

Master's Program School Counseling

Student Handbook

The University of Akron

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FORWARD

The Faculty of the Department of Counseling presents the School Counseling Master's Level Degree Program Handbook to individuals interested in exploring the possibility of entering or seeking entrance into the School Counseling Program. It is hoped that the contents will aid students in choosing a graduate program in counselor education. This handbook also seeks to provide the guidelines necessary for students to maximize their studies in the Department. Assistance in the application process can be obtained by contacting the Department office, C. P. & Cornelia Chima Family Center, Hall, 27 S. Forge Street (330-972-7779).

Students in the School Counseling Program should find this handbook useful at each step in the process toward graduation. While effort has been made to provide comprehensive material, the enclosed are only guidelines. Students need to work closely, especially early in the program, with their advisor. **Completion of all graduation requirements, while a concern of the advisor, is ultimately the responsibility of the student.**

It should be noted that all counseling programs receive periodic reviews, permitting addition of new coursework, the elimination of obsolete coursework, or changes in program policy, when appropriate. Any curriculum changes or policy changes required by reviews will be based on due notice and consultation with the professional community. Any changes will represent collective and informed judgment concerning their relevance and appropriateness.

The School Counseling Faculty encourages all students' interest and participation in this Program's academic and clinical learning process. The excellence of this program is predicated upon students and faculty working together to become better educated, more effective, and more sensitive individuals. Student contributions are expected, welcomed, and appreciated.

ACCREDITATION

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation (CORPA), has conferred accreditation to the following program areas in the Department of Counseling and Special Education at The University of Akron: Clinical Mental Health, School Counseling, Marriage and Family Counseling/Therapy, and the Ph.D. Program in Counselor Education and Supervision, with tracks in Counselor Education and Marriage and Family Counseling/Therapy. The Marriage and Family Master's and Doctoral Programs have accreditation status from the Commission on Marriage and Family Therapy Education. The Ohio Department of Education has approved the School Counseling specialization as meeting the educational requirements for the School Counselor License. The master's degree programs in Clinical Mental Health Counseling and Marriage and Family Counseling have been approved by the Ohio Counselor and Social Work Board as meeting the coursework and clinical requirements for eligibility to sit for the Professional Counselor Examination leading to a Professional Counselor (PC) license, and with additional clinical experience, a Professional Clinical Counselor (PCC) license. In addition, the American Psychological Association has accredited the Department's doctoral Collaborative Program in Counseling Psychology.

PHILOSOPHY AND PROGRAM OBJECTIVES

INTRODUCTION

The counseling profession in the United States has undergone numerous changes over the years, often in response to demands created by the evolving nature of America's social policies and economics. It is assumed that this process of change is continuous, and therefore, it is essential that counselor education programs prepare students to make effective decisions in both a changing world and a changing profession. Specializations taught today may not necessarily be appropriate in the future. Thus, it is important that training programs explicitly prepare professional counselors to be counselors first and specialists second. This approach is designed to ensure that students receive, as part of their training program, the knowledge and skills necessary to have command of common components that have been determined by the profession to be valuable for counselors. It is recognized that no program can insure a "quality" professional. However, the intent of the School Counseling Master's Degree Program is to insure that there is a core of planned coursework and clinical experiences common to all students, that provides beginning level competencies in the counseling profession.

Graduates of The University of Akron Counselor Education Program are expected to use their education and training as a path to careers in social, governmental, business, and industrial organizations, including schools, universities, public agencies, and the private sector. While no program can guarantee that graduates will function as intended, it is the intent of our program to attest to a concerted core of knowledge and practice as a means of developing the identity of the "counselor". Of importance to, and embedded in, the curriculum is the expectation that, when students complete their studies, the command of the common core elements, as well as specialized curricular experiences, will allow each graduate to apply their knowledge within their setting of choice.

The School Counseling Program is designed to foster the following educational and professional objectives among its students:

1. A professional counselor identity
2. Knowledge of core counseling areas - human growth and development, social/cultural foundations, helping relationships and professional orientation, theories of counseling and group work, career and lifestyle development, tests and appraisal, research and program evaluation
3. Ethical and professional decision-making skills
4. Clinical skills and knowledge leading to state licensure as a school counselor
5. Involvement in advocacy and professional counseling organizations
6. Knowledge and skills in working with diverse client populations
7. Skills using technology in the counseling profession
8. Self-awareness and personal growth
9. Social justice advocacy

PHILOSOPHY AND MISSION STATEMENT

Education in the United States is designed to modify human behavior through a prescribed program of experiences aimed at helping students realize their professional potential and develop a high standard of ethical behaviors. Ethnic and cultural trends are taken into account in order to provide a satisfying and usable education for all students. The faculty, recognizing the uniqueness of students, seeks to identify and extend knowledge, skills, and attitudes required by practitioners in counseling. It is hoped that this emphasis on uniqueness transfers to our students and enables them to meet the diverse needs of all types of clientele.

The faculty believes that, in order to perform effectively, practitioners must possess a respect for human dignity and worth, a commitment to fulfillment of individual potential, an understanding of educational and counseling processes, knowledge in their specific field of endeavor, competence in application of professional expertise in counseling, knowledge of the role and function of others working in related specialties, and maturity in self-development. In order to develop such practitioners, it is essential that the faculty, themselves, exhibit the above attitudes, behaviors, and competencies so that they might serve as models of appropriate behavior for their students.

The faculty, as ethical professional leaders, is expected to select, encourage, and retain students in the program who exhibit the potential to become competent practitioners. Applicants who are accepted into our programs are selected on criteria that include academic and personal dimensions that would indicate successful completion of their chosen program. It is expected that once students are admitted into any of our programs, they will continue to display personal behaviors that are compatible with the counseling profession, such as sensitivity to others, professional decorum with peers, faculty members, and clients, as well as an ability to change when necessary. Failure of students to demonstrate these aforementioned behaviors may not only slow their progress through the School Counseling Program, but may also result in dismissal from the Program.

AFFIRMATIVE ACTION POLICY STATEMENT: It is the policy of The University of Akron that there shall be no discrimination against any individual because of age, color, creed, handicap, national origin, race, religion, sex, or sexual orientation. This nondiscrimination policy applies to all students, faculty, staff, employees, and applicants. The Counselor Education Program strongly supports this policy. In addition, the Program actively recruits minority students, and makes every effort to retain these students via financial and tutorial assistance.

ADMISSION TO THE COUNSELOR EDUCATION MASTER'S DEGREE PROGRAM

The Program philosophy recognizes the uniqueness of students, and emphasizes the goal of helping ALL students realize their potential, taking into account ethnic and cultural trends in order to provide a satisfying and usable education for all students. The faculty believes that the recruitment and development of culturally diverse counselors is a professional responsibility, just as it is a professional responsibility to provide adequate and appropriate programs and services to a

culturally diverse clientele. The Counselor Education Program is, therefore, committed to recruiting, admitting, and retaining minority students.

Code of Ethics: The University of Akron Counseling Division adheres to the Ohio Counselor, Social Worker, Marriage and Family Therapy Board's Laws and Rules, the code of ethics of the American Counseling Association, and the American School Counselor Association. The Department has an ethical and professional responsibility to insure all students enrolled in counseling programs display ethical, professional, and personal behaviors that comply with the ethical codes of ACA, ASCA, the OCSWMFT Board, and the Ohio State Board of Education.

PROGRAM STANDARDS

The School Counseling Program is designed to prepare students to be professional counselors first and counseling specialists second. The intent is to enable students to work effectively in a changing world and a changing profession. Therefore, the program is designed to ensure that students are exposed to courses and other curricular experiences sufficient to provide the knowledge and skills necessary to have command of the eight common core areas, including their specific ethical considerations, currently determined by the profession as essential for all counselors. These common core areas as outlined in the CACREP Accreditation Manual, 2001 Standards includes:

1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning including the history and philosophy of counseling, profession, including significant factors, and events; Professional roles, functions, and relationships with other human service providers; Technological competence and computer literacy; professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases; professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession; advocacy processes needed to address institutional and social barriers that impede access, equity and success for clients; and ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

2. **SOCIAL AND CULTURAL DIVERSITY** - studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities.
3. **HUMAN GROWTH AND DEVELOPMENT** - studies that provide an understanding of the nature and needs of individuals at all developmental levels.
4. **CAREER DEVELOPMENT** - studies that provide an understanding of career development and related life factors.
5. **HELPING RELATIONSHIPS** - studies that provide an understanding of counseling and consultations processes.
6. **GROUP WORK** - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills and other group approaches.
7. **ASSESSMENT** - studies that provide an understanding of individual and group approaches to assessment and evaluation.
8. **RESEARCH AND PROGRAM EVALUATION** - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

CURRICULUM ORGANIZATION OF THE MASTER'S PROGRAM IN SCHOOL COUNSELING

The curriculum in the School Counseling Program consists of three areas of coursework: Educational Foundations, Required Counseling Core Courses, and a School Counseling Component.

The Educational Foundations area includes nine semester hours of course work, distributed over three areas: Behavioral Foundations, Humanistic Foundations, and Research. The required courses in this area are Individual and Family Development

(5600:648), Multicultural Counseling (5600:646), and Techniques of Research (5100:640).

The Required Counseling Core Courses includes coursework in professional orientation, counseling theory, appraisal, group, career, counseling process, and practicum and internship. The sequencing of courses in the core ensures an orderly and meaningful progression from didactic knowledge of counseling through appropriate laboratory and supervised counseling practice. The internship is the culminating post-practicum experience for the student, and is an actual on-the-job experience.

The School Component of the degree program consists of two areas of coursework that are to meet coursework requirements to meet school counselor licensure requirements in the state of Ohio. These courses are 5600: 631; 5600: 659. Specialized studies include 5600: 621; 5610: 540.

These three curriculum components have been designed to be consistent with overall program philosophy, requirements, and policies of the Department, College, and University, as well as meeting national and state standards for counselor training programs and ultimate licensure as a School Counselor in the State of Ohio. For those students interested in post-masters training, but who do not wish to seek a doctorate degree, the Counselor Education Program offers a sequence of courses (the Clinical Component) that meet the educational requirements for licensure as a PCC in the State of Ohio.

The Master's degree in School Counseling for those with a teaching background/license is comprised of 50 credit hours of approved graduate-level study. An additional 10 credit hours of pre-requisite coursework is required for those students who do not have a teaching background/license. These courses consist of 5600: 663; 5600: 695; 5600: 622 or 640 or 660; 5610: 559 or 567. Completion of program requirements includes successfully passing the Master's Level Comprehensive Examination and completing one (full time) or two (part time) semesters of Internship. Upon graduation of those without the teaching background/license, graduates are eligible for a two-year provisional license. The first year of employment is considered to be an induction year. Successful completion of the induction year will result in issuance of a five-year license.

SCHOOL COUNSELING

The School Counseling Master's Degree Program involves a course of study that can lead to entry-level employment in a school setting as a school counselor. Therefore, in addition to the common core curricular experiences, all students in the program are required to demonstrate knowledge and skill in areas specific to the community counselor.

Outcomes.

School counselors are most effective when they fully understand their role, function, and professional identity within the schools they serve. This requires an acknowledgment of the socio-cultural, demographic, and lifestyle diversities relevant to those schools, and knowledge of effective and appropriate strategies for the enhancement of the learning of those varied and diverse clients who look to the school counselor for help in becoming successful at school.

School counseling requires knowledge of theories and techniques of needs assessment in order to be able to design, implement, and evaluate these programs and services, which include prevention, intervention, consultation, education, and outreach. In addition, the school counselor needs to understand the relationships between school counselors and other professionals working within a particular community in order to establish a base for client referrals, community resources, and client advocacy.

Internship. The School Counseling Program requires a 600 clock-hour (over two semesters excluding summer) internship that includes a minimum of 240 hours of direct contact with clients appropriate to the training program. A "Guidelines for School Counseling Internship" handbook is available from the Department of Counseling that specifically addresses the internship process.

Out of State Internship Placement. In the event that a student wishes to meet their Internship requirements with an out-of-state placement, the following considerations should be noted. A meeting must be scheduled with the Internship Coordinator to provide a rationale for the out-of-state placement. If the Internship Coordinator approves the out-of-state placement, the student will be responsible for independently seeking an appropriate site. An appropriate site is defined as one that can provide a minimum of two consecutive semesters of internship placement, can provide an adequate number of direct and indirect hours for completion of the internship requirement, and can provide an appropriately licensed professional with experience in supervision to supervise the student. An appropriately licensed professional is one who holds a minimum of a master's

degree in counseling (for master's-level interns), and has an active license in school counseling in the state where the internship will take place. Master's-level interns will not be permitted to seek an out of state placement at a private practice setting. Because of different state laws and regulations, out of state placement is strongly discouraged.

When a student finds an appropriate site, the Internship Coordinator should be contacted so that an introduction letter confirming the student's academic status and internship needs can be sent to the site. Students who are planning to complete their internship out-of-state should be prepared to visit the site and meet with agency personnel. Once a student has been accepted at a site, a letter on agency letterhead must be sent to the Internship Coordinator confirming the acceptance of the student, the proposed beginning and ending dates for the internship, and the supervisor's name and professional license number. In addition, the supervisor should send their resume and a brief explanation of their supervisory experience. **To be considered as meeting supervisor status an individual must have a master's degree in counseling, hold a school counselor license and have a minimum of two years of recent professional experience.**

Internship Requirements for Out of State Placements - Interns who are meeting internship requirements at out-of-state sites will be required to complete the same department documentation requirements as students who are placed locally. These requirements include completing a Memorandum of Agreement, Internship Plan, Community Scan, School Site Report, Ethical Analysis Paper, end of semester evaluations, and submission of bi-weekly contact hour logs. Out of state interns will be expected to complete a minimum of 600 hours at their internship placement. Of these 600 hours, a minimum of 240 hours of direct client contact must be documented. Direct client contact hours must include both individual and group counseling, classroom guidance, and consultation.

Supervision Requirements for Out of State Placements: Out-of-state students will also be required to meet additional supervision requirements since they will not be attending departmental group supervision sessions at The University of Akron. In this regard, out-of-state interns must receive a minimum of 2 hours of individual supervision weekly (as opposed to 1 hour of weekly individual supervision for students doing a local internship). Out of state interns must also verify a minimum of 10 hours of attendance at workshops, seminars, or presentations that involve professional counseling issues. Finally, students who want to participate in

out-of-state internship experiences must sign a waiver stating that they understand they may jeopardize their ability to become licensed in the State of Ohio as a school counselor. The Department of Counseling cannot guarantee that the Ohio State Board of Education will approve out of state internship placements as meeting the Boards' State licensure requirements. Students may be encouraged to take the internship class from a CACREP-accredited school counseling program in that state.

College of Education
Program Course Distribution (PCD)

Name: _____ Student ID #: _____

Address: _____ Date : _____

_____ Phone #: _____

Advising Check-list:

- ___ Plan courses to be taken semester-by-semester. *(To be completed during first semester of course work)*
- ___ Apply to have any transfer credits transferred. *(After the completion of 12 credits)*
- ___ Sign up for Masters Comprehensive Exams. *(If a fail grade below 70% on first attempt, students will be allowed to retake the entire exam once. Failure twice will result in dismissal from the program.)*
- ___ Advancement to Candidacy. *(After completion of 15 credit hours; before the final semester)*
- ___ Apply to Graduate/ Advancement to Candidacy. *(May 15 for Fall ; Sept. 15 for Spring ; Feb. 15 for Summer)*
- ___ Sign up for NTE - School Counseling *(Zook Hall 210).*

I HAVE READ THE ABOVE ADVISING CHECK-LIST. I UNDERSTAND THAT IT IS MY RESPONSIBILITY TO MEET THE STATED DEADLINES. I UNDERSTAND THAT FAILURE TO MEET THE DEADLINES MAY DELAY GRADUATION.

Signature of the student: _____ Date: _____

Signature of the advisor: _____ Date: _____

FOUNDATION (9)
5600:648 (3) Individual and Family Development Across the Lifespan
5600:646 (3) Multicultural Counseling
5100:640 (3) Techniques of Research

REQUIRED COUNSELING DEPARTMENT COURSES (35)
5600:600 (2) Seminar In Counseling (Taken 1st or 2nd Semester)
5600:631 (3) Elem./Sec. School Counseling
5600:659 (3) O & A of Guidance Services (Prerequisite 631)
5600:643 (3) Counseling Theory & Philosophy
5600:645 (4) Tests & Appraisal (Prerequisites 640)
5600:647 (3) Career Development and Counseling Across the Lifespan
5600:651 (3) Techniques of Counseling (Prerequisite 643)
5600:653 (4) Group Counseling (Prerequisites 643, 651)
5600:675 (5) Practicum (Prerequisites 643,645, 646, 647,651,653)
5600:685 (6) Internship (Must be enrolled for at least two consecutive semesters)

SPECIALIZED STUDIES (6)
5610:540 (3) Developmental Characteristics of Exceptional Individual
5600:621 (3) Counseling Youth at Risk

Total Program	50
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Deadline for completion and conferral is the end of _____

***ANY SUBSTITUTION IN COURSEWORK MUST BE APPROVED BY THE ADVISOR IN WRITING.**

COREQUISITE HOURS FOR THOSE WITHOUT A TEACHING BACKGROUND/LICENSE (10)
5600:663 (3) Developmental Guidance and Emotional Education
5600:695 (1) Field Experience (Taken with 5600:663)
5600:622 or 640 or 660 (3) Play Therapy, Counseling Adolescents or Children
5610:559 or 5610:567 (3) Consultation/Collaboration or Classroom Management

Total Program	60
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Deadline for completion and conferral is the end of _____

***ANY SUBSTITUTION IN COURSEWORK MUST BE APPROVED BY THE ADVISOR IN WRITING.**

**50 hr. School Counseling Program
Possible Program for Full Time Students**

Year I

<u>Summer I</u>	<u>Summer II</u>	<u>Summer III</u>	<u>Fall</u>	<u>Spring</u>
5600: 643	5600: 646 5600: 651	5610: 540 5100: 640 5600: 600	5600: 631 5600: 647 5600: 653	5600: 659 5600: 621 5600: 648
3 hrs.	6 hrs.	7 hrs.	10 hrs.	9 hrs.

Year II

<u>Summer II</u>	<u>Fall</u>	<u>Spring</u>
5600: 675	5600: 685	5600: 685
5 hrs.	3 hrs.	3 hrs.

**50 hr. School Counseling Program
Possible Program for Part Time Students**

Year I

<u>Summer II</u>	<u>Summer III</u>	<u>Fall</u>	<u>Spring</u>
5600: 646	5600: 600	5600: 631	5600: 621
3 hrs.	1 hr.	3 hrs.	3 hrs.

Year II

<u>Summer I</u>	<u>Summer III</u>	<u>Fall</u>	<u>Spring</u>
5600: 643	5100: 640	5600: 645	5600: 651

3 hrs.	3 hrs.	4 hrs.	3 hrs.
Year III			
<u>Summer II</u>	<u>Summer III</u>	<u>Fall</u>	<u>Spring</u>
5600: 653	5610: 540	5600: 647	5600: 659
_____	_____	_____	_____
4 hrs.	3 hrs.	3 hrs.	3 hrs.

Year IV			
<u>Summer II</u>	<u>Summer III</u>	<u>Fall</u>	<u>Spring</u>
5600: 675		5600: 685	5600: 685
		5600: 648	
_____		_____	_____
5 hrs.		6 hrs.	3 hrs.

CLASSROOM GUIDANCE FOR TEACHERS

The Classroom Guidance Program was designed for teachers who wish to enhance their teaching skills with some counseling coursework but remain in the classroom. This is a 35-hour program that does not lead to school counseling licensure.

MASTERS IN CLASSROOM GUIDANCE

(0560-08) - PCD

Program Title: Classroom Guidance

Degree: Master's (M.A. or M.S.)

Student's Name:

Student ID Number:

Advisor's Name:

Completion and Conferral Date:

Date:

This course of study is an entry-level program designed for teachers who wish to remain in the classroom. Any changes in the agreed upon program must be approved by the student's advisor.

FOUNDATIONS (9)

Behavioral (3)

_____ 5600:648(3) Individual and Family Development Across the Lifespan

Humanistic Foundations (3)

_____ 5600:646(3) Multicultural Counseling

Research (3)

_____ 5100:640(3) Techniques of Research

REQUIRED DEPARTMENT COURSES (17)

_____ 5600:631(3) Elementary/Secondary School Counseling

_____ 5600:647(3) Career Counseling
 _____ 5600:645(4) Tests & Appraisal (Prerequisite 5600:640 or 5600:741)
 _____ 5600:610(3) Counseling Skills for Teachers
 _____ 5600:663(3) Developmental Guidance & Emotional Education
 _____ 5600:695 (1) Field Experience
Specialized Studies (3)
 _____ 5610:540(3) Development Char. of Exceptional Individuals
Area of Concentration (6) With Advisor Approval
 XXX:XXX (6)

TOTAL PROGRAM: 35 Credit Hours

Proposed Classroom Guidance for Teachers
Possible Sequence of Courses For Full Time Students

Year I

<u>Summer II</u>	<u>Summer III</u>	<u>Fall</u>	<u>Spring</u>
5600: 646	5610: 540	5600: 631	5600: 663
5600: 648	5100: 640	5600: 610	5600: XXX
_____	_____	5600: 647	5600: 695
6 hrs.	6 hrs.	_____	<u>5600: XXX</u>
		9 hrs.	10 hrs.

Year II

<u>Summer II</u>
5600: 645

4 hrs.

Proposed Classroom Guidance for Teachers
Possible Sequence of Courses For Part Time Students

Year I

<u>Summer II</u> 5600: 646 3 hrs.	<u>Summer III</u> 5100: 640 3 hrs.	<u>Fall</u> 5600: 631 3 hrs.	<u>Spring</u> 5600: 645 4 hrs.
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Year II

<u>Summer II</u> 5600: 648 <hr/> 3 hrs.	<u>Summer III</u> 5610: 540 <hr/> 3 hrs.	<u>Fall</u> 5600: 610 <hr/> 3 hrs.	<u>Spring</u> 5600: 663 5600: 695 <hr/> 4 hrs.
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Year III

<u>Summer II</u> 5600: 647 <hr/> 3 hrs.	<u>Summer III</u> 5600: XXX <hr/> 3 hrs.	<u>Fall</u> 5600: XXX <hr/> 3 hrs.	<u>Spring</u> 5600: 646 <hr/> 3 hrs.
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PROPOSED COURSE OF STUDY: FULL OR PART-TIME

Students are encouraged to attend the University on a full-time basis in order to complete their studies in the most expeditious manner. There is a **SIX-YEAR TIME LINE** for completion of the master's program. Financial aid is available through student loans, tuition scholarships, and graduate assistantships to help offset the cost of full-time attendance. For information on loans, see the Financial Aid Office. For information on graduate assistantships and tuition scholarships, see the Department secretary. Only a limited number of assistantships and scholarships are available each year.

Students attending part-time need to give careful thought to the timing and sequencing of courses. This should be done in close consultation with their advisor. It is especially important to note course prerequisites and the semesters when courses are traditionally offered. A full course load is normally 9 to 15 credit hours. Students who are employed should reduce their academic load

proportionately. Students on graduate assistantships must take a minimum of 9 credits and may take up to a maximum of 15 credits per semester of appointment.

PROGRAM COURSE DISTRIBUTION PLAN

Students must arrange a meeting with their advisors before beginning coursework, or during their first semester of enrollment, to establish and sign a Program Course Distribution (PCD). The PCD outlines the student's program and when courses will tentatively be taken. It is not binding in that a student may change timing and optional courses. It does insure that the student understands the requirements of the program and the sequence in which certain courses must be taken. The completion of a PCD, the signatures of advisor and advisee, and dating the PCD when completed, verifies the program requirements the student is expected to complete for graduation. The PCD, although not binding, does insure if program requirements change the student will be expected to only complete the course requirements outlined on the signed PCD.

REGISTRATION

After students meet with their advisor and sign the PCD, future class schedules do not have to be approved by the advisor, provided course choices follow the approved PCD. Students may register online, by touch-tone phone or in person in Simmons Hall. For registration procedures, go online to the UA homepage, or obtain a copy of the Schedule Bulletin for a small fee at the UA Bookstore. There is both early registration (e.g., during Spring term for Fall) and open registration just before each term.

CLOSED CLASSES

Certain clinical courses do have closed registration for which advisor permission must be obtained. Independent Study, Field Experience, Practicum, and Internship require closed class permission forms. For those using the touch-tone system, permission will be phoned in; for in-person registration, a permission form must be obtained from the department office.

ADVANCED REGISTRATION FOR PRACTICUM AND INTERNSHIP

Students must register with the secretary in the department office. Registration begins the semester prior to the completion of your coursework. For Internship, students must register with the Internship Coordinator no later than the third week of the term preceding internship.

COURSE SEQUENCE

Seminar in Counseling, 5600:600, should be taken during a student's first OR second term of enrollment. Some courses have prerequisites; check the Program Course Plan, or the Graduate School Bulletin to identify these courses. All required core counseling courses (5600's) must be taken before enrollment in Practicum and the scheduling of the Master's Comprehensive Exam.

REQUEST TO CHANGE PROGRAMS

Students who wish to change programs, such as switching from the School Counseling Program to the Marriage and Family Program, must schedule a meeting with their advisor to discuss this issue. Following the approval of their advisor, the student must write a letter to the Counseling Division Coordinator. This letter, which will include the student's rationale for switching programs, will be presented at the next Division meeting. The Division faculty has the right to approve or deny this request. If the request for changing programs is approved the student will be assigned a new advisor and must immediately schedule an appointment with the new advisor to complete a new Program Course Plan. Students may request to change programs until the time they are scheduled for Practicum. **ANY STUDENT WHO IS ENROLLED IN OR HAS COMPLETED PRACTICUM FOR ANY OF THE PROGRAMS (COMMUNITY, MARRIAGE AND FAMILY, OR SCHOOL COUNSELING) WILL NOT BE ALLOWED TO CHANGE PROGRAMS (EXCEPT UNDER DIRE CIRCUMSTANCES).**

ADVANCEMENT TO CANDIDACY

1. A student should apply for Advancement to Candidacy after completion of one-half of the credits required in his/her program (25-30 credit hours).
2. A student must be fully admitted and in good standing (GPA of 3.0 or above) to advance to candidacy.
3. The Advancement to Candidacy form must be submitted no later than February 15th for the August commencement, no later than May 15th for the January commencement, and no later than September 15th for the May commencement.

4. Obtain Advancement to Candidacy form from the Graduate Studies office in the College of Education (Zook Hall, Room 210) or the Counseling Department office.

5. Complete the upper left hand portion of the form and return the form to advisor for completion and processing.

6. Students are responsible for registering with the Graduation Office and at the time of submission of the Advancement to Candidacy Form. There is a \$100 late fee if the Application for Graduation form is not submitted in a timely fashion.

MASTER'S COMPREHENSIVE EXAMINATION

All school counseling students are required to pass a comprehensive examination towards the end of the program in order to graduate with the master's degree. The comprehensive examination helps students solidify didactic knowledge, and it helps prepare students for the national licensure praxis examination (the National Teacher Exam-NTE for School Counselors). **The School Counseling Program employs the Counselor Preparation Comprehensive Examination (CPCE) for this purpose.** According to the authors "the CPCE is utilized by over 210 universities and colleges; the PCE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs"(<http://www.cceglobal.org/cpce>). Students may visit the following website for more detailed information about the purpose, goals, and structure of the CPCE. The examination will be offered to all Program students once each semester on The University of Akron main campus. **As of this date the CPCE will cost \$40.00 per student per examination administration. Students are encouraged to prepare in advance for this expense. Students who fail the examination the first time will be permitted to re-take the *complete* examination *one time*. Any student who fails the examination two times may be subject to dismissal from the School Counseling Program.** Students should register with the Department Administrative Assistant one semester in advance of taking the examination. Students should take the examination no later than the semester they are enrolled in Practicum. **It is recommended that the comprehensive examination be taken DURING the practicum semester.**

According to the authors "there is no official study guide for the CPCE. Since the CPCE and the National Counselor Examination (NCE) are based on the same eight knowledge areas, any study materials developed for the NCE should be useful for the CPCE" (<http://www.cce-global.org/cpce>). Students may visit the following website for more information about the NCE:<http://nbcc.org/nce>. Although different questions are used for each administration of the examination, the following eight core content areas are always covered on the NCE and therefore the CPCE:

- Human Growth and Development Across the Lifespan
- Social and Cultural Foundations/Multicultural Counseling
- Helping Relationships/Introductory Counseling Theory and Techniques
- Group Counseling
- Career and Counseling/Development
- Tests and Appraisal
- Research and Program Evaluation
- Professional Orientation & Ethics

In particular, **it is recommended that information from the following School Counseling coursework be used to study for the CPCE (and NCE):**

Seminar in Counseling (5600:600), Career Counseling (5600:647), Techniques of Counseling (5600:651), Tests and Appraisal (5600:645), Counseling Theories (5600:643), Group Counseling (5600:653), Multicultural Counseling (5600:646), Individual and Family Development Across the Lifespan (5600:648), Techniques of Research (5100:640)

In addition to course-related information (lectures, notes, textbooks, etc.) students may purchase study materials focused on the NCE. Students are referred to the following resource for more information about NCE study guides:

<http://www.nbcc.org/study>

Additional study aids may be found at the following websites:

<http://howardrosenthal.com/id10.html>

<http://www.nceexam.com/?gclid=CKjf18evsJQCFR8SQQodjwiztw>

<http://www.aatbs.com/main/intro.asp?inv=1152661>

<http://www.ncereview.com/id40.html>

<http://www.counselor-exam-prep.com/studyguide.htm>

Finally, NCE study materials are available for Department of Counseling students in the Clinic Library. Please see Darlene or Dr. Desmarais for specifics.

DIVERSIONS

The University of Akron is located in the downtown area of Akron, Ohio, a city with a population of over 235,000. Akron boasts multiple recreational opportunities for sports such as hiking, biking, fishing, boating, skiing, golf, and swimming. Area residents enjoy easy access to an extensive Metro Parks system; the scenic Cuyahoga National Recreation Area; and many local ponds, lakes, and streams. Within a short drive, residents of Akron also have access to Lake Erie and all the recreational opportunities that go with close proximity to such a huge natural wonder. The City of Akron also offers all of the conveniences of a major American metropolitan area, including: a number of major shopping malls; a wide selection of good restaurants; the E. J. Thomas Performing Arts Hall which hosts a variety of music, dance and theater events year-round; an art museum known for its contemporary art collection, and the Inventor's Hall of Fame. During the summer months, the Blossom Music Center offers outdoor concerts with nationally known artists of all genres.

Approximately 30 miles north of Akron, the city of Cleveland provides area residents with easy access to professional sporting events, the world-renowned Cleveland Orchestra at Severance Hall, and many other music, theater, and museum offerings. Finally, should the need for a change of locale arise, the interstate highway system provides ready access to the nearby cities of Columbus, Toledo, Pittsburgh, Youngstown, and beyond.

GRADUATION REQUIREMENTS

1. Each student must complete all coursework in the School Counseling Program with a G.P.A. of 3.0 or better within six years from the date of admission.
2. Each student must have filed with their advisor the Advancement to Candidacy form, and been advanced to candidacy.
3. Each student must have filed an application for graduation with the registrar and ordered cap and gown, if attending commencement. Application forms are obtained from the Graduation office: May 15 for the January commencement, September 15 for the May commencement and February 15 for August commencement. The student must have paid all fees, library charges, and financial obligations to the University. The student must have met all Department and University requirements for graduation, including receiving a passing score on the required coursework.

TERMS IN WHICH REQUIRED COURSES ARE OFFERED

Most courses are offered in evening except in summer. In summer, the majority of courses are held during the day, with a few held in the evening.

	<u>Fall</u>	<u>Spr.</u>	<u>SI</u>	<u>SS II</u>	<u>SS III</u>
5600:600, Seminar in Counseling	X		X	X	—
5600:621, Counseling Youth At-Risk	—		X		—
5600:646, Multicultural Counseling	X		X		X
5600:631, El./Sec. School Counseling	X		—		—
5600:643, Counseling Theory & Philosophy	X		X	X	—
5600:645, Tests and Appraisal in Counseling	X		X		X
5600:647, Career Development	X		X		X
5600:648, Individual and Family Development	X		X		X
5600:651, Techniques of Counseling	X		X		X
5600:653, Group Counseling	X		X		X
5600:659, Org. & Administration of Guidance	—		X		—
5600:675, Practicum (School Counseling)	X		X		X
(Summer sessions run 10 weeks)					
5600:685, Internship (One or two semesters)	X		X		X
5600:610, Counseling Skills for Teachers	X		—		—
5600:663, Developmental Guidance & Emot. Ed.	—		X		—
5600:695, Field Experience	X		X		X
5600:640, Counseling Adolescents	X		—		—
5600:622, Play Therapy	—		—	X	—
5600:660, Counseling Children	—		—		X
5100:640, Techniques of Research	X		X		X
5610: 559, Collaboration & Consultation	X		X		X
5610: 667, Management Strategies	X		X		—

APPLICATION AND ADMISSIONS PROCEDURES MASTER'S DEGREE PROGRAMS IN COUNSELING

Admission to the master's program in community counseling is restricted to a selected number of students. A student seeking consideration for admission to the program must complete all components of the application process prior to the March 15 deadline for Summer or Fall term, or the October 1 deadline for Spring

term. The student will have earned a baccalaureate degree at an institution accredited or recognized by an accrediting association accepted by the American Association of College Registrars and Admissions Officers. An applicant may only apply to one program per year. An application packet can be obtained from the Department of Counseling or from the Office of Graduate Studies in Education, Zook Hall, Room 210.

APPLICATION FOR ADMISSION

In order to be considered for admission to one of the master's programs in the Counseling an applicant must:

1. Send to: **Dean of The Graduate Studies & Research
The University of Akron
Akron, Ohio 44325-2101**

The College of Health Professions requires an FBI/BCI check for those entering the School Counseling Program who are not licensed/certified as teachers in the State of Ohio.

2. Send to: **Admissions Committee
School of Counseling
115 Chime Hall
Akron, Ohio 44325-5007**

A completed Application Supplement which includes three Personal Reference Forms completed by persons acquainted with the applicant's academic professional experience and/or their academic program. The person completing the reference form should place the form in an envelope with the applicant's name on the front and the reviewer's signature across the sealed flap of the envelope. **The reference form should be returned to the applicant** so that it might be enclosed with the Application Supplement. It is the applicant's responsibility to collect the reference forms and mail them along with the Application Supplement to the Admissions Committee in one envelope.

ADMISSION SCREENING PROCEDURE

The following criteria will be considered in admissions decisions made at the department and graduate school levels:

Undergraduate Grade Point Average: A 2.75 or above on a 4.00 system earned on all undergraduate work completed as part of the baccalaureate degree, or a 3.00 or above on a 4.00 system earned on the last 64 hours of undergraduate coursework completed as part of the baccalaureate degree.

Applicant's Credentials: These include: (a) the personal reference forms, (b) past education, training and experience in counseling as evidenced on the Application Supplement, (c) an BCI/ FBI check if not a currently Ohio licensed teacher, and (d) a group interview that results in a positive recommendation from the Admissions Committee.

ADMISSIONS DECISIONS: All completed applications will be forwarded to the Counselor Education Admission Committee for review. The Admissions Committee will review each completed application. If the applicant meets the academic criteria, and has appropriate credentials, the applicant will be asked to participate in a group interview. Following the group interview, each applicant will be ranked based upon academic and qualifying examination criteria (undergraduate and graduate grade point averages), verification of applicant's credentials and recommendations, and the group interview. After all group interviews are completed the Admissions Committee will recommend to the Counseling faculty either to admit or deny admission, based upon the above rankings and the availability of Program enrollment openings.

Admissions Restrictions: Enrollment is limited in order to insure smaller class sizes, appropriate student-supervisor ratios in the clinical courses, and availability of internship placement sites.

Applicants recommended for admission by the Admissions Committee will be forwarded to the School Counseling Coordinator for advisor assignment. The approved application will then be forwarded to the Graduate Studies in Education office and Graduate School for formal admission to the University of Akron.

All applicants will receive a formal letter from Graduate School informing of the decision to admit or deny admission. If admission is denied, the applicant may request in writing to be placed on a waiting list for consideration at a later date.

Admission as a Non-Degree student: This is an option for students who already have a graduate degree. However, they are required to meet the same GPA requirements as those for regular admission. A maximum of 15 semester hours is allowed under this status. Should such a student later decide to apply for regular admission to the degree program, they may do so. These students must follow the standard admissions procedures as outlined on the previous page. Classes successfully completed as a non-degree graduate student can be applied to the degree requirements with the review and recommendation of the student's advisor.

Attending as a non-degree student does not necessarily guarantee admission to a program. Non-degree students must go through the same application process as other students if they wish to be admitted to the School Counseling Program.

Transfer of Credits: A maximum of one-third of the total graduate credit hours required may be transferred from an accredited college or university. All transfer credit must be at the "A" or "B" level in graduate courses. They must be relevant to the student's program and fall within the six-year time limit. The student's academic advisor has the prerogative to recommend that the Graduate Dean accept or reject individual courses taken elsewhere, depending on the grades earned and/or their relevance to the student's present course of study. Students seeking to transfer credits must have full admission and be in good standing at The University of Akron and the school in which the credits were achieved. Transfer credit shall not be recorded until a student has completed 12 semester credits at The University of Akron with a GPA of 3.0 or better. University of Akron students must receive prior approval to take courses elsewhere for transfer into their program.

PROVISIONAL ADMISSION

Applicants who do not meet the academic requirements for Full Admission, may be considered for a Provisional Admission, if it is believed that the applicant has the potential, as indicated by credentials, to make a unique contribution to their respective field. The policy of the Department of Counseling established regarding the inclusion of professional and alternative educational experiences is as follows:

The School Counseling Coordinator may interview applicants who do not meet the academic minimum requirements, but whose undergraduate GPA is 2.5 or above for

four years or 2.75 for the last two years. In addition to the academic information, the applicant's professional and educational experience will be evaluated. Possible criteria may include how much and what type of experience the person has had, the uniqueness of the experience, strength of recommendations, professional accomplishments, professional involvement, and any other outstanding qualifications that may enhance the applicant's possible contributions to the program. Additional recommendations from previous schools attended or past employers may be required.

If, in the estimation of the School Counseling Coordinator the applicant has the potential to succeed in the program, the student will be recommended for Provisional Admission status to enroll in 14 hours of select coursework. Students granted Provisional Admission must not enroll in any coursework except that designated on the Provisional Admissions Form signed by the Program Coordinator. In the event the provisional student takes coursework not approved the student risks dismissal from the School Counseling Program.

To move from Provisional status to Full Admission, a student must complete the 13-14 hour Provisional course work, obtain at least a 3.25 GPA for this coursework, and be released to Full status by the School Counseling Coordinator.

Failure to obtain a 3.25 grade point average (GPA) of coursework completed during Provisional status may result in dismissal. The Department Chair and/or School Counseling Coordinator may choose to allow the student to retake a course in which the lowest grade was received. At completion of this retake, the GPA will be recalculated. If the student then has a 3.25 GPA, he/she will be reviewed for Full Status Admission. If the student does not obtain a 3.25 with the recalculation, the student will be denied admission to the master's level School Counseling Program.

PROVISIONAL COURSEWORK

School Counseling Program

- 5600:600(2) Seminar in Counseling
- 5600:643(3) Counseling Theory & Philosophy
- 5600:651(3) Techniques of Counseling
- 5600:645(4) Tests and Appraisal
- 5100:640(3) Techniques of Research

PROVISIONAL COURSEWORK

Classroom Guidance for Teachers Program

5600: 610 (3) Classroom Guidance for Teachers

5600: 631 (3) El. /Sec. School Counseling

5600: 645 (4) Tests and Appraisal

5610: 640 (3) Techniques of Research

DEFERRED ADMISSION

Students who have undergraduate GPA's below 2.5 for four years may be granted Deferred Admission, if recommended by the Admissions Committee as strongly meeting the other admissions criteria. If granted Deferred Admission status, the student must enroll for 12 hours of post baccalaureate coursework approved by the School Counseling Coordinator. At the completion of this coursework, taken within one academic year, the student must have obtained a minimum 3.00 grade point average. After a review of the student's transcript, the Counseling Coordinator will forward the student's application packet to the Admissions Committee for consideration for the next admissions process. It should be emphasized that granting Deferred Admissions status to a student does not guarantee acceptance into the School Counseling Program.

STUDENT REVIEW AND RETENTION

In keeping with the philosophy and general objectives of the Counselor Education Program, Student Review may be an agenda item of Counselor Education faculty meetings. Concerns related to a student's a faculty member may raise academic progress, ethical behavior, and/or personal fitness to be a counselor. Once a year, a Counselor Education faculty meeting is set aside to review the academic progress of students in the Counselor Education Program. The number of courses elected, grades, and comments from the faculty are considered.

Academic Criteria for Retention:

- a. Progress that will permit the student to complete degree requirements in six years must be evident.
- b. A grade point average of 3.0 or better must be maintained. If the student receives a grade of 2.0 or below the student will receive a warning, and must meet with their advisor. If a student receives two grades of 2.0 or below, the student's progress will be reviewed at a Counselor Education faculty meeting which will make recommendations as to whether or not the student should be permitted to

continue. If a student receives three grades of 2.0 or below the student's progress is reviewed by the School Counseling Coordinator and presented to the Counselor Education faculty. If the grade record is correct the student will be dismissed from the Program.

Personal Fitness Criteria for Retention:

- a. Students must display behaviors that meet the ethical and professional standards of CACREP and the American Counseling Association's Code of Ethics and Standards of Practice which states in Section F.3 that, "counselors dismiss from training programs supervisees who are unable to provide competent service due to academic or personal limitations."
- b. The counselor education program is charged with the dual task of nurturing the development of counselors-in-training and ensuring quality client care. In order to fulfill these dual responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with training-related requirements. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings effectively and appropriately.

Review Procedures:

A faculty member at any regular meeting of the Counseling Faculty may voice an academic or personal fitness concern by submitting a personal fitness evaluation form. The Faculty then decides if the problem is serious enough to require a full review. In the event a student concern is raised that might result in dismissal from the Program a full review of the issue will be discussed at the next scheduled Counseling Division faculty meeting. The Full Review Committee includes all Counselor Education faculty. Any student considered for this type of review will be notified of the reason for the review, and the time and the date of the Full Review Committee meeting. The student may request to appear before the Full Review Committee to present their position, or may present in writing their position to be

presented to the Full Review Committee. The Full Review Committee will discuss and approve recommendations for all serious academic or personal fitness concern issues. Students will be notified in writing of the Full Review Committee's recommendations. Students have the right to appeal any decision made by the Full Review Committee to the Chair of the Department, as the first step in the due process procedure. The student will appeal, in writing, any actions taken first to the Department Chair for resolution, then the Dean of the College for resolution, and then to the Graduate School Dean for further action if appropriate.

In the event a faculty member has a concern about a student's academic or personal fitness behavior, which does not rise to the possibility of dismissal, a Preliminary Review Committee will be formed to meet with the student to discuss the issue. The Preliminary Review Committee includes the student's advisor and the faculty member expressing the concern (if it is not the advisor). If the student's advisor is expressing the concern, the Preliminary Review Committee will consist of the advisor and the School Counseling Coordinator. If a full review is not required, the faculty member expressing the concern, and/or the student's advisor will deal with the concern. It is expected that the Preliminary Review Committee will inform the Counselor Education Faculty of any recommendations set forth in this meeting. If the Preliminary Review Committee and the student cannot resolve the issue, the concern will be forwarded for discussion at the next Counselor Education faculty meeting, for a recommendation by the Full Review Committee. The results of the Preliminary Review Committee meeting (the student's explanation and any recommendations by the Preliminary Review Committee will be presented for discussion to the Full Review Committee within one month of the Preliminary Review Committee meeting. The Full Review Committee will recommend such action as they deem appropriate and will inform the student, in writing, of the action being taken. The student may appeal, in writing, any actions taken first to the Department Chair for resolution, then the Dean of the College for resolution, and then to the Graduate School Dean for further action if appropriate.

Student Grievance Procedures: The School Counseling Program complies with grievance procedures approved by the College of Education, Graduate School, and University. School Counseling students have certain rights and responsibilities as stated in [The University of Akron Bylaws](#) (3359-42-01-C2, 3359-11-13, and 3359-41-01) and in the Student Code of Conduct. If a student believes that he or she has valid grounds for appealing a faculty/program/departmental decision, or has an

academic-related complaint, the student must first attempt to resolve the issue at the lowest level possible. Therefore, the student must first speak directly with the faculty member involved or his or her own Faculty Advisor. If a resolution does not occur, students may bring the issue to the School Counseling Program faculty for deliberation. Students have the right to appeal any decision made by the School Counseling Program to the Department of Counseling Chairperson as a next step in the due process procedure. The student must appeal, in writing, to the Department of Counseling Chairperson for resolution of the issue using a standardized College of Education appeals form. Only after conferring with the Department of Counseling Chairperson may the student appeal to the College of Education Dean's Office (i.e., Assistant Dean for Student Affairs).

For more detailed information about student appeals of grievance procedures, please visit the College of Education Office of Student Affairs website at <http://www.uakron.edu/colleges/educ/StudentAffairs/complaint.php>, or read the 'Grievance Procedures for Graduate Students' section of the Graduate Bulletin.

PRACTICUM, INTERNSHIP AND FIELD EXPERIENCE

Practicum: School Counseling students must take Practicum (5600:675). This clinical course includes both direct and indirect counseling experiences. Direct counseling experiences include face-to-face therapy with individuals or groups. As part of their practicum requirement, students must obtain a minimum of 40 direct client contact hours (individual and group combined). All client contact is supervised, and must be videotaped. Indirect counseling experiences include, but may not be limited to, attending group and individual supervision, clinical preparation, writing case notes or reports concerning clients, and any non face-to-face contact with clients or others involved in each case. Please see the Practicum Handbook for a further description of practicum requirements. Students must sign up for practicum during their first semester of coursework, to insure they will be granted enrollment for the semester they desire.

Internship: (For more information, obtain the Internship Guidelines.)

Purpose. The objective of the required internship is to provide an extensive supervised experience for the integration and application of knowledge and skills that the master's student has gained in didactic study. The internship is a post-practicum, on-the-job experience conducted in a setting as similar as possible to that in which a student will subsequently seek employment.

Admission: To be eligible for admission to Internship in Counseling (5600:685) the student must have completed Practicum with a grade of Pass, and received the approval of their advisor.

Application for Internship: The School Counseling Coordinator goes into the practicum classes during the middle of the semester to meet with SC students regarding internship. Other students must schedule a meeting with the School Counseling Internship Coordinator to review potential placements.

Time Commitment: School Counseling Interns must accrue a minimum of 240 direct face-to-face client hours, and a minimum of 360 indirect hours, for a combined minimum total of 600 hours of participation at their internship site. In order to meet Program requirements, students must enroll for 3 semester hours of Internship (5600:685), for at least two consecutive semesters. The Internship may extend outside of the semester time period to be more in line with the school calendar. Students who do not fulfill their 600-hour requirement at the end of these two consecutive semesters must enroll for an additional 3 credit hours of Internship (5600:685) for each semester until the 600-hour requirement is completed. Please refer to the Internship Handbook for further details.

Supervision: Each master's level School Counseling Intern must be supervised by an Ohio licensed/certified school counselor with at least two years of experience.

GENERAL INFORMATION

Accreditation: The School Counseling Program is accredited by both NCATE and the Council for Accreditation of Counseling and Related Education Programs (CACREP). CACREP standards and procedures reflect the most rigorous standards for counselor education programs in the United States. In addition, the Ohio State Board of Education has approved the School Counseling Program's curriculum as meeting the academic requirements needed to become a licensed School Counselor.

New Student Orientation Program: During the fall and spring semesters a new student orientation is held to acquaint new students with the faculty and the School Counseling Program. The New Student Orientation Program provides an opportunity for student's to meet with their advisors and to begin planning their program coursework. This program is jointly planned and presented by the Department and Chi Sigma Iota.

Assistantships: Each year a certain number of assistantships are awarded to master's students. These assistantships provide a stipend plus remission of tuition. Applications and two letters of recommendation should be sent to Dr. Karin Jordan, Chair, Department of Counseling. Deadline for applying is March 1st of each year.

Professional Liability Insurance: Insurance coverage is necessary for both the client and the student counselor's protection. Students must verify appropriate insurance coverage before being permitted to enroll in Practicum or Internship. Currently, one of the best ways for students to get such insurance is to join ACA or ASCA as a student member and obtain liability insurance through ACA or ASCA for a nominal cost.

Licensure and/or Certification: Students who graduate from the School Counseling Program are eligible to sit for the national praxis exam for school counselors. A passing score is required for school counseling licensure in Ohio.

Professional Organizations: Students in the School Counseling master's degree program, as part of their professional responsibility, should consider membership in one or more of the following organizations:

Chi Sigma Iota is an international counseling honorary society. Students with at least a 3.5 grade point average in their counseling coursework are invited to join. Initiation is held in the spring. This organization provides an opportunity to get to know other helping professionals in the community and develop leadership and service skills through activities sponsored by the organization. The local chapter located in our Counseling Department has received numerous national awards.

American Counseling Association (ACA) is a professional organization that provides its members with leadership training, continuing education, and professional development opportunities. This organization offers a selection of divisions and organizational affiliates to serve a wide range of professional needs and interests. Also, a number of professional periodicals accompany membership. Students receive a special membership rate.

Ohio Counseling Association (OCA) is the state level organization of ACA in Ohio. There are a number of area chapters plus state level division associations. Student membership rates are available.

American School Counselor Association (ASCA) is the national organization representing the school counseling profession. With a membership of over 12,000 school counselors, it focuses on providing professional development, enhancing school counseling programs, and researching effective school practices. ASCA publishes a peer-reviewed journal and a magazine five times annually. There is a special rate for student memberships.

Ohio School Counselor Association (OSCA) is the state level organization of ASCA in Ohio. Student membership rates are available.

The Clinic for Individual and Family Therapy: The Clinic is a training and research facility that serves the clinical practice requirements of the department's masters and doctoral level students in counseling. The Clinic is located next to the Department offices in Carroll Hall. The Clinic offers services that include individual, career, and group counseling; marriage and family therapy; and psycho-educational assessment of children with learning difficulties. Supervision of all cases is conducted by the clinical faculty and includes a range of techniques such as the use of one-way mirrors, video and audiotape review, co-therapy, and live supervision.

CE Faculty: The CE faculty is comprised of all CE faculty members who have supervisory responsibilities with students and their clients. The CE faculty meets regularly to discuss clinical issues such as student trainee competency or ethical behavior, client welfare, and also to approve any clinic research requests. On occasion, if a concern arises about a student's behavior or client welfare, that student may be asked to attend a CE meeting to discuss the issue. The CE faculty will then develop a course of action that will take the form of a letter sent to the student detailing recommendations for the remedy of any concerns.

Endorsements and/or Recommendations: Student requests for endorsements should be directed to the appropriate individual faculty, such as the faculty advisor or clinical supervisor. Decisions about the appropriateness of an endorsement for professional licensure and/or employment will be based in part on the student's areas of specialization, training, and/or coursework completed. These requests will be considered on an individual basis related to the specific endorsement being sought and the qualifications of the student.

Students will not be given letters of reference for employment outside their area(s) of demonstrated competence.

Counselor Education and Supervision Ph.D. Program: The Counselor Education and Supervision doctoral program is accredited by the Council for Accreditation for Counseling and Related Education Programs. This doctoral program, offered by the Department of Counseling and Special Education admits students at the post-master's degree level, and is designed to provide in-depth concentration in either Counselor Education or Marriage and Family Counseling/Therapy

Ph.D. In Counseling Psychology: The Department of Counseling and Special Education houses a track of the Collaborative Program in Counseling Psychology. The American Psychological Association (APA) accredits this program. Entry level for this track is a master's degree in counseling psychology or a closely related program. Graduates of this program meet the academic requirements for the psychology license issued by the State of Ohio Board of Psychology.

Workshops: The Department offers a number of workshops throughout the year designed to meet the continuing professional development needs of individuals in the helping professions. Services are also provided to schools and agencies in planning credit workshops to meet unique counseling related needs of professionals, paraprofessionals, and volunteers in their work settings.

PCC Licensure: School counseling students are able to take additional coursework and internship requirements to be able to be eligible for PCC licensure. In order for the school counseling practicum to count toward PCC licensure, the student should take the DSM-5 class prior to practicum, and register with the OCSWMF Board while taking practicum and submit forms upon completion. Students who desire the additional PCC licensure should meet with their faculty advisor to discuss the appropriate additional coursework and licensure requirements.

THE UNIVERSITY OF AKRON **Educational Requirements for Professional Clinical Counselor**

A person is required to have successfully completed a master's degree in counseling with a minimum of 60 semester hours of graduate credit in approved counselor training acceptable to the Counselor and Social Worker Board. Included must be a minimum of 20 semester hours of instruction covering the five areas listed below (a minimum of one

course per area is required). The Ohio Counselor and Social Work Board must approve any course substitutions prior to registration.

AREA I. Clinical Psychopathology, Personality and Abnormal Behavior

3750:520(4) Abnormal Psychology
3750:630(4) Psychological Disorders of Children
5600:662(3) Personality and Abnormal Behavior

AREA II. Evaluation of Mental and Emotional Status

5600:714(4) Objective Personality Evaluation
5600: 755(3) Assessment and Treatment Issues in MFT*

AREA III. Diagnosis of Mental and Emotional Disorders

5600: 664(3) DSM- 5

AREA IV. Methods of Intervention and Prevention

5600:655(3) Marriage and Family Therapy: Theory & Techniques
5600:621 (3) Counseling Youth At Risk
5600: 622 (3) Introduction to Play Therapy
5600: 640 (3) Counseling Adolescents
5600:660 (3) Counseling Children

AREA V. Treatment of Mental and Emotional Disorders*

5600:685(6) Internship**
5600: 666(3) Treatment Issues in Clinical Counseling

*This course has prerequisite requirements. Check the Graduate School Bulletin for further information.

** Must include the diagnosis and treatment of mental and emotional disorders in a clinical setting under appropriate supervision. Only students accepted into the Department's Programs are eligible to enroll for Internship 5600:685.

**POTENTIAL JOB SETTINGS FOR GRADUATES OF THE SCHOOL
COUNSELING PROGRAM**

Public elementary schools
Public secondary schools
Parochial middle schools
Parochial secondary schools

Public middle or junior high schools
Parochial elementary schools
E Schools
Charter Schools