checklist for the electronic portfolio or for TEVERA. Students will be asked to provide a summary that explains exactly how they FULFILLED each of the commitments they made on their Professional Growth Plan.
Mandated Reporter Training

Rationale: Professional and school counselors as people who have regular contact with vulnerable populations are legally required to report observed or suspected child and elder abuse, neglect, and maltreatment. You might ask yourself: What exactly is a mandated reporter? What am I mandated to do? What am I supposed to report? How do I report? What happens if and when I report? Students are tasked with completing training for Arkansas mandated reporters in order to be able to address these questions and fulfill their responsibilities as mandated reporters. The purpose of the mandated reporter training is to assist students in recognizing and reporting child abuse, neglect, and maltreatment in the state.

During the 1st semester after you have been admitted to the counselor education program, the following steps must be taken:

TRAINING IS TO BE COMPLETED ONLINE AND INCLUDES:
1. A pre-training assessment (13 multiple-choice questions)
2. 60-90 minutes of self-paced interactive training
3. A post-training assessment (13 multiple-choice questions)
4. A Certificate of Completion

Training is to be completed at the following website: [www.ar.mandatedreporter.org](http://www.ar.mandatedreporter.org/)

Students are responsible for uploading a copy of their completion certificate to the appropriate Canvas CED Resources folder.

Student Program Assessment

Rationale: The Department of Counselor Education at Henderson State University is committed to continuous program evaluation and improvement. All students are required to complete the Student Program Assessment at various checkpoints throughout their degree plan. Items on the SPA relate to students’ perception of the applicability of the program mission statement and the level of accomplishment felt in relation to the overall program goals and student learning outcomes.

Students are tasked with completing the student program assessment at three points in their training:
3. During the 1st semester after you have been admitted to graduate studies
4. During the 1st week of their practicum
5. During the 1st week of their 2nd internship

The Student Program Assessment can be found on Tevera in the CED Resources class assignments.
**Portfolio Requirements/Artifacts**

**TEVERA (FORMERLY CLINICAL TRAINING MANAGER): Required for all students**

**What is Tevera?**

Henderson State University Teachers College department of Counselor Education uses Tevera™ as a comprehensive online data management system for all candidate activities related to counselor training and licensure preparation. Candidates enrolled in Teachers College programs must subscribe to TEVERA to complete course assignments, field experiences, and to submit applications.

This system allows students to:

- Create and submit key assignments online.
- Create electronic portfolios documenting course work.
- Keep records of field experience work and experience with student teaching/clinical practice (field assignments, field experience, student teaching, clinical practice and internships).
- Submit forms online, including applications for practicum and internship and other field experiences for counselor licensure.

**Help Resources**

- For questions regarding your TEVERA account, contact Dr. Armstrong at armstrs@hsu.edu
- For questions about course assignments, contact the professor of record for the course.
- For assistance logging into MyHenderson, please contact the Help Desk at helpdesk@hsu.edu

**TEVERA is REQUIRED:** for all students in the Counseling program to purchase this data management system. Purchase arrangements can be made through the bookstore or directly from TEVERA. TEVERA replaces TK20 and the required flash drive in that artifacts from required courses, as well as other documents, will be stored here and will comprise students’ electronic portfolio. Students will be made aware of assignments to upload to TEVERA in each required course in their program.

**CED Student Portfolio Requirement**

**What Is a Portfolio?**

A portfolio is a collection of artifacts depicting your performance in your profession. As a prospective counselor, you should be collecting samples of work that provide evidence that you have achieved appropriate levels of proficiency in the competencies expected of counselor education candidates.

A portfolio may be developmental or presentational. During your professional preparation, you will be collecting artifacts from various courses and activities that will demonstrate your level of proficiency of the competencies expected by the department of Counselor Education. These artifacts will be a part of your “developmental” portfolio. During your internship, you will select the best examples of your work to place in your “presentational” portfolio. Your presentational
portfolio will be assessed as you exit the counselor education program. The presentational portfolio will be useful as you market yourself to a prospective employer.

What Is an Artifact?
An artifact is an assignment that you developed or created for a particular purpose. Your professor will designate which assignments are to be artifacts and that are to be saved to TEVERA/Flash Drive for each course and your internship to compromise your portfolio. Below is a list of examples of possible artifacts. This list is not meant to be all inclusive, but to serve as a guide for you.

General
- Position Paper (sometimes call capstone paper)
- Formal evaluations from your supervisors.

Counseling Skills and Knowledge
- Counseling sessions
- Copies of learning exercises for leading groups.
- Media/technology skills: as outlined on the CED technology rubric.; lists of web sites visited for career development; copies of PowerPoint presentation); Evidence of how you used e-mail, data bases, include examples of on-line news groups and listserv memberships you use

Understanding of Clients
- Evidence of meeting individual needs: individualized treatment plans
- Case studies
- Evidence of multicultural competencies.

Evaluation
- Assessments Tests that you have administered for which you have develop familiarization and competency
- Diagnostic tools used to evaluate clients
- Samples of checklists for Screening used for informal assessment

Professionalism and Community Involvement
- Goals (short- or long-term) A copy of your professional growth plan.
- Professional writing: anything published

Products Demonstrating Excellent Counseling
- Pre/post evaluation scores demonstrating client improvement
- Evidence of clients’ change and problem resolution

Why Should I Develop a Portfolio?
Your completed portfolio should not only provide evidence of your levels of proficiency in the competencies expected by the department of Counselor Education, but it should also highlight artifacts that you wish to present to a prospective employer. Evidence of your professional performance is essential in the job search.
Required Artifacts for TEVERA
These Artifacts are from required courses only. There are no artifacts required from elective courses.

*Artifacts will be assigned by professor.*

NOTE – It is important that you observe the guidelines for confidentiality defined in the Family Educational Rights and Privacy Act (FERPA) of 1974. When you use student work, photos, and reflections in your portfolio, DO NOT identify the student or client. Also, be sure to follow the policies of your school district or agency in obtaining permission to photograph or videotape students.

How Should I Organize My Portfolio?
Any electronic format will be acceptable unless otherwise specified.

- Cover Page
- Table of Contents
- List everything in your portfolio in your table of contents.

How Will My Portfolio Be Assessed?
Your portfolio will go through a number of assessments: self, advisor before he or she signs your graduation application. Make your electronic portfolio available to your advisor two weeks before graduation for scoring. Perhaps the most important assessment is the one you do yourself. Use the Portfolio Scoring Rubric for self-assessment. Your professor will provide a copy of the rubric.
PROGRAM RETENTION CHECKPOINTS

Admission into the Department of Counselor Education does not guarantee graduation. Success in academic coursework is only one component of becoming a successful counseling student. The following nonacademic conditions may result in dismissal if they are observed to impair the student’s ability to work with others in class, practicum or internship settings: one (1) personal concerns or psychopathology, two (2) interpersonal relationship issues and three (3) personal attitudes or value systems that conflict with effective counseling relationships.

1. **Student remediation/dismissal policy.** Each semester counselor education faculty will identify any students in their classes whom they think need special consideration by rating those students two (2) times each semester using the Disposition subscales of the Counseling Competencies Scale-Revised © (CCS-R). The CCS-R will be filed with the chairperson of counselor education and in the student’s records. When a problem is identified (a rating at 2 or below on any of the criteria) the following three steps outline the monitoring and dismissal process.

   a. The student is presented in writing with a copy of the Counseling Competencies Scale-Revised © and the professor’s comments. A copy of the CCS-R is also presented to the counselor education department chair and forwarded to the student’s advisor by the evaluating faculty member for discussion. **After the review process, the student, evaluating faculty member, and faculty advisor will meet to discuss the CCS-R and any recommended corrective steps deemed appropriate.**

   b. If a student receives more than one ratings of “Below Expectations/Insufficient/Unacceptable” on the CCS-R (from two or more faculty) the department chair of counselor education will be informed and the student will meet with the Remediation Committee to discuss remediation or possible reconsideration of his or her continuation in the counselor education program. **A copy of the CCS-R and any remediation action taken will be given to the student and placed in his or her file.**

   c. Students who receive a remediation plan will be assessed at regular intervals by the Remediation committee to determine their progress toward addressing their clinical or dispositional impairment. **If the Remediation Committee and department chair determines that the student’s performance or progress with the remediation plan is inappropriate or deficient the student will be denied continuance in the counselor education program. A copy of the CCS-R and any action taken will be given to the student and placed in his or her file.**

If deemed appropriate by the Remediation Committee, the following suggested remedial procedures could be required of the student:

1) Personal therapy  
2) Self-structured behavioral change  
3) Additional field or clinical experience  
4) Additional course work  
5) Other as seen necessary by the Program Faculty

2. **Dismissal of a master’s student will be subject to the following:** Dismissal criteria established by the Office of Graduate Studies and/or academic indicators identified by the Counselor Education Program.
Dismissal Policy

Dismissal of a master’s student will be subject to the following:

1. Dismissal criteria established by the Office of Graduate Studies and or

2. Dismissal from the program occurs if any one of the following conditions exist:

   1. Student earns:
      
      a. Two (two) final grades lower than 3.0 (B)
      
      b. OR below a 3.0 (B) GPA
      
      c. OR More than one C or lower during the first 12 hours while on Conditional Status

   2. Student fails to satisfactorily complete a remediation plan as recommended by the Remediation Committee

3. Admission into the Department of Counselor Education does not guarantee graduation. Success in academic coursework is only one component of becoming a successful counseling student. The following nonacademic conditions may result in dismissal if they are observed to impair the student’s ability to work with others in class, Practicum or Internship, settings:

   1. personal concerns or psychopathology
   
   2. interpersonal relationship issues
   
   3. personal attitudes or value systems that conflict with effective counseling relationships
COUNSELOR EDUCATION STUDENT APPEAL POLICY

Adopted 4/26/05

The purpose of the appeal process is to secure, at the lowest possible level, an equitable solution to counselor education student issues with the Department of Counselor Education. Relevant issues include interpretation and execution of departmental policy, course offerings, grading, and other policy determined relevant by the Department Chair. It is desired that appeals be kept as informal as possible at each level of the appeals process. Appeals beyond the classroom professor will be considered solely on written appeal and any pertinent documents presented initially to the classroom professor.

**Level 1:** If the student has an issue with an assigned grade, the student will first contact the faculty member issuing the grade for an explanation or change in the grade. Please keep in mind that the faculty member has the authority and responsibility to determine the grade. In general, any issue the student has should first be discussed with the relevant departmental member. The student will explain the reasons for the appeal, and the appropriate department member will explain the reason(s) and basis for his or her decision.

**Level 2:** If the matter is not resolved to the student’s satisfaction and the student wishes to pursue the matter further, the student must present the appeal in writing within five working days to the Counselor Education Department Chair. The appeal must be in writing, must fully state the student’s position and argument, and must state specifically that this appeal process is being invoked. All appeals must be signed by the student. The Counselor Education Chair will respond within ten working days as to the decision and the reasons for that decision.

**Level 3:** If the student is not satisfied with the disposition of the appeal at Level 2, or if no decision has been rendered within ten working days after the presentation of the written appeal, the student must file a written appeal within five working days to the Dean of Teachers College, Henderson. The decision of the Dean will be communicated to the student in writing within ten working days stating both the decision and the reasons.

**Level 4:** If the student is not satisfied with the disposition of the appeal at Level 3, or if no decision has been rendered within the prescribed ten working days after the appeal, the student may file a written appeal within five working days with the Academic Vice President, who is the Chief Academic Officer of the University. The Vice President for Academic Affairs will communicate the decision to the student in writing within ten working days and the decision of the Vice President will be final and binding on all parties.
SEMI-ANNUAL REVIEW

In addition to the academic standards for continuing enrollment, all students admitted to the Counseling Program will be subject to semi-annual review by the Program Faculty. This semi-annual review will be conducted by the Program Faculty during the fall and spring semesters. At this review, the Program Faculty will assess current evidence of each student’s personal and interpersonal qualities deemed essential for effective counseling practice. The Program Faculty assesses overall quality of academic performance. Any student having earned more than one grade of “C” will come under scrutiny. The outcome of each review will be used for unrestricted continuation in the program; approval for continuation in the program with specified contingencies; suspension from the program with specified contingencies for re-admission or removal from the program. This review is documented using the Professional Counseling Performance Evaluation (CCS-R).

ADMISSION TO CANDIDACY POLICY

Students who have attained Unconditional Status and completed nine (9) to twelve (12) hours of required courses in the Counseling Program must file for candidacy status in compliance with the Graduate School policy. This is done with your advisor. Future registration is blocked until this is completed.

ELIGIBILITY FOR COMPREHENSIVE EXAMINATION POLICY

For eligibility to sit for the comprehensive examination, students must have completed all core courses with a satisfactory grade.

Students who:

I. have earned a cumulative grade point average of at least 3.00 on all courses completed in the Counseling Program,

II. are enrolled for their final period of study.

III. Have completed all core course work

Students are encouraged to take the comprehensive examination prior to enrolling in Internship I. However, they may take Comps during Internship I if all core courses have not been completed prior to that time, and can receive a grade in the course. If the student passes comps, they are then eligible to enroll in Internship II and be eligible to receive a grade; however, if the student failed comps the first time, they may still enroll in Internship II but will not receive a grade for the course until successfully passing comps with a satisfactory score.
COMPREHENSIVE EXAMINATIONS

All Master’s degree students in the Department of Counselor Education are required to pass a comprehensive examination (Comps). The examination must be passed prior to receiving a grade for Internship II. Comps are given on the first Friday of November, Monday before Spring Break and the Monday before the 4th of July. Contact the Chair of CED (at least one month) well in advance of the date you wish to take comps. The comprehensive written examination includes questions covering the following eight (8) CACREP common core areas:

- Human Growth and Development
- Social and Cultural Foundations
- Helping Relationship – Techniques
- Group Work
- Career and Lifestyle Development
- Appraisal – Group Testing
- Research and Program Evaluation
- Professional Orientation and the following required courses
  - Case Management
  - Marriage Counseling and Family Systems
  - Psychopathology
  - Ethics

Note: In the event that a student fails to pass the comprehensive examination, that student must retake the entire exam. A failing score is one that falls outside of one standard deviation of the established mean for each standardized exam administered. The student will receive an Incomplete (I) grade for Internship II until the exam is passed. Should a student fail the comprehensive examination a second time, the department committee will determine an appropriate remedial strategy. Students must meet the minimum standards on exams or successfully complete remediation proposal in order to receive a grade in Internship II.
CLINICAL INSTRUCTION

Clinical instruction includes supervised practicum and internships that have been completed within a student's program of study. To be enrolled in practicum or internship, a student must be fully admitted into the Counselor Education program, and the prerequisites MUST be completed (see candidacy degree plan). Practicum and internship requirements are considered to be the most critical experience elements in the Counselor Education program. All faculties, including clinical instruction faculty and supervisors, are clearly committed to preparing professional counselors and promoting the development of the student's professional counselor identity.

A. Practicum

Students must complete supervised practicum experiences that total a minimum of one hundred (100) clock hours extended across a full academic term. No practicum hours may be banked to count for Internship hours. The application form must be turned in to the practicum coordinator before the due date. Pay special attention to the due dates for each semester. Before the student can be registered for practicum, the following paperwork must be submitted: 1) Application for practicum course, 2) contract with an approved practicum site, 3) license and resume/vitae of approved site supervisor, 4) proof of liability insurance, 5) proof of background check. (All forms can be found in Canvas in the “CED Resources” folder.)

The practicum provides for the development of counseling skills while under faculty supervision. The student's practicum includes all of the following:

1. Forty (40) hours of direct service with clients, including experience in individual counseling and group work.
2. Weekly interaction with an average of one (1) hour per week of individual and/or, Triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member.
3. An average of one and one half (1 1/2) hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member.
4. Evaluation of the student's performance throughout the practicum, including a formal evaluation (using the CCS-R) at midterm and end of Semester by both the site and faculty supervisor.

B. Internship

The counseling education program requires students to complete a supervised internship of six hundred (600) clock hours that is begun after successful completion of the student's practicum. This requirement includes two (3 hour) courses of internship. The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform.

Before the student can be registered for internship, the following paperwork must be submitted:

1) Application for internship course, 2) contract with an approved internship site, 3) license and resume/vitae of approved site supervisor, 4) proof of liability insurance, 5) proof of background check. (All forms can be found on Tevera and in Canvas.)

The student's internship requirements include all of the following:

i. Two hundred and forty (240) hours of direct service with clients appropriate to the program of study.
ii. Three hundred and sixty (360) hours of indirect experiences are also required. This provides the student opportunity to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings).

iii. Weekly interaction, with an average of one (1) hour per week of individual and/or triadic supervision, throughout the internship (this is usually performed by the on-site supervisor).

iv. An average of one and one half (1 1/2) hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member.

v. The opportunity for the student to develop program-appropriate videotapes of the student’s interactions with clients for use in supervision.

vi. The opportunity for the student to gain experience with assessment instruments, multimedia, computer programs, etc.

vii. Evaluation of the student’s performance throughout the practicum, including a formal evaluation (using the CCS-R) at midterm and end of semester by both the site and faculty supervisor.

The practicum and internship experiences are tutorial forms of instruction; therefore, when the group supervision is provided by program faculty, the ratio of twelve (12) students to one (1) faculty member is considered equivalent to the teaching of one (1) three (3) semester hour course. Such a ratio is considered maximum per course.

**APPROVAL TO REGISTER FOR CLINICAL COURSES POLICY**

1. Eligibility to enroll in Practicum is subject to approval of the students’ academic advisor and the Practicum Coordinator. To obtain this approval, a student must be fully admitted into the program and have successfully completed all prerequisites.

2. Eligibility to enroll in Internship is contingent on a grade of “B” or better in Counseling Practicum; passage of comprehensive exam*; an internship application submitted by the due date to the Internship Coordinator and a satisfactory rating on Counseling Competencies Scale-Revised © (CCS-R (see Clinical Handbook).

**Practicum and Internship Application Deadlines**

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* A student may enroll in Internship I and II even though they may not have passed the comprehensive examination; however, they will receive a grade of Incomplete (I) in Internship II until they satisfactorily pass the comprehensive examination.
Application materials submitted by July 15th will be considered for Fall admission; those received by November 15th will be considered for Spring admission; and those submitted by March 15th will be considered for Summer admission. Students must submit all necessary requirements to the Practicum or Internship Coordinator before the deadline in order to be considered for admission into the respective course.
ELIGIBILITY FOR GRADUATION POLICY

The following criteria must be met in order to receive a Master’s degree:

1. Earn a grade point average of 3.00 on in these courses.
2. Complete all courses required for the Counseling Program (Clinical Mental Health or School Counseling).
3. Pass the comprehensive examination.
4. School Counseling candidates must pass the Praxis I & II in School Counseling with a score of at least 600.

Application for Graduation Policy

Due Date (The student will pick up the form in the Graduate School Office, Womack 210A or can download it from CED files available to students).

<table>
<thead>
<tr>
<th>Graduation Application Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
</tr>
<tr>
<td>August</td>
</tr>
<tr>
<td>December</td>
</tr>
</tbody>
</table>
COUNSELOR EDUCATION PROFESSIONAL LIBRARY

Checkout Procedures
The following are check-out procedures for periodicals, books, media materials, and audio tapes. No more than six (6) items may be checked out at any one time. All Counseling Library materials must be returned by the end of each semester for inventory.

<table>
<thead>
<tr>
<th>Check out period is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester</td>
</tr>
<tr>
<td>Summer I &amp; II</td>
</tr>
<tr>
<td>Fall Semester</td>
</tr>
</tbody>
</table>

**AUDIO & VIDEO TAPES:** These must be checked out through the graduate assistant in charge of the CED library or the department Administrative Assistant. Include the following: Your name, today’s date, and the number of the tape. You may use EDC 232 or EDC 238 to watch tapes. Rewind all tapes before returning them to the Return Materials Bin in EDC 237.

**BOOKS & PERIODICALS:** Fill out the card located inside the book cover (may be located in front or back of cover) Include the following: Your name and today’s date, leave this card in the tray labeled “File” on top of the audio tape cabinet.

**MEDIA MATERIALS:** Kits (Excluding audio and video tapes) the sign-out sheets are in the Media folder located on top of the audio tape cabinet for checking out kits. Include the following: Your name, today’s date, and name of the kit.

**RETURNING MATERIALS**

Return the materials (books, periodicals, media materials, and tapes) to the graduate assistant or Administrative Assistant for re-filing. Please do not reshelv these materials yourself.

All materials must be returned by the end of the semester. Rewind tapes before returning.

**OTHER TYPES OF ACADEMIC DISHONESTY**

Taking books, journals, audio tapes, video tapes or any material from the CED Professional Library EDC 237 without checking out the items according to CED procedures is a form of academic dishonesty.
Computer Applications during the Counselor Preparation Program

Computers on Campus Available for student use: During your counseling program at Henderson, there are a number of computer labs available for your use.

- **Education Center Room 206** - On the second floor of the Teacher Center in Room 206, there is a Computer Lab with 24 computers available for your use, with printer available. Access to this locked lab is gained by swiping your HSU ID card in the door reader security device. Times available for use are posted by the door. You will note that none of the computers in this lab have floppy drives. Henderson computers are equipped with flash drive; therefore, it is important that you procure a flash drive for your use on Henderson computers.

- **Education Center Room 113 (Multimedia Lab)** - Graduate students are welcome to use the Multimedia Lab in Room 113 on the first floor of the Teacher Center. There are 10 PCs and two Macs in this media center. This center is open until 7:00 p.m. on Monday through Thursday, and until 4:30 p.m. on Friday.

- **Huie Library Computers** - In addition, the Huie Library has 42 PC’s available for student use.

- **Evans Hall Room 112** - There is also a computer lab in Evans Hall that is available for student use. There are 20 PC’s in this lab. It is the first room (#112) to the right as you enter Evans Hall’s main entrance. For a map of the campus go to: [http://www.hsu.edu/campusmap/index.aspx](http://www.hsu.edu/campusmap/index.aspx).

- **Garrison Student Center Lab – Room D209** - The Garrison Student Center has a computer lab available for student use. There are 31 PC’s available, with one printer, in Garrison Center Room D209 (the “Hays” Room).

- **Counselor Education Library (Teacher Center Room 239)** - In the Counselor Education Library there is a computer available for student use at the desk to the left as you enter the door.

**Laptop or PDA’s with wireless cards:**

- If you have a Laptop or a wireless card, you may be able to access the wireless network on campus. The goal is to provide corner to corner wireless access in all the buildings on campus. Access to the newly upgraded wireless network does require users to go through a registration process when connecting to the network. This is the step by step instructions for registering a wireless computer for student/guest access.
GRADUATE SCHOOL POLICIES

Please pay special attention to the following policies in the graduate catalog

a. **Transfer Credit** – If students are enrolled in a degree program, graduate credit from approved institutions may be accepted, provided the courses transferred are appropriate to the student’s curriculum, grades earned on such courses(s) average “B”, and the student’s advisor approves the course(s) to be transferred. Graduate credit will not be granted for any course when the grade earned is below “C” or when the course has been graded on a credit/no-credit basis. If the student wishes to transfer credit already earned before he/she enters the program at Henderson State University, the student must submit an official transcript at the time of application. The application is evaluated and the student will be notified concerning the acceptability of such credits.

If a student wishes to earn credits at another institution for transfer, after he/she has been admitted the student must secure a letter from the HSU Dean of the Graduate School to the dean of the institution, which he/she selects, authorizing that student to enroll in courses for transfer to HSU. The student should obtain specific course approval from his/her advisor and the Dean of the Graduate School prior to enrollment. A student who fails to secure this authorization takes courses at other institutions at his/her own risk. The total number of credits, which may be transferred to apply toward a degree is six (6) semester hours for a thirty-six (36) hour degree and nine (9) semester hours for a forty-eight (48) hour degree.

b. **Graduate Study Load** – The maximum load for a summer term is six (6) semester hours or a total of twelve (12) hours for the entire summer session. The maximum load for a full-time graduate student is twelve (12) semester hours each semester during the regular academic year. This twelve (12) hour maximum also applies to a student who is enrolled in graduate and undergraduate courses concurrently.

A student may withdraw during the first two (2) weeks of the regular summer term or during the first six (6) weeks of a semester without penalty. If the course is taught in a compressed format, withdrawal dates may be adjusted. Failure to withdraw officially will result in the assignment of the grade of “F”.

c. **Time Limit for Completion of Program** – The Master’s Degree in counseling must be completed within eight (8) calendar years. Transfer credit presented to meet the requirements for the Master’s degree at Henderson State University must have been earned within seven (7) years, nine (9) in the case of Counseling, and prior to graduation. If for reasons beyond the student’s control, he/she is unable to complete all requirements within the time limit allowed, he/she may apply to the Dean of Graduate Studies and the Counselor Education Department chair, for an extension of one year.

d. **Application for Graduation** - Each student must make official application for graduation at the beginning of the academic semester during which he/she expects to complete requirements or at the beginning of summer school if the student expects to graduate in August. There is no graduation ceremony in August, but diplomas reflect the August date. August graduates participate in the December graduation ceremony. August graduates requesting to participate in the May commencement are required to enroll and pay for all summer courses on the first day of Summer/Fall pre-registration. Tuition and fees in this circumstance are non-refundable. Any August graduate with two C’s or I’s on his or her transcript on the day of pre-registration is not eligible to participate in the May ceremony. An application for graduation may be obtained from the Graduate School office, second floor of Womack Hall. The application deadlines are as follows:
Paragraph 1. An instructor may dismiss or suspend from a class any student who is disruptive, is violating a University regulation, or is engaged in Academic Dishonesty. If deemed appropriate, the instructor may refer the student to the Office of Judicial Affairs for University disciplinary action.

The following lists of behaviors are examples that constitute academic dishonesty:

1.) Examination Behavior – Any use of external assistance during an examination shall be considered academically dishonest unless expressly permitted by an instructor;

2.) Fabrication – Any intentional falsification or invention of data or citation in an academic exercise will be considered a violation of academic integrity;

3.) Plagiarism – the appropriating and subsequent passing off of another person’s work as one’s own. If the work of another is used, acknowledgement of the original source must be made known using a recognized referencing practice. If another’s words are borrowed in whole or in part and merely recast in the student’s own words, proper acknowledgement must be made. All papers must be submitted electronically as an email attachment. They may be checked with Turnitin plagiarism software for the passing off of another person’s work as one’s own. Final submission of papers will be emailed to the instructor and the Counselor Education Technology Coordinator.

4.) Other Types of Academic Dishonesty –
   a.) Submitting a paper written or obtained from another;
   b.) Using a paper or essay in more than one class without the instructor’s permission;
   c.) Using another person to complete homework assignments or take-home exams without the knowledge and consent of the instructor;
   d.) Sharing or using information through computers or other electronic networks without the consent of the instructor or
   e.) Taking books, journals, audio tapes, video tapes or any material from the CED Professional Library, EDC 237, without checking out the items according to CED

Paragraph 2. The Director of Judicial Affairs may invoke sanctions as outlined in the Student Code of Conduct.

P. Technology Policy- All students in the Graduate Counseling Program will demonstrate proficiency of the technological competencies listed by CACREP by the completion of a Technology Rubric. Proficiency will be measured by scoring a minimum of a “3” on each competency on the Technology Competency Rubric. Each student will meet these competencies prior to Internship. A copy of the Technology Rubric will be provided by the instructor. Turn the completed form in to the Internship instructor. Put the date this was completed on your internship checklist.

Q. Special Problems Course Policy - Student requests to take a course by special problems are a rare exception. Students prior to regular registration should make a request and submit a plan for meeting course objectives to the Department Chair in writing. The request should include the reason for the request. The Chair will then consult with faculty about the request. The Student’s Advisor will be part of the decision to affirm whether or not the student has sought advisement on what sequence of courses to take to avoid the necessity of a Special Problems course. The Chair
will then notify the student of the Department’s decision. A copy of this form can be obtained from the department Administrative Assistant.

R. Endorsement Policy - Endorsement for a professional position, license or certificate requires the completion of a specific educational experience designed to prepare individuals for that professional role. Individuals that graduate with one major (from our program or any other program) and subsequently wish to be endorsed in a field ordinarily assigned to a different major, must demonstrate that they have satisfied the course and experiential requirements for the new major before they can be endorsed by the Department of Counselor Education faculty. This policy applies to oral or written recommendations for:

1. Certification as a school counselor
2. Certification by the National Board for Certified Counselors
3. Licensure as a counselor by any state licensing board
4. Employment in counseling or counseling related positions

S. Faculty Recommendation Policy - Counselor education faculty may recommend, upon request, students and counselor education graduates for credentialing and employment. Students and graduates will be recommended based on faculty experience directly with the student related to the credential and employment they seek. Faculty will recommend only those students and graduates of which they have personal and professional knowledge.

T. Disability and Non-Discrimination Policy - Henderson State University, as an educational institution and as an employer, does not discriminate on the basis of race, color, religion, ethnicity, national origin, age, sex, marital, veteran or disabled status. As a committed equal employment opportunity employer the University, maintains an active affirmative action program and works continually to assure that it complies with and enforces all rules and regulations of Title VI and VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, The Rehabilitation Act of 1973, the Age Discrimination in Employment Act, the Drug-Free Workplace Act of 1988 and the Americans with Disabilities Act of 1990. Requests for disability accommodations must be addressed through the Disabilities Resource Center, Foster Hall 330, (870)230-5475.

U. Counseling Jobs Posting Policy - Counselor Education aids students finding employment in their chosen field. All job openings received by the Department of Counselor Education are placed in the Counseling Jobs folder in the Counselor Education Library EDC 237 and are often posted on Canvas to the CES resource folder as well. In addition all these openings are sent to:

Career Services located on the HSU Campus
2nd Floor Garrison Student Center Room 212
HSU Box 7722
career@hsu.edu

Career Services places the job opening on the Career Services Page:
www.hsu.edu/career.
W. Sexual Harassment Policy - While sexual harassment most often takes place where there is a power differential between the persons involved, it also may occur between persons of the same status and gender. Personal relationships will not be allowed to interfere with the academic or professional integrity of the University.

1. Purpose: The purpose of this policy is to define sexual harassment and to establish a procedure whereby alleged sexually harassed faculty, staff, and students may lodge a complaint immediately and confidentially.

2. Policy: Henderson is committed to the maintenance of a working and academic environment free from all forms of sexual harassment. Sexual harassment violates University policy as well as state, federal, and local laws. It is neither permitted nor condoned.

It is also a violation of Henderson's policy for any employee or student at Henderson to attempt in any way to retaliate against a person who makes a claim of sexual harassment.

Any individual found to have violated the University's policy against sexual harassment will be subject to disciplinary action including, but not limited to, reprimand, suspension, termination, or expulsion. Any disciplinary action taken will depend upon the severity of the offense.

3. Definition: Sexual harassment is defined as unwelcome sexual advances, request(s) for sexual favors, and other verbal or physical conduct of a sexual nature when:

a. Submission to, or tolerance of, such conduct on or off campus is made a term or condition of instruction, employment, or participation in other university activities.

b. Submission to, or rejection of, such conduct by an individual is used as a basis for evaluation in making employment or academic decisions affecting the individual.

c. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or employment performance or creating an intimidating, hostile or offensive university environment.

4. Procedures: Students or employees who believe that they have been sexually harassed should first seek an informal resolution of this problem as outlined below. If that is not effective, such individuals then should pursue formal resolution of their complaint through the procedure indicated under the heading Formal Complaint Resolution. All complaints must be made within thirty (30) days of the occurrence of the alleged harassment.

a. Informal Resolution

Employees who believe that they have been subjected to sexual harassment should report the problem promptly to their immediate supervisor or to a departmental supervisor higher up in the chain of command. Students who believe that they have been subjected to sexual harassment should report the problem promptly to an academic dean or to a vice president.

The person to whom the complaint is made shall promptly begin an impartial consideration of the complaint and make a thorough investigation. If a mutually agreeable answer or settlement has not been obtained within fourteen (14) calendar days from the date of the complaint, the complainant may initiate the formal complaint procedure.

Throughout the informal resolution process, efforts will be made to keep the identity of the complainant confidential.

Formal Complaint Resolution
1. **Procedure:** If a problem cannot be resolved through informal attempts at conciliation and the complainant wishes to pursue the matter of further, he or she must file a formal written complaint. Such complaints are to be filed according to the existing grievance procedures for faculty, staff, or student as set out in the appropriate Handbook. All formal complaints will be given a full, impartial and timely investigation. During such investigation, while every effort will be made to protect the privacy rights of all parties, confidentiality cannot be guaranteed.

2. **Sanctions:** If investigation of a reported occurrence of sexual harassment reveals that the complaint is without reasonable foundation, both parties will be so informed and will also be informed that no further action is warranted. If an individual is found to have violated the University's policy against sexual harassment, the investigating body will recommend disciplinary action appropriate to the severity of the offense including, but not limited to, reprimand, suspension, expulsion from the dormitories, reassignment of responsibilities, termination of employment, or expulsion from the University.

**X. Liability (Malpractice) Insurance Policy** - All students enrolled in Case Management, Practicum or Internship must present evidence of liability (malpractice) insurance coverage before the class begins. The Proof of Liability Form must be signed and returned prior to Practicum and Internship. Two sources of affordable Student Liability insurance are http://www.cphins.com/ and www.acait.com, or www.hpso.com.

**INCOMPLETE GRADE POLICY**

Students with 3 or more incompletes will not be allowed to register unless they petition the Chair and show cause why they should be allowed to register for counseling classes.

If you want to negotiate for an Incomplete please use the form provided on Angel for CED students. All course grades of incomplete over one year with automatically turn into the letter grade of F. This is a university Graduate school policy.

**JJ. Student ID Card Policy**

The University-issued ID card provides official identification and will be carried by students at all times. There is a $10.00 charge for replacement. Further, it must be surrendered at the request of the appropriate University representative for purposes of identification. Student ID cards are processed at the Charles D. Dunn Student Recreation Center. Hours are from 8-5. There is no charge for this because you have already paid for it as long as it is the first time you have had an ID made. If you are replacing an ID card the charge is $10.

**KK. Transfer Credit Policy**

If students are enrolled in a degree program, graduate credit from approved institutions may be accepted, provided the courses transferred are appropriate to the student's curriculum, grades earned on such course(s) average "B", and the student's advisor approves the course(s) to be transferred. Graduate credit will not be granted for any course when the grade earned is below "C" or when the course has been graded on a credit/no credit basis. If the student wishes to transfer credit already earned before he/she enters the program at Henderson State University, the student must submit an official transcript at the time application is made. It will be evaluated, and the student will be notified concerning the acceptability of such credits.

If a student wishes to earn credits at another institution for transfer after he/she has been admitted, the student must secure a letter from the HSU Dean of the Graduate School to the dean of the institution which he/she
selects, authorizing that student to enroll in courses for transfer to HSU. The student should obtain specific course approval from his/her advisor and the Dean of the Graduate School prior to enrollment. A student who fails to secure this authorization takes courses at other institutions at his/her own risk. The total number of credits which may be transferred to apply toward a degree is (12) semester hours for a 60 hour degree.

The clinical courses of Internship and Practicum must be completed through HSU. If one has successfully transferred credits from another program, the remaining credit hours must be through Henderson State University.

LL. Personal Counseling For CED Students Policy
Students are encouraged to seek personal counseling for unresolved issues. The HSU counseling center is available for CED students’ personal use. However, CED student interns in the counseling center will not be allowed to counsel any CED students. If CED faculty are supervising any lacs working in the counseling center, those lacs may not see any CED student. If students would like a referral to other qualified counselors other than those in the HSU counseling center, program faculty will recommend a number of local counselors. These local counselors should not be under the supervision of CED faculty.

The experiential component of the group procedures course is led by counselors who are not CED faculty. These policies protect the confidentiality of the CED student and are designed to separate academic advisement and status with personal counseling

FINANCIAL AID
Graduate students wishing to apply for financial aid should contact the HSU Financial Aid Office in Womack Hall 203A, or email hollandj@hsu.edu or call 870-230-5148.

Scholarship Information
Scholarships which provide limited financial assistance are available. For information pertaining to availability and required criteria, please contact the HSU Foundation Office at 870-230-5347.

- The **Willis B. Inman Scholarship** provides a limited award to a graduate student pursuing a Master’s degree in Counseling. Criteria for selection and application forms are in the Counselor Education Professional Library EDC 237 and in Appendix C of this handbook.
- The **Hugh Lovett Memorial Scholarship** provides a limited award to a graduate student pursuing a Master’s degree in School Counseling. Criteria for selection and application forms are in the Counselor Education Professional Library EDC 237. April 30 is the deadline for application.

Graduate Assistantships (GA)
Teaching, research, and service assistantships are available to qualified students. An assistantship permits a student to act as a departmental assistant, with the principal function of enabling qualified students to continue their graduate work. The stipend for an assistantship is determined by the President of the University. Appointments may be terminated at any time for cause, for example, improper performance of duties or violation of accepted standards of behavior, or failure to maintain scholastic eligibility for graduate school.

An assistantship can be awarded only to those students who qualify for admission to graduate study and who also qualify for admission to the school governing the degree program. University policy is to provide equal educational and employment opportunities services, and benefits to students and employees without regard to race, color, national origin,
or sex, in accordance with Title VI of the Civil rights Act of 1964, Title IX of the Education Amendments of 1972; Sections 799A and 845 Public Health Service Act, and Sections 503 and 504 of the Rehabilitation Act of 1973, where applicable.

A GA must be enrolled in at least six (6) hours of graduate study, should consult his or her academic advisor and GA supervisor to determine an appropriate course load. Under no circumstances may a GA take more than twelve (12) hours during any one semester. Students who receive assistantships are not required to pay tuition but are expected to pay all fees and successfully complete at least six (6) semester hours of graduate work, as a condition of their continued appointment, and maintain a minimum grade point average of 3.0.

A GA will be responsible for a minimum of twenty (20) hours of work and for completion of the GA orientation sessions conducted by the Graduate School. GA’s are assigned to a cohort group which acts as a support network. Service learning hours are required. Additional responsibilities may be required by the college/school or department.

Decisions regarding GA slots should be made, and the paperwork filed with the Graduate School, no later than May 1.

**STEPS FOR MAKING APPLICATION FOR GA CONTRACT**

Job descriptions and application forms for all assistantships are available in the Graduate School office. Students desiring to apply should consult the qualifications listed in each description.

A graduate student seeking a graduate assistantship must:

1. Be admitted to the HSU Graduate School;
2. Complete an application for a graduate assistantship

http://www.hsu.edu/Academics/GraduateSchool/assistantship.html

3. Submit the application for a graduate assistantship to the Graduate school, which will copy to appropriate GA supervisor and/or department chair.

Following approval, the GA supervisor and/or department chair will submit the application to the respective school dean for approval and recommendation to the Dean of the Graduate school. The Dean of the Graduate school will make final recommendation to the Vice President for Academic Affairs, who will forward recommendations to the President. The President of the University will approve or disapprove each application. Incomplete applications are returned to the department chair.

<table>
<thead>
<tr>
<th>Department responsible for GA</th>
<th>Number of GA’s</th>
<th>Area and Skills needed</th>
<th>Contact Person &amp; Location</th>
</tr>
</thead>
</table>
| Vice President for University and Community Resources | 1 GA | Public Relations, Journalism background, Media Services, Computer-technology background | Tim Murphy, Dir. Public Relations Barkman House Jennifer Holbrook, Dir. Media Services
| Vice President of Student Services | 1 GA | ACE Program | Dir. Housing
| | 4 GA’s | Housing | Dir. Housing
| | 2 GA’s | Career and Student Services | Pam Ligon, Dir. Career Center and Student Retention
| | 1 GA | Student Activity Board | |

<table>
<thead>
<tr>
<th>Department responsible for GA</th>
<th>Number of GA’s</th>
<th>Area and Skills needed</th>
<th>Contact Person &amp; Location</th>
</tr>
</thead>
</table>
Chad Fielding, Dir Student Activities
Sheri Wright, Alumni Director
Carl Stark, Grad Dean
Mike Kelly, Chair CED
Chair C&I Celia Taylor
Celia Taylor, Dean
Dean TCH
Ken Taylor, Asocc. Dean TCH
Pat Weaver, Cood, Ed. Leadership
Dr. Julia Hall, Martha Dell Cooley

* = CED Student has served as a GA in that slot

Student Loan Forgiveness

http://studentaid.ed.gov/PORTALSWebApp/students/english/repaying.jsp
IMPORTANT
PROGRAM FORMS
AND DOCUMENTS
### Master’s Degree Plan in Counseling: Clinical Mental Health Counseling Track

#### CORE COUNSELOR EDUCATION REQUIREMENTS (45) semester hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
<th>Mini May</th>
</tr>
</thead>
<tbody>
<tr>
<td>6083</td>
<td>Research &amp; Program Evaluation</td>
<td>R (PO)</td>
<td>R (PO)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5033</td>
<td>Marriage Counseling &amp; Family System</td>
<td></td>
<td></td>
<td></td>
<td>(Online)</td>
<td></td>
</tr>
<tr>
<td>5713</td>
<td>Advanced Human Development</td>
<td>M (PO)</td>
<td></td>
<td></td>
<td>(PO)</td>
<td></td>
</tr>
<tr>
<td>5723</td>
<td>Assessment in Counseling</td>
<td>(Online)</td>
<td></td>
<td></td>
<td>(Online)</td>
<td></td>
</tr>
<tr>
<td>6043</td>
<td>Psychopathology</td>
<td>M (PO)</td>
<td>M (PO)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6093</td>
<td>Pre-Practicum</td>
<td>W 6:00 E</td>
<td>W 6:00 E</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6673</td>
<td>Practicum</td>
<td>W 6:00 E</td>
<td>W 6:00 E</td>
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<tr>
<td>6733</td>
<td>Theories of Counseling</td>
<td>M</td>
<td>M</td>
<td></td>
<td></td>
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<tr>
<td>6753</td>
<td>Career Counseling</td>
<td>R (PO)</td>
<td></td>
<td></td>
<td>10 12:30 (PO)</td>
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</tr>
<tr>
<td>6953</td>
<td>Social &amp; Cultural Foundations</td>
<td>W (PO)</td>
<td>W (PO)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6743</td>
<td>Group Procedures</td>
<td>T (PO)</td>
<td></td>
<td></td>
<td>5:30 – 8:30 (PO)</td>
<td></td>
</tr>
<tr>
<td>6923</td>
<td>Counseling Ethics</td>
<td>(Online)</td>
<td>(Online)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6683</td>
<td>Psychopharmacology</td>
<td>(Online)</td>
<td>(Online)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6583</td>
<td>Counseling &amp; Substance Abuse</td>
<td>T (PO)</td>
<td></td>
<td></td>
<td>(Online)</td>
<td></td>
</tr>
<tr>
<td>6063</td>
<td>Intro to Play Therapy/Counseling Children</td>
<td></td>
<td></td>
<td></td>
<td>6:00-9:00 (PO)</td>
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</table>

#### CLINICAL MENTAL HEALTH COUNSELING REQUIREMENTS (12) Semester Hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
<th>Mini May</th>
</tr>
</thead>
<tbody>
<tr>
<td>6013</td>
<td>Professional Clinical Mental Health</td>
<td>T (PO)</td>
<td>T (PO)</td>
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<td></td>
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</tr>
<tr>
<td>6793</td>
<td>Case Management: CMH</td>
<td>T (PO)</td>
<td></td>
<td></td>
<td>1:00-3:00 (PO)</td>
<td></td>
</tr>
<tr>
<td>6823</td>
<td>Internship (2, 3-hr sections = 6 hours)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>(Hot Springs) X</td>
<td></td>
</tr>
</tbody>
</table>

#### CLINICAL MENTAL HEALTH COUNSELING ELECTIVE COURSES (3) Semester hours

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
<th>Mini May</th>
</tr>
</thead>
<tbody>
<tr>
<td>5653</td>
<td>Family Counseling and Parent Ed</td>
<td>T (PO)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6053</td>
<td>Special Problems in Counseling *</td>
<td>(PO)</td>
<td>(PO)</td>
<td>(PO)</td>
<td>(PO)</td>
<td></td>
</tr>
<tr>
<td>5073</td>
<td>Advanced Play Therapy</td>
<td></td>
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<td>6123</td>
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<tr>
<td>6643</td>
<td>Sex Counseling</td>
<td>R (PO)</td>
<td></td>
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<tr>
<td>6633</td>
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<tr>
<td>6983</td>
<td>Seminar in Counseling Alternate Years</td>
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<td></td>
<td>PO</td>
</tr>
</tbody>
</table>

*This course designation is for students to take a course by independent study that is not being taught that semester because it did not make. This is only permitted under special circumstances. ** (prerequisite CED 6733 Theories of Counseling)

Online = Course is offered entirely Online
PO Online = Course meets as determined by professor
Enhanced = Materials are disseminated Online

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### Master’s Degree Plan in Counseling: School Counseling Track

#### CORE COUNSELOR EDUCATION REQUIREMENTS (45) semester hours

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<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer I</th>
<th>Summer II</th>
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<td>5033</td>
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<td>W 6:00 E</td>
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<tr>
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<td>W (PO)</td>
<td>W (PO)</td>
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<td>Group Procedures</td>
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<td>5:30 – 8:30 (PO)</td>
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<td>(Online)</td>
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<td>6583</td>
<td>Counseling &amp; Substance Abuse</td>
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<td>(Online)</td>
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<td>6063</td>
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<td>6:00-9:00 (PO)</td>
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**SCHOOL COUNSELING REQUIREMENTS (12) Semester hours**

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<th>Summer II</th>
<th>Mini May</th>
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<td>6783</td>
<td>Case Management School</td>
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<td>6813</td>
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<tr>
<td></td>
<td>X = time TBA</td>
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**SCHOOL COUNSELING ELECTIVE COURSES (3) Semester hours**

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<tr>
<th>Course</th>
<th>Name</th>
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<th>Summer II</th>
<th>Mini May</th>
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<tr>
<td>5653</td>
<td>Family Counseling and Parent Ed</td>
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<tr>
<td>6053</td>
<td>Special Problems in Counseling *</td>
<td>(PO)</td>
<td>(PO)</td>
<td>(PO)</td>
<td>(PO)</td>
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<tr>
<td>5073</td>
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<td>SocioEmotional Developmental Play Thx</td>
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<tr>
<td>6643</td>
<td>Sex Counseling</td>
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<tr>
<td>6633</td>
<td>Supervision</td>
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<td>(PO) TBA</td>
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<tr>
<td>6983</td>
<td>Seminar in Counseling Alternate Years</td>
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</tr>
</tbody>
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Online = Course is offered entirely Online

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Enhanced = Materials are disseminated Online
Informed Consent for Release of Records AND INFORMATION

Under regulations prescribed by state and federal law, records and information concerning you which are compiled and maintained by the university are confidential. Release of any such information to third parties, other than officials with a specifically authorized right to know (except for the general directory information set out in Section 10 of the Code of Student Conduct in the Student Handbook), is prohibited without your written consent. Information which could identify an individual student will not be maintained beyond the level of the institution and will not be made available to any state level agency or other body except for such purposes as allowed by law. Further, you are guaranteed the right to inspect any such records and information, to require the accuracy of such information and to obtain copies, at a reasonable cost.

By completing and signing this Consent for Release, I acknowledge that I understand my rights concerning my personal records and information and voluntarily and knowingly consent to the release thereof pursuant strictly to the specific conditions and limitations listed in this Consent.

(Name of Student)                               (Address)                       (Date of birth)

Authorization is hereby granted to:

Release the following information to:    Counseling Admission Committee

(Describe information or records to be released)

Graduate School File

(Describe purpose(s) for which release is limited)

Admission and exit interviews

Signature of Student:___________________________

Date: _______________________________________

4
Henderson State University
Department of Public Relations

Waiver and Release of Liability

In consideration of my photographic image, candid or posed, printed in various publications and advertisements of Henderson State University for purposes of advertising the University, its mission or various activities, I, by my signature to this Waiver and Release as an individual and/or as the parent or legal guardian of the named minor participant, state that I understand the uses and purposes for which these photographic images will be used and any specific risks and dangers inherent in such activity, I have explained these to the minor Participant I am signing for, and I hereby assume the risk of such activity and expressly waive all claims which I, and the minor participant, or estates and heirs have or may have for injury, death, property loss and any attendant damages arising out of, in the course of or as a result of this activity against Henderson State University, its employees, agents and any individual acting in an official capacity in concert with Henderson State University, its employees and agents from any and all claims, which arise from such activities, either directly or indirectly, regardless of negligence on their part, whether simple or gross.

This Waiver shall be interpreted in accordance with the laws of Arkansas.

I acknowledge and certify that I am of legal age or that my parent or guardian is signing with me, and I am executing this Waiver of my own free will.

______________________________ __________
Participant       Date

_______________________________
Address & Phone
**Background Check Authorization Form**

**Authorization to Perform Criminal History And Background Check**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Middle Name or Initial</th>
</tr>
</thead>
</table>

Maiden or other name(s) used in any and all other records of birth or records of residence

**Address**

City: County: State: Zip:

Date of Birth: Social Security Number:

*AS SHOWN ON THE ORIGINAL APPLICATION*

The information contained in this application is correct to the best of my knowledge. I hereby authorize Information Solutions Team d/b/a INTEGRITRAC and its designated agents and representatives to conduct a comprehensive review of my background causing a consumer report and/or an investigative consumer report to be generated for employment purposes. I understand that the scope of the consumer report/investigative consumer report may include, but is not limited to the following areas: verification of social security number; current and previous residences; employment history, education background, character references; drug testing, civil and criminal history records from any criminal justice agency in any or all federal, state, county jurisdictions; driving records, birth records, and any other public records.

I further authorize any individual, company, firm, corporation, or public agency (including the Social Security Administration and law enforcement agencies) to divulge any and all information, verbal or written, pertaining to me, to INTEGRITRAC or its agents. I further authorize the complete release of any records or date pertaining to me which the individual, company, firm, corporation, or public agency may have, to include information or data received from other sources.

I hereby release INTEGRITRAC (and the Social Security Administration) and its agents, officials, representative, or assigned agencies, including officers, employees, or related personnel both individually and collectively, from any and all liability for damages of whatever kind, which may, at any time, result to me, my heirs, family, or associates because of compliance with this authorization and request to release.

1. **Yes** No Have you ever been convicted or plead guilty before a court for any federal, state or municipal criminal offense? (Exclude minor traffic misdemeanors).
   If yes, please provide details below.

   State: County: Date of Offense: ___/___/___

   Details of Conviction:

2. **Yes** No Have you ever received deferred adjudication or similar disposition for any federal, state or municipal offense?
   If yes, please provide details below.

   State: County: Date of Offense: ___/___/___

   Details of Offense:

3. **Yes** No Have you ever received probation or community supervision for any federal, state or municipal offense?
If yes, please provide details below.

State: _____________________ County: _____________________ Date of Offense: ___ / ___ / ___
Details of Supervision: ________________________________________________________________

__________________________________________________________________________________

4. ___ Yes ___ No Have you ever been convicted of any criminal offense in a country outside the jurisdiction of the United States? If yes, please provide details below.

State: _____________________ County: _____________________ Date of Offense: ___ / ___ / ___
Details of Conviction: ________________________________________________________________

__________________________________________________________________________________

5. ___ Yes ___ No As of the date of this consent form, do you have any pending charges against you? If yes, please provide details below.

State: _____________________ County: _____________________ Date of Offense: ___ / ___ / ___
Details of Pending Charges: __________________________________________________________

__________________________________________________________________________________

THIS SECTION IS TO BE USED TO LIST ALL COUNTIES AND STATES OF RESIDENCE SINCE HIGH SCHOOL GRADUATION OR AGE 18.

CITY/TOWN COUNTY STATE

__________________________________________________________________________________

__________________________________________________________________________________

I HEREBY CERTIFY THAT ALL INFORMATION PROVIDED IN THIS AUTHORIZATION FORM IS TRUE, CORRECT, AND COMPLETE. IF ANY INFORMATION PROVES TO BE INCORRECT OR INCOMPLETE I UNDERSTAND THAT GROUNDS FOR CANCELING OF ANY AND ALL OFFERS OF EMPLOYMENT WILL EXIST AND MAY BE USED AT THE DISCRETION OF THE COMPANY.

Signed this ______ day of ______________________, 20__

APPLICANT / EMPLOYEE (PRINT NAME) ________________________________________________

APPLICANT'S / EMPLOYEE'S SIGNATURE ________________________________________________
Student Responsibility Form

Acknowledgement of Recipient Signature Page

Directions: New Students, please complete this form immediately and either fax or return by regular mail.

I understand that it is my responsibility to stay abreast of the policies and procedures in the Department of Counselor Education School and Clinical Handbook (24th Edition, 2016) as well as any revisions or addendums to the same. If I have questions concerning these materials, I will ask for clarification from my advisor or other program faculty.

Student name (print) _______________________________________ Date__________

Student (signature) ________________________________________ Date___________

(Signed form will be filed in student record.)

Important
Upon receipt of this document, candidates must print the student responsibility form page, sign and date it, and fax or mail it as directed below. This form must be returned by the end of the day you interview for admission. Failure to submit this form will prevent subsequent registrations.

Fax Number:
870-230-5455

Mail To:
CED Secretary, HSU Box 7774, HSU, Arkadelphia, AR 71999-0001

Or deliver in person to the CED Department Secretary in Office #229 Teachers Center
Student Information Sheet

Date_________________________________

Name___________________________________________________________________

Email___________________________________________________________________

Student ID Number ________________________________________________

Current Home Street Address __________________________________________

City, State, Zip Code ________________________________________________

Phone Home  (         ) _______________________________________

Cell Phone   (         ) _______________________________________

Work Phone  (         ) _______________________________________

Work Street Address__________________________________________________

City, State, Zip Code ________________________________________________

Check one:  Clinical Mental Health Counseling Major_________
            School Counseling Major________

*Each student is assigned an HSU email address. Please check it regularly. If you have a personal email that you prefer to use, please go to Reddie Connect and set the forwarding address to ensure you receive important Counselor education information.

*SUBMIT THIS FORM TO THE DEPARTMENT SECRETARY UPON ENTRANCE TO THE PROGRAM AND EVERY TIME ANY INFORMATION CHANGES.

*For CED Department Office Use Only*

Advisor assigned:

Dr. Kelly___  Dr. Moss ____  Dr. Caldwell ___  Dr. Jett_____  Dr. Loos____  Dr. Armstrong___
Application for Candidacy

To: Dean of Graduate School

Student Name: ___________________________________ I.D. #Number:__________________

Current Address: ________________________________________________________________

Cell Phone: _______________________________ ☐ School Counseling

Email: ___________________________________ ☐ Clinical Mental Health

1. I hereby make application for admission to candidacy. I have met the following conditions as stated in the Graduate Bulletin:

2. I have earned 9-12 Semester Hours as indicated by transferring hours from the following Institution

<table>
<thead>
<tr>
<th>Name of Courses</th>
<th>Grade</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
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Required Core Course 45 Hours

<table>
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<th>Date to be Taken</th>
<th>Date Completed</th>
<th>Grade</th>
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<tbody>
<tr>
<td>CED 6083 Research and Program Evaluation</td>
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<td>CED 5713 Advanced Human Development</td>
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<tr>
<td>CED 6733 Theories in Counseling</td>
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<td>CED 6743 Group Procedures</td>
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<td>CED 6953 Social and Cultural Foundations</td>
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<td>CED 5723 Assessment in Counseling</td>
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<td>CED 5033 Marriage and Family Counseling</td>
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<td>CED 6043 Psychopathology</td>
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<td>CED 6753 Career Counseling</td>
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<td>CED 6023 Ethics</td>
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<td>CED 6093 Pre-Practicum</td>
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<td>CED 6673 Practicum</td>
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<td>CED 6683 Psychopharmacology</td>
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<td>CED 6583 Counseling &amp; Substance Abuse</td>
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<tr>
<td>CED 6063 Intro to Play/Counseling Children</td>
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SPECIFIC REQUIREMENTS FOR SCHOOL COUNSELING MAJORS 15 HOURS

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<thead>
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<th>Required Curriculum</th>
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<th>Grade</th>
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<tbody>
<tr>
<td>CED 6023 Professional School Counseling</td>
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<tr>
<td>CED 6773 Case Management School</td>
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<tr>
<td>CED 6803 Counseling Internship: 3 Hrs School</td>
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<tr>
<td>CED 6813 Counseling Internship: 3 Hrs School</td>
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SPECIFIC REQUIREMENTS FOR CLINICAL MENTAL HEALTH 12 HOURS

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<th>Required Curriculum</th>
<th>Date to be Taken</th>
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<th>Grade</th>
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<tr>
<td>CED 6013 Professional Clinical Mental Health</td>
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<tr>
<td>CED 6773 Case Management</td>
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<tr>
<td>CED 6803 Counseling Internship: 3 Hrs</td>
<td></td>
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<tr>
<td>CED 6823 Counseling Internship: 3 Hrs</td>
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ELECTIVE COURSES

Clinical Mental Health Candidates must select 1 additional course

<table>
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<tr>
<th>Elective</th>
<th>Date to be Taken</th>
<th>Date Completed</th>
<th>Grade</th>
</tr>
</thead>
</table>

CED 5653 Family Counseling and Parent Education
CED 6053 Special Problems
CED 5073 Advanced Play Therapy
CED 6633 Counseling Supervision
CED 6643 Sex Counseling
CED 6913 Advanced Counseling Techniques
CED 6983 Seminar in Counseling

I have completed the Praxis II (School Guidance & Counseling) Exam: ☐Yes  ☐No

Test Date: _______________
Score: _______________
Projected Graduation Date: _______________

Advisor’s Signature__________________________ Date of Approval: _______________
Advisor’s Signature__________________________ Date of Approval: _______________
Dean of Graduate School______________________ Date of Approval: _______________
CED Graduate Student Checklist
(Check each as completed)

Steps to complete the program: Revised 12/08/2016

____ 1 Receive information on where the student handbook is on line. The Student Handbook can be found in Canvas under CED Resources as well as found on Henderson Clinical Mental Health webpage at http://www.hsu.edu/academics/graduateschool/index.html

____ 2 Sign the statement that you will be responsible for information in the CED handbook and Practicum and Internship Handbooks.

____ 3 Fill out the student data sheet and turn it in. You must list an email address. If you do not have one, please get an HSU student email account.

____ 4 Set up your Reddies email account and use it. If you want your Reddies email forwarded to another email you can do this.

____ 5 Have your student ID made at the Dunn student Recreation Center.

____ 6 Study the student orientation PowerPoint on Canvas and take the online quiz. Passing is a minimum of 70% correct.

____ 7 Meet with your advisor twice during the first semester.
   _____ Date- Plan your Degree Program
   _____ Date- pre-register or register for courses and fill out candidacy form
   _____ Date- Develop and submit a Professional Development Plan during your first semester of enrollment. Have Advisor Sign and Date Prof. Dev. Plan Rubric

____ 8 Maintain the required grade point average for unconditional or conditional admission status.

____ 9 Admission to Candidacy- after the student is accepted into the program, the student must meet with his/her advisor to complete an Admission to Candidacy form. This form should be signed by the student and advisor and returned to the graduate school by the student. (You will not be able to register for more classes until this is done.)
10 Take the comprehensive examination after completing all core courses, preferably in your first 3 hours of internship, and pass the comprehensive exam before registering for the second 3 hours of internship.

11 Apply in writing for practicum and internship two semesters prior to the date you want to take internship (See Practicum/Internship information).

13 Obtain and maintain liability insurance prior to practicum and internship. Submit proof of insurance to the clinical director prior to registering for practicum or internship. Keep a copy of your policy for your records because you will need this liability insurance in place for each semester of internship.

14 Follow guidelines of application for practicum and internship. (See Practicum/Internship information).

15 During the practicum, write the first draft of your position paper (see scoring rubric criteria).

16 During internship, write the final draft of your position paper.

17 Keep your signed weekly time sheets and tape evaluations and turn them in at the end of Practicum with at least 40 face to face counseling hours including the leading of a counseling group with at least 100 hours total for practicum.

18 Review your scores on the Counselor Competencies Scale Revised (CCSR) from Practicum with your practicum instructor and make specific plans to improve during your Internship experience.

19 Apply for internship by application deadlines (See Practicum/Internship information).

20 Turn in your signed contract for Internship (as well as the other documents listed in the Practicum/Internship section) and make sure the department has your student liability insurance before you begin Internship.

21 Complete your Position Paper prior to the completion of internship and have your instructor score it on the position paper rubric. Sign the rubric and retain a copy for your portfolio.

22 At the end of internship make sure that all your signed weekly time sheets have been turned in to your internship instructor. They should total at least 240 face to face hours of counseling and a minimum of 360 indirect hours have been turned in. Summarize all weekly time sheets on the Semester Time Sheet.
23 Submit your electronic portfolio, which contains graded artifacts for each course, to TEVERA. Also include evidence of completing your professional development plan. You are to review your portfolio with your advisor as part of your pre-graduation requirements.

24 Secure and fill out an application for graduation and get required signatures and turn it in to the graduate school by the deadline (Oct 1 for Dec. Graduation, March 1st for May Graduation and June 1st for August Graduation). Fill out the online graduate student exit survey.

25 School Counseling majors must take and pass the Praxis II prior to graduation. It takes approximately two - three weeks to get your scores back so plan accordingly. Then submit those scores with the HSU endorsement to the Arkansas State Department of Education for licensure as a school counselor. This is done through the Associate TCH in the Dean’s office.

26 Clinical Mental Health Counseling majors planning to be licensed in Arkansas, plan to take the National Counselor’s Examination (NCE) and begin the application process during your last semester of study. A letter from the chair stating you are on schedule and expect to graduate or finish your (60) hours by the end of the semester needs to be sent to the Arkansas Board of Examiners in Counseling to receive permission to sit for the NCE prior to completion of coursework. Email Department chair for this letter and list the courses you are taking to complete the 60 required hours.

27 Clinical Mental Health Counseling Majors, upon completing (60) hours, complete the application process for Licensure with the Arkansas Board of Examiners in Counseling.

http://www.state.ar.us/abec/abec_license_info.html
CED Student Graduation Checklist

Student Name______________________________________

1. CED Library Clearance (by GA Spring & Fall, Department Secretary during Summer.)

   ________________________________________________  _________________
   Signature            Date

2. Date Professional Development Plan Accepted by Advisor    __________
   Date

3. Electronic Portfolio/TEVERA documents reviewed and accepted by your Advisor

   ________________________________________________  _________________
   Advisor’s Signature                        Date                     Score recorded in electronic file

4. Practicum & Internship paperwork review by Clinical Director or Dept. Chair

   ________________________________________________  _________________
   Signature            Date

5. Give Praxis or NCE Test Results to department secretary.

   ________________________________________________  _________________
   Signature            Date

6. WHEN YOU HAVE COMPLETED THIS FORM TURN IT IN TO THE CED SECRETARY IN EDC 229.
PROGRAM SCHOLARSHIP INFORMATION AND APPLICATIONS
Willis B. Inman Memorial Scholarship Application Information
Willis B. Inman Memorial Scholarship
For a Graduate Student in Counselor Education
Approximately $400.00 annually

Criteria for selection:
The award may be made to a student enrolled at Henderson State University seeking a masters degree in counseling.

Academic promise, need, and evidence of ability to work effectively with people will be evaluated in determining the scholarship.

The deadline for the applications for the scholarship award will be April 1st, and notification of the winner will not be later than April 15.

An application, copy of college transcripts, and two letters of recommendation will be required of all applicants. If they are already enrolled in the masters program in counseling at Henderson, one of the letters of recommendation needs to be from a graduate professor in counseling.

Application forms may be obtained from the Department of Counselor Education, from faculty advisors in the Department at Henderson, or from the departmental web site:

Completed application forms should be mailed or delivered to:

Rochelle Moss, Ph.D.
Assistant Professor of Counselor Ed.
Box 7774 HSU
Arkadelphia, AR 71999-0001
870 230-5395
olsonb@hsu.edu
APPLICATION FOR THE WILLIS B. INMAN MEMORIAL SCHOLARSHIP

Deadline April 1

1. Name ________________________________

2. Social Security Number______________________________

3. Address ____________________________________________

4. Education:

5. Work Experience:

6. Statement of Intent:

7. Statement of Financial Need:
   Family Adjusted Gross income (last year) ________________________

   Expected Gross Income (this year) ______________________________

   Number of Dependents _______________________________________

   Unusual Expenses/ Circumstances_______________________________

Hours completed in Masters Program in Counseling___________________

Applicant may use additional pages if necessary.