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University of Arizona  
Department of Disability and Psychoeducational Studies  
School Counseling Program  
Mission and Objectives

FOREWORD

The Handbook for the Master in Education in School Counseling has been prepared to provide a primary source of information for students pursuing the M.Ed. Degree in School Counseling within the Department of Disability and Psychoeducational Studies. Although it is not intended to take the place of direct contact with faculty and staff, the Handbook should be reviewed prior to communicating with them. Students are strongly encouraged to regularly interact with faculty, staff, and other students as they progress through their degree program. For students seeking further information or assistance, please contact the Program Director, Dr. Sheri Bauman, or the Department Head, Dr. Linda Shaw.

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Our Mission

The mission of the school counseling program is to educate Professional School Counselors. 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 Professional School Counselors skilled in the delivery of a developmental school counseling program and who are effective at providing equitable resources and support for all students. Our graduates will be dedicated to the high academic achievement, career success, and personal/social development of all students.
Program Overview

The master's program in school counseling prepares graduates to design, implement, and evaluate comprehensive school counseling and guidance programs that prepare all students for productive, successful lives and for academic success in school. Designed with the input of an advisory board of school counselors from the community, the program responds to the needs of schools throughout the country while also preparing school counselors to meet the particular needs of Arizona schools. It prepares graduates to be skillful in all components of school counseling, emphasizing collaboration with teachers, parents, and the larger educational community.

The school counseling program is committed to the integration of teaching, research on school counseling and guidance, and active involvement with the schools and community agencies of southern Arizona. Successful completion of the program qualifies students for Arizona State Guidance Counselor Prekindergarten-12 certification. The M.Ed. in School Counseling requires a minimum of 48 credits of graduate level coursework. We recommend that those students who do not have a teaching credential also take an undergraduate teacher education course (3 credits) to gain skills in classroom management and lesson planning.

This School Counseling program is unique in that all counseling courses are geared to preparing school counselors. Most programs train counselors for a variety of settings; the U of A program is designed specifically and exclusively for school counselors.

Program Objectives

1. To prepare counselors for state and national certification as school counselors.
2. To prepare counselors to work effectively with students, teachers, administrators, and all other stakeholders.
3. To prepare counselors who possess excellent skills in school counseling. More specifically, graduates will posses knowledge of theory, skills in appraisal, and expertise in intervention techniques.
4. To prepare counselors who have knowledge and skills necessary to conduct a comprehensive and developmental school guidance and counseling program.
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 and the American School Counselor Association.
7. To prepare counselors who counsel with sensitivity, caring, and an appropriate approach in diverse environments and with all students.
8. To prepare counselors who consult and advocate for students within and outside the school setting.
Student Checklist

AS A STUDENT IN THE SCHOOL COUNSELING AND GUIDANCE PROGRAM YOU MUST:

_____ 1. Be accepted by the Graduate School for admission to the School Counseling program.

ADMISSIONS APPLICATION: Admission to graduate programs in Disability and Psychoeducational Studies is based on a careful and comprehensive evaluation of the applicant's overall potential. In reviewing applications, major attention is given to the student's goals, previous academic record, academic recommendations, and evidence supporting the applicant's ability to communicate effectively in writing.

The minimum entrance requirements for the School Counseling program 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.

b. A completed application form, along with copies of all undergraduate and graduate course work and payment of Graduate College application fees. Applications must be received in the department by January 30 for Fall enrollment. New students are only admitted to start in Summer or Fall. 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

c. Completed Personal Data Form.

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

e. Writing Sample: A 500-word word essay in which you discuss an article from a recent issue (2004 or later) of Professional School Counseling, the scholarly journal of the American School Counselor Association.

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

g. 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 school counselor. The reference form is required; letters of recommendation are optional.
h. Be available, after initial screening based on the above material, for an interview (in person or via phone).

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 on page 7.

_____ 2. In conjunction with his/her professor, each student develops a Plan of Study as early as possible during the first few months in residence, to be submitted to the Graduate College during the second semester in residence.

_____ 3. Successfully complete SERP 506 and SERP 546 during the first semester (3 credits each).

_____ 4. Obtain a fingerprint clearance card and professional liability insurance.

_____ 5. Take a minimum of 42 additional of approved graduate credits (total credits: 48).

_____ 6. Prior to enrolling in SERP 594b Practicum, you must receive: 1) a recommendation for the practicum by your advisor, and 2) approval for the practicum from the site supervisor. Refer to the Practicum/Internship Handbook for requirement details and procedures.

_____ 7. Maintain a grade point average (GPA) of at least 3.0.

_____ 8. Do either a or b:

a. In the last semester in the 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 or her advisor.

- 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 Drs. Falco and Bauman signifying their approval of your topic.
- Students will be notified of the date and time of their presentations. You are encouraged to invite your site supervisors to the presentation.
- 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). A Manual with information and regulations for doing a thesis is available at: http://grad/arizona.edu/academics/degree-certification/diss-theses/manuals

9. Students must take the Praxis exam in School Counseling (http://www.praxisprepinfo.com/School_Counseling_and_Guidance.htm) and earn a minimum of score 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.

10. Complete all course work within six years (minus one semester) of taking the first course.

11. 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
Master of Education Degree *
School Counseling

I. Required Courses (42 semester hours)    COMPLETED
SERP 506 Intro to School Counseling (3 credits)    _____
SERP 546 School Counseling Techniques (3 credits)    _____
SERP 510 School Counseling over the Lifespan (3 credits)    _____
SERP 525 School Counseling Theories (3 credits)    _____
SERP 545 Diversity and Multiculturalism in School Counseling (3 credits)    _____
SERP 547 Group Counseling (3 credits)    _____
SERP 550 Career Counseling (3 credits)    _____
SERP 556 (Research Methods in Education) (3 credits)    _____
SERP 553 Assessment (3 credits)    _____
EDP 541 Statistics (4 credits)**    _____
SERP 548 Ethics and Professional Identity (3 credits)    _____
SERP 594b Practicum (100) (3 credits)    _____
SERP 593b Internship (600) (6 credits)    _____
SERP 561 Leadership in School Counseling (1 credit)    _____
SERP 562 Assessment in School Counseling (1 credit)    _____
SERP 569 Program Evaluation in School Counseling (1 credit)    _____
** This is required only for students doing the Thesis option
sub-total: 42 semester hours

II. Electives (3 [Thesis students] or 6 credits from list below)
SERP 502 Behavior Modification and Theory in Schools (3)    _____
SERP 529 A Advanced Positive Behavioral Support (3)    _____
SEPR 529 B Advanced Positive Behavioral Support (3)    _____
SERP 503 Special Education Services in Schools (3)    _____
SERP 578 Prevention of Addictions (3)    _____
SERP 584 Problems of Drug Abuse (3)    _____
EDL 663 Computer Applications in School Administration (3)    _____

Total: 48 semester hours
The School Counselor program curriculum is guided by the state standards for professional school counselors, which are based on existing CACREP 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:** Regular grades are awarded for this course: A B C D E.
**Usually 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:** Regular grades are awarded for this course: A B C D E.
**Usually offered:** Fall.

**SERP 525 -- Introduction to School Counseling Theories (3 units)**
**Description:** This course provides a basis in theories of individual counseling for school counselors within a Comprehensive Competency-Based Guidance program.
**Grading:** Regular grades are awarded for this course: A B C D E.
**Usually offered:** Spring.

**SERP 545 -- Valuing Diversity in School Counseling (3 units)**
**Description:** Student, family, and community diversity are examined related to managing a comprehensive guidance program, developing guidance competencies, working with community agencies, individual counseling, and small group facilitation.
**Grading:** Regular grades are awarded for this course: A B C D E.
**Prerequisite(s):** consent of instructor.
**Usually offered:** Spring.

**SERP 546 -- School Counseling Techniques; Prepracticum (3 units)**
**Description:** Knowledge and application of basic counseling microskills in response to students/families in a school setting; crisis intervention strategies and ethical issues for the school counselor.
**Grading:** Regular grades are awarded for this course: A B C D E.
**Usually offered:** Fall.

**SERP 547 -- Small Group School Counseling Practices and Procedures (3 units)**
**Description:** This course will address small group guidance and counseling techniques as they relate to the individual planning and response services components of the Comprehensive Competency Based Guidance program.
**Grading:** Regular grades are awarded for this course: A B C D E.
**Prerequisite(s):** SERP 546.
**Usually offered:** Spring.
SERP548 -- Ethics and Professional Identity in School Counseling (3 units)
Description: This course provides an introduction to professional, ethical, legal, theoretical, and practical aspects of school counseling. Students will examine the roles and responsibilities of school counselors, professional organizations and associations. Historical and social contexts along with emerging professional issues and directions are included.
Grading: Regular grades are awarded for this course: A B C D E.
Usually offered: Fall.

SERP550 -- 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: Regular grades are awarded for this course: A B C D E.
Prerequisite(s): consent of instructor.
Usually offered: Summer.

ED P 558 -- Educational Tests and Measurements (3 units)
Description: Theoretical and practical application of psychometric techniques to test construction, analysis, and interpretation of test results.
Grading: Regular grades are awarded for this course: A B C D E.
Usually offered: Spring.

SERP 556- Introduction to Educational Research (3 units)
Description: This course provides an introduction to methods of identifying educational research problems and the techniques used to solve them. This course will also provide a basis for interpreting and evaluating published research using basic measurement and statistical tools.
Grading: Regular grades are awarded for this course: A B C D E.
Usually offered: Fall, Spring, Summer

SERP 561 -- Leadership in School Counseling (1 unit)
This course covers topics related to the leadership roles that school counselors take in their profession. It includes the typical roles, types of leadership, working with others, and assessing the leadership roles and responsibilities.

SERP 562 – Assessment in School Counseling (1 unit)
The emphasis is on instruments, techniques, and issues related to assessment. Topics include ability, achievement, personality, vocational, and family assessment. The course also examines theoretical, legal, and ethical issues that stem the administration, use, and interpretation of assessment instruments. SERP 556 is recommended prior to taking this course.

SEPR 569 – Program Evaluation in School Counseling (1 unit)
This course focuses on the standards, theories, and practices associated with program evaluation in education. It covers the utility, feasibility, propriety, and accuracy standards as well as examples of program evaluation in education. Practical considerations in the administration and review of program evaluation are also included.
SERP593B -- School Counseling Internship (6 units)
Description: Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment.
Grading: Alternative grades are awarded for this course: S P C D E.
May be repeated: an unlimited number of times; consult your department for details and possible restrictions.
Usually offered: Fall, Spring.

SERP 594B -- Practicum - School Counseling (3 units)
Description: The practical application, on an individual basis, of previously studied theory and the collection of data for future theoretical interpretation.
Grading: Alternative grades are awarded for this course: S P C D E.
Usually offered: Fall, Spring

Advisement

Each student is assigned an initial advisor. Chosen from the School Counseling Faculty, the advisor's responsibilities include:
1. Program planning and approval
2. Monitoring student progress each semester
3. Approving electives
4. Determining readiness for field experiences
5. Approving field experience placement
6. Informing students about employment possibilities

Current advisors:

Dr. Sheri Bauman (sherib@u.arizona.edu) and Dr. Lia Falco (ldf@email.arizona.edu)

Students are required to meet with their Advisor at least once a semester to ensure appropriate course sequencing. 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 students as well as students who pursue the degree on a part-time basis. The 48 semester hour sequence can be completed in a minimum of two years (for full-time students including summer classes) and must be completed within six years (minus one semester) of the first course enrollment. Most students should plan on taking two-three years to complete their program.

Financial Aid

Students in the School Counseling program may receive scholarships, fellowships, or assistantships as they are available. Students are encouraged to visit the Office of Student Financial Aid (https://financialaid.arizona.edu/Default.aspx) for information about other sources of financial support.
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.

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.

Accommodations

Students who require accommodations due to a disability must register with the Disability Resources Center in order to receive those accommodations. Instructors will have access on their class rosters to information about the reasonable accommodations for eligible students.

Academic Integrity

The School Counseling program abides by the University Code of Academic Integrity. Students should read the policy carefully. It is available at http://dos.web.arizona.edu/uapolicies/cai1.html
Endorsement Policy

The School Counseling program is designed to prepare graduates to obtain initial state certification as a school counselor. School counselors are required to keep skills current by taking additional training for recertification. Each state has its own requirements for continuing education.

After an appropriate period of supervised practice, graduates 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

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 School Counseling 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 course work 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 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 and ASCA) 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.

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. Student difficulty is noted by the individual professor, and 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;
- 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](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;
  - 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.
Student Progress Form

For: ________________________________
Date: ________________________________

Faculty and 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 NAME is unable to implement all aspects of the plan for improvement on a consistent basis by DATE, YEAR, he or she will be removed from his or her practicum/internship and will not be able to satisfactorily meet all expectations for COURSE as stated in the course syllabus.

At any time prior to DATE, if any of NAME’s supervisors (site supervisor, university supervisor, or faculty advisor) feel that NAME is not fulfilling 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 NAME that he/she will not be able to continue in his/her site placement.

If NAME 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 COURSE 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, NAME 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
Faculty/Student Responsibilities Form

As a graduate student in the School Counseling 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 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: __________
Professional Organizations

Students and graduates are encouraged to join and to 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 School 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
(703) 683-ASCA
Toll-free: (800) 306-4722
(703) 683-1619, fax
http://www.schoolcounselor.org

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

Arizona School Counselors Association
http://www.azsca.org/index.htm

Association for Specialists in Group Work
http://www.asgw.org
PreK-12 Guidance Counselor Certification in Arizona

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

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).
The University of Arizona Disability and Psychoeducational Studies
Faculty

School Counseling Faculty

Sheri Bauman, Ph.D. (New Mexico State University)
Associate Professor and Program Director
Research interests: school bullying and cyberbullying, professional issues in school
counseling, and group counseling and therapy.
Teaching specialty areas: counseling theories, group counseling, lifespan development.

Lia D. Falco, PhD (University of Arizona)
Adjunct Assistant Professor
Research interests: school counseling curriculum design and intervention planning,
student outcomes, gender and self-efficacy.
Teaching specialty areas: Professional Orientation to School Counseling, Ethics and
Professional Identify, Valuing Diversity in School Counseling, and Career Development
and Advanced Educational Planning.

Rehabilitation Faculty

Chih-Chin Chou, Ph.D.
Assistant Professor of Rehabilitation
chouc@email.arizona.edu

William Downey, Ph.D.
Adjunct Assistant Professor of Rehabilitation
bdowney@email.arizona.edu

Susan Moore, Ph.D.
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