

**Graduate and
Professional Studies**



MCDANIEL

**Master of Science
Counselor Education**

Program Handbook

Revised: 11/07

Foreword

Welcome to the Masters of Science Degree Program in Counselor Education at McDaniel College. We are pleased that you have chosen this field of specialization and hope the CE program will be both professionally and personally rewarding to you.

This publication has been designed to provide you with more detailed information about the CE Program as it currently exists. Students should consult both this Handbook and the **McDaniel College Graduate Catalog** for guidance, information, as well as institution and program policies. From time to time, both publications are updated with memos or revised. Therefore, careful reading of both publications and supplementary materials is necessary. Since you will not receive an official “**program of study**” (see samples on page 12 and 13) until you matriculate into the program, be advised that a more current version of this Handbook may be in existence upon your matriculation. **Your individual “program of study,” not this Handbook, determines your specific course and related requirements for successful completion of the Masters Degree in Counselor Education.** You are also expected to be aware of any general Graduate School policies (e.g., comprehensive exam policies, GPA requirements) that exist in addition to the CE program information you obtain.

McDaniel College Education Unit Conceptual Framework

Mission:

To prepare knowledgeable, caring, reflective practitioners to facilitate learning for all students in a diverse and technological society.

Outcomes:

Knowledge, Diversity, Dispositions, Reflection, Communication, Technology

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I. THE MISSION OF GRADUATE AND PROFESSIONAL STUDIES

The First Principles have long committed McDaniel College to the development of liberally educated women and men who think critically, creatively, and humanely. The philosophical outlook of graduate and professional studies is grounded in these principles.

The mission of graduate and professional studies is to prepare culturally competent professionals committed to leadership in their field. We place students in the center of a community rich in the liberal arts tradition, and we emphasize a foundation of knowledge and reflective decision-making based on current research, theory, and practice.

To accomplish this mission the graduate and professional studies program at McDaniel College prepares professionals who:

- Are specialists in their field of study who value the balance and interdependence of current theory, research, and practice. (Scholarship)
- Advocate for and facilitate the personal growth and well-being of a diverse clientele (Dispositions)
- Use appropriate technology, assessment, and analytical tools to solve problems and make decisions in their field. (Problem Solving)
- Are prepared to interact, communicate, and practice in a variety of settings each with unique constraints and cultures (Communication)
- Are committed to life-long learning and continuing their own personal and professional growth. (Professional development)

The graduate programs leading to education certification also adhere to the unit's conceptual framework – to prepare knowledgeable, caring, and reflective practitioners. The framework is consistent with the First Principles and the graduate mission statement.

II. THE COUNSELOR EDUCATION FACULTY

- **Coordinator and Associate Professor:** Dr. Julia L. Orza, M.S. in School Counseling, 1991, and Ph.D. in Counseling Psychology, 1995, from The University of Connecticut. National Board Certified Counselor. Specialty and research areas include: Empathy, School Counseling, Diversity-sensitive counseling, At-risk adolescents. Courses taught include Diversity-sensitive Counseling, Lab Practicum, The Art of Counseling, Orientation to Counseling, Advanced Field Practicum.

- **Associate Professor:** Dr. Simeon Schlossberg, Ph.D. in Counseling Psychology from The University of Connecticut, 1996. Coordinates the Community Mental Health and pre-licensure tracks. Specialty and research areas include: Humor, Adolescents, Community

counseling. Courses taught include Introduction to Counseling, The Community Counselor, Lab Practicum, Advanced Field Practicum.

- **Faculty/Lecturers:**

Dr. Mary Anne Reichelt, D.Min., in Pastoral Counseling from Eden Theological Seminary, 1986. Licensed Professional Counselor in Missouri, National Certified Counselor. Advises prospective and new students to the Counselor Education Program. Specialty areas and research include: Psychodynamic psychoanalysis, supervision, family systems, and chronic PTSD. Courses taught: Theories and Techniques of Counseling, Lab Practicum, CE electives.

- **Adjunct Lecturers:** The program also utilizes adjuncts who are actively involved in area elementary and secondary schools, private practices, mental health agencies, and colleges, to ensure that students obtain diverse and practical perspectives from the current field of counseling and psychology. We are very proud of the dedication and expertise of our talented adjuncts.

The primary role of the Counselor Education Program is to prepare mental health workers at the Masters level who are both specialists and generalists. There is a body of common knowledge that all counselors will have, and there are areas of specialized knowledge specific to the clientele which the individual wishes to serve.

Our graduates work in a variety of settings:

- elementary schools
- middle and secondary schools
- community colleges
- career services
- selected human service agencies
- private practice

The Master of Science in Counselor Education prepares the student for either school guidance counseling (48 credits) or community mental health (42 credits). The school guidance counseling track ensures the student is eligible to apply for certification in either Maryland or Pennsylvania. If an individual does not have a minimum of two years of certified teaching performance, the individual must obtain these credentials or complete the full 500-hour requirement in a supervised practicum in school guidance and counseling before certification is complete (300 hours for PA). A student with two years teaching experience completes 200 hours in the field. If the student does not wish to pursue school guidance certification eligibility in Maryland or Pennsylvania, the student can choose to complete a separate track in agency/community counseling. Be aware that once this 42-credit degree is awarded the student cannot add on guidance certification requirements, but must instead seek the entire school guidance MS degree for eligibility for guidance certification. If the student does not have prior courses in the field of education and psychology, certain prerequisite courses will be required before matriculation into the program. This will be determined on an individual basis by the student's advisor. The program also offers additional course work leading to licensure (LCPC) in either Maryland or Pennsylvania. Contact **Dr. S. Schlossberg** (410/857-2517) for more information regarding licensure requirements.

McDaniel College's program in counseling has been evaluated by the Maryland State Department of Education and meets their requirements. After successful completion of the program requirements, students are eligible to apply for School Guidance Certification through the Maryland State Department of Education or get approval for certification in Pennsylvania. In addition, the requirements are approved by the National Association of State Directors of Teacher Education and Certification (**NASDTEC**). We are also very proud that McDaniel College recently received accreditation from the National Council for the Accreditation of Teacher Education (**NCATE**).

Students wishing to certify as a school counselor in Pennsylvania may receive detailed information from the Bureau of Teacher Certification, Pennsylvania Department of Education, 333 Market Street, Box 911, Harrisburg, PA 17126. When all coursework and internships are completed, the student submits the required PA application form to our Graduate Records office (410/857-2513) and then applies to Harrisburg for issuance of the certificate. **Be aware that a student applying for initial certification in PA will be required to document the following: Two courses (or the equivalent of 6 hours) of college level mathematics; and two courses in English to include 3 semester hours of English composition and 3 semester hours of English literature. Also, PA students must successfully complete the PRAXIS I series and the specialty test in school guidance counseling.** Every effort is made by the Counselor Education Program to stay abreast of the certification changes, but ultimately the responsibility for adhering to the current standards rests with the student. In the past, Maryland and Pennsylvania have granted reciprocity; therefore, a student completing one state's requirements can apply for school guidance certification in the other state through their reciprocity agreement. Each State Department determines if there are additional requirements to make up before granting reciprocity, it is not a McDaniel College decision.

In addition, our graduates are eligible to take the National Counselor Examination administered by the National Board of Certified Counselors upon receiving their Masters degree and completion of 48 credits hours. The graduate must also complete 2 years of at least half-time (20 hrs/wk) work in counseling before they are issued this additional credential. Graduates seeking this option should notify an advisor and plan their specific courses to be certain that they show evidence of course work in at least each of the following areas:

1. Human Growth and Development
2. Social and Cultural Foundations
3. Counseling Theory
4. Counseling Techniques
5. Group Dynamics, Process, & Counseling
6. Career and Lifestyle Development
7. Appraisal & Diagnosis of Individuals
8. Research & Evaluation
9. Professional, Legal, & Ethical responsibilities
10. Marriage and Family Therapy
11. Diagnosis of Psychopathology and Treatment of Mental Disorders
(Coursework must be at least 2 semester hours or 3 quarter hours in length)

- For the NCC, two academic terms of supervised field experience in a counseling setting are required. Applicants who have only one academic term of field experience may substitute one additional year of post-master's supervised experience (1,500 extra hours of activities directly related to counseling and 50 extra hours of face-to-face supervision) beyond the required two years of post-master's supervised experience. The required two years of post-master's counseling experience includes 3,000 hours of work as a counselor and 100 hours of face-to-face supervision, each over the two-year period.

- Two professional endorsements, one of which must be from a recent supervisor, are part of the NCC application process. The counseling supervisor must have an advanced degree (Master's or higher) in counseling or a related field (psychology or social work).

- The applicant must have a passing score on the National Counselor Examination for Licensure and Certification (NCETM). If you have already passed the NCETM for your state license or credential, you might be NCETM-exempt.

- For additional information and applications contact: NBCC, 3-D Terrace Way, Suite D, Greensboro, NC 27403, (336)547-0607. Web site: www.nbcc.org

Students interested in the other areas of preparation should select their courses in conjunction with their advisor to be certain their individual needs can be met. All students may take additional courses outside the specific field of counseling which contribute to their professional training.

III. PROGRAM PHILOSOPHY

Since the Counselor Education Program at McDaniel College prepares individuals to be counselors in several environments, the training has a dual purpose, i.e., to ensure the counselor's professional growth and skill development, and to increase the counselor's personal growth and self awareness. Both cognitive and affective learning are considered necessary in counselor preparation, and this belief is reflected throughout the program. It is also a goal of the program to prepare the Master's level counselor to integrate research, theory, practice, and reflection into all aspects of his/her training, reflected in course content and objectives. The Counseling Program strives to maintain a balance between planned sequences and flexibility to respond to the individual needs of the student.

Increased emphasis has been placed on practical application of knowledge and skills within the course structure. Therefore, the students are involved in experiential learning in the core courses, an emphasis which intensifies as they move through the sequence. Because of this emphasis, class attendance and participation become important and enforced in each course. There is a program attendance policy which is explained to students on the first night of classes. Students unable to make the time commitment to the program can request a leave of absence to put their program on hold.

The Counselor Education Program's variety of experiential experiences permit the faculty and/or field supervisors to continually assess the candidate's suitability for counseling. Decisions regarding continuation of studies are predicated on a number of factors as demonstrated in counseling competencies (e.g., skills), personality factors (e.g., ethics, personal mental health,

and boundaries), and other relevant issues in **addition to** course grades. A student that fails to demonstrate the necessary skills, effective personality traits, proper ethics, professionalism, or basic counseling competencies will be asked to take additional/remedial course work, to seek professional help to work through the issues that may be limiting his or her abilities, or in some cases, be dismissed. Specific areas assessed are indicated in the CED 501 admission report (see Appendix A). Also, every semester, each professor is required to submit an “Instructor Concern Form” (see Appendix B) which identifies students who are struggling with the personal, professional, and/or academic arenas. These students will be asked to meet with an advisor for additional advisement and possible recommendations for improvement, including additional coursework or a recommendation for outside personal therapy. In some extreme cases, students will not be allowed to graduate from the program if these areas can not be demonstrated satisfactorily and minimally, as determined by a committee of the CE faculty (and in consultation with the CE advisory board if needed).

IV. PROGRAM GOALS

McDaniel’s Counselor Education Program goals are modeled after (but not approved by) the Council for Accreditation of Counseling and Related Education Programs (CACREP) common-core areas as defined by the *Standards for Preparation*, and on the National Board for Certified Counselors (NBCC) standards and approved content areas. The Master’s program in Counselor Education is planned so that counselors-in-training are able to:

1. Perform effective individual counseling.
2. Perform effective group counseling, and understand group development theory and group leadership styles.
3. Understand the philosophical bases of helping processes, and relate that to consultation, referral, placement, and coordination services.
4. Identify, evaluate, and use relevant data to assist the client in the development of his/her self-concept.
5. Use various assessment techniques to collect, collate, record, and report data about the client.
6. Plan and implement a comprehensive and coordinated counseling program in an educational setting.
7. Explore societal changes and trends, heighten his/her sensitivity to self and special populations, and examine his/her impact upon clients of various cultures.
8. Adhere to appropriate legislative statutes and ethical guidelines of professional associations in all areas of one’s professional role, and understand professional history and current trends.
9. Observe and accurately conceptualize human behavior at all developmental levels, normal and abnormal human behavior, personality theory, and cultural contexts.
10. Assist the client in career development, including lifestyle and career decision-making, and occupational information systems.
11. Understand various theories related to the counseling profession, and integrate these theories into a personal approach to counseling.
12. Understand types of research, basic statistics, and the importance of ethical and legal considerations in research and evaluation.

V. PROGRAM DESCRIPTION

The CE program at McDaniel College provides basic preparation in counseling at a post-baccalaureate level. Two program options exist to meet individual's needs. These include:

1. The School Guidance Counseling degree: Completion of a 48 credit MS degree program for Maryland or Pennsylvania certification. This includes a field internship in an approved school. Certification eligibility is met upon completion of the degree.
2. The Community Mental Health track: Completion of a 42 credit MS degree. If the student wishes to continue on to become a licensed counselor (LCPC), an additional 18 credits can be completed according to the requirements set forth by the State Board of Examiners of Professional Counselors; coursework and supervision arranged by an advisor can lead to LCPC eligibility. Students choosing this option can no longer add on school guidance certification requirements, they must instead complete option 1, listed above.

It is assumed that those individuals entering the CE program will have prior success in courses in psychology or social work. If this is not the case, then certain prerequisite courses will be required, as determined by an advisor.

It is also assumed that those individuals entering the counseling program leading to school guidance certification will have some prior education courses. If this is not the case, then certain prerequisite courses may be required, as determined by an advisor.

Students seeking entrance into the CE program have to complete the application for graduate study which can be obtained from the Graduate School of Professional Studies Office (410/857-2513). To facilitate program planning, students must submit official transcripts of all prior undergraduate and graduate course work. In some instances, students may have recently completed some required courses at another higher education institution. **Whether that work can be transferred to McDaniel College is a decision made by the advisor.** Usually 6, but a maximum of 9, graduate credits are permitted to be transferred from other institutions. The work must be of a recent nature as only courses taken within the past 6 years are accepted. "C" grades (or lower) are not accepted for transfer. On line courses will be considered but not guaranteed as transfers.

Students are also encouraged to make an appointment to see an advisor after their first semester to discuss program options and scheduling. Students who do not maintain communication with an advisor may encounter scheduling and/or registration problems, and may not finish the program in a timely manner. A student who completes more than 15 credits without matriculating will not be allowed to register until matriculation is complete. All elective CED courses must first be approved and must be complimentary to the program. Students are not allowed to take more than 9 credits per Fall and Spring semester, without special permission from the advisor. Students may only take a total of 9 credits over the course of our summer schedule, and only 6 within the same session. Students average two courses per semester, and our program is best designed for this pace. **An important warning:** We are not designed to be a full-time program, and students expecting to complete the program quickly may encounter

scheduling and registration issues. Students can not complete the program in less than 2 years, but must complete it within 6 years.

All graduate programs at McDaniel College are designed to provide breadth and depth in graduate study. Each option provides experiences in (1) area of concentration; (2) general education; (3) synthesis. For a list of the courses offered in Counselor Education, the student should consult the McDaniel College Graduate Catalog, also on the web site. In addition to those offerings, special workshops and other electives appear periodically in the Schedule of Graduate Classes which is published in the Fall, Spring, and Summer.

Within their first two semesters, students must select either a Thesis or Non-thesis option. The Thesis option (see section XI) requires the student to conduct original research and is only encouraged for students who are considering doctoral work or further studies in research. This option should be discussed with an advisor before matriculation, and only students with excellent writing ability and pertinent research ideas will be allowed to complete the thesis. A student must also obtain the CE Thesis Handbook and submit a proposal to his/her advisor before being considered for this option. Failure to get permission for thesis during the first year may result in the loss of this option.

The non-thesis option requires the student to pass a written comprehensive examination near the end of the program. This exam is taken after all CE courses are completed (CED 500, CED 501, CED 502, CED 504, CED 505, CED 508, 2 CED electives) except CED 552, the Psychology course (PSY 505, PSY 510, PSY 511) and both EDU 550 and CED 515. Each student may take the exam a total of three times. Failure to pass the exam upon the third attempt will result in dismissal from the CE program. Students cannot begin CED 552 (school counseling field practicum) or begin placement hours in a school if they have failed the comprehensive exam. This does not apply to students in the community track, who arrange with their advisor to take CED 554 (community field practicum).

The selection of a thesis or non-thesis option is made by each student, but final permission is granted by the major advisor. Students should carefully consider these options and discuss them with their advisor before making a final decision.

It is required that students take EDU:550 within their first 12 credits. A student going beyond this credit amount without the course may not be allowed to register for other program courses until it is completed. This decision rests with the student's advisor. This research course helps the individual become a discerning consumer of the research discussed in other courses, and aids in the thesis/non-thesis decision. Be advised that research papers and projects are required throughout the program, beginning with Introduction to Counseling (also a required course for matriculation), and students must become familiar with the most recent version of American Psychological Association (APA) style of research writing and reporting. The student must demonstrate proper APA style writing as part of both the comprehensive exam and thesis options.

Please note for CED 511: The student is eligible to register for this course only after the student has completed 39 credits, and most CED courses in his/her program. A student is eligible to

register for CED 511 when only three courses remain – CED 552/553 and two from: EDU: 505/CED: 515; CED 506; CED 507; a CED elective, or the PSY requirement. It is also strongly recommended that potential school counselors complete CED:507 before CED:511. **CED 505 is one of the prerequisites for CED 511.**

Although we recommend joining the American Counseling Association (ACA) as soon as a student begins the program, membership is required for Lab Practicum (CED 511) in order to purchase inexpensive liability insurance and to access professional development opportunities.

As mentioned, there is also a CE program policy regarding class attendance. Due to the important nature of the experiences provided in the classroom, students are not allowed higher than a C grade if they have missed more than two classes. Missing more than two classes will result in either a W (Withdraw) or a C or lower for the course. In the case of Lab Practicum (CED:511), students are not allowed to pass the course if they have missed more than one class. Students must also receive a grade of B- or higher to pass Lab and continue on for the degree. Instructors are directed to discuss the situation with the student and determine whether the student should withdraw, receive an incomplete, or fail the class. Students may appeal to the Coordinator if they believe the instructor's decision was inequitable.

VI.a. SAMPLE CE PROGRAM PLAN OF STUDY (upon successful matriculation)
Master of Science Program with Maryland School Guidance certification (48 credits)

Prerequisite Course: CUR: 501 or CUR: 509 or CUR: 512 If not a certified teacher

Area of Concentration: 24 credits

- CED:500 Orientation to Counseling (every term)
- CED:501 Introduction to Counseling (Fall/Spring)
- *CED:502 Counseling Theories and Techniques (Fall/Spring)
- CED:504 Lifestyle, Career Development & Decision-Making (twice a year)
- CED:508 Group Dynamics (every term)
- CED elective (Consult course catalog for various electives and descriptions)
- *CED:506 Organization and Administration of Guidance Programs (at least twice a year)
- *CED:507 Counseling Children (twice a year)

Research/Education: 6 credits (or 9 if choosing thesis option)

- *CED 515 Appraisal Procedures in Counseling (every term)
- EDU:550 Introduction to Research Methodology (every term)
- [CED 590] Thesis in Counseling (only if student chooses thesis option) (Independent Study)

Synthesis: 18 credits

- one PSY course PSY:505 Psychology of Personality OR
PSY:510 Psychology of Exceptionality OR
PSY:511 Psychology of Abnormal Behavior
(at least one offered each term)

one CED elective(e.g., CED 509, CED 513, CED 514, CED 528, CED 566, etc., depending upon chosen emphasis)

- *CED:511 Lab Practicum in Counseling (Fall/Spring)
- *CED:505 Diversity-Sensitive Counseling (Fall/Spring)

PSY 502, 503 or 514 Human Growth and Development: Child or Adolescent or Lifespan
(at least one offered every term, choose one based on age-level for certification level)

- *CED:552 Field Practicum: School counseling (Fall/Spring) (200 or 500 hours required)

- COMPREHENSIVE EXAM (or Thesis)

* = **Prerequisite(s) required.** Consult the graduate catalog.

Consult your advisor for a sample Program Plan of Study: **Pennsylvania** school guidance certification, leading to PA, (elementary or secondary) Guidance Counselor Certification. Be aware that you must choose either elementary (K-6) or secondary school (7-12) guidance, and that the program plans are slightly different for each option. Students seeking certification in Pennsylvania have to complete 300 clock hours for either elementary or secondary levels.

VI.b. SAMPLE CE PROGRAM PLAN OF STUDY (upon successful matriculation)

Master of Science Program in Counselor Education:
Community Mental Health track (42 credits)

Area of Concentration: 21 credits

CED:500 Orientation to Counseling (every term)
CED:501 Introduction to Counseling (Fall/Spring)
*CED:502 Counseling Theories and Techniques (Fall/Spring)
CED:504 Lifestyle, Career Development & Decision-Making (twice a year)
CED:508 Group Dynamics (every term)
CED elective (Consult course catalog for various electives and descriptions)

Research/Education: 6 credits (or 9 if choosing thesis option)

*CED 515 Appraisal Procedures in Counseling (every term)
EDU:550 Introduction to Research Methodology (every term)
[CED 590] Thesis in Counseling (only if student chooses thesis option) (Independent Study)

Synthesis: 12 credits

PSY course PSY:505 Psychology of Personality OR
PSY:510 Psychology of Exceptionality OR
PSY:511 Psychology of Abnormal Behavior
(at least one offered each term)

PSY course PSY 502 or 503 or 514 (514 required for LCPC)

one CED elective (e.g., CED 509, CED 513, CED 514, CED 528, CED 566, etc., depending upon chosen emphasis)

*CED:505 Diversity-Sensitive Counseling (Fall/Spring)

CED: 554 Field Practicum: Community mental health (hours arranged by advisor)
(note: students arrange when to take this course with Dr. Schlossberg)

- COMPREHENSIVE EXAM (or Thesis)

* = **Prerequisite(s) required.** Consult the graduate catalog.

VII. ADMISSION

As explained in the Graduate Catalog students wishing to undertake graduate work must complete/collect the following and send them to the Graduate School of Professional Studies, Thompson Hall, 2 College Hill, Westminster, MD, 21157:

1. An application to the general graduate program (allows you to begin classes).
2. Official transcripts of undergraduate and graduate courses taken at other institutions.
3. Three recent references (not graduate faculty members of McDaniel College).
(separate CE form available from the Grad school office)
4. A personal essay **(separate CE form available from the Grad school office)**

Students must submit materials 1 and 2 before they can begin classes. A decision regarding “matriculation” (formal acceptance into the program) will be made when the student completes 1-4, and CED 500, CED 501, and EDU 550. The Graduate School of Professional Studies application is due before the start of the first class. Students must schedule an interview with their advisor to receive an official individual program of study at the completion of all requirements (i.e., 1-4 above and CED 500, CED 501, EDU 550). Students do not receive an official program plan of study until all materials are in, all preliminary coursework is satisfactorily completed, and the advisor signs the plan. Students may be denied matriculation based on substandard performance (see section X) during the completion of these matriculation requirements, or by receiving lower than a **B-** in CED 500 or CED 501.

VIII. MATRICULATION

All candidates must apply for matriculation following the completion of the requirements listed above in section VII. Failure to do this can result in the need to complete additional courses and the inability to continue to register for classes. Merely completing/passing courses does not constitute acceptance into the Counselor Education Program. In order for a student to be officially matriculated into the program, the following must be received:

1. Application to graduate study.
2. A personal essay (can submit self-reflection paper from CED 500).
3. All references (3).
4. Transcripts from all previous academic work.
5. Acceptable grades (**B-** or better) in Orientation to Counseling (CED:500) Introduction to Counseling (CED:501) and Introduction to Research Methodology (ED:550), and any additional courses taken.
6. A satisfactory individual evaluation completed by the instructors of CED 500 and CED 501 (see Appendix A).
7. Approval from advisor.
8. A minimum 3.00 GPA at McDaniel College.

When all of the above have been completed/submitted, the advisor, Coordinator, and if necessary, the Dean of Graduate and Professional Studies review them. Students are also notified by mail of the decision regarding their matriculation.

X. SPECIAL STATUS STUDENTS

The Counselor Education Program includes a variety of experiential experiences which permit faculty and/or field supervisors to continue to assess the candidate's suitability for counseling. Decisions regarding continuation of studies are predicated on a number of factors as demonstrated in counseling competencies, personality factors, ethics, and other relevant issues (similar to the code of ethics expected of professional counselors) in addition to course grades.

A grade of a "C +" or lower in a course immediately identifies a student as being a "special status student." In addition, a student in the mental health field is also expected to possess certain important interpersonal qualities (ethics, boundaries, communication skills) that are critical for successful performance in the field. Therefore, a student may also be classified as being a "special status student" if one's interpersonal qualities seem unlikely to yield successful counseling performance, i.e., this designation is not based solely on GPA/letter grades.

At the end of each semester, all faculty are asked to submit the names of any students that they consider to be eligible for this category (see Appendix B). The Coordinator may decide to defer or reject matriculation on the basis of this classification. The Coordinator may decide to deny course registration on the basis of this classification. Students identified as "special status" are counseled by the advisor and Coordinator to identify remedial work to assist the student, or other career options open to them.

XI. THESIS

Any student who selects the thesis option must register for the course CED:590 (Thesis in Counseling) after gaining advisor approval. This option is strongly encouraged primarily for those students who are seriously considering doctoral education. The thesis is completed under the advisement of the major advisor, who also serves as chair of the three person Thesis Committee. The Thesis Committee is usually composed of a statistician, an individual knowledgeable in the specific thesis topic, and the student's advisor. Materials (The Thesis Handbook) are given to the student in order to facilitate the planning and writing of a thesis. The topic and proposal, which is presented in the first three chapters, must be approved by the major advisor before work on the thesis actually begins. Upon completion of the research and written document, the students will defend one's research to the Committee. The Committee will then give its approval or offer suggestions for revisions. Writing a thesis is a very valuable experience. However, the sequence of activities and coordination by a committee take time. Most students take approximately 9-11 months to do the work involved. A student may be denied the thesis option if the advisor determines that the student lacks the writing, time management, or research skills to accomplish the project.

XII. COMPREHENSIVE EXAMINATION

Graduate students opting to take the comprehensive examination rather than writing a thesis should take this exam after completion of all courses (exceptions made for CED 515 and the PSY course) and during the last term prior to graduation. Students cannot register for comps without completing Lab Practicum first. The comprehensive exam is given in October, March, and July. The student registers for the exam on the course registration form (CED 555).

Several weeks prior to the scheduled examination, registered students will receive a study guide outlining general areas for review. Students' names do not appear on their examinations. When the exam is completed, the Coordinator and two additional faculty members read and evaluate the examination. Students are notified by mail of their results.

Those students who are unable to demonstrate acceptable counseling competencies during program coursework will be required to complete additional course work or other remedial experiences before they may take comprehensive exams. No student may graduate until this requirement is satisfied. A student may retake comps twice (for a total of three times) before dismissal from the program.

XIII. FINANCIAL ASSISTANCE

A limited amount of financial assistance is available from the College to full-time graduate students. Opportunities exist to work as graduate assistants in several offices and as residential hall supervisors. Please contact the Office of Graduate and Professional Studies Office for more details. Students are encouraged to consult with the Director of Financial Aid (410/857-2234) at the College about external sources and to review some of the standard reference books that list financial aid sources.

XIV. EVALUATION

Criteria for evaluation of students in all counseling courses are identified in the course syllabi distributed by instructors. Grading scales are at the discretion of each instructor. In all instances, evaluation is based on successful completion of the course objectives. Individual instructors weigh evidence of completion of the course objectives as they deem most suitable.

An on-going evaluation plan is used to monitor the CE program and its instructors. It consists of the following components:

1. Individual courses and instructors are evaluated each time a course is offered. SITE (Student Input on Teaching Effectiveness) forms are completed at the end of each course. These forms are returned to the Dean at the Graduate School of Professional Studies Office. The Coordinator of the Program reviews all forms and confers with individual instructors as necessary. Individual instructors are required to read through their evaluations before they teach the next section of their course. Annual meetings are held with all graduate instructors for the purpose of course review and revision.

2. Exit surveys of program graduates are conducted to determine how effectively they were prepared for their responsibilities.

3. The Counselor Education Advisory Board meets semi-annually to discuss surveys, trends, and other data. It offers suggestions for revision of the program on the basis of its review.

ADMISSION REPORT, AFTER COMPLETION OF CED:501

Name of student/applicant: _____

Name of Instructor: _____ Date: _____

I. Overall Holistic rating : _____

(scale of 1 - 10, 1 indicates extremely low potential, 10 indicates extremely high potential)

II. Instructors assessment of the candidate in the following areas: (circle most appropriate choice)

This appears to be a candidate who is:

- | | | | | |
|--|----------------|-------------|----------------|------------------|
| A. Dedicated and committed to graduate study and counseling | Above standard | At standard | Below standard | Unable to assess |
| B. Able to relate to others, has a grasp of basic helping skills | Above standard | At standard | Below standard | Unable to assess |
| C. Able to communicate thoughts and ideas verbally and coherently | Above standard | At standard | Below standard | Unable to assess |
| D. Able to function in group situations and is attentive and participates | Above standard | At standard | Below standard | Unable to assess |
| E. Able to articulate own personal values , beliefs, and attitudes, and how they may be different from others | Above standard | At standard | Below standard | Unable to assess |
| F. Able to use self-awareness and knowledge of diversity to value and support diverse learning environments | Above standard | At standard | Below standard | Unable to assess |
| G. Able to demonstrate the content , pedagogical, and pedagogical content knowledge within the field of counseling | Above standard | At standard | Below standard | Unable to assess |
| H. Able to understand and promote the use of technology to enhance learning | Above standard | At standard | Below standard | Unable to assess |
| I. Able to reflect on his/her practice and is committed to continued professional development in Counselor Education | Above standard | At standard | Below standard | Unable to assess |
| J. Able to express self clearly through writing , clear grasp of basic grammar and syntax; uses APA style correctly | Above standard | At standard | Below standard | Unable to assess |

IV. Please check here if you feel this student warrants an immediate conference with the coordinator to discuss his/her performance _____

(and please furnish a candid statement that summarizes your concern with this student's abilities)

(Above standard: exhibits skills/traits beyond the ordinary;

At standard: Performs satisfactorily;

Below standard: Does not demonstrate competency)

APPENDIX B

CE Instructor Concerns Form

Instructor: _____

Semester/Year: _____ Course Title: _____ Course# _____ Section: _____

Using the following codes, list and evaluate the students about whom you have concerns:

- 1. *Academic Concerns* (quality of work, writing skills, APA use, etc.)
- 2. *Personal Concerns* (notable personal problems, inappropriate behavior, lack of empathy, etc.)
- 3. *Professional Concerns* (confidentiality, inability to accept criticism, professional ethics, etc.)
- 4. *Social Concerns* (interpersonal style, class participation, ability to work in groups, etc.)
- 5. *Attendance* (inconsistent, excessive or consistent tardiness, more than two absences)

Name _____ Codes 1 2 3 4 5

Description of concerns: _____

Name _____ Codes 1 2 3 4 5

Description of concerns: _____

Name _____ Codes 1 2 3 4 5

Description of concerns: _____

Name _____ Codes 1 2 3 4 5

Description of concerns: _____

Instructor's Signature _____ Date _____

CE program
MCDANIEL COLLEGE

I have received a COUNSELOR EDUCATION HANDBOOK and understand that I am responsible for familiarizing myself with all CE program and Graduate and Professional Studies policies. I also understand that my acceptance into and continuance in the program is contingent upon successful matriculation and completion of program requirements and expectations. I understand that my program plan of study will reflect the most current requirements at the time of my matriculation.

Name: _____
(please print)

Signature: _____

Date: _____