

School Counseling Master's Program

Student Handbook



The University of Akron

College of Health Professions

School of Counseling

School of Counseling

College of Health Professions

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Akron, OH 44325-5007

Effective Spring 2021 Semester

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INTRODUCTION

The School of Counseling at The University of Akron houses master's degrees in School Counseling, Clinical Mental Health Counseling and Marriage and Family Counseling/Therapy.

This student handbook governs School Counseling master's degree students' educational program.

This handbook is intended to provide School Counseling students with program information and guidelines that will be useful for successful completion of the master's degree. The enclosed materials are minimal guidelines toward a comprehensive and integrated educational program. Students may receive educational and training materials while enrolled in the program beyond those covered in this handbook.

Beginning with the first semester of enrollment and throughout the program, it is critical that students work closely with and direct educational questions to their Faculty Advisor.

A Faculty Advisor's role is primarily focused on academic and professional consultation aimed toward helping students learn about and acquire skills/training necessary for success in both the program and as a future school counselor. However, completion of all graduation requirements, while a concern of the program faculty, is ultimately the responsibility of each student.

It is important to note that the School Counseling Program undergoes periodic reviews by program faculty. These reviews are primarily focused on program improvements related to coursework, policies, and educational standards. As a comprehensive master's degree program, programmatic changes are sometimes required to conform to national accreditation standards, State licensure guidelines, College or university rules and policies, or advances in the counseling profession. Before implementation, programmatic changes will be thoroughly reviewed by faculty members (and university administration and community professionals as needed). Any program-related changes will therefore represent collective and informed judgment.

Some programmatic changes may apply only to newly admitted students starting the Program during the semester admitted (i.e., with the new student handbook active that semester). However, when deemed necessary for Program integrity and student success, some programmatic changes may apply to all current/active students in the program regardless of admission date. If programmatic changes are implemented after a student has already been admitted into the Program, Program faculty will attempt to inform all students of programmatic changes applicable to them. When possible, Program faculty will also make a reasonable attempt to provide the option of following new School Counseling Program requirements or prior requirements.

The School Counseling Program faculty encourages all students' interest and participation in this Program's academic and training 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.

PROGRAM 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 Program 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.

PROGRAM OBJECTIVES

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 Program is to insure that there is a

core of planned coursework and counseling experiences common to all students that provides beginning level competencies in the counseling profession.

The School Counseling Program aims to prepare students as effective school counselors. 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 “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.

Upon completion of the Program, students will be able to:

Program Objectives:

- A school counselor identity
- Ethical and professional decision-making skills
- Clinical skills and knowledge leading to state licensure as a school counselor
- Knowledge and Skills to promote equity and inclusion in education.
- Self-awareness and personal growth

Program Objective #1: Demonstrate a school counselor identity

SC Key Performance Indicator: Students will describe school counselor roles as leaders, advocates, and systems change agents in P-12 schools (CACREP Section 5.G.2.a).

- Evaluation method = 5600:631 Elementary/Secondary School Counseling → School counselor presentation (knowledge) (year 1)
- Evaluation method = 5600:675 Practicum → midterm eval (knowledge) (year 2)

Program Objective #2: Ethical and professional decision-making skills

SC Key Performance Indicator: Students will describe legal and ethical considerations specific to school counseling (CACREP Section 5.G.2.n)

- Evaluation method = 5600:631 Elementary/Secondary School Counseling → Ethics case presentations (knowledge) (year 1)
- 5600:685 Internship → Supervisor evaluation (skill) (during or > year 2)

Program Objective #3: Clinical skills and knowledge leading to state licensure as a school counselor

SC Key Performance Indicator: Professional organizations, preparation standards and credentials relevant to the practice of school counseling (CACREP Section 5.G.2.1)

- Evaluation method = 5600:631 Elementary/Secondary School Counseling → midterm (knowledge) (year 1)
- Evaluation method = 5600:659 O & A Guidance Services → final exam (knowledge) (year 1)
- Evaluation method = 5600:675 Practicum → Supervisor evaluation (skill) (during or > year 2)

Program Objective #4: Knowledge and Skills to promote equity and inclusion in education.

SC Key Performance Indicator: Strategies to promote equity in student achievement and college access (CACREP Section 5.G.3.k)

- Evaluation method = 5600:631: Elementary Secondary School Counseling → final exam (knowledge) (year 1)
- Evaluation method = 5600:663 Developmental Guidance and Emotional Education → Field experience Akron Public School final grade (knowledge) (year 2)
- Evaluation method = 5600:695 Field Experience → (knowledge) (year 2)
- Evaluation method = 5600:685 Internship → Supervisor evaluation (skill) (during or > year 2)

SCHOOL OF COUNSELING MISSION STATEMENT

The School of Counseling adheres to the following mission statement, which also applies to the School Counseling Program:

The faculty has as its mission the goal of training students who display a respect for human dignity, exhibit a commitment to fulfillment of their individual potential, show an understanding of educational and counseling processes with knowledge in their specific field of endeavor, apply ethical and competent behavior in the use of counseling skills, acquire and use knowledge of the roles and functions of others working in related fields, possess and display personal maturity/self-development, and who understand issues and trends of a multicultural and diverse society. In order to achieve these goals, the program faculty themselves will attempt to exhibit the above attitudes, behaviors, and competencies to serve as models of appropriate behavior for students.

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 School Counseling Program strictly adheres to this policy. In addition, the Program actively recruits students of color and other underrepresented minorities. The faculty in the School Counseling Program makes every effort to retain these students.

Any students in need of accommodations due to the impact of a disability should consult www.uakron.edu/access/ or call the University of Akron's Office of Accessibility at 330-972-7928.

PROGRAM DIVERSITY AND INCLUSION/RECRUITMENT STANDARDS

The School Counseling Program takes into account ethnic and cultural trends in order to provide a satisfying and effective education for students. In order to promote equity, fairness, inclusion, and retention of diverse students and faculty, the School Counseling Program engages in the following activities:

1. The student handbook highlights an affirmative action policy explaining “that there shall be no discrimination against any individual or group because of age, sex, race, ethnicity, gender or gender identity, creed, disability, national origin, religion, or sexual orientation” which applies to all students, faculty, staff, employees, and applicants.
2. The program faculty openly endorse the recruitment and development of culturally diverse counselors as a professional responsibility, similar to providing adequate and appropriate services to culturally diverse clientele.
3. The program actively recruits students from underserved populations.
4. The program maintains internal diversity statistics for both faculty and students.
5. The program follows the College of Health Profession's diversity vision and mission statement.
6. The program has access to the Office of Multicultural Development, which helps attract/retain students of color per <http://www.uakron.edu/omd/>.
7. The program has access to the Chief Diversity Officer whose office helps attract/retain diverse students/faculty per <http://www.uakron.edu/ie/>.
8. Program faculty participate in the university/college wide diversity committees.
9. The School of Counseling advertises open faculty positions not only in standards academic outlets but also through Diverse Issues, Black Issues in Higher Education and Hispanic Outlook.

NON-DISCRIMINATION, SEXUAL HARASSMENT, ACCOMMODATION POLICIES

Non-Discrimination Policy

The University of Akron is an equal education and employment institution which operates under:

- nondiscrimination provisions of Titles VI, VII, of the Civil Rights Act of 1964 as amended and IX of the Educational Amendments of 1972 as amended.
- Executive Order 11246, Vocational Rehabilitation Act Section 504, Vietnam Era Veterans' Readjustment Act, and Americans with Disabilities Act of 1990 as related to admissions, treatment of students, and employment practices.

It is the policy of the institution that there shall be **no unlawful discrimination** against any individual because of race, color, creed, sex, age, national origin, handicap/disability or status as a veteran.

Sexual Harassment Policy

The University of Akron will not tolerate sexual harassment of any form in its programs and activities, and prohibits discrimination on the basis of sexual orientation in employment and admissions. The nondiscrimination policy applies to all students, faculty, staff, employees and applicants.

The University of Akron is committed to providing an environment free of all forms sexual violence and sexual harassment. This includes instances of attempted and/or completed sexual assault, domestic and dating violence, gender-based stalking, and sexual harassment. If you (or someone you know) has experienced or experiences sexual violence or sexual harassment, know that you are not alone. Help is available, regardless of when the violence or harassment occurred, and even if the person who did this is not a student, faculty or staff member.

Confidential help is available. If you wish to speak to a professional, in confidence, please contact:

- Rape Crisis Center – www.rccmsc.org – 24 Hour Hotline: 877-906-RAPE Office Located in the Student Recreation and Wellness Center 246 and the office number is: 330-972-6328
- University Counseling and Testing Center – uakron.edu/counseling 330-972-7082
- University Health Services – [uakron.edu/health services](http://uakron.edu/health%20services) 330-972-7808

Please know the majority of other University of Akron employees, including faculty members, are considered to be “responsible employees” under the law and are required to report sexual harassment and sexual violence. If you tell me about a situation, I will be required to report it to the Title IX Coordinator and possibly the police. You will still have options about how your case will be handled, including whether or not you wish to pursue a law enforcement or complaint

process. You have a range of options available and we want to ensure you have access to the resources you need. Additional information, resources, support and the University of Akron protocols for responding to sexual violence are available at uakron.edu/Title-IX.

CORE PROGRAM FACULTY

Dr. Delila Owens, Associate Professor (Program Coordinator)

- Degree: Ph.D. in Counselor Education (Michigan State University)
- Office Phone: 330-972-8635
- Email Address: dowens1@uakron.edu

Dr. Yue Dang, Assistant Professor of Instruction

- Degree: Ph.D. in Counselor Education and Supervision (The University of Akron)
- Office Phone: 330-972-7118
- Email Address: yd13@uakron.edu

NON-CORE SCHOOL OF COUNSELING FACULTY/STAFF

The following are full-time School of Counseling faculty and staff who are not core School Counseling Program faculty. Names are listed alphabetically:

Dr. Heather Katafiasz (Marriage & Family Counseling/Therapy Program)

- Office Phone: 330-972-6637

Dr. Rikki Patton (Marriage & Family Counseling/Therapy Program)

- Office Phone: 330-972-8158

Dr. Varunee Faii Sangganjanavanich (Clinical Mental Health Counseling Program)

- Office Phone: 330-972-6851

Dr. Robert C. Schwartz (Clinical Mental Health Counseling Program)

- Office Phone: 330-972-8155

Dr. David Tefteller (Marriage & Family Counseling/Therapy Program)

- Office Phone: 330-972-7777

PROGRAM 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 School Counseling Program.

The Chancellor of the Ohio Department of Higher Education has approved the School Counseling Program at The University of Akron for school counselors. After completion of the School Counseling Program, students must (a) pass the Ohio Assessment for Educators 040, and (b) successfully complete a background check by the Bureau of Criminal Investigation (BCI) and the Federal Bureau of Investigation (FBI), in order to become a licensed school counselor in Ohio. Students are encouraged to visit the Ohio Department of Education website to learn more about school counselor licensure guidelines: <https://education.ohio.gov/>.

PROGRAM APPLICATION PROCEDURES

All School Counseling Program application materials, procedures, and forms are available at <https://www.uakron.edu/soc/masters/how-to-apply.dot>. Persons interested in applying for admission to this program are highly encouraged to read all directions thoroughly before submitting application materials.

Before beginning a master's degree program the student must have earned a bachelor's degree from an accredited institution. Applicants are required to have at least a 2.75 cumulative grade point average (GPA) for all undergraduate coursework OR a 3.00 cumulative GPA for the last 64 credits of undergraduate coursework.

Applicants should visit the Graduate School website for more detailed information about The University of Akron Graduate School application requirements: <http://www.uakron.edu/admissions/graduate/>. International applicants are also encouraged to visit the Office of International Programs website in order to gain more information about university resources and international application procedures: <http://www.uakron.edu/oip/>.

The following materials must be included in application packets, regardless of which program the student is applying for: (1) a completed The University of Akron online Graduate School application form, (2) official undergraduate transcripts (and graduate transcripts, if applicable), (3) a School of Counseling application supplement form, and (4) three letters of reference (use of Graduate School online reference form preferable).

INTERNATIONAL APPLICANTS must also submit (5) evidence of meeting minimum English proficiency standards, as outlined by the University, with application materials. See <https://www.uakron.edu/dotAsset/677965.pdf> for specific guidelines and evidence-related options.

ADMISSION SCREENING AND EVALUATING CANDIDATES

After applications have been received, personal interviews will be scheduled with applicants who meet the minimum application qualifications. The following criteria will be considered during School Counseling Program admissions decisions:

1. Relevance of career goals, including current understanding of the profession and fit of the profession with post-graduation goals.
2. Undergraduate grade point average.
3. Graduate grade point average, if graduate coursework has been completed.
4. External feedback related to letters of reference, including quantitative and qualitative information about potential to success in a graduate program, prior professional and/or academic success, and ability to manage chief liabilities or weaknesses.
5. Written communication ability, including communicating ideas effectively, demonstrating organization of thought, and showing grammatical correctness when writing.
6. Potential success in forming effective counseling relationships, including displaying poise, genuineness, empathy, and interpersonal skills.
7. Respect for cultural differences, including showing an understanding and appreciation of diverse and marginalized populations, and an understanding of psychosocial challenges faced by diverse populations.

Admissions may also be delimited to those applicants who answer “no” on all items of the Application Supplement Form Statement of Good Moral Character. If an applicant answers “yes” on any item, he/she must provide a written rationale to the School Counseling Program faculty; additional documentation, such as an FBI or BCI check, may also be required.

- Felony and Other Criminal History Policy

Applicants are required to disclose any current or past criminal charges or convictions, or pending charges that might result in a conviction, when applying for admission to a School of Counseling Program. Failure to report a criminal history may result in denial and/or dismissal from the School of Counseling and the program. It is the prerogative of the School of Counseling faculty and administration to request additional information about the criminal history, and based on the information provided, to deny admission (and/or for School of Counseling students, to be dismissed), as students in all School programs are preparing to work with a vulnerable population and must apply for background checks prior to internship and licensure.

Admission decisions are made by one or more School Counseling Program core faculty after applications are reviewed considering the criteria above. Applicants are rank-ordered as applicable and are then admitted on a rolling basis until the next admission cohort has been filled.

Applicants should note that successful completion of all admission criteria above does not guarantee admission into the Program. Enrollment is limited in order to ensure small class sizes, appropriate student-faculty ratios as dictated by accreditation guidelines, and availability of Practicum/Internship placement sites.

Once an applicant is admitted into the program his/her file will be forwarded to The University of Akron Graduate School for approval. Once approved, the Graduate School will send an official acceptance letter to the applicant. A School Counseling Program Faculty Advisor will be listed on the acceptance letter. Thus, a new student will be able to obtain academic advising before enrollment in the program. **There are three distinct types of admission to the School Counseling Program: full admission, provisional admission, and deferred admission.**

The Graduate School allows a **maximum of 6 years** to complete the School Counseling master's degree. This six-year time limit begins the semester a student first enrolls in classes. This time frame will be reduced if transfer credits are substituted for any coursework on the PCD. The six-year time frame will begin on the date when the first course transferred was completed.

School Counseling 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 the profession. The policy of the School of Counseling established regarding the inclusion of professional and alternative educational experiences is as follows:

The School Counseling Program 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 Program 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. It should be emphasized that granting provisional admission status to a student does not guarantee full admission into the School Counseling Program.

To move from provisional admission status to full admission, a student must complete the 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 Program Coordinator.

Failure to obtain a 3.25 grade point average (GPA) of coursework completed during provisional admission status may result in dismissal from the program. The School Director and/or School Counseling Program 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, they will be reviewed for full admission. If the student does not obtain a 3.25 with the recalculation, the student will be denied admission to the School Counseling Master's Program.

Provisional Coursework

5600:600(2) Professional Orientation and Ethics
5600:631(3) Elementary/Secondary School Counseling
5600:643(3) Counseling: Theory & Philosophy
5600:621(3) Counseling Youth at Risk
5600:645(3) Tests and Appraisal in Counseling

School Counseling Program Deferred Admission

Under certain circumstances, applicants 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 admission criteria. If granted deferred admission status, within one academic year the student must enroll for 12 hours of post baccalaureate coursework approved by the School Counseling Program Coordinator. At the completion of this coursework, taken within one academic year, the student must have obtained a minimum 3.0 grade point average. After a review of the student's transcript, the School Counseling Program 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 admission status to a student does not guarantee full admission into the School Counseling Program.

Graduate School Non-Degree Seeking Admission

The Graduate School directly admits students for general graduate coursework on a non-degree basis under certain circumstances. This is an option usually for students who already have a graduate degree. However, non-degree seeking students are required to meet the same GPA requirements as those for full admission. A maximum of 15 semester hours is allowed under this status. Should such a student later decide to apply for full 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 faculty advisor.

Applicants are encouraged to visit the Graduate School website to learn more about non-degree seeking admissions: <http://www.uakron.edu/gradsch/prospective-students/>.

Students admitted by the Graduate School for general coursework on a non-degree basis should note that attending as a non-degree student does not guarantee admission to the School Counseling Program. Non-degree seeking 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 a grade of 'B' or better in the graduate course. 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. The University of Akron students must receive prior approval to take courses elsewhere for transfer into their program.

REQUEST TO CHANGE PROGRAMS AFTER ADMISSION

Students who wish to change programs, such as switching from the School Counseling Program to the Clinical Mental Health Counseling or Marriage and Family Counseling/Therapy Program, must follow the steps below:

1. Schedule a meeting with their faculty advisor to discuss this issue;
2. Following the approval of their faculty advisor, the student must write a letter to the School Counseling Program Coordinator. This letter, which will include the student's rationale for switching programs, will be presented to the Program faculty for consideration. The Program faculty reserve the right to approve or deny the request;
3. If the request for changing programs is approved, the student will be assigned a new faculty advisor (affiliated with the new master's Program) and must immediately schedule an appointment with the new faculty advisor to complete a new Program Course Distribution (PCD).

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

(Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy, or School Counseling) will not be allowed to change programs (except under dire circumstances)

PROGRAM CURRICULUM ORGANIZATION

The School Counseling Master's 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 school counseling.

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.

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

Educational Foundations (9 semester credit hours): distributed over three areas: Behavioral Foundations, Humanistic Foundations, and Research. The required courses in this area are 5600:601 Research & Program Evaluation, 5600:646 Multicultural Counseling, and 5600:648 Individual and Family Development.

Required Counseling Core Courses: includes coursework in 5600:600 Professional Orientation & Ethics, 5600:643 Counseling: Theory & Philosophy, 5600:645 Tests & Appraisal in Counseling, 5600:647 Career Development & Counseling Across the Lifespan, 5600:651 Techniques of Counseling, 5600:653 Group Counseling, 5600:675 Practicum, and 5600:685 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.

School Counseling Specialty Courses: 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 Elementary/Secondary School Counseling; 5600:659 Organization & Administration of Guidance Services and 5600:621 Counseling Youth at Risk.

These three curriculum components have been designed to be consistent with overall program philosophy, requirements, and policies of the School, 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.

Current School Counseling students and graduates interested in seeking an additional Licensed Professional Counseling (LPC) credential should carefully read eligibility, application details and course requirements in the Clinical Mental Health Counseling student handbook found at <http://www.uakron.edu/soc/masters/cmhc/current-students.dot>. Specific requirements are mandated and must be adhered to, including specific timeline limits.

The School Counseling Master's Program 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 Developmental Guidance and Emotional Education; 5600:695 Field Experience; 5600:622 Play Therapy or 5600:640 Counseling Adolescent or 5600:660 Counseling Children; 5610:559 Collaboration and Consultation in the Educational Process or 5610:567 Management Strategies.

For more information about the Program curriculum, or descriptions of each course in the curriculum, please review the Graduate Bulletin at <http://www.uakron.edu/gradsch/>.

PROGRAM COURSE DISTRIBUTION (PCD) PLAN

The Program Course Distribution (PCD) is an official university document used to monitor course requirements for each particular program. It is a listing of courses which must be completed before graduation, and it is submitted to the Graduate School early in each student's program of study. Once accepted by the Graduate School, the PCD will be used to check completion of degree requirements after a student submits his/her advancement to Candidacy form. The PCD for the School Counseling Program conforms to those courses outlined in the School Counseling Program Curriculum Organization section above.

Students must arrange a meeting with their faculty 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 students 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. The complete School Counseling Program PCD is shown in Appendix A.

Professional Orientation and Ethics 5600:600, should be taken during a student's first OR second term of enrollment. Some courses have prerequisites; check the Program Course Distribution 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.

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 Aids Office. For information about forms of financial aid visit the Graduate School's financial aid website at <http://www.uakron.edu/gradsch/financial-assistance/>, or the Office of Financial Aid website at <http://www.uakron.edu/finaid/>, or contact the Office of Financial Aid through finaid@uakron.edu or 3390972-7032.

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 faculty advisor. It is especially important to note course prerequisites and the semesters when courses are traditionally offered. A full-time course load is normally 9 to 12 credit hours.

COURSE REGISTRATION

Course registration at The University of Akron is performed on MyAkron: <http://www.uakron.edu/ssc/myakron-guide/>. Before course registration can occur, students must first obtain a UA Net ID and Password from the UA computer center (Bierce Library, basement level). Students may also receive a private UA email address at this time. Next, students can check the School of Counseling's schedule of classes and register each semester through MyAkron.

Throughout one's graduate career, important forms, dates, and graduate information can be found at the Graduate School website: <http://www.uakron.edu/gradsch/>. Students are also encouraged to obtain a UA ZIP Card from ZIP service center (Student Union, ground floor) as soon as possible after formal admission into the program. The Zip Card allows students to check out books from the library, make photocopies, order food on campus, etc.

REGISTRATION FOR CLOSED COURSES

Certain clinical courses (Independent Studies, Field Experience, Group Counseling, Practicum, and Internship) do have closed registration policy for which School permission must be obtained. The School of Counseling Administrative Assistant should be contacted in order to register for closed courses or all other courses where 'departmental consent' is indicated. Permission from one's faculty advisor may be necessary before registration for closed courses is approved.

PRACTICUM, INTERNSHIP AND FIELD EXPERIENCE GUIDELINES

Practicum

School Counseling students must complete 5 semester credits of Practicum (5600:675) in one semester. This course includes both direct and indirect counseling services. As part of their Practicum requirements, students must obtain **100** total work-related hours (including direct service hours and other work-related experiences per CACREP guidelines).

Of these 100 total work-related hours, students must accumulate at least **40** direct service hours. Direct service hours include face-to-face counseling with individuals or groups. Both individual and group counseling training experiences are required during Practicum. Indirect counseling experiences include, but may not be limited to, attending group and individual supervision and any non-face-to-face contact with clients or others involved in each case. Students must sign up for practicum after completing coursework outlined on the practicum application, to insure they will be granted enrollment for the semester they desire.

When planning to register for Practicum, students should maintain an awareness of required prerequisites. They are listed on the practicum application. All prerequisites must be completed prior to the start of practicum.

Completion of Practicum requires a long-term commitment of time and effort. Students who work, or who have family/personal obligations outside of the University, will be asked to adjust their schedules accordingly in order to meet practicum hours/supervisory/academic requirements.

Although the academic requirements will vary slightly from semester to semester, practicum students must usually devote 12-14 hours/week to the experience. Both individual and group counseling training is required during Practicum. Students must also obtain professional liability insurance 1-2 months prior to beginning Practicum or after being notified that Practicum has been approved. Insurance can be obtained through the American Counseling Association (ACA) and is free with ACA student membership.

Practicum Registration

Practicum is a **closed course**. Therefore, self-registration is not permitted. Students must be pre-approved by the Program Coordinator for candidacy after an academic/fitness review is conducted.

Practicum Placement

Students are responsible for finding a school site for the practicum experience. If you are unable to locate a site please schedule a meeting with your program faculty (see Appendix D & E)

Internship

The objective of the required internship is to provide an extensive on-the-job supervised experience for the integration and application of knowledge and skills that the master's student has gained in didactic coursework. 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.

Internship placement is dependent on successful completion of Practicum. Internship cannot begin until Practicum has been passed. Each master's level School Counseling Intern must be supervised by an Ohio licensed school counselor with at least two years of experience.

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. Before applying for internship, students must meet with the School Counseling Internship Coordinator to review potential placements.

As part of Internship requirements, students must obtain 600 total clock hours (over two semesters excluding summer). Of the 600 total clock hours, students must accrue a minimum of 240 direct face-to-face client hours, and a minimum of 360 indirect hours.

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. A "School Counseling Master's Internship Handbook" is available from the School Counseling Program that specifically addresses the internship process.

Out of State (non-Ohio) 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 school 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 site personnel. Once a student has been accepted at a site, a letter on site 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 been licensed for at least two years and have acceptable supervisory 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 program 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 School of Counseling cannot guarantee that the Ohio Department of Education will approve out of state internship placements as meeting the State licensure requirements. Students may be encouraged to take the internship class from a CACREP-accredited school counseling program in that state.

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.

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 CPCE is designed to assess counseling students’ knowledge of counseling information viewed as important by counselor preparation programs”(www.cce-global.org). Students may visit the following website for more detailed information about the purpose, goals, and structure of the CPCE www.cce-global.org.

The examination will be offered to all program students once each semester on The University of Akron main campus. The examination is typically offered during October (for Fall semester), March (for Spring semester), and July (for Summer semester). **Students should register with the School Administrative Assistant toward the beginning of the semester they wish to complete 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.

Comprehensive Examination Grading Policy

Students may complete the comprehensive examination a total of three times.

Students who fail the examination the first time will be permitted to re-take the complete written examination one time the following semester. Students are strongly encouraged to meet with their faculty advisor, in order to review their test results and strengths/weaknesses, before re-taking the examination.

Students who fail the written examination (CPCE) two times may petition the Program faculty to complete the examination in a different format to be determined by the Program faculty for **the third and final time**, scheduled the following semester by program faculty and the student. Any student who fails the examination **three times**, including the alternately formatted examination one time, will be dismissed from the School Counseling Program.

Comprehensive Examination Study Materials

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”. Students may visit the following website for more information about the NCE (www.nbcc.org). 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:

1. Human Growth and Development across the Lifespan
2. Social and Cultural Foundations/Multicultural Counseling

3. Helping Relationships/Introductory Counseling Theory and Techniques
4. Group Counseling
5. Career and Counseling/Development
6. Tests and Appraisal
7. Research and Program Evaluation
8. Professional Orientation & Ethics

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

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

In addition to course-related information (lectures, notes, textbooks, etc.), **CPCE/NCE study materials are also available for School of Counseling degree-seeking students in the Chima Family Center second floor (Clinic) Library. Please see Clinic administrative or office staff for specifics.** Students are welcome to borrow these study materials.

In addition, students may purchase study materials focused on the CPCE or NCE. Students are referred to the following resource for more information about NCE study guides:

www.nbcc.org

Additional study aids may be found at the following websites:

www.howardrosenthal.com

<http://www.ncereview.com>

<http://counselingexam.com/nce/resource/helwig.html>

STUDENT REVIEW AND RETENTION

In keeping with the philosophy and objectives of the School Counseling Program, formative and summative student and Program data will be evaluated by Program faculty to ensure quality control and positive student/Program development over time.

Student Review Procedures:

The student annual review occurs in Spring semester. Each student is reviewed in all areas below to ensure they maintain appropriate academic achievement (e.g., GPA), individual course

grades, overall degree progress, as well as professional, ethical, and interpersonal behaviors. Students must meet all review criteria below.

In the event that a student fails to meet one or more review criterion, the faculty advisor completes a student fitness evaluation form, discusses the concerns with the student, and considers a written remediation plan.

- Maintains a minimum 3.0 GPA or higher for overall graduate coursework (minimum continuous GPA of 3.0 or higher required per Graduate School rules)
- Receives a minimum grade of B- for all individual graduate courses (no more than two grades of C or lower are permitted per Graduate School rules)
- Progressing within the timeline toward graduation (maximum 6 years per Graduate School rules)
- Has no identified professional and ethical concerns
- Has no identified interpersonal and behavioral concerns
- Receives a passing score on the comprehensive examination

Academic Criteria for Retention:

- a. Evidence of progress that indicates an ability to complete degree requirements in six years (as required by the Graduate School).
- b. An overall grade point average (GPA) of 3.0 or better must be maintained. If the student receives one 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 Program 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 Program Coordinator and presented to the Program 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 the counseling profession.
- b. Students must demonstrate that the School of Counseling Statement of Expectations has been followed throughout the program, which is printed on all School of Counseling syllabi:

“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.”

STUDENT GRIEVANCE PROCEDURES

The School Counseling Program complies with grievance procedures approved by the College of Health Professions, 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/School decision, or has an academic-related complaint, the student must first attempt to resolve the issue at the lowest level possible.

Student must follow the procedures below in order when a grievance is sought:

1. Speak directly with the person (i.e., faculty member) most directly involved; then
2. Speak with one's faculty advisor; then
3. Speak with the School Counseling Program Coordinator; then
4. Contact the School of Counseling Director - the student should appeal, in writing, to the School of Counseling Director for resolution of an academic issue; then
5. Contact the College of Health Professions Dean's Office - the student must appeal, in writing, to the Dean for resolution

For more detailed information about student appeals or complaint procedures, please contact the College of Health Profession, or read the 'Grievance Procedures for Graduate Students' section of the Graduate Bulletin.

GRADUATION APPLICATION PROCEDURES

All students must complete a Graduation Application before graduation is possible. This form must be submitted to the Graduate School prior to the due date, which is dependent upon the semester a student intends to graduate. Students are responsible to awareness of Graduation Application due dates, and online submission of the application.

It is strongly recommended that this form be submitted during the very beginning of first Internship semester.

The Graduation Application form must be submitted **before very strict due dates set by the Graduate School**. Graduate Application forms can be found online through MyAkron.

Contact the Graduate School for questions (330-972-7663). Students are responsible for registering with the Graduation Office and paying a graduation fee at the time of submission of the online Graduation Application form.

GRADUATION REQUIREMENTS

In order to graduate with a master's degree in School Counseling, the following minimal requirements must be satisfied:

1. Completion all coursework in the School Counseling Program with a GPA of 3.0 or better within six years from the date of admission.
2. Successful passage of the comprehensive examination (CPCE).
3. Adherence to the School of Counseling Statement of Expectations throughout the Program.
4. Completion graduation application.
5. Completion of Graduate Exit Survey

PROGRAM CODE OF ETHICS

The School Program, its faculty, and its students adhere to the University Code of Conduct, State of Ohio licensure laws and regulations, the American Counseling Association's Code of Ethics, and the American School Counselor Association Ethical Standards. The program has a professional responsibility to ensure that all students display ethical, professional, and personal behaviors that comply with these guidelines.

SCHOOL OF COUNSELING STATEMENT OF EXPECTATIONS

Programs in the School of Counseling are charged with the dual task of nurturing the development of counselors-in-training and ensuring the quality of 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 being able to provide effective or ethical services to clients. 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, a professional attitude, and moral 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 also demonstrate the ability to accept and

integrate feedback, gain awareness of their impact on others, accept personal responsibility, and show effective and appropriate expression of emotions.

For further information about The University of Akron's policies regarding student ethics and conduct, please consult <http://www.uakron.edu/sja/> (Student Code of Conduct). Any student who feels that he/she may need accommodations due to the impact of a disability, please consult <http://www.uakron.edu/access/> or the Office of Accessibility at 330-972-7928.

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

GENERAL INFORMATION AND DEFINITIONS

Accreditation: A system for recognizing educational institutions and professional programs affiliated with those institutions for a level of quality performance and integrity based on review against a specific set of published criteria or standards. In the United States, accreditation represents a unique process of voluntary, nongovernmental review of educational institutions and professional preparation programs that has been historically described as a self-regulating peer review process.

Advocacy: Action taken on behalf of clients and/or the counseling profession to support appropriate policies and standards for the counseling profession and promote individual human worth, dignity, and potential and to oppose or work to change policies and procedures, systemic barriers, long-standing traditions, or preconceived notions that stifle human development.

Assessment: The gathering and analysis of data used in evaluations and decision making.

Common Core Coursework: Eight areas of curricular experiences required by CACREP to prepare all counselors. The eight areas include: (1) Professional Identity and Ethics, (2) Social and Cultural Diversity, (3) Human Growth and Development, (4) Career Development, (5) Helping Relationships, (6) Group Work, (7) Assessment, and (8) Research and Program Evaluation. The common core areas represent knowledge areas that are fundamental to the counseling profession.

New Student Orientation: 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 students to meet with their faculty advisors and to begin planning their program coursework.

Professional Liability Insurance: Insurance coverage is necessary for both the client and counselor trainee'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 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 during Fall semester. 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 Alpha Upsilon chapter has received numerous national awards. Students are encouraged to visit the organization's website at <http://www.uakron.edu/education/academic-programs/counseling/organizations.dot>.

American School Counselor Association (ASCA) is the national organization representing School Counselors. 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. See <https://www.schoolcounselor.org/>.

Ohio School Counselor Association (OSCA) is the state-level school counseling organization in Ohio. Student membership rates are available. See <https://www.ohioschoolcounselor.org/>

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. See www.counseling.org.

Ohio Counseling Association (OCA) is the state-level counseling organization in Ohio. There are a number of area chapters plus state level division associations. Student membership rates are available. See <http://www.ohiocounseling.org/>.

The Clinic for Individual and Family Counseling. The Clinic is College of Health Professions Center serving as a training and community mental health facility that serves some of the clinical practice requirements of master's and doctoral-level students. The Clinic functions as a mental health provider for the Greater Akron area and offers services that include individual, couples, family, and group counseling. Students are encouraged to visit the Clinic's website at <http://www.uakron.edu/cifc/index.dot>.

Core (Primary) Program Faculty Member: A full-time program faculty member whose appointment is to the School Counseling Program and who advises program students and makes program-related decisions.

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.

Licensure: The process by which a state agency or government grants permission to an individual to engage in a given profession and to use the designated title of that profession after the applicant has attained the minimal degree of competency necessary to ensure that the public health, safety, and welfare are reasonably well protected. Students who graduate from the School Counseling Program are eligible for the Ohio school counselor license after passing the Ohio Assessments for Educators (OAE) School Counselor Examination.

Program: A structured sequence of curricular and clinical experiences for which accreditation is sought. In the context of these standards, "programs" are housed within an "academic unit." The School of Counseling offers master's degree programs in Clinical Mental Health Counseling, Marriage and Family Counseling/Therapy, and School Counseling, and doctoral programs in Counseling Psychology, Counselor Education, and Marriage and Family Counseling/Therapy.

Appendix A

**Master’s Degree of Arts in Education (School Counseling)
Program #0560-03**

**College of Health Professions
Program Course Distribution (PCD)**

Name: _____ **Student ID #:** _____

Address: _____ **Date:** _____

_____ **Phone #:** _____

Advising Checklist:

- ___ Plan courses to be taken semester-by-semester (*first semester of course work*)
- ___ Apply to have any transfer credits transferred, if applicable
- ___ Comprehensive Examination process explained
- ___ Student review/evaluation process, retention guidelines, and graduation requirements explained
- ___ Program Student Handbook received/reviewed
- ___ Sign up for Pearson-School Counseling Exam (*Ohio Department of Education*)

STUDENT: 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.

Student Signature: _____ Date: _____

Faculty Advisor Signature: _____ 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) Professional Orientation and Ethics (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 (3) 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 (see advisor) |
| 5600:621 (3) Counseling Youth at Risk |

| | |
|----------------------|-----------|
| Total Program | 50 |
|----------------------|-----------|

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 (567) |

| | |
|----------------------|-----------|
| Total Program | 60 |
|----------------------|-----------|

Deadline for completion and conferral is the end of _____

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

*Please note: students are not allowed to obtain two years of teaching experience during the course of their program and request that the 10 co-requisite hours be waived. The two years must be completed prior to applying to the program.

Appendix B

School Counseling Program Schedule of Courses

The following reflects typical semesters that program-related classes are offered. However, due to university minimum enrollment requirements and other guidelines (e.g., accreditation standards), on occasion course offerings may vary. Please contact the School Administrative Assistant for questions.

| Course Number/Name | Semester(s) offered |
|--|------------------------------|
| 5600:600 Professional Orientation and Ethics | Fall, Spring |
| 5600:621 Counseling Youth At-Risk | Spring |
| 5600:646 Multicultural Counseling | Fall, Spring, (some Summers) |
| 5600:631 El./Sec. School Counseling | Fall |
| 5600:643 Counseling Theory & Philosophy | Fall, Spring |
| 5600:645 Tests and Appraisal in Counseling | Fall, Spring, (some Summers) |
| 5600:647 Career Counseling | Fall, Spring, (some Summers) |
| 5600:648 Individual and Family Development | Fall, Spring, (some Summers) |
| 5600:651 Techniques of Counseling | Fall, Spring |
| 5600:653 Group Counseling | Fall, Spring, Summer |
| 5600:659 Org. & Administration of Guidance | Spring |
| 5600:675 Practicum | Fall, Spring |
| 5600:685 Internship | Fall, Spring |
| 5600:663 Developmental Guidance & Emot. Ed. | Spring |
| 5600:695 Field Experience | Fall, Spring |
| 5600:640 Counseling Adolescents | Fall |
| 5600:622 Play Therapy | TBA |
| 5600:660 Counseling Children | Spring |
| 5100:640 Techniques of Research OR 5600: 601 | Fall, Spring, Summer |
| 5610:559 Collaboration & Consultation | Fall, Spring, Summer |
| 5610:667 Management Strategies | Fall, Spring |

Appendix C

School of Counseling College of Health Professions

Admission Screening Form

Applicant's Name:

Faculty/Interviewer's Name:

Interview Type: Face-to-Face Video Phone Date:

Based on written information in the application file, and a personal interview, rate the applicant on each area below:

| Criteria | 0 = Unacceptable | 1 = Acceptable | 2 = Exceptional | Rating |
|--|---|--|---|--------|
| Relevance of career goals: | | | | |
| Current understanding of profession. | Insufficient understanding of the profession | Sufficient understanding of the profession | In-depth understanding of the profession | |
| Fit of profession with post-graduation goals. | Irrelevant career goals | Relevant career goals | Relevant and rational career goals | |
| Undergraduate grade point average: | | | | |
| GPA 2.75 or above for full admission. | GPA below 2.75 | GPA 2.75 | GPA above 2.75 | |
| GPA 2.5-2.74 for provisional admission. | GPA below 2.5 | GAP 2.5-2.6 | GPA 2.61-2.74 | |
| Graduate grade point average (if applicable): | | | | |
| GPA 3.0 or above (if applicable). | GPA below 3.0 | GPA 3.0 | GPA above 3.0 | |
| External feedback (letters of reference): | | | | |
| Potential to succeed in graduate program. | Not recommended | Recommended | Highly recommended | |
| Prior professional and/or academic success. | Not established | Established | Highly established | |
| Ability to manage chief liabilities and/or weaknesses. | Not established | Established | Highly established | |
| Written communication ability: | | | | |
| Communicates ideas effectively. | Fails to communicate ideas in writing | Adequately communicates ideas in writing | Effectively communicates ideas in writing | |
| Demonstrates organization of thought. | Fails to demonstrate organization of thought in writing | Demonstrates adequate organization of thought in writing | Demonstrates exceptional organization of thought in writing | |

| | | | | |
|--|--|--|--|--|
| Shows grammatical correctness when writing. | Fails to show grammatical correctness in writing | Demonstrates adequate grammatical correctness in writing | Demonstrates exceptional grammatical correctness in writing | |
| Potential success in forming effective counseling relationships: | | | | |
| Displays poise, genuineness, empathy, and interpersonal skills. | Fails to demonstrate poise, genuineness, empathy, and interpersonal skills during a personal interview | Demonstrates poise, genuineness, empathy, and interpersonal skills during a personal interview | Demonstrates exceptional poise, genuineness, empathy, and interpersonal skills during a personal interview | |
| Respect for cultural differences: | | | | |
| Shows an understanding and appreciation of diverse and marginalized populations. | Fails to demonstrate an understanding and appreciation of diverse and marginalized populations during a personal interview | Demonstrates an understanding and appreciation of diverse and marginalized populations during a personal interview | Demonstrates in-depth understanding and appreciation of diverse and marginalized populations during a personal interview | |
| Shows beginning understanding of psychosocial challenges faced by diverse populations. | Fails to demonstrate beginning understanding of psychosocial challenges faced by diverse populations during a personal interview | Demonstrates beginning understanding of psychosocial challenges faced by diverse populations during a personal interview | Demonstrates in-depth understanding of psychosocial challenges faced by diverse populations during a personal interview | |

Candidate strengths or areas of uniqueness:

Candidate areas for improvement:

Admission decision: Full Provisional Denied

If admitted list Faculty Advisor:

Student expects to attend: Full-time Part-time

Faculty Signature:

Appendix D

Practicum Memorandum of Agreement



The University of Akron
College of Health Professions
 School of Counseling

**SCHOOL COUNSELING PROGRAM
 PRACTICUM**

MEMORANDUM OF AGREEMENT

This agreement is made this _____ day of _____ by and between _____ (hereinafter referred to as the School) and agreement will be effective for a period from _____ to _____ Student Intern _____.

This Memorandum of Agreement serves as a supervision contract between host school/supervisor, practicum course instructor and student.

Student Information

| | | | |
|---------------------------|------------------------------------|----------------|--|
| Trainee's Name: | | Student ID: | |
| Trainee's Degree Program: | School Counseling Master's Program | Semester/Year: | |
| Phone Number: | | Email Address: | |

University Course Instructor Information

| | | | |
|-----------------------------------|--|---|--------------------|
| Course Instructor's Name: | | Course Number (related to training experience): | 5600:675 Practicum |
| Course Instructor's Phone Number: | | Course Instructor's Email Address: | |

Site Host/Supervisor Information

| | | | |
|---|--|-------------------------------------|--|
| Site Host/ Supervisor's Name and License #: | | Name of Site (school name): | |
| Site Supervisor's Phone Number: | | Site Supervisor's Email Address: | |
| Site Supervisor's Full Mailing Address | | | |

Direct Client Service Responsibilities (scope of practice approved by site host/supervisor and instructor)

| | |
|--|--|
| Types of Duties/Modalities Provided: | |
|--|--|

ROLES AND RESPONSIBILITIES

- Training shall take place only during the dates specified below.
- A new Memorandum of Agreement shall be completed for each training site/supervisor.
- Memorandum of Agreement must be signed by site host/supervisor and student before training experience (e.g., clinical work) begins.

| | | | | |
|------------------------------------|---------------|--|-------------|--|
| Dates of Training Experience | From (M/D/Y): | | To (M/D/Y): | |
|------------------------------------|---------------|--|-------------|--|

The UNIVERSITY COURSE INSTRUCTOR shall be responsible for the following:

1. Selecting a student who has successfully completed all the prerequisite courses for practicum
2. Designating a qualified faculty member as the Practicum Supervisor who will work with the school district in coordinating the practicum experience.
3. Notifying the student that he/she must adhere to the administrative policies, rules, standards, schedules, and practices of the school.
4. Informing the student that he/she must have adequate liability insurance.
5. Monitoring all academic and course requirements as outlined in the syllabus

6. Monitoring duties of students ensuring that they are operating within the scope of practice and the ASCA/ACA code of ethics.
7. Assigning a course grade
8. Contacting the school site supervisor once each semester either face to face or by phone
9. Monitoring of student performance during practicum, verifying direct service contact hours, and score of practice.
10. Adhering to ASCA/ACA ethical codes

The SCHOOL/TRAINING SITE shall be responsible for the following:

1. Interviewing candidates and determining appropriate fit for school site
2. Providing the Intern with an overall orientation to the school's specific services necessarily for the implementation of the Practicum experience.
3. Designating a qualified and appropriate licensed professional (certified or licensed school counselor as site supervisor. The Site Supervisor will be responsible, with the approval of the Administration of the School, for providing opportunities for the Intern to engage in a variety of counseling activities under supervision, and for evaluating the Intern's performance.
4. Providing the Intern with adequate work space, telephone, office supplies and staff support to conduct professional activities.
5. Adhering to ASCA/ACA ethical codes
6. Students must complete a minimum of 100 hours in a school setting.

| | |
|----------------|------------|
| Direct contact | 40 hours |
| Supervision | 15 |
| Indirect hours | 45 |
| Total | 100 |

STUDENT shall be responsible for the following:

1. Attesting to having read and understood the American School Counseling Association and American Counselor Association ethical standards. Student Intern will practice counseling in accordance with these standards. Any breach of these ethics or any unethical behavior on Student Intern's part will result in removal from practicum, a failing grade, and documentation of such behavior will become part of the permanent academic record.
2. Reviewing polices in both the course syllabus and program handbook
3. Agreeing to adhere to the administrative policies, rules, standards, and practices of the practicum site.
4. Agreeing to inform immediately, both school and university supervisors regarding concerns or issues as related to the practicum experience.
5. Understanding that a passing grade in Practicum is contingent upon having demonstrated a competent skill level, as well as completion of all required paperwork and hours.
6. Informing the university course instructor immediately about any site or supervisor-related issues that may negatively impact his/her learning or fulfillment of academic requirements.
7. Actively participating in supervision session with site supervisor
8. Ensuring that a new memorandum of agreement form is signed if they are changing schools.
9. Staying abreast of laws and ethical codes related to working in schools with minors.

Appendix E



The University of Akron

College of Health Professions

School of Counseling

School Counseling Practicum Trainee Performance Evaluation (Effective Spring 2021)

| | |
|-------------------------|----------------------------|
| Trainee Name: | Semester: |
| Supervisor Name: | Supervisor License: |
| Name of School: | |

Total Number of Direct Hours Completed by Practicum Trainee: _____

| | |
|------------------------|-------------------|
| Individual Counseling: | Group Counseling: |
| Classroom Guidance: | Consultation: |

Total Number of Indirect Hours Completed by Counselor Trainee: _____

Total Number of Individual Supervision Hours: _____

Instructions: Please rate the trainee on the following items using the rating scale below. This form is to be used by the site supervisor to evaluate the performance of the Practicum trainee and to verify Practicum hours completed. The form should be completed at the end of each semester of placement. It is expected that upon completion of this form each site supervisor will meet individually with the Practicum trainee being evaluated and provide feedback. Site supervisors and Practicum trainees must sign each completed form. A signed copy of this evaluation form must be submitted to the School Counseling Program Coordinator at the end of each semester for fulfillment of Practicum requirements. If you are unable to evaluate the skills please place N/A in the scoring section.

Rating Scale: 1 = remedial, 2 = needs improvement, 3 = competent, 4 = skilled, 5 = exemplary

| | 1 | 2 | 3 | 4 | 5 | Score |
|---|-----------------------------------|--|-----------------------------------|-------------------------------------|-------------------------------------|--------------|
| Demonstrates ethical behavior following current ethical standards and school wide polices | Inadequate behavior demonstrated | Behavior generally demonstrated but needs improvement | Behavior adequately demonstrated | Behavior proficiently demonstrated | Behavior consistently demonstrated | |
| Demonstrates professionalism with students, parents/guardians, school personnel, and supervisor | Inadequate behaviors demonstrated | Behaviors generally demonstrated but needs improvement | Behaviors adequately demonstrated | Behaviors proficiently demonstrated | Behaviors consistently demonstrated | |

| | | | | | | |
|--|---|--|---|--|--|--|
| Keeps scheduled appointments with students, parent/guardians, teachers and school personnel | Inadequately keeps scheduled appointments | Generally keeps scheduled appointments but needs improvement | Adequately keeps scheduled appointments | Always keeps scheduled appointments | Consistently keeps scheduled appointments and is prepared for appointments | |
| Completes paperwork accurately and within the timeframe established | Inadequate paperwork completion | Paperwork generally completed but needs improvement | Adequately completes paperwork | Accurately and conscientiously completes paperwork | Consistent, accurate, and conscientious paperwork completion | |
| Demonstrates a level of self-awareness—The student is aware of their own belief systems, values, and cultural implications on their work with students | Inadequate awareness demonstrated | General awareness demonstrated but needs improvement | Adequate awareness demonstrated | Heightened awareness demonstrated | Excellent awareness demonstrated | |
| Understands multicultural considerations relevant to being an effective school counselor | Insufficient understanding demonstrated | General understanding demonstrated but needs improvement | Sufficient understanding demonstrated | Full understanding demonstrated | Full, in-depth, and comprehensive understanding demonstrated | |
| Understands issues that affect student development, functioning, and behavior and consults with site supervisor for appropriate referrals | Insufficient understanding demonstrated | General understanding demonstrated but needs improvement | Sufficient understanding demonstrated | Full understanding demonstrated | Full, in-depth, and comprehensive understanding demonstrated | |
| Understands classroom guidance that assists students with academic, career, and personal/social development | Insufficient understanding demonstrated | General understanding demonstrated but needs improvement | Sufficient understanding demonstrated | Full understanding demonstrated | Full, in-depth, and comprehensive understanding demonstrated | |
| Ability to articulate the nature, goals, and process of school counseling | Inadequate ability demonstrated | General ability demonstrated but needs improvement | Adequate ability demonstrated | Proficient ability demonstrated | Excellent ability demonstrated | |

| | | | | | | |
|---|---------------------------------|--|-------------------------------|---------------------------------|--------------------------------|--|
| Demonstrates empathy when engaging students | Inadequate ability demonstrated | General ability demonstrated but needs improvement | Adequate ability demonstrated | Proficient ability demonstrated | Excellent ability demonstrated | |
| Demonstrates ability to develop, execute, and evaluate an intervention plan for students | Inadequate ability demonstrated | General ability demonstrated but needs improvement | Adequate ability demonstrated | Proficient ability demonstrated | Excellent ability demonstrated | |
| Employs developmentally appropriate counseling interventions with students | Inadequate ability demonstrated | General ability demonstrated but needs improvement | Adequate ability demonstrated | Proficient ability demonstrated | Excellent ability demonstrated | |
| Ability to facilitate student expression of needs and concerns | Inadequate ability demonstrated | General ability demonstrated but needs improvement | Adequate ability demonstrated | Proficient ability demonstrated | Excellent ability demonstrated | |
| Demonstrates ability to facilitate counseling groups and/or peer programs | Inadequate ability demonstrated | General ability demonstrated but needs improvement | Adequate ability demonstrated | Proficient ability demonstrated | Excellent ability demonstrated | |
| Appropriately address issues related to student denial or resistance | Inadequate ability demonstrated | General ability demonstrated but needs improvement | Adequate ability demonstrated | Proficient ability demonstrated | Excellent ability demonstrated | |
| Demonstrates beginning use of strategies to develop and promote effective teamwork within the school and larger community | Inadequate ability demonstrated | General ability demonstrated | Adequate ability demonstrated | Proficient ability demonstrated | Excellent ability demonstrated | |
| Uses strategies and methods of empowering parents/guardians to act on behalf of their children | Inadequate ability demonstrated | General ability demonstrated but needs improvement | Adequate ability demonstrated | Proficient ability demonstrated | Excellent ability demonstrated | |
| Demonstrates appropriate and effective use of technology to enhance the school counselor's role | Inadequate ability demonstrated | General ability demonstrated but needs improvement | Adequate ability demonstrated | Proficient ability demonstrated | Excellent ability demonstrated | |

| | | | | | | |
|--|---------------------------------|--|-------------------------------|---------------------------------|--------------------------------|--|
| Seeks, accepts and uses feedback to enhance school counselor professional competencies | Inadequate ability demonstrated | General ability demonstrated but needs improvement | Adequate ability demonstrated | Proficient ability demonstrated | Excellent ability demonstrated | |
|--|---------------------------------|--|-------------------------------|---------------------------------|--------------------------------|--|

Below please provide any other written qualitative information that would be helpful in evaluating the trainee’s performance in practicum:

Signature of Site Supervisor

*Signature of Practicum Trainee

Date

Date

University Practicum Supervisor

Date

*Practicum trainee’s signature indicates that this evaluation has been read and discussed with the site supervisor. It does not necessarily indicate that Practicum trainee agrees with the evaluation in part or in whole.

Appendix F

Student Candidacy Fitness Evaluation

School Counseling Master’s Program

This form is intended to provide feedback to program faculty and students regarding performance concerns in key areas related to courses serving as prerequisites for clinical courses such as Practicum and Internship.

The purpose is to track student development and offer remediation, when needed, as student fitness concerns are identified throughout the program’s curriculum.

Instructions to instructor: (1) complete top portion; (2) rate student on each area; (3) describe any areas for growth (i.e., rating 1); (4) sign and date form; (5) return to Program/Clinical Coordinator.

Rate the student above according to a 3-point Likert-type scale (where observed) in the following areas, describing areas for growth (i.e., ratings of 1):

1 = Deficient **2 = Adequate** **3 = Good**
(Remediation Needed) **(Acceptable But Developing)** **(No Limitations Noted)**

Openness to Learning/Feedback

| 1 = Deficient | 2 = Adequate | 3 = Good | Not Observed |
|---|---|---|---------------------|
| E.g., dogmatic about own perspective. Ignores or was defensive about constructive feedback. Shows little or no evidence of incorporating feedback received. | E.g., amenable to discussion of multiple perspectives. Usually accepts constructive feedback. Some evidence of effort to incorporate feedback received. | E.g., solicits others’ perspectives. Invites constructive feedback. Shows evidence of incorporation of feedback received. | N/A |
| Describe ratings of 1: | | | |

Flexibility

| 1 = Deficient | 2 = Adequate | 3 = Good | Not Observed |
|--|---|---|--------------|
| E.g., shows little or no effort to flex own responses to changing demands. Intolerant of unforeseeable or necessary changes in protocol. | E.g., shows effort to recognize and flex own responses to changing demands. Attempts change with unforeseeable or necessary alternations in protocol. | E.g., demonstrates changing own responses to environmental demands. Accepts unforeseeable or necessary changes in protocol. | N/A |
| Describe ratings of 1: | | | |

Self-Awareness

| 1 = Deficient | 2 = Adequate | 3 = Good | Not Observed |
|---|--|--|--------------|
| E.g., words and actions reflect little or no concern for how others were impacted by them. Little effort toward understanding self and limitations. | E.g., effort toward reflecting on how words and actions reflect on others. Effort toward understanding self and limitations. | E.g., demonstrates reflection on how words and actions reflect on others. Shows understanding of self and limitations. | N/A |
| Describe ratings of 1: | | | |

Personal Responsibility/Conscientiousness

| 1 = Deficient | 2 = Adequate | 3 = Good | Not Observed |
|--|---|---|--------------|
| E.g., minimizes or embellished information to minimize problems. Blames others for problems. Is late for, or disruptive in, class. Is not conscientious. | E.g., attempts not to embellish information minimize problems. Attempts to reflect on problems. Is generally on time for, and not disruptive in, class. Attempts to be conscientious. | E.g., does not embellish information to minimize problems. Shows self-reflection with problems. Is on time for, and participates in, class. Is conscientious. | N/A |
| Describe ratings of 1: | | | |

Professional Maturity

| 1 = Deficient | 2 = Adequate | 3 = Good | Not Observed |
|---|--|---|--------------|
| E.g., Insufficient self-control (anger, etc). Deficits in problem-solving. Minimal respect for personal/cultural differences. | E.g., Attempts self-control (anger, etc). and appropriate problem-solving. Shows some respect for personal/cultural differences. | E.g., Demonstrates self-control. Uses appropriate problem-solving strategies. Displays respect for personal/cultural difference | N/A |
| Describe ratings of 1: | | | |

Academic/Classroom Performance

| 1 = Deficient | 2 = Adequate | 3 = Good | Not Observed |
|--|--|--|--------------|
| E.g., Poor written skills. Poor oral communication skills. Poor in-class performance. At risk of/will/did receive grade of less than 3.0 or B- in class. | E.g., Acceptable written skills. Shows adequate oral communication skills. Will/did receive adequate/passing grade in class. | E.g., Good written skills. Displays oral communication skills. Will/did receive above average grade in class (e.g., 3.5/B+ or better). | N/A |
| Describe ratings of 1: | | | |

Ethics

| 1 = Deficient | 2 = Adequate | 3 = Good | Not Observed |
|--|---|---|--------------|
| E.g., Does not know or continually follow program or ethical guidelines. Concerns related to School of Counseling Statement of Expectations. | E.g., Attempts to know and usually follows program and ethical guidelines. Attempts to follow School of Counseling Statement of Expectations. | E.g., Shows a heightened understanding of, and continually follows, program and ethical guidelines. Follows School of Counseling Statement of Expectations. | N/A |
| Describe ratings of 1: | | | |

Appendix G



The University of Akron
College of Health Professions
School of Counseling

Receipt Confirmation of the School Counseling Master’s Program Student Handbook

I have received and reviewed the School Counseling Master’s Program Student Handbook. I have discussed my questions with the Program Coordinator and/or faculty members.

I understand that I am responsible for the information presented in the handbook. By signing this document, I affirm that I have read and understood the terms outlined in the handbook and that I agree to abide by those terms.

Name

Signature

Date

Note: Please return this document to the program coordinator, Dr. Delila Owens (dowens1@uakron.edu), within 15 days after the new student orientation. This document will be placed in your student file.