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FOREWORD

This Handbook is intended to familiarize students with the M.A. Degree in Counseling and Mental Health at The University of Arizona and serve as a primary source of information for students enrolled in the program. While it is not intended to take the place of direct contact with faculty and staff, the Handbook should be reviewed prior to seeking program-related information from them. Students are strongly encouraged to regularly interact with faculty, staff, and other students as they progress through their degree program.

Our program is designed to prepare students to excel in a variety of career settings, available to them upon graduation. We are a professional counseling program and students who graduate from our program work in school, rehabilitation, and behavioral health settings with a wide-range of population groups including children, adolescents, and adults. As such, students acquire skills in synthesizing the general knowledge and practice of counseling and mental health as well as skills necessary for specific work settings. Our clinical supervised field experiences are designed to promote the development and application of sound counseling principles/knowledge in solving academic, behavioral, psychosocial, and emotional problems of children, youth, adults, and families. Supervised experiences are included in course-related field activities as well as practicum and internship courses. Students are also encouraged to take courses and be exposed to experiences outside of the counseling and mental health program, including experiences in the fields of special education, psychology, psychopharmacology, speech pathology, sociology, anthropology, and public policy. While faculty and staff are willing to assist students to the greatest extent possible, each student must assume the primary responsibility for completing his/her graduate program.

While some overlap is inevitable between this Handbook and the Graduate Catalog, each student is responsible for all of the standards and policies set forth in the University of Arizona Graduate Catalog in addition to the materials contained in this Handbook. A copy of a current Graduate Catalog may be obtained at http://catalog.arizona.edu/2011-12/searchindex.html.

For students seeking further information or assistance, please contact Dr. Sheri Bauman, the Program Director of the M.A. Degree in Counseling and Mental Health and Coordinator of the School Counseling specialization at sherib@email.arizona.edu or Dr. Chih Chin Chou, Coordinator of the Rehabilitation Counseling specialization at chouc@email.arizona.edu.

Disability and Psychoeducational Studies
College of Education
P.O. Box 210069
University of Arizona
Tucson, Arizona 85721-0069
Phone: 520-621-7822
Fax: 520-621-3821
E-mail: sherib@email.arizona.edu
E-mail: dps@email.arizona.edu
http://coe.arizona.edu/...newprogramwebsite
CHAPTER I

WELCOME TO THE UNIVERSITY OF ARIZONA

Welcome! This Handbook should be helpful for answering various questions that you may have about our program and assist you in collaborating with your academic advisor to plan your course of study. The faculty encourages you to read all sections of this Handbook in order for you to become thoroughly informed about all aspects of the program, the Department of Disability and Psychoeducational Studies (DPS), and the University of Arizona.

A. The University of Arizona

The University of Arizona (http://www.arizona.edu) is the flagship institution in the State of Arizona and one of the leading universities in the country. It is both a Research One Institution and a Land Grant University as well as a member of the prestigious Association of American Universities. The National Science Foundation ranks the UA 18th in research and development expenditures among public universities and colleges, and 30th among public and private universities and colleges. U.S. News ranks the UA among America’s Best Colleges and the Princeton Review lists the UA as one of “The Best Western Colleges.” The UA ranks No. 50 in the world and No. 37 nationally according to the Center for University World Rankings. The UA is one of the nation’s top producers of Fulbright Scholars. Student enrollment in 2011-2012 included about 29,000 undergraduates, almost 7,000 graduate students, and 1,376 students in professional and medical programs.

In 1885, nearly three decades before Arizona became a state, the territorial legislature approved $25,000 for building The University of Arizona in Tucson. The first classes convened in 1891, when thirty-two students and six teachers met in the original building now known as Old Main. The University developed in accordance with the Act of Congress of July 2, 1862, known as the Morrill Act, creating land-grant colleges and enabling the institution to obtain federal funds for its original schools of agriculture and mines.

In 1915, the University was re-organized into three colleges - the College of Agriculture; the College of Letters, Arts, and Sciences (later Liberal Arts); and the College of Mines and Engineering. The Arizona Bureau of Mines was established the same year. In 1922, the College of Education was organized and, in 1925, offerings in law, originally established in 1915, were organized under the College of Law. The School of Business and Public Administration, established in 1934, became a separate college in 1944. In 1985, the College of Mines combined with the College of Engineering to become the College of Engineering and Mines. In 1993, the Colleges of Medicine, Nursing, Pharmacy, the Department of Medical Technology, and the School of Health Related Professions merged to form the Arizona Health Sciences Center. In 1995, each of the four Arts and Sciences faculties - Fine Arts, Humanities, Social and Behavioral Sciences, and Science - were given separate college status.

The 40-acre campus of the 1890’s has grown to 356 acres and 157 buildings. The University is maintained by funds appropriated by the State of Arizona and the United States government, and by tuition, fees, and collections, including private grants from many sources. Graduate studies at the University have been in progress continuously since the 1898-99 academic-year, with the Graduate College being established in 1934.

The mission of the Graduate College is to foster development of high-quality graduate education programs, which will attract outstanding faculty, graduate students, and resources to the University. It also provides support services to departments and students through the Dean’s Office, the Graduate
Admissions Office, the Graduate Degree Certification Office, and other subdivisions. The Graduate College is further responsible for administering a variety of special programs, including those which provide competitive fellowships, offer research and travel support, and recruit and retain underrepresented minority graduate students.

Building on a well-balanced undergraduate education, graduate students are expected to develop a thorough understanding of a specific academic discipline. A fundamental purpose of the Graduate College is to encourage each graduate student to demonstrate outstanding standards of scholarship and to produce high-quality original research, or creative, artistic work. Graduate education provides an opportunity to increase knowledge, broaden understanding, and develop research and artistic capability. The student’s academic achievements, therefore, should reflect a personal and unique perspective to his or her discipline and to scholarly standards.

The university library system is regarded as one of the most outstanding library research facilities in the nation. The library system, ranked among the top 25 in the nation, contains more than 5,000,000 items, covering all fields of research and instruction.

The University of Arizona enrolls approximately 36,000 students and includes students from every state and numerous foreign countries. The University offers 150 undergraduate programs and a wide range of outstanding graduate programs in the arts, sciences, engineering, education, law and medicine. The faculty of the University of Arizona includes scores of nationally recognized scholars and teachers, including Guggenheim Fellows, Fulbright Scholars, and members of the National Academy of Sciences.

The University is an exciting center for scholarship, education, and learning. It has grown rapidly over the last four decades, attracting distinguished scholars from across the United States and around the world to form one of the finest universities in the nation. The University has 15 Colleges and over 40 different research and public service divisions, with over 1800 faculty.

B. The College of Education

The College of Education (http://www.coe.arizona.edu/) at The University of Arizona was founded in 1922 with an enrollment of 145 students. Today, the College of Education enrolls about 1,800 undergraduate students and 900 graduate students within our four academic departments, each featuring different curriculum, faculty, and degree opportunities. There are 58 full-time faculty members and 30 clinical and adjunct faculty members.

The mission of the College of Education is to advance the study and practice of education and to demonstrate relationships between study and practice. The College of Education accomplishes this mission by fulfilling, with the highest possible standards of excellence, four equally important and related functions:

1. Prepare persons for professional roles in education and education-related fields
2. Conduct research and engage in scholarship directly and indirectly related to educational concerns, issues, and activities
3. Provide leadership in the conduct, advancement, study, and evaluation of the process of education, education policy, and in educational organizations at local, state, national, and international levels
4. Provide service and support to local, state, national, and international educational agencies

The College of Education has evolved into a nationally recognized center for the study of teaching, learning, and development to meet the needs of children and families in the unique multicultural
environment of the southwest. Working with other colleges, the College of Education is responsible for the vast majority of teacher education on campus. We prepare special educators, school and rehabilitation counselors, school principals and superintendents, and leaders for K-12 and higher education. In recent years, there has been a national call for increased scientific-based research in education. Research is a valuable part of our agenda, and we recognize that a highly respected college includes a wide range of scholarship and research — from insight-based, fundamental research to engineering-focused programs of research and development. As we contribute to the national debate about education research and investigate solutions to pressing problems of practice, we find that the plea for greater emphasis on research is consistent with our values and mission.

Our college consists of four academic departments offering bachelor’s, master’s, and doctoral degrees plus certification and endorsements:

- Disability & Psychoeducational Studies
- Educational Policy Studies & Practice
- Educational Psychology
- Teaching, Learning & Sociocultural Studies

C. The Department of Disability and Psychoeducational Studies

The Department of Disability and Psychoeducational Studies (DPS) [http://coe.arizona.edu/dps](http://coe.arizona.edu/dps) is dedicated to advancing human and economic development through the empowerment and effective inclusion of culturally diverse individuals with disabilities and special abilities of all ages. This is accomplished by conducting research to promote the acquisition of knowledge and understanding of abilities, disabilities, adaptations, interventions, and support systems; preparing professionals to educate and facilitate the development of all individuals, including those with disabilities and special abilities; and providing leadership at the local, state, national, and international levels. To accomplish our mission, the department offers nationally recognized undergraduate, master’s, educational specialist, and doctoral-level degrees to prepare teachers, counselors, specialists, administrators, school psychologists, school counselors, and researchers and educators in special education, rehabilitation, school counseling, school psychology, gifted education, sign language and deaf studies, and educational interpreting.

The Department of Disability and Psychoeducational Studies (DPS) was previously titled: "Special Education, Rehabilitation, and School Psychology (SERSP)" before July 1, 2009. Please note that SERSP is found in older documentation and forms. Since 2009, all documentation and forms refer to the Department of Disability and Psychoeducational Studies (DPS). However, department courses have retained the original prefix SERP in the University of Arizona course catalog.

Graduate programs in the Department of DPS include three major areas, each focusing on undergraduate or graduate degree programs and course work. Many of the programs in DPS are unique to the University of Arizona, and, in some cases, the only programs of their kind in the Southwestern United States. The four major areas are:

- Counseling and Mental Health
- School Psychology
- Special Education

D. The Counseling and Mental Health Masters Program

The M.A. Degree Program in Counseling and Mental Health was established with the merger of the University of Arizona Rehabilitation Counseling and School Counseling programs in 2012.
common professional identity as counselors, the two programs joined together to create the M.A. Degree in Counseling and Mental Health with specializations in rehabilitation counseling and school counseling.

The field of counseling has many specialties, and rehabilitation counseling and school counseling are specializations within the broader profession of counseling and mental health. Prior to 2012, the Rehabilitation Counseling and School Counseling programs at the University of Arizona were independently training counselors with specialization and certification in rehabilitation counseling and school counseling, respectively.

The new program curriculum for the M.A. degree in Counseling and Mental Health was developed with two objectives in mind. First, the program’s curriculum permits all students to acquire a specialization in mental health counseling and to complete the academic and field experience requirements to become Licensed Professional counselors (LPCs) in the State of Arizona. Second, the curriculum permits graduates who have chosen to specialize in Rehabilitation Counseling to become Certified Rehabilitation Counselors (CRC) as well as (LPC); and graduates with specializations in School Counseling to achieve state certification from the Arizona State Department of Education as a School Guidance Counselor, as well as (LPC).

The program mission is to educate professional counselors. As such, our program curriculum draws from foundational content in rehabilitation, school, and mental health counseling. Through leadership, advocacy, collaboration, use of data, and action, our graduates will be competent at identifying and overcoming barriers that impede equal access to educational and career opportunities for all students. We are committed to educating counselors skilled in the delivery of a developmental counseling and mental health services and who are effective at providing equitable resources and support for all individuals. Our graduates will be dedicated to the personal achievement and social development of all the populations we serve.

In addition to the general counseling and mental health curriculum, students choose specializations in either rehabilitation counseling or school counseling. Taught by faculty with extensive experience and expertise in each area, the specialization area includes courses and clinical experiences unique to each specialization. Thus, our program places rehabilitation counseling and school counseling firmly within the profession of counseling, yet with unique and important histories, contributions, and practices.

We are fully committed to instilling the value of respect for multiculturalism and diversity, and encourage students to develop their knowledge and understanding of the provision of counseling services to a society that is diverse in terms of language, race, disability, gender, age, religion, cultural background, and sexual orientation. This is accomplished by discussing current research related to diversity and providing opportunities for field experiences with the diverse populations of the southwest. The makeup of our student body and faculty reflect a diversity of cultural backgrounds and age ranges.

E. Program Faculty in Counseling and Mental Health

The faculty in the M.A. Degree Program in Counseling and Mental Health is composed of nationally recognized scholars representing a broad range of scholarly and practice interests. The scholarly background as well as research and teaching interests of the Counseling and Mental Health Faculty at the University of Arizona are quite diverse and reflect the variety of specialization areas within the field. All core program faculty members with the exception of adjunct members are members of the Graduate Faculty. Core faculty consist of tenured or tenure accruing faculty and professors of practice. Adjunct
faculty members work outside of the department but contribute teaching and/or practicum supervision to the Counseling and Mental Health Program. Support faculty are tenured or tenure-track professors at the university who are associated with other programs or departments but who teach courses within the counseling and mental health curriculum. The Counseling and Mental Health Program core faculty are listed below:

**Sheri Bauman, Ph.D., Program Director and Professor**
Dr. Sheri Bauman is a professor and the director of the Counseling and Mental Health master’s degree program at the University of Arizona. Prior to earning her doctorate in 1999, Dr. Bauman worked in public schools for 30 years, 18 of those as a school counselor. She is a licensed psychologist, and until recently, maintained a small private practice in Las Cruces, New Mexico. Her research foci are on bullying and cyberbullying, and group counseling. She has authored two books, edited a new book on cyberbullying research, published more than 40 articles in peer-reviewed journals. She is a frequent presenter at local, national, and international conferences on bullying and cyberbullying.

**Chih Chin Chou, Ph.D., Assistant Professor**
Appointed in the Fall of 2007 with three years of rehabilitation education experience at National Institute of Education, Singapore University, and Hunter College of the City University of New York. Dr. Chou has 10 Years of experience in rehabilitation counseling, vocational evaluation, and rehabilitation psychology. She has eight publications with three in-press related to psychiatric rehabilitation and social support for people with disabilities, and has delivered four national conference presentations.

**William Downey, Ph.D., Assistant Professor of Practice**
Bill Downey is an Assistant Professor of Practice in Rehabilitation Counseling in the Department of Disability and Psychoeducational Studies, College of Education, University of Arizona. Dr. Downey began work in counseling and vocational rehabilitation in 1967, and has worked for the state VR agency, Goodwill Industries of Southern Arizona, and in private rehabilitation as a counselor, evaluator, administrator, and as a consultant in forensic vocational rehabilitation. He recently developed and implemented a rehabilitation counseling program at Highlands University in Northern New Mexico, and has also been a rehabilitation counselor educator at the University of North Texas. He has served as a commissioner and examination and research chair for two national credentialing bodies, and currently teaches Medical Aspects of Disability in the Rehabilitation Counseling program, as well as other subjects in the CORE curriculum. He recently served as the President of the National Council on Rehabilitation Education, and just completed a two-term appointment to the Arizona State Rehabilitation Council.

**Lia Falco, Ph.D., Assistant Professor of Practice**
Lia Falco (Ph.D., University of Arizona) is an adjunct assistant professor in the Department of Disability and Psychoeducational Studies Department, primarily affiliated with the School Counseling specialization. Her research focuses on school counseling curriculum design and student outcomes, and motivational variables associated with educational and occupational decision-making. She is a certified school counselor in the state of Arizona and worked as a middle school counselor for four years. Dr. Falco is currently the editorial assistant for the Journal for Specialists in Group Work and is on the review boards for the Middle Grades Research Journal and the School Counseling Research and Practice journal. She is a member of several professional organizations including AERA, ACA, ASCA, and AzSCA.

**Michael T. Hartley, Ph.D., Assistant Professor**
Michael Hartley is an assistant professor in the Department of Disability and Psychoeducational Studies at The University of Arizona. He earned an M.S. degree in Rehabilitation Counseling from The University of Wisconsin-Madison and a Ph.D. degree in Rehabilitation Counseling Education from The University of Iowa. In the past, he worked as a rehabilitation counselor to assist individuals with disabilities to live and
work independently in the community. In terms of professional service, Dr. Hartley volunteered on the ACA ethics revision taskforce to help revise the 2005 ACA Code of Ethics. He also participated in the development of electronic portfolios for professional counselors. His research interests are in the areas of psychosocial aspects of disability and professional ethics. Dr. Hartley has written and conducted research in the areas of ethics, disability rights, social class, psychiatric rehabilitation, resilience, substance abuse, and digital technology.

Philip Johnson, Ph.D., Assistant Professor of Practice

Philip Johnson is an assistant professor of practice in the Department of Disability and Psychoeducational Studies at the University of Arizona. He earned an M.S degree in Psychology from Walden University and a Ph.D. in Rehabilitation from the University of Arizona. Dr. Johnson has an extensive background in working with persons with disabilities, including managing a vocational program for the State of Arizona Division of Developmental Disabilities; providing rehabilitation counseling, behavioral health counseling, and mental health counseling; and providing training and consultation services on the use of positive behavioral support strategies to family members, in-home support specialists, and personnel in public schools. Dr. Johnson has focused most of his attention on researching behavioral therapy alternatives to the use of psychotropic medications for addressing severe behavioral problems in children and adults with significant disabilities (i.e., autism spectrum disorders, serious mental illnesses, and intellectual disabilities) and children who are victims of abuse. Dr. Johnson recently became the editor of Behaviorology Today, a peer-reviewed journal published by the International Behaviorology Institute.

Aisha Shamburger, Ph.D. Candidate, Assistant Professor

Aisha Shamburger is an Assistant Professor in the Department of Disability and Psychoeducational Studies at The University of Arizona. She earned a B.A. from Spelman College in Atlanta, Georgia, a M.S. from the Medical College of Virginia at Virginia Commonwealth University, and is currently a Candidate for the Ph.D. in Health Related Science in the School of Allied Health Professions from Virginia Commonwealth University. Ms. Shamburger’s former clinical experiences include employment as a case manager with a forensic dually diagnosed population and a vocational rehabilitation therapist in both public and private industries. Additionally, she has worked as a therapist for abused youth with psychiatric disorders; a family group facilitator with a research project sponsored through the Center for Disease Control, and was the first ADA (Americans with Disabilities Act) Coordinator for the Richmond, Virginia Public Schools district. Aisha has written and conducted research pertaining to the intersection of disability and multicultural issues, HIV/AIDS, and health disparities. As an advocate for the betterment of all people, Ms. Shamburger is also very involved in community outreach. In addition to serving as an executive board member for a consortium of transitional homes for families in crisis, she has recently become involved in endeavors to end human trafficking in the United States and abroad.

Linda Shaw, Ph.D., Department Head and Professor

Linda R. Shaw is a Professor and Department Head, in the Department of Disability and Psychoeducational Studies at the University of Arizona. Prior to her current position, Dr. Shaw was the Director of the Rehabilitation Counseling Program at the University of Florida. She received her M.A. in Rehabilitation Counseling in 1978 and her Ph.D. in 1990 from the Florida State University and has over 30 years experience as a rehabilitation counselor, administrator and educator. Her counseling and administrative experience includes specializations in spinal cord injury rehabilitation, brain injury rehabilitation and psychiatric disability. Dr. Shaw is a licensed mental health counselor and a certified rehabilitation counselor. Dr. Shaw is a past-president of the Council on Rehabilitation Education (CORE), the national accreditation body for rehabilitation counseling programs. She has also served as the President of the American Rehabilitation Counseling Association (ARCA), and Vice-Chair of the Commission on Rehabilitation Counselor Certification (CRCC). She has also served as Chair of the CRCC
Ethics Committee, and presided over that committee throughout the process of a major revision of the Code of Ethics for Professional Rehabilitation Counselors. Currently, Dr. Shaw represents CORE on the American Counseling Association’s (ACA) 20/20 Commission. Dr. Shaw has published and presented widely on issues related to disability-related job discrimination, the correlates of professional ethical behavior, professional issues in rehabilitation counseling, and neurological disability. She is the author of two co-edited books and many publications and presentations. Currently, her research is focused on disability harassment in employment, and the effect of workplace culture on counselors’ ethical behavior.
CHAPTER II

OVERVIEW OF COUNSELING & MENTAL HEALTH PROGRAM

Standards governing admission to the Masters in Counseling and Mental Health Program are designed to ensure that students who are accepted to the program possess the academic aptitude and personal characteristics considered necessary for successful completion of the program.

A. Overview

The master's program in counseling and mental health prepares graduates to design, implement, and evaluate comprehensive rehabilitation, school, and behavioral health counseling and mental health programs. Designed with the input of an advisory board of counselors from the community, the program responds to the needs of rehabilitation, school, behavioral health, and mental health programs throughout the country while also preparing counselors to meet the particular needs of Arizona. It prepares graduates to be skillful in all components of counseling and mental health.

Endorsing the scholar-practitioner model of graduate training in counseling, students are exposed to all aspects of professional practice in counseling and mental health. Graduates of the program have a solid grounding in counseling and mental health theory, research, and practice and meet educational requirements to become Licensed Professional Counselors (LPCs) in the State of Arizona. As LPCs, they engage in professional relationships that empower diverse individuals, families, and groups to accomplish their mental health, wellness, education, and career goals.

The M.A. in Counseling and Mental Health requires a minimum of 60 credits of graduate level coursework. Students must choose a specialization in either rehabilitation counseling or school counseling and become prepared to work with a wide-range of population groups including children, adolescents, and adults. Those who specialize in rehabilitation counseling meet the requirements to become a Certified Rehabilitation Counselor (CRC). Those who specialize in school counseling meet the requirements to be certified by the Arizona State Department of Education as a Guidance Counselor (Prekindergarten-12).

**The Rehabilitation Counseling Specialization:** Prepares graduates to become Certified Rehabilitation Counselors (CRC), as well as Licensed Professional Counselors (LPC). In addition to positions in mental health, students who choose this emphasis may obtain positions in rehabilitation counseling, where they assist individuals with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career and independent living goals in the most integrated settings possible.

**The School Counseling Emphasis:** Prepares graduates to achieve state certification as School Guidance Counselors, as well as Licensed Professional Counselors (LPC). In addition to positions in mental health, students who choose this emphasis may obtain positions in school counseling, where they become vital members of school education teams, assisting all students in the areas of academic achievement, personal, and social development, and career development.

The counseling and mental health program is committed to the integration of teaching, research, and active involvement with the schools, rehabilitation, behavioral health and other community agencies of southern Arizona.
B. Training Model and Philosophy

Given the range of professional work settings and roles in which counselors may function, it is important to provide a philosophy for a curriculum that contains both substance and flexibility. The philosophy of the program must help guide students in their development of expertise in the traditional domains of counseling, as well as psychological assessment and diagnosis, evidence-based interventions, instructional strategies, and methodologies to conduct research and evaluate outcomes. The curriculum designed for the M.A. degree in Counseling and Mental Health provides a foundation of basic knowledge and skills in counseling and mental health.

The program philosophy is guided by the concept of the “scholar-practitioner” training model. The concept of the counselor as a scholar-practitioner is highly consistent with the conceptual framework adopted by the College of Education emphasizing the professional educator as a reflective decision maker. The program’s philosophy involves the conceptualization of the counselor as a collaborator and facilitator, who is capable of applying a range of counseling principles, and theories, as well as evidence-based assessment and intervention procedures, to rehabilitation, school, and behavioral health related issues, within a multicultural and diverse society. In addition, the program fosters the belief that counselors should engage in life-long learning and contribute to advancements in the profession either through professional associations, and serving in leadership roles in national, state, and local professional organizations that foster the advancement of counseling and mental health.

Aligned with the counseling profession, our program is predicated on a distinct belief system regarding the best way to help people achieve their goals and resolve the environmental, emotional and personal issues that pose barriers to the achievement of those goals. Endorsing a wellness model of mental health, the program philosophy is that each person can achieve positive mental health goals. Our program philosophy is developmental, and our graduates are taught that as people progress through life, they will meet and negotiate a number of personal, emotional, and environmental challenges. In this way, all people can benefit from counseling whether the issue is a career change, adjustment disorder, or a serious and persistent mental health disorder. This is in contrast to some systems of mental health, which may tend to promote a pattern of paternalism and dependence. Perhaps most importantly, our program is based on an empowerment perspective predicated on helping people to assume control of and responsibility for their lives and live in a manner that allows them to make and implement decisions that are in the best interests of themselves, as well as their social systems, families and communities.

C. Goals and Objectives

1. To prepare counselors for state and/or national counselor certifications.
2. To prepare counselors to work effectively with a diverse range of people, their family-members, and their communities as well as program administrators and all other stakeholders.
3. To prepare counselors who possess excellent skills in counseling and mental health. More specifically, graduates will possess knowledge of theory and research, skills in appraisal, and expertise in intervention techniques, with particular emphasis in applications to mental health populations.
4. To prepare counselors who have the knowledge and skills necessary to practice within comprehensive and developmental rehabilitation, school, and mental health counseling programs.
5. To prepare counselors who demonstrate healthy self-awareness and understanding, and who understand the importance of self-care for counselors.
6. To prepare counselors who counsel within the ethical guidelines of the American Counseling Association (ACA), the American Mental Health Counseling Association (AMHCA), the American School Counselor Association (ASCA), and the Commission on Rehabilitation Counselor Certification (CRCC) as well as other relevant professional codes of ethics.

7. To prepare counselors who counsel with sensitivity, caring, and appropriate approaches for diverse environments and with all people.

8. To prepare counselors who consult and advocate on behalf of people as well as assist people to advocate for themselves.

D. Specialization in Rehabilitation Counseling

Rehabilitation counseling has evolved from its origins in state-federal vocational rehabilitation programs. Today, rehabilitation counseling is a vibrant profession encompassing new functions for rehabilitation counselors in new settings. Rehabilitation counselors assist individuals with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career and independent living goals in the most integrated setting possible. They engage in a counseling process which includes communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social and behavioral interventions. Rehabilitation counselors utilize many different techniques and modalities, including, but not limited to:

- assessment and appraisal;
- diagnosis and treatment planning;
- career (vocational) counseling;
- individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability;
- case management, referral, and service coordination;
- program evaluation and research;
- interventions to remove environmental, employment, and attitudinal barriers;
- consultation services among multiple parties and regulatory systems;
- job analysis, job development, and placement services, including assistance with employment and job accommodations; and
- the provision of consultation about and access to rehabilitation technology.

With skills and expertise in rehabilitation and disability, rehabilitation counselors may also work in areas of practice that are not titled counselor or are not primarily counseling in function. In these settings, rehabilitation counselors perform other primary functions, such as case management, advocacy, and consultation. Rather than viewing these job functions as incompatible with one another, rehabilitation counselors are trained with the broadest scope of practice possible. Rehabilitation counselors are counselors first, but may also work in a wide-range of rehabilitation settings that provide case management, advocacy, and consultation.

Rehabilitation counselors have traditionally worked with people with mental health issues and psychiatric disabilities (Maki & Tarvydas, 2012). In the 1970’s, the mental health counseling interest group now known as the American Mental Health Counseling Association (AMCHA) originally was part of the American Rehabilitation Counseling Association (ARCA). In the 1980’s, Dr. Bill Anthony and colleagues at Boston University used rehabilitation counseling practices to develop the highly respected psychiatric rehabilitation programs and models (Anthony, Cohen, & Farkas, 1990).

Rehabilitation counseling has an excellent career outlook because of the variety of occupational opportunities available to students. Today’s rehabilitation counselor training programs offer students
the competencies and skills to work with consumers/clients in diverse employment settings that include, but are not limited to: public and private vocational rehabilitation, community-based rehabilitation and case management settings, residential psychiatric and substance abuse treatment facilities, hospital-based rehabilitation units, counseling programs/agencies in the private sector, as well as independent living and assistive technology programs.

The U of A Rehabilitation Counseling program is the only program approved by the Arizona Board of Regents to deliver academic degrees in rehabilitation in the state of Arizona. Since its inception in 1962, the U of A Rehabilitation Counseling program has the distinction of becoming the 1st Council on Rehabilitation Education (CORE) accredited M.A. program in the United States (1975) and the first CORE registered B.S. program in the US (1999). Faculty in the U of A Rehabilitation Counseling program are known for holding leadership positions in national and local associations.

Graduates of the U of A Rehabilitation Counseling program are employed in a various public and private rehabilitation agencies and institutions including positions in the State Rehabilitation Services Administration, the Veterans Administration, private counseling agencies, independent living centers, forensic rehabilitation agencies, life care planning programs, and behavioral health agencies.

More information about the history and practice of rehabilitation counseling can be found at [http://www.crccertification.com/](http://www.crccertification.com/)

**E. Specialization in School Counseling**

Professional school counseling, with its roots in vocational guidance, emerged during the early 1900s when the United States saw an expansion of counseling roles that paralleled the social reform movement (Southern, Erford, Vernon, & Davis-Gage, 2010). Jesse B. Davis, a high school principal, is generally credited with establishing the first school guidance program in 1907. The American School Counselor Association (ASCA) was founded in 1952, which placed new emphasis on group and individual counseling to increase academic achievement and improve the school climate (Southern, et al.). In the 1960s, federal funds contributed to the expansion of university programs to train school counselors, and the profession expanded its focus beyond vocational guidance to include personal and social development. Professional school counselors provide culturally competent services to students, parents/guardians, school staff and the community in the following areas:

- **School Guidance Curriculum** – consists of structured lessons designed to help students achieve the desired competencies and to provide students with the knowledge and skills appropriate for their developmental level.

- **Individual Student Planning** – school counselors coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans.

- **Responsive Services** – consist of prevention and/or intervention activities to meet students’ immediate and future needs. These needs can be necessitated by events and conditions in students’ lives and the school climate and culture, and may require any of the following: 1) individual or group counseling; 2) consultation with parents, teachers and other educators; 3) referrals to other school support services or community resources; 4) peer helping; 5) psycho-education; 6) intervention and advocacy at the systemic level.

Professional school counselors incorporate organizational processes and tools that are concrete, clearly delineated, and reflective of the school’s needs. Processes and tools include:
• agreements developed with and approved by administrators for each school year addressing how the school counseling program is organized and what goals will be accomplished
• advisory councils including: students, parents/guardians, teachers, counselors, administrators and community members to review school counseling program goals and results and to make recommendations
• the use of student data to effect systemic change within the school system so every student receives the benefit of the school counseling program
• action plans for prevention and intervention services defining the desired student competencies and achievement results
• allotment of the professional school counselor's time in direct service with students as recommended in the ASCA National Model
• the use of annual and weekly calendars to keep students, parents/guardians, teachers, administrators, and community stakeholders informed and to encourage active participation in the school counseling program

Professional school counselors develop confidential relationships with students to help them resolve and/or cope with problems and developmental concerns.

The School Counseling program in the College of Education began in the 2000-2001 academic year. It was originally housed in the Department of Educational Psychology, and moved to the new Disability and Psychoeducational Studies in 2009 as part of the university’s transformation initiative.

Graduates are employed as K-12 school counselors in Arizona and many other states around the country. Several of the graduates have gone on to earn doctoral degrees, another was a Fulbright scholar working in Malaysia schools, and several have positions in higher education in various student service positions. Employment of school and career counselors is expected to grow by 19 percent from 2010 to 2020, about as fast as the average for all occupations. The number of students attending schools at all levels is expected to increase during the projections decade, boosting demand for both school and career counselors.

**PreK-12 Guidance Counselor Certification in Arizona for School Counselor**

The most recent criteria for obtaining a Guidance Counselor Certificate (PreK-12) from the Arizona Department of Education are available at:

[http://www.ade.az.gov/certification/requirements/Professional/GuidanceCounselor-R2.pdf](http://www.ade.az.gov/certification/requirements/Professional/GuidanceCounselor-R2.pdf)

These include:
1. A Master’s or more advanced degree from an accredited institution.
2. Completion of a graduate program in guidance and counseling from an accredited institution or a valid guidance counselor certificate from another state.
3. One of the following:
   a. Completion of a supervised counseling practicum in school counseling from an accredited institution;
   b. Two years of verified, full-time experience as a school guidance counselor (verified by letter from District Superintendent or Personnel Director); or
   c. Three years of verified teaching experience (verified by letter from District Superintendent or Personnel Director).

*Portions of this document are from the American School Counselor Association, [http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=240](http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=240)*
CHAPTER III
ADMISSION TO THE PROGRAM

A. Admission Standards

All applicants to the University of Arizona’s Counseling and Mental Health Program must submit applications both to the Graduate College and the DPS Department. Admission to the Counseling and Mental Health is obtained by applying for admission to the Graduate College and the DPS Department.

As a student in the Counseling and Mental Health program you must be accepted by the Graduate College for admission to the Counseling and Mental Health Program. The minimum entrance requirements for the Counseling and Mental Health are as follows:

a. A completed bachelor’s degree from an accredited institution with a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale in the last 60 credit hours. Alternatively, 12 credits of graduate coursework from an accredited institution with a GPA of at least 3.0 on a 4.0 scale.

b. A completed application form, along with official copies of all undergraduate and graduate transcripts and payment of Graduate College application fees. The application deadline for admission for fall semester is **February 15** for Fall enrollment. Based on resources, including availability of faculty advisors, the department will limit the number of new applicants who will be accepted. Admission information and the application are available on the Graduate College Website: [http://grad.arizona.edu/admissions](http://grad.arizona.edu/admissions)

c. Completed Personal Data Form.

d. TOEFL: Total and TWE scores must be submitted for students for whom English is a second language.

e. Long Range Goals: A brief statement (200-500 words) of the applicant’s long-range professional goals.

f. Submit reference forms completed by three persons (including one who has been a supervisor) who can attest to successful work experience and/or potential as a counselor. The reference form is required; letters of recommendation are optional.

g. Be available, after initial screening based on the above material, for an interview (in person or via Skype or phone).

B. Matriculation and Enrollment

Once a student is admitted the following steps must be taken:

1. Contact the advisor assigned in the acceptance letter to plan your courses for your first semester. See the list of courses (Appendix B) and register.

2. Take the core 48 graduate credits in Counseling and Mental Health plus 12 credits in your specialization area: Rehabilitation Counseling or School Counseling (total credits 60).
3. Maintain a grade point average (GPA) of at least 3.0.

4. Develop, in conjunction with your advisor, a Plan of Study as early as the second semester, to be submitted to the Graduate College. Contact Cecilia Carlon, Graduate Coordinator (ccarlon@email.arizona.edu) for the proper forms.

5. Prior to enrolling in SERP 594 Practicum, you must complete any required prerequisite courses. Refer to Field Experience Handbook for requirements and procedures.

6. Register to take the comprehensive exam, which will be administered in the final semester of the program. Students who have selected the Rehabilitation Counseling Specialization use the exam administered by the Commission on Rehabilitation Counselor Certification (CRCC). These students should check the CRCC website, located at http://crc certification.com for deadlines and for the application form (usually due about 5 months prior to the exam date). For students who have selected the school counseling specialization, the comprehensive exam consists of a professional presentation and the Praxis School Guidance and Counseling exam (#4020) with a minimum score of 510. Information can be obtained at http://www.ets.org/Media/Tests/PRAXIS/pdf/0420.pdf

7. Complete all course work and sign up for graduation. Refer to the graduation deadlines online at the Graduate College website for commencement and information regarding deadlines: http://grad.arizona.edu/academics/degree-certification/deadlines-for-graduation

C. UAccess

UAccess is our portal to all your personal information and it will list the courses you are enrolled for in the current semester, including associated links to course readings in the digital library and to D2L. You can see your grades, look at your schedule, and get your SAPR (Student Academic Progress Report).

D. Course Registration

All of our program courses will include two sections. The sections corresponding to 901 or 910 will be for Outreach College and the sections corresponding to 001 will be for students with Qualified Tuition Reduction (QTR) or some forms of tuition assistance. Tuition is the same as long as you register for all 001 sections or all 901 sections. The only difference is the section number—either 001 or 901. However, there is an increase in tuition by the Outreach College if you register for a combination of 001 and 901 sections. Thus, it is important that students enroll for either all 901/910 or 001 sections.

Students with QTRs should contact Liz Piña at lpina1@email.arizona.edu to be enrolled in the 001 sections. All other students should enroll in the 901/910 sections. Once admitted to the program, students register through Outreach College Registration System via telephone: 520-621-7724 or 1-800-955-8632 or by email: UAOC-Ocollege@email.arizona.edu.
CHAPTER IV

MASTERS DEGREE IN COUNSELING AND MENTAL HEALTH

A. Academic Advising

Each student is assigned an initial advisor. Chosen from the Counseling Faculty, the advisor’s responsibilities include:

1. Program planning and approval
2. Monitoring student progress
3. Approving electives
4. Determining readiness for field experiences
5. Approving field experience placement
6. Advising students about employment possibilities

Current Advisors

Rehabilitation Counseling

Chou, Chih Chin, Ph.D., CRC
chouc@email.arizona.edu

Downey, William, Ph.D., CRC
bdowney@email.arizona.edu

Hartley, Michael, Ph.D., CRC
mthartley@email.arizona.edu

Johnson, Philip, Ph.D., CRC
johnsonp@email.arizona.edu

Shamburger, Aisha, CRC
aeshamburger@email.arizona.edu

School Counseling

Bauman, Sheri, Ph.D., NCC, MAC
sherib@email.arizona.edu

Falco, Lia, Ph.D.
ldf@email.arizona.edu

It is recommended that students meet with their advisors regularly. It is the student’s responsibility to contact his/her advisor and make an appointment. Group advising meetings may be held in lieu of individual meetings.

Scheduling of courses in each program is designed to accommodate full-time and part-time students. The 60 credit semester sequence can be completed in a minimum of two years (for full-time students
including summer classes) Most students should plan on taking two-three years to complete their program.

B. Program of Study

A student’s Program of Study for the MA degree in Counseling and Mental Health has three objectives: (a) to offer a broad based curriculum in counseling and mental health consistent with the scholar-practitioner model of training; (b) to meet the appropriate accreditation criteria; and (d) to permit graduates of the program to become certified and become licensed professionals in the state of Arizona.

The MA Program in Counseling and Mental Health requires a minimum of 60 credits. For those students wishing to transfer courses into their Program of Study from another university, a petition must be submitted to the student’s academic advisor (a maximum of 12 credits may be applied). For those courses which a student has taken more than five years prior to admission, program faculty may request that these courses be repeated.

The Graduate Program in Counseling and Mental Health at the University of Arizona includes coursework based on the curriculum standards from CACREP, CORE and ASCA (Appendix A). Students will graduate with a MA degree in the major area of Counseling and Mental Health with an emphasis in Rehabilitation Counseling or School Counseling within the DPS Department. (Appendix B)

Appendix B contains a complete listing of core courses required of all students and 12 additional units for each emphasis. Please refer to the course descriptions in the Academic Catalog (http://catalog.arizona.edu/) for a general description of all courses in the DPS department and elective courses that can be chosen in the College of Education and the Department of Disability & Psychoeducational Studies. The course numbering system is explained at the Graduate College website (https://grad.arizona.edu/academics/course-listing-and-numbering). All courses are three credit hours unless otherwise noted. Appendix C presents the recommended course sequence for a full-time and a part-time student.

C. Comprehensive Exam

Students must complete a comprehensive exam in their last semester prior to graduating. The Rehabilitation Counseling and School Counseling specializations have separate comprehensive exam procedures and exams.

Rehabilitation Counseling Specialization

Students in the Rehabilitation Counseling specialization must register and achieve a passing score on the Commission on Rehabilitation Counselor Certification (CRCC) exam. Students need to have completed the majority of coursework before taking the exam. The CRCC Exam is offered three times per year: fall, summer, and spring. Most students take the exam in the final semester of the program, usually during the spring semester around March 1st. The deadline to register for the spring exam is usually around October 1st. Additional information is located at http://www.crccertification.com/.

If a student does not earn a passing score on the CRCC exam, an oral exam will be required. A one-hour oral exam with the student’s advisor and at least one other faculty member will provide an opportunity for the student to demonstrate what he or she know about rehabilitation counseling. A oral exam is only scheduled in cases where a student does not pass the CRCC exam.
School Counseling Specialization

Students in School Counseling emphasis must take the Praxis exam [http://www.praxisprepinfo.com/school_counseling_and_guidance.htm](http://www.praxisprepinfo.com/school_counseling_and_guidance.htm) and earn a minimum score of 510. Arrangements to take the exam are handled through the University Testing Center. Students may re-take this exam as many times as necessary to attain the minimum score. In addition, students must do either “a” or “b”:

a. In the last semester in the School Counseling program each student will complete an exit presentation. This presentation should be suitable for a professional audience (teachers, counselors, administrators) on a topic selected by the student with the approval of his/her advisor.

1. No later than the first month of the semester in which the student will graduate, the student must complete a Presentation Proposal and obtain signatures from Dr. Falco and Bauman, signifying their approval of your topic.
2. Students will be notified of the date and time of their presentations. You are encouraged to invite your site supervisors to the presentation.
3. The presentation will be rated by three academic faculty. The student will provide an annotated reference list in APA style with a minimum of ten references to accompany the presentation.

*Note: Students whose presentation does not receive a passing score may schedule a re-do of the presentation during the same semester if there are at least four weeks remaining in the semester. If the student is not successful on the second presentation, he or she may re-do presentation the next semester. Students must meet all university requirements for enrollment in the subsequent semester. If granted permission to do the presentation a third time, the student must enroll in a subsequent semester and schedule the presentation during that time. Upon failure to pass the presentation after the third try, the student will be ineligible to graduate.*

b. The student will complete a Master’s Thesis. The student will follow all university and department guidelines for doing a thesis, and must take 6 credits of SERP 910 (Thesis) and 4 credits of EDP 541 (Statistics). These credits are over and above the 60 credits required for the degree. A manual with information and regulations for doing a thesis is available at: [http://grad/arizona.edu/academics/degree-certification/diss-theses/manuals](http://grad/arizona.edu/academics/degree-certification/diss-theses/manuals)
CHAPTER V
FIELD EXPERIENCE IN COUNSELING AND MENTAL HEALTH

Field experiences organized through the University of Arizona’s Counseling and Mental Health Program are carefully integrated into the training program and serve the following functions: (a) refining supervised field experiences obtained in applied courses in Counseling and Mental Health Program, (b) extending scholarly knowledge from coursework under supervision directly to applied settings, (c) implementing evidence-based assessment and intervention methods learned in courses, (d) experiencing professional practice issues associated with the delivery of counseling services, and (e) receiving feedback from field supervisors regarding professional competencies and skills in the delivery of counseling services.

All students will complete a mental health practicum. In addition, students complete a practicum and internship in their specialization.

A. Field Experience Resources

The University of Arizona, Counseling and Mental Health Program has strong affiliations with a number of on-campus and off-campus service organizations approved for supervised fieldwork experience. These affiliations provide students with a broad range of opportunities to develop consultation skills, therapy skills, assessment and diagnostic skills, and direct intervention skills under the supervision of qualified professionals.

Fieldwork provides experiences with a broad range of learning, emotional, developmental and behavior issues with diverse populations.

B. Practicum

Practicum experiences are expected to be consistent with the scholar-practitioner orientation of the Counseling and Mental Health Program. All field experiences are consistent with the established ethical standards and accreditation guidelines of the American School Counseling Association (ASCA); (CACREP) and by the Council on Rehabilitation Education (CORE). Refer to the Field Experience Handbook for a complete list of requirements, goals and objectives.

C. Internship

The internship is a more intensive experience wherein the student is expected to demonstrate broader skills in all aspects of professional functioning. Internship experiences should be at sites that are appropriate to students’ career goals. Refer to the Field Experience Handbook for a complete list of requirements, goals and objectives.
In the past, the following sites have provided supervision of counseling services to our MA students:

Amphitheater Public Schools
AZ Center for the Blind & Visually Impaired
Arizona School for the Deaf & Blind
Arizona State Hospital
Beacon Group
Cactus Counseling Associates
Calvary Addiction Recovery Center
Casa De Vida
Catalina Foothills School District
Cedar Ridge Counseling
Child Family Resources
CODAC
DES/RSA
Direct
Disability Resource Center
Douglas Arizona School District
Easter Seals Blake Foundation
Flowing Wells School District
Focus Employment Services
Gilbert Arizona Public Schools
Helping Associates Inc.
Indian Oasis Unified School District
La Frontera Mental Health Centers
La Paz Counseling
Las Familias Counseling Agency
Marana School District
Native American Connections
NCADD
OSERS
Page Unified School District
Paradise Valley School District
Phoenix Unified School District
Pima Com. Col. Downtown & East Campus
Pima County Juvenile Court Center
Pinal Hispanic Council
Primavera Services
Project PEPP
Providence of Arizona
Safford Arizona Public Schools
Sahuarita Unified School District
Sunnyside Unified School District
Tanque Verde Unified School District
The Salvation Army
Tucson Unified School District
Vail Unified School District
Yaqui Tribal Health Center

For counselors in the School Counseling specialization, additional information on school districts listed above can be obtained by visiting the Arizona Department of Education (ADE) website at: http://www.ade.state.az.us/. Students are encouraged to meet with their academic advisors to discuss various practicum and internship sites that are available.
CHAPTER VI

STUDENT RESOURCES

The Program encourages students to become involved in research and supervised practice related to counseling. A number of on-campus and community resources are also utilized to provide research and field-placement experiences for students.

A. Student Support Services

1. Counseling and Psychological Services (CAPS)
   Counseling and Psychological Services (CAPS), located in the Campus Health Service building offers psychological counseling to students to help them cope with personal problems so that they can successfully achieve their educational goals. Licensed professionals are available to provide brief treatment for anxiety, depression, difficulties with relationships, family problems, food/body image concerns, alcohol and drug (ADD) concerns, life crises and other issues. Other available services include consultative services by phone, online screenings for depression, eating disorders, suicide, alcohol, and anxiety, and support groups for eating and body image. There are also classes specifically for graduate students on strategies for success.

2. The Strategic Alternative Learning Techniques (SALT) Center
   The Strategic Alternative Learning Techniques (SALT) Center is a freestanding, fee-based (http://www.salt.arizona.edu/admissions/fees.shtml) department within the Division of Campus Life that serves the needs of many students diagnosed with Learning Disabilities or Attention Deficit Hyperactivity Disorder (ADHD). SALT students receive individualized educational planning and monitoring, assistance from trained tutors with course work, and an array of workshops geared toward the individual academic needs of these students. Additionally, students have the opportunity to use the SALT computer lab (complete with an array of assistive technology) and/or "drop-in" to either the SALT Writers Lab or the SALT Math Lab, both staffed with highly trained tutors.

   Upon requesting SALT services, each student is assigned to a Learning Specialist. These individuals assist students as they navigate through the University of Arizona. Each Learning Specialist is an individual who demonstrates encouraging, accepting, and nonjudgmental behaviors creating a secure environment for students to prosper. This safe atmosphere also enables students to successfully collaborate with Learning Specialists to create a unique learning plan, entitled Individualized Learning Plans (ILP). Each specially designed ILP is created to meet the postsecondary environmental needs of the student. The SALT Center also provides students with the opportunity to learn about other available resources.

3. Disability Resource Center
   The Disability Resource Center (DRC) is the office designated by the university to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations. A primary purpose of the DRC is to ensure that students with disabilities have full access to campus courses, services, activities, and facilities. An equally important function of the DRC is to assist faculty in designing educational environments that are inclusive. For additional information, visit the DRC website at http://drc.arizona.edu/
4. Financial Assistance
In terms of financial assistance, the university maintains the Office of Financial Aid in the Administration Building that is available to students for applying for such loans as federal Stafford loans, university scholarships, and scholarship and loans from various private foundations. In addition, scholarship funds and tuition waiver funds are available through the Office of the Associate Dean of the Graduate College for students who are from diverse backgrounds.

In the past, the DPS department has been able to offer some financial assistance to students in the form of tuition remissions, scholarships/fellowships, and assistantships. When opportunities arise, the program faculty make every effort to inform eligible students of all potentially available funding sources. Students are encouraged to contact their adviser or the program director for information on other sources of possible funding. Student funding is not guaranteed. Students are also urged to contact the Graduate College and the Psychology Department for possible funding opportunities. In addition, students should discuss their financial needs with personnel at the Office of Financial Aid, Administration Building – Room 203, Tucson, AZ 85721. (520) 621-1858 or email at askaid@arizona.edu.

B. Research and Study Resources

1. University Information and Technology Services (UITS)
The University Information and Technology Services (UITS) Lab is located on the subfloor of the College of Education building, and is available for use as an electronic classroom equipped with 20 student machines containing the latest software. Also on the same floor is a room for distance education and videotape editing rooms. Computer equipment from the UITS can be borrowed both by faculty and students for making presentations in classes. For further information, please visit the UITS website at: http://oscr.arizona.edu or 520-621-6727.

2. Center for Computing Information Technology (CCIT)
The Center for Computing and Information Technology (CCIT/UITS) houses the University's mainframe computers. The mainframe machines are linked to personal computers in the College of Education. Educational and informational facilities are also available in the Center and a technical reference room contains reference manuals, various technical books and periodicals. Many Computer Center publications are available. The Center provides programming consulting services and conducts non-credit short courses open to the public. For further information about their services visit the UITS website at http://uits.web.arizona.edu/ or 520-621-2248.

3. Main Library
The University of Arizona Library contains more than 1.5 million books, bound periodicals, microforms, maps, government publications and other materials. The library is committed to providing all possible support services to students to facilitate their learning and obtaining scholarly documents either within the library system, through inter-library loan, or via online computer database searches by visiting http://www.library.arizona.edu. The library even emails documents to students upon request.
4. Science-Engineering Library
The Science-Engineering Library collection includes print and online materials on the life and physical sciences, engineering and technology, and military sciences. The library has selected government publications from NASA, DOE, USGS, FAO, and other agencies as well as selected materials on medicine, psychiatry and related health sciences. The Science-Engineering Library is also home to collections in photography and the fine arts including visual arts, architecture, sculpture, illustration, design, drawing, painting, printing, and decorative arts.

5. Library (College of Law)
The College of Law Library is one of the best legal research facilities in the Southwest, with a collection of over 300,000 volumes. The latest in computer-based legal research is available through LEXIS and WESTLAW, and there is a computer lab for word processing, computer assisted legal instruction, and research.

6. Library (University Medical Center)
The Arizona Health Sciences Library (AHS) is a member of the National Network of Libraries of Medicine founded by the National Library of Medicine (NLM) and serves as the designated resource library for Arizona through the Pacific Southwest Regional Medical Library Service (PSRMLS). The Arizona Health Sciences Library is a founding member of the Arizona Health Information Network (AZHIN). In addition to AHS library, the AZHIN consortium is made up of the University of Arizona, the major teaching hospitals in Arizona, and a growing number of other Arizona health-related organizations.

The University of Arizona Medical Center Library's primary purpose is to serve the students, faculty, and staff of the University of Arizona Colleges of Medicine, Nursing, and Pharmacy, as well as University Medical Center. A strong secondary purpose is to serve as an informational resource for licensed health-related personnel throughout the state. Library collections are also accessible for other members of the University of Arizona community who have need of material found only in this library. The library maintains a state-of-the-art information retrieval system enabling students to locate references by computer from their homes or from University offices. The AHS library collection contains 225,195 cataloged volumes, 95,357 monographs, 129,838 journals, micro fiche/files/cards 1799, and 90 computer software(s)/CD-ROM.

7. Office of the Vice President for Research
The Office of the Vice President for Research processes all sponsored research proposals submitted by the faculty, students, and staff, maintains records of all sponsored research, assists the faculty and staff in certain aspects of proposal preparation, and helps in locating sponsors for research projects.

A computerized information system maintained by this office can produce various reports on many aspects of the University's total research program. Information contained in reports generated by this office is available to the general public and may be of value to local and state government agencies. For further information about the services this office provides, please visit http://vpr.arizona.edu/

A collection of books and periodicals that provide information on the research programs of many federal agencies and foundations is available in this office. Copies of monthly publications that provide information on research programs that have recently been announced also are on file.
A. Coursework and Grades

1. Course Syllabi
At the beginning of each semester, professors are required to provide students with a course syllabus. The syllabus contains an outline of course content and requirements that are to be completed by the student throughout the semester. A course syllabus is considered to be a contract between the professor and each student; therefore, you must keep those for future reference. The syllabus specifies particular requirements that must be completed by students in order to receive a grade in the course. A syllabus may be changed by a professor during the semester if all students in the course are in agreement. Students should retain their syllabi after completing their courses as they may be asked to produce them many months or years later when applying for licensure or other credentials.

2. Grades
At the end of each semester, students will receive their grade. Grades received for the courses taken in this department are an A, B, C, D, or E. Other grades for courses include Pass (P) and Superior (S). According to the University of Arizona grading policies (as described in the latest edition of the Graduate Catalog), a “C” grade is a passing grade but does not show adequate competence.

Grades of “I” (Incomplete)
The grade of "I" for "Incomplete" may be awarded only at the end of the semester when all but a minor portion of the student’s course work has been satisfactorily completed. Students should make arrangements with the instructor to receive an incomplete grade before the last day of classes in a semester. Students have a maximum of one calendar year to remove an Incomplete. Incomplete grades are not included in the calculation of the grade-point average until one year from the date of the award. An Incomplete not removed within one year is replaced by a failing grade of "E" and counted as an "E" in determining the grade-point average. If there is a possibility that the student's cumulative grade-point average will fall below 3.00 through the conversion of Incomplete grades to failing grades, a student will not be permitted to graduate.

Withdrawal from Class
Withdrawal from a course within the first four weeks after registration will result in the deletion of the course from the student’s academic record. After the fourth week and through the end of the tenth week of classes, the grade of "W" may be awarded to students earning a passing grade at the time of the official withdrawal. After the 10th week, students will receive a failing grade of “E”. Consult [http://grad.arizona.edu/academics/policies/grading-policies](http://grad.arizona.edu/academics/policies/grading-policies) to obtain detailed information about withdrawal from courses.

Grade Appeal Policy
A student may appeal a grade during the first regular semester after the semester or summer term in which the grade was awarded. Grade appeals are not processed during the summer sessions unless the dean of the college in which the course is offered determines that the case warrants immediate review. The appeal involves a stepwise and formal process, progressively
involving the instructor, the department head, and the dean of the college which offers the course. It may also involve a committee appointed by the dean to review and make recommendations. Written verification of each step as well as close adherence to a timetable is indispensable. The dean of the college offering the course has the final authority to make a decision regarding the grade appeal. There is no special form for appeals. The student should detail the reasons for their appeal in a formal letter. The Graduate College does not process or become involved in such appeals. The Grade Appeal Policy and timetable can be found in The University of Arizona electronic catalog.

B. Student Grievance Procedure

The Graduate College has a student grievance procedure (Appendix AV) to ensure that students who feel they have been treated unfairly have access to a standard procedure for resolving that grievance. Consult the University of Arizona Student Handbook via internet at http://grad.arizona.edu/academics/policies/grading-policies for more information about this procedure.

In cases of discrimination, including sexual harassment, case summaries are sent to the University Affirmative Action Officer. For more information, please visit http://equity.arizona.edu.

C. Discrimination and Sexual Harassment Policy

A student who believes that he or she has experienced discrimination or sexual harassment should call the Affirmative Action Office at 621-9449. The student will be referred to an individual with expertise in these areas for confidential advice on handling the situation or filing a written complaint. Students with disabilities who would like information on University policies with regard to the Americans with Disabilities Act (ADA) should contact the Disability Resource Center at 621-3268 http://drc.arizona.edu. Students are also encouraged to access the Affirmative Action homepage http://equity.arizona.edu for information on discrimination, including sexual harassment, and the ADA.

D. Code of Academic Integrity

Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students engaging in academic dishonesty diminish their education and bring discredit to the academic community. Students shall not violate the Code of Academic Integrity and shall avoid situations likely to compromise academic integrity. Students shall observe the provisions of the Code whether or not faculty members establish special rules of academic integrity for particular classes. Failure of faculty to prevent cheating does not excuse students from compliance with the Code. Any attempt to commit an act prohibited by these rules will be subject to sanctions to the same extent as completed acts. The procedures for reviewing a suspected violation are found in the complete Code of Academic Integrity available in the Dean of Students Office, Old Main, Room 203, or visit http://deanofstudents.arizona.edu/codeofacademicintegrity.

E. Rights and Responsibilities Regarding Disability Access

The University of Arizona is committed to equal educational opportunities for disabled students and recognizes that reasonable accommodations or modifications may be necessary to ensure access to campus courses, services, activities, and facilities. The Disability Resource Center (DRC) is the office designated by the University to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations. An equally important
part of the DRC is serving faculty in designing educational environments that are inclusive. For more information, visit the DRC website at http://drc.arizona.edu/

F. Endorsement Policy

The CMH program is designed to prepare graduates to obtain initial state licensure and/or certification as a counselor. Counselors are required to keep skills current by taking additional training for licensure/certification renewal. Each state has its own requirements for continuing education.

Students completing the rehabilitation specialty may apply during their last semester of coursework to become Certified Rehabilitation Counselors (CRC), a credential administered by the CRCC. Information about this credential can be found at http://crccertification.com

After an appropriate period of supervised practice, graduates with the school counseling specialization may seek to obtain a Nationally Certified School Counselor certification from the National Board for Certified Counselors. Information about this credential can be found at http://nbcc.org/ncsc

Depending on the state in which they practice, graduates are encouraged to become Licensed Professional Counselors (LPC). In the state of Arizona, the Board of Behavioral Health Examiners regulates the LPC. Information about the LPC in the state of Arizona can be found at http://azbbhe.us/

After being licensed for 5 years, graduates are encouraged to submit their credentials to the Association of State Counseling Boards (AASCB) National Credentials Registry (NCR). For more information go to: http://www.aascb.org/aws/AASCB/pt/sp/home_page

G. Student Review and Retention

The ACA Code of Ethics and Standards of Practice of the American Counseling Association states that [faculty members] ... assist students and supervisees in securing remedial assistance when needed, and dismiss from the training program supervisees who are unable to provide competent services due to academic or personal limitations (Section F.3.a.).

Therefore, students in the Counseling and Mental Health Program at The University of Arizona are evaluated on a regular basis on both academic and nonacademic standards.

Academic Standards

A minimum grade of C must be achieved on all coursework to obtain graduate credit. A cumulative B average must be maintained in all graduate level courses.

- Students unable to meet these requirements become ineligible for graduation and are placed on academic probation.
- Students will remain on probation until an additional 9 credit hours have been attempted. Those unable to remove the probationary status are subject to academic dismissal.
- Withdrawal from a course while on probation will not be allowed.

Nonacademic Standards

In addition to maintaining high scholastic standards, students enrolled in the program must develop skills necessary to work with people with diverse needs. The faculty expects students, as future mental health, rehabilitation, and school counselors, to:

- be committed to personal growth and professional development;
- demonstrate appropriate social skills;
• be concerned about people;
• demonstrate emotional and mental fitness in their interactions with other students and faculty;
• be able to receive and give constructive feedback; and
• use the skills and techniques that are generally accepted by others in the profession.

Further, students are expected to adhere to the codes of ethics of their professional associations (ACA, ASCA, CRCC, etc.) and the relevant regulatory boards of the state of Arizona. A student’s acceptance in the program does not guarantee his or her fitness to remain in the program. The faculty are responsible for assuring that only those students who continue to meet program standards are allowed to continue in the program.

H. Evaluating Student Fitness and Performance

Members of the faculty evaluate student fitness and performance at the end of each semester. The faculty make judgments as to the student’s professional fitness and performance based on observations of course performance, evaluations of students’ performances in simulated practice situations (role plays), supervisor’s evaluations of students’ performances in clinical situations (practicum and internship), and their adherence to their discipline’s codes of ethics. Faculty will identify additional help students may need to be successful, and to recognize outstanding achievements of students in their work. In addition to reviewing student’s academic performance, students’ professional fitness will be evaluated using the Professional Fitness Review Form. All students will receive feedback after any formal evaluation by the faculty. If a student is not making satisfactory progress as evidenced by grades and/or professional/personal behaviors, the faculty advisor will meet with the student to discuss evaluation. A student progress form will be completed by the faculty, reviewed with the student, signed, and placed in the student’s file each semester that the student is enrolled in the program.

On rare occasions, faculty may become concerned about a student’s suitability for entry into the counseling profession even though the student may be evidencing satisfactory performance in academic course work.

Examples of behaviors that may be evidence of professional impairment include, but are not limited to, the following:

• Violation of professional standards of ethical codes;
• inability or unwillingness to demonstrate appropriate professional skills at an acceptable level of competency;
• Behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements;
• Interpersonal behaviors and interpersonal functioning that impairs one’s professional functioning; and
• Inability to exercise sound clinical judgment, exhibiting poor interpersonal skills, and pervasive interpersonal problems.

An effort will be made to identify the problem and to work out a solution with the student and the program. When student difficulty is noted by the individual professor, the following procedures will be used:

• Professor initiates a meeting with the student to discuss his/her concerns;
• Faculty member presents in writing his/her concern to the Program Director;
• The concerns of the faculty member are discussed in a faculty meeting;
• The advisor will arrange a Advisor-student conference in which the concerns of the Program Faculty are shared with the student and an agreement of remedial steps is contracted;
• The advisor presents the contract to the other faculty members;
• The advisor will monitor subsequent progress in carrying out the recommendations of the Program Faculty;
• The advisor presents an evaluation to Program Faculty;
• The advisor provides feedback to the Program on progress; and
• A student not satisfied with the decision can follow the Graduate College Grievance Policy available at: http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy.
• If it is deemed that a student’s professional fitness is in question, the faculty may recommend the following actions:
  • A formal reprimand;
  • Additional practicum and/or clinical work;
  • Additional Assignments
  • Personal mental health counseling (individual or group);
  • Temporary leave of absence from the program;
  • Additional academic course work;
  • Additional supervision;
  • Formal probation;
  • Encouragement to withdraw from the program; and/or
  • Formal dismissal from the program.
# APPENDIX A

## CURRICULUM STANDARDS

<table>
<thead>
<tr>
<th>ASCA</th>
<th>CORE</th>
<th>CACREP</th>
</tr>
</thead>
<tbody>
<tr>
<td>American School Counseling Association</td>
<td>Council on Rehabilitation Education</td>
<td>Council for Accreditation of Counseling &amp; Related Educational Programs (General, Mental Health and School Counseling)</td>
</tr>
<tr>
<td>Professional Identity &amp; Leadership</td>
<td>Professional Identity &amp; Ethical Behavior</td>
<td>Professional Orientation &amp; Ethical Practice</td>
</tr>
<tr>
<td>Diversity &amp; Advocacy</td>
<td>Psychosocial Aspects of Disability &amp; Cultural Diversity</td>
<td>Social &amp; Cultural Diversity</td>
</tr>
<tr>
<td>Human Growth &amp; Development</td>
<td>Human Growth &amp; Development</td>
<td>Human Growth &amp; Development</td>
</tr>
<tr>
<td>Academic Development</td>
<td>Employment &amp; Career Development</td>
<td>Career Development</td>
</tr>
<tr>
<td>Counseling Prevention &amp; Intervention</td>
<td>Counseling Approaches &amp; Principles</td>
<td>Helping Relationships</td>
</tr>
<tr>
<td>Collaboration &amp; Consultation</td>
<td>Group Work &amp; Family Dynamics</td>
<td>Group Work</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment</td>
<td>Assessment</td>
</tr>
<tr>
<td>Research &amp; Program Evaluation</td>
<td>Research &amp; Program Evaluation</td>
<td>Research &amp; Program Evaluation</td>
</tr>
<tr>
<td>Medical, Functional, &amp; Environmental Aspects of Disability</td>
<td></td>
<td>Diagnosis</td>
</tr>
<tr>
<td>Rehabilitation Services, Case Management, &amp; Related Services</td>
<td></td>
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</tbody>
</table>
## APPENDIX B
### COURSE SEQUENCE

### I. REQUIRED CORE COURSES (48 UNITS)

<table>
<thead>
<tr>
<th>SERP</th>
<th>Course Title</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>525</td>
<td>Counseling Theories</td>
<td></td>
</tr>
<tr>
<td>545</td>
<td>Psychosocial, Cultural, and Familial Diversity in Counseling</td>
<td></td>
</tr>
<tr>
<td>546</td>
<td>Counseling Skills and Techniques</td>
<td></td>
</tr>
<tr>
<td>547</td>
<td>Group Counseling</td>
<td></td>
</tr>
<tr>
<td>556</td>
<td>Research Methods</td>
<td></td>
</tr>
<tr>
<td>562</td>
<td>Assessment in Counseling</td>
<td></td>
</tr>
<tr>
<td>579</td>
<td>Diagnosis &amp; Treatment of Mental Health Disorders</td>
<td></td>
</tr>
<tr>
<td>580</td>
<td>Medical Aspects of Disability</td>
<td></td>
</tr>
<tr>
<td>584</td>
<td>Problems of Drug Abuse</td>
<td></td>
</tr>
<tr>
<td>588</td>
<td>Ethical, Legal, &amp; Professional Issues in Counseling</td>
<td></td>
</tr>
<tr>
<td>594</td>
<td>Practicum: Mental Health</td>
<td></td>
</tr>
<tr>
<td>593</td>
<td>Internship</td>
<td></td>
</tr>
<tr>
<td>579C</td>
<td>Counseling with Couples and Families</td>
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</tr>
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</table>

### II. EMPHASIS IN REHABILITATION COUNSELING (12 UNITS)

<table>
<thead>
<tr>
<th>SERP</th>
<th>Course Title</th>
<th>Completed</th>
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</thead>
<tbody>
<tr>
<td>565</td>
<td>Principles of Rehabilitation</td>
<td></td>
</tr>
<tr>
<td>585</td>
<td>Vocational Planning and Placement</td>
<td></td>
</tr>
<tr>
<td>594</td>
<td>Practicum Rehabilitation Specialty</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elective (TBD by Advisor)</td>
<td></td>
</tr>
</tbody>
</table>

OR

### III. EMPHASIS IN SCHOOL COUNSELING (12 UNITS)

<table>
<thead>
<tr>
<th>SERP</th>
<th>Course Title</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>506</td>
<td>Introduction to School Counseling</td>
<td></td>
</tr>
<tr>
<td>510</td>
<td>Counseling over the Lifespan</td>
<td></td>
</tr>
<tr>
<td>550</td>
<td>Career Development and Advanced Educational Planning for School Counselors</td>
<td></td>
</tr>
<tr>
<td>594</td>
<td>Practicum – School Counseling Specialty</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

UA CATALOG COURSE DESCRIPTIONS FOR REQUIRED COURSES

The Masters Degree in Counseling and Mental Health program curriculum is guided by the state standards for professional counselors, which are based on existing CACREP, ASCA and CORE Standards.

SERP 506 – Introduction to School Counseling
(3 units)
Description: Orientation to the role and activities of a K-12 school counselor. Emphasis on the components of a developmentally-oriented school guidance counseling program.
Grading Basis: Regular Grades: A, B, C, D, E
Typically Offered: Fall

SERP 510 - Counseling over the Lifespan
(3 units)
Description: School counseling strategies to enhance human development, based on major findings of developmental theories and research from infancy to late adulthood.
Grading Basis: Regular Grades: A, B, C, D, E
Typically Offered: Fall

SERP 525 - Counseling Theory
(3 units)
Description: This course provides a basis in theories of individual counseling.
Grading Basis: Regular Grades: A, B, C, D, E
Typically Offered: Fall

SERP 545 - Psychosocial, Cultural, and Familial Diversity in Counseling
(3 units)
Description: Individual, family, and community diversity are examined in relation to working with community agencies, individual counseling, and small group facilitation.
Grading Basis: Regular Grades: A, B, C, D, E
Typically Offered: Spring

SERP 546 - Counseling Skills and Techniques
(3 units)
Description: Knowledge and application of basic counseling skills in response to individuals/families in a variety of settings; crisis intervention strategies and ethical issues for the counselor.
Grading Basis: Regular Grades: A, B, C, D, E
Typically Offered: Fall

SERP 547 - Group Counseling
(3 units)
Description: This course will address small group counseling techniques.
Grading Basis: Regular Grades: A, B, C, D, E
Typically Offered: Spring
SERP 550 - Career Development and Advanced Educational Planning for School Counselors
(3 units)
Description: Emphasizes decision making for school counselors related to assisting students with assessment of interests, personality, values, skills, and goals for career planning and attainment of necessary advanced education and/or training to meet career planning objectives.
Grading Basis: Regular Grades: A, B, C, D, E
Typically Offered: Spring

SERP 556 - Research and Program Evaluation in Counseling
(3 units)
Description: Basic concepts essential to the comprehension of research in counseling, including measurement principles, descriptive statistics, and program evaluation.
Grading Basis: Regular Grades: A, B, C, D, E
Typically Offered: Spring

SERP 562 - Assessment in Counseling
(3 units)
Description: The emphasis is on instruments, techniques, and issues related to assessment. The course examines theoretical, legal, and ethical issues that stem from the administration, use, and interpretation of assessment instruments.
Grading Basis: Regular Grades: A, B, C, D, E
Typically Offered: Fall, Spring, Summer 1 & 2

SERP 565 - Principles of Rehabilitation
(3 units)
Description: Principles underlying rehabilitation programs and interdisciplinary relationships of agencies engaged in rehabilitation services. Graduate-level requirements include submission of a group research exercise/presentation, conduct NCRE email networking, submit scholarly paper. Open to rehabilitation majors only.
Grading Basis: Regular Grades: A, B, C, D, E
Typically Offered: Fall

SERP 579B - Diagnosis and Treatment of Mental Health Disorders
(3 units)
Description: Examination of the diagnostic and treatment process used in assessing and counseling persons with psychiatric disabilities. The course is organized and structured using the Diagnostic and Statistical Manual of Mental Disorders.
Grading Basis: Regular Grades: A, B, C, D, E
Typically Offered: Spring

SERP 580 - Medical Aspects of Disability
(3 units)
Description: Etiology, therapy, and prognosis of the major disabilities, including drug and alcohol; assessment of physical capacities and limitations; typical restorative techniques.
Grading Basis: Regular Grades: A, B, C, D, E
Typically Offered: Fall

SERP597C – Counseling with Couples and Families
Description: This course will focus on the theories, skills and techniques associated with the practice of counseling with couples and families.
Grading Basis: Regular grades: A, B, C, D, E
Typically Offered: Fall

SERP 584 - Problems of Drug Abuse
(3 units)
Description: Survey course for counselors concerned with drug abuse; diagnostic and counseling approaches to drug use and abuse.
Grading Basis: Regular Grades: A, B, C, D, E
Typically Offered: Fall

SERP 585 - Vocational Planning and Placement
(3 units)
Description: Problems of physical, mental, social, and emotional disability, as they relate to the formulation of a rehabilitation plan; exploration of the various sources of occupational and career choice information, case management and job placement and development.
Grading Basis: Regular Grades: A, B, C, D, E
Typically Offered: Spring

SERP 588 - Ethical, Legal, and Professional Issues in Counseling
(3 units)
Description: Examination of various issues crucial to the practice of counseling. Topics include ethical, cultural, legal, and professional concerns.
Grading Basis: Regular Grades: A, B, C, D, E
Typically Offered: Fall

SERP 593 - Internship
(12 units)
Description: Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment. Flat Fee $35.00
Grading Basis: Regular Grades: S,P,F
Typically Offered: Fall, Spring

SERP 594 - Practicum
(3 units)
Description: The practical application, on an individual basis, of previously studied theory and the collection of data for future theoretical interpretation.
Grading Basis: Regular Grades: S,P,F
Typically Offered: Fall, Spring, Summer 1 & 2
APPENDIX D

PROFESSIONAL ORGANIZATIONS

Students and graduates are encouraged to join and become active in professional organizations or associations. There are many benefits derived from membership in a professional organization. As a member of a professional organization, the student:

1. Receives the most recent publications
2. Is entitled to reduced membership rates and reduced registration rates for professional meetings/workshops
3. Is eligible for such membership services as professional liability insurance, legal defense fund, library resource use, etc.
4. Has a method of direct involvement with activities and issues pertinent to the profession.
5. Is affiliated with other professionals having interests and areas of similar expertise.
6. Has a way to stay up-to-date in the knowledge, practices, and research findings in the field.

Students in the Counseling program should follow the professional code of ethics and certification guidelines established by the following organizations:

**American School Counseling Association (ASCA)**
1101 King Street, Suite 625
Alexandria VA 22314
http://www.schoolcounselor.org

**American Counseling Association (ACA)**
5999 Stevenson Ave.
Alexandria, VA 22304
(703) 823-9800
http://www.counseling.org

**American Mental Health Counseling Association (AMHCA)**
801 N. Fairfax Street, Suite 304
Alexandria, VA 22314
800-326-2642 or 703-548-6002
http://www.amhca.org/

**Arizona School Counselors Association**
P.O. Box 30776
Mesa, AZ 85275-0776
http://www.azsca.org

**Association for Specialists in Group Work**
http://www.asgw.org

**Commission on Rehabilitation Counselor Certification (CRCC)**
1699 E Woodfield Road, Suite 300
Schaumburg, IL 60173
http://www.crccertification.com/

**American Counseling Association (ACA)**
5999 Stevenson Ave.
Alexandria, VA 22304
(703) 823-9800
http://www.counseling.org

**American Mental Health Counseling Association (AMHCA)**
801 N. Fairfax Street, Suite 304
Alexandria, VA 22314
800-326-2642 or 703-548-6002
http://www.amhca.org/

**Arizona School Counselors Association**
P.O. Box 30776
Mesa, AZ 85275-0776
http://www.azsca.org

**Association for Specialists in Group Work**
http://www.asgw.org

**American Rehabilitation Counseling Association (ARCA)**
http://www.arcaweb.org/

**American Rehabilitation Counseling Association (ARCA)**
http://www.arcaweb.org/

**National Rehabilitation Counseling Association (NRCA)**
Post Office Box 4480
Manassas, Virginia 20108
http://nrca-net.org/

**National Rehabilitation Association (NRA)**
http://www.nationalrehab.org/
APPENDIX E

RECOMMENDED 2 YEAR PLAN OF STUDY (FULL-TIME STUDENTS)

Fall, Year One
1. SERP 525 Counseling Theory
2. SERP 546 Counseling Skills and Techniques
3. SERP 580 Medical Aspects of Disability
4. SERP 588 Ethical, Legal, and Professional Issues in Counseling
5. SERP 565 Principles of Rehabilitation (Specialization in Rehabilitation) OR SERP 506 Introduction to School Counseling (Specialization in School)

Spring, Year One
1. SERP 545 Psychosocial, Cultural, and Familial Diversity in Counseling
2. SERP 547 Group Counseling
3. SERP 562 Assessment in Counseling
4. SERP 579B Diagnosis and Treatment of Mental Health Disorders
5. SERP 594 Practicum (Rehabilitation OR School Setting)

Fall, Year Two
1. SERP 584 Problems of Drug Abuse
2. SERP 597C Counseling with Couples and Families
3. SERP 594 Practicum (Mental Health Setting)
4. SERP 585 Vocational Planning and Placement (Specialization in Rehabilitation) OR SERP 550 Career Development and Advanced Educational Planning (Specialization in School)
5. SERP 587 Psychosocial Aspects of Disability as an elective (Specialization in Rehabilitation) OR SERP 510 Counseling over the Lifespan (Specialization in School)

Spring, Year Two
1. SERP 556 Research and Program Evaluation in Counseling
2. SERP 593 Internship

Summers
*Students may complete required courses during the summers to reduce their course load during the academic year. The following courses frequently are offered during the summer:

SERP 556 Research and Program Evaluation in Counseling
SERP 580 Medical Aspects of Disability
SERP 584 Problems of Drug Abuse
SERP 594 Practicum (Mental Health Setting)
APPENDIX F

RECOMMENDED 3 YEAR PLAN OF STUDY (PART-TIME STUDENTS)

**Fall, Year One**
1. SERP 525 Counseling Theory
2. SERP 546 Counseling Skills and Techniques
3. SERP 565 Principles of Rehabilitation (Specialization in Rehabilitation) **OR**
   SERP 506 Introduction to School Counseling (Specialization in School)

**Spring, Year One**
1. SERP 547 Group Counseling
2. SERP 562 Assessment in Counseling
3. SERP 579B Diagnosis and Treatment of Mental Health Disorders

**Summer, Year Two**
1. SERP 556 Research and Program Evaluation in Counseling
2. SERP 584 Problems of Drug Abuse

**Fall, Year Two**
1. SERP 580 Medical Aspects of Disability
2. SERP 588 Ethical, Legal, and Professional Issues in Counseling
3. SERP 585 Vocational Planning and Placement (Specialization in Rehabilitation) **OR**
   SERP 550 Career Development and Advanced Educational Planning (Specialization in School)

**Spring, Year Two**
1. SERP 545 Psychosocial, Cultural, and Familial Diversity in Counseling
2. SERP 594 Practicum (Rehabilitation **OR** School Setting)

**Summer, Year Three**
1. SERP 594 Practicum (Mental Health Setting)

**Fall, Year Three**
1. SERP 597C Counseling with Couples and Families
2. SERP 587 Psychosocial Aspects of Disability as an elective (Specialization in Rehabilitation) **OR**
   SERP 510 Counseling over the Lifespan (Specialization in School)

**Spring Year Three**
SERP 593 Internship
STUDENT PROGRESS FORM

Student Name: __________________________ Date: __________

Faculty & Others Present: __________________________

Overview of Student Progress and Experiences

STRENGTHS:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

AREAS FOR IMPROVEMENT:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Is the student’s progress to date satisfactory?  Yes  □  No  □

If progress to date is unsatisfactory, please complete the following sections. Indicate specific areas of concern and the plan for improvement. In order for NAME to successfully complete his/her practicum/internship, the following plan of improvement must be implemented by DATE. Failure by NAME to implement any and all aspects of the plan for improvement by DATE will result in the student’s removal from his/her practicum/internship placement.

CONCERNS:

1. Unprofessional conduct (unethical behavior). Concern:

   Plan for improvement:

   __________________________________________

2. Participation (reluctant, resistant, unmotivated, or over-demanding behavior). Concern:

   Plan for improvement:

   __________________________________________

3. Organization and management (time management and classroom management skills). Concern:

   Plan for improvement:

   __________________________________________
4. Other Concern:

Plan for improvement:

If ___________________________ is unable to implement all aspects of the plan for improvement on a consistent basis by ____________________, 20____; he or she will be removed from his or her practicum/internship and will not be able to satisfactorily meet all expectations for ______________________ as stated in the course syllabus. (Course)

At any time prior to ____________________, if any of _________________________’s supervisors (site supervisor, university supervisor, or faculty advisor) feel that _______________________ is not full filling all of his/her responsibilities for practicum/internship, or he/she is unable to meet the expectations required by this document, a meeting will be called to inform ______________________ that he/she will not be able to continue in his/her site placement.

If ___________________________ is unable to complete his/her practicum/internship course requirements he/she must schedule an appointment with his/her advisor and may choose one of the following options:

Petition to withdraw from __________________________ and petition to complete the practicum internship in the future after providing documentation that areas of concern have been addressed. If a petition is not submitted or is denied, _______________________ will receive an “unsatisfactory” grade in the course and will not be able to graduate from the program and be recommended for certification.

__________________________________________________  ____________________________________________________
Name, Faculty Advisor                                  Name, University Supervisor

__________________________________________________  ____________________________________________________
Name, Site Supervisor                                  Name, [position, additional faculty]

I have read and been given a copy of this document. Any comments I have are attached.

__________________________________________________
Student Signature
FORM B

FACULTY/STUDENT RESPONSIBILITIES FORM

As a graduate student in the Counseling and Mental Health Program, Department of Disability and Psychoeducational Studies, College of Education, University of Arizona, I hereby certify that I have:

(1) Met my faculty advisor prior to or during the first semester in the program to plan my course of study.

(2) Been informed about the student retention policy, including procedures for possible student remediation and/or dismissal from the program for reasons other than academic.

(3) Been informed about the program's academic appeal policy.

(4) Been given information about appropriate professional organizations.

(5) Been informed where to find a copy of the American School Counseling Association Code of Ethics and Standards of Practice and Certified Rehabilitation Counselor/Commission on Rehabilitation Counselor Certification Code of Ethics, and other appropriate professional standards of practice such as the American Counseling Association.

As I continue through the program, I will:

(a) Obtain information about the type and level of skill acquisition required for successful completion of training.

(b) Participate in the training components that encourage self-growth or self-disclosure as part of the training process.

(c) Become knowledgeable about the type of supervision settings and requirements of the sites for required clinical field experiences.

(d) Obtain information about the evaluation procedures.

(e) Become aware of where to receive up-to-date employment prospects for graduates.

(f) Meet with my advisor at least once each semester.

________________________________________________________________________

Student Signature ___________________________________________ Date ________

________________________________________________________________________

Faculty Signature ___________________________________________ Date ________