

**Graduate and
Professional Studies**



MCDANIEL

**Master of Science
Counselor Education**

Program Handbook

Revised: 09/09

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 CED 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 13 and 14) 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, Prof. 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 (Prof. 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 personal and professional growth. (Professional development; Prof. Dispositions)

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

Co/Coordinator / 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 Orientation to Counseling, Introduction to Counseling, Diagnosis and Community Mental Health Counseling, Lab Practicum, Advanced Field Practicum.

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. •

Co/Coordinator / Senior Lecturer:

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: Orientation to Counseling, Theories and Techniques of Counseling, Lab Practicum, CE electives.

Faculty/ Lecturer:

Dr. Pete Musser, M.A from Catholic University, and Ph.D. in Clinical Psychology from University of Maryland, Baltimore County (2006). Psychology Associate in MD. Advises pre-matriculated students. Specialty areas and research include: the treatment of intimate partner violence and psychological abuse, Substance abuse treatment, Motivation of general psychotherapy treatment adherence, and Diversity Sensitive practices. Courses taught: Theories and Techniques, 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 (48 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 additional hours in a supervised practicum in school guidance and counseling before certification is complete (500 for MD, 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 community mental health counseling. Be aware that once this 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.

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 received accreditation from the National Council for the Accreditation of Teacher Education (**NCATE**) in 2003.

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.

(Included are the McDaniel College CE program course equivalents for the 14 areas defined by the Board of Professional Counselors & Therapists for Maryland Professional Counselor Licensure (LCPC):

A.HUMAN GROWTH AND PERSONALITY DEVELOPMENT

PSY 514 Human Growth & Development: Life Span

B.SOCIAL AND CULTURAL FOUNDATIONS OF COUNSELING

CE 505 Diversity Sensitive Counseling

C.COUNSELING THEORY

CE 502 Counseling Theories and Techniques

D.COUNSELING TECHNIQUES

CE 501 Introduction to Counseling

E.GROUP DYNAMICS, PROCESSING, AND COUNSELING

CED 508 Group Dynamics

F.LIFESTYLE AND CAREER DEVELOPMENT

CED 504 Lifestyle, Career Development, and Decision Making

G.APPRAISAL

CED 515 Appraisal Procedures for Counseling

H.RESEARCH AND EVALUATION

EDU 550 Introduction to Research Methodology

I.PROFESSIONAL, LEGAL, AND ETHICAL RESPONSIBILITIES

CED 520 Legal and Ethical Issues in Counseling and Psychotherapy

J.MARRIAGE AND FAMILY THERAPY

CED 509 Family Counseling

K. SUPERVISED FIELD EXPERIENCE*

CED 554 Field Practicum in Community Mental Health

CED 556 Field Practicum in Community Mental Health Advanced

L.ALCOHOL AND DRUG COUNSELING

CED 577 Applied Counseling Problems: Alcohol and Drug Abuse

M.DIAGNOSIS AND PSYCHOPATHOLOGY

CED 514 Diagnosis and Mental Health Counseling

PSY 511 Psychology of Abnormal Behavior

N.PSYCHOLOGY AND TREATMENT OF MENTAL AND EMOTIONAL DISORDERS

PSY 506 Principles of Behavior Management (Check with coordinator before enrolling)

The Program offers special topics courses periodically that are sent to the board for approval.

These courses are not permanent parts of the curriculum and not included in the catalog.

Students are advised as to suitability.

These courses will count towards the 60 credits needed, but do not fit a specific category above:

CED 500 Orientation to Counseling

CED 507 Counseling Children

CED 513 Delivery of Pupil Personnel Services

CED 516 Play Therapy

CED 518 The Body in Therapy

CED 528 The Art of Counseling

CED 531 Counseling & Advocacy with People with Disabilities

CED 533 Counseling and Psychopharmacology

CED 552 Field Practicum in School Counseling

PSY 505 Psychology of Personality

- 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. This latter purpose is emphasized and given serious focus throughout the program. 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, skills, and self 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 (and later in this Handbook). 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. Students must then apply to their State Dept. for certification.

2. The Community Mental Health track: Completion of a 48 credit MS degree. If the student wishes to continue on to become a licensed counselor (LCPC), an additional 12 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 not add on school guidance certification requirements, they must instead complete option 1, listed above. Option 1 does allow students to continue on for Licensure.

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 during the matriculation meeting.

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 during the matriculation meeting.

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 18 credits without matriculating **will not be allowed to register until matriculation is complete**. All elective CED courses 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 or overlapping sessions**. Students usually 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. We cannot guarantee a progression or exact sequence of courses ahead of time, and students need to be prepared to be patient and flexible with registration procedures. 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 three 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; while the student is in, or has completed, Lab (CED 511). This exam is taken after all CE courses are completed (e.g., CED 500, CED 501, CED 502, CED 504, CED 505, CED 508, 2 CED electives, except CED 552), the Psychology course (PSY 505, or PSY 510, or 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 may not be approved for CED 552 (school counseling field practicum) or begin placement hours in a school if they have failed the comprehensive exam and the Coordinator determines this is the best course of action. This does not apply to students in the community track, who arrange individually 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 36 credits**, and most CED courses in his/her program. A student is eligible to register for CED 511 when only three or four courses remain – CED 552/553 and 2 or 3 from their other requirements (the community track has a different requirement). Because of the amount of work and time commitment, students may only register for one other class while taking Lab Practicum. 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 matriculation** (beginning Dec. 1) in order to purchase inexpensive liability insurance and to access professional growth and 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 without required remediation. 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)

MSDE required 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:506 Organization and Administration of Guidance Programs (at least twice a year)
*CED:507 Counseling Children (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 (Fall/Spring)
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 528, etc., every term)

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

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 (48 credits)

Area of Concentration: 18 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 (every term)
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: 21 credits

PSY course PSY:505 Psychology of Personality 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)

TWO CED electives (e.g., CED 509, CED 513, CED 514, CED 528, CED 566, etc.,)

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

CED: 554 Field Practicum: Community mental health (hours arranged by advisor)
CED : 556 Field Practicum: Comm. mental health (advanced)
(note: students arrange when to take these courses 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 instructors of McDaniel College).
(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 1-3, 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., 1-3 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. The grading matrix from CED 500 paper
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 instructor of 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 reviews them. Any decisions to not matriculate a student are forwarded to the Coordinator and reviewed in a meeting with the student.

IX. 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, appropriate 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, and is often based on instructor observation and/or Instructor Concern forms.

At the end of each semester, faculty is asked to submit the names of any students that they consider to be eligible for this category (see Appendix B for ICF). 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 if dismissal is warranted.

X. 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.

XI. 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 being enrolled in 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.

XII. 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. Although we are sympathetic to the rising costs of education, we cannot alter program requirements or policy to fit a student's financial needs.

XIII. 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. Course evaluation 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.

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

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)

(Exceptional: exhibits skills/traits well above average;
Proficient: Performs the skill or demonstrates trait satisfactorily;
Developing: Shows improvement and potential to reach goal
Unsatisfactory: Does not demonstrate competency; below acceptable level)

Appendix B:

**Instructor Concern Form
(Professional Dispositions Reporting)**

The purpose of this form is to improve the quality of the CE program by identifying those candidates who are having difficulties in the area of Conceptual Framework Outcome 3: Professional Dispositions. This process is designed to address issues that are often separate from academic performance. It is expected that when an instructor identifies a concern, that concern is shared with the candidate in a timely manner, and before this form is submitted.

The following is a guide for the professional dispositions and possible indicators to which instructors can use as a means to begin documentation and discussion with the candidate.

Professional Dispositions General Indicators

1. Commitment to Counseling	Demonstrates and articulates an interest in and a commitment to the field of counseling.
2. Responsibility	Keeps appointments, and adheres to policies and deadlines. Meets attendance requirements and is prepared for class. Initiates contact with instructor if problems arise.
3. Overall Enthusiasm	Fully engages in the learning process. Demonstrates a strong desire to become a member of the profession.
4. Maturity and Professional Demeanor	Personal issues do not interfere with the candidate's performance in a professional environment. Accepts any limitations as opportunities for growth.
5. Interpersonal Skills	Relates well with others. Models tact, sensitivity, respect, and acceptance of others. Communicates directly and listens well.
6. Professionalism and Professional Judgment	Demonstrates and models appropriate appearance, behavior, and attitude when interacting with class members, community members, and professors.
7. Group Participation	Collaborates well with others and contributes to group performance. Understands different styles of leadership and communication. Collective emphasis.
8. Reflective Practitioner	Seeks and accepts feedback and incorporates suggestions into practice. Is able to reflectively analyze and interpret information to promote self-awareness and growth.
9. Ethical Conduct	Shows integrity and demonstrates ethical conduct as determined by the professional codes of ethics. (e.g. ACA, APA, ASCA)

This form is to be used for all CE classes and/or all other courses required for degree and certification.

Instructors are to turn in one form for **each course** they are teaching that semester. If there are no candidate concerns, please check the box below, sign and date and turn it into the Education Department secretary, Ms. Mary Rasche. Student names and concerns are on the back of this sheet.

I have no professional disposition concerns about any candidate.

Course# and Title: _____ Semester/Year: _____

Instructor signature: _____ Date: _____

Print name: _____

Instructor: _____ Semester/Year: _____

Course # and Title: _____

- | | |
|---------------------------------------|--|
| 1. Commitment to Counseling | 6. Professionalism and Professional Judgment |
| 2. Responsibility | 7. Group Participation |
| 3. Overall Enthusiasm | 8. Reflective Practitioner |
| 4. Maturity and Professional Demeanor | 9. Ethical Conduct |
| 5. Interpersonal Skills | |

Candidate Name: _____

Disposition Concern: 1 2 3 4 5 6 7 8 9 10

Description of concerns: _____

discussed with candidate (date: _____)

Candidate Name: _____

Disposition Concern: 1 2 3 4 5 6 7 8 9 10

Description of concerns: _____

discussed with candidate (date: _____)

Candidate Name: _____

Disposition Concern: 1 2 3 4 5 6 7 8 9 10

Description of concerns: _____

discussed with candidate (date: _____)

Appendix C: Signature page

CE program

MCDANIEL COLLEGE

(this form is signed during CED 500 and kept in the student's program file on campus)

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, and may differ from the program plans in this Handbook.

Name: _____
(please print)

Signature: _____

Date: _____