

**COUNSELOR EDUCATION PROGRAM
DEPARTMENT OF HUMAN SERVICES
COLLEGE OF EDUCATION, HUMANITIES AND
SOCIAL SCIENCES
SOUTH CAROLINA STATE UNIVERSITY**



STUDENT HANDBOOK

Counselor Education Program

Mission Statement

The mission of the M.Ed. Program in Counselor Education is to prepare students with the knowledge, skills, and dispositions necessary for effective practice as professional school counselors in a technologically advanced, culturally diverse, and global society.

**Student Handbook
Counselor Education program
South Carolina State University
Orangeburg, SC 29117**

STUDENT ACKNOWLEDGEMENT OF RECEIPT
OF
THE COUNSELOR EDUCATION
STUDENT HANDBOOK

By signing below, I acknowledge that I have received a copy of the SCSU Counselor Education **Student Handbook**.

I understand that it is my responsibility to read and become familiar with all of the policies and procedures within the SCSU Counselor Education Student Handbook. I understand that if I have questions about the program, I will first consult the SCSU Counselor Education Student Handbook. If I cannot find an answer there, I will consult with my faculty advisor and/or Program Director. I will read and thoroughly familiarize myself with the SCSU Counselor Education Student Handbook so that I will not miss out on important information and timelines.

Student's Signature

Date

Student's Name (please print)

Introduction

The Counselor Education Student Handbook represents an effort to communicate to program students and applicants important data concerning the mission, objectives, nature and spirit of counselor education programs at South Carolina State University. It is our purpose that it assist in both the effectiveness and the efficiency of student matriculation in the Program. For most students this is the beginning of their graduate school experience and their first experience as a counselors-in-training to prepare to work with students in K-12 schools. The Handbook in no way supplants the official School of Graduate Studies Catalog. Rather, the Handbook is designed to both reproduce and supplement Catalog information, providing a more detailed presentation of both the program and South Carolina State University's expectations of students. This Counselor Education Student Handbook is prepared to give new Students along with the Program Director, and the Counselor Education faculty, a more complete understanding of the role each plays in the development of competent school counselors.

Further, it is designed to provide a commonality of expectations, requirements, and experiences for the students in the program and uniformity of evaluation and reporting procedures regardless of who serves as Program Director, Department Chair, Graduate Dean, or University Vice President or President.

Informal information related to student life and culture is included as well. If our objectives in preparing the Handbook are achieved, student progress through the graduate program will be facilitated.

It is our expectation that each student will study this Handbook and be familiar with its contents. The content represents a distillation of ideas and procedures that have come from our experience with the program and our knowledge of standards of accrediting agencies and professional associations. We have borrowed liberally from these groups in the content of the Handbook. As students use the Handbook we will seek feedback concerning its usefulness and completeness and make appropriate changes in future editions.

Leonis S. Wright, Ph.D.
Program Director and Assistant
Professor of Counselor Education

Table of Contents

South Carolina State University History	7
South Carolina State University-The Professional Unit Conceptual Framework.....	8
I. ORGANIZATIONAL AND ADMINISTRATIVE STRUCTURE	13
II. PHILOSOPHY AND OBJECTIVES	14
Philosophy	14
Objectives	14
Admissions to The Counselor Education Program	16
Admissions Procedures.....	18
III. CURRICULUM: PROGRAM CHARACTERISTICS AND REQUIREMENTS.....	19
Program Characteristics.....	19
Students.....	20
Student Organizations.....	22
Faculty	22
Program Enrollment	22
Program Requirements	23
Practicum	24
Internship	24
Comprehensive Examinations	25
Graduation	26
IV. PROGRAM MANAGEMENT AND RESPONSIBILITIES.....	27
Student Responsibility	27
Residence Requirement and Student Load.....	27
Course Substitution.....	28
Transfer of Credit	28
Transient Credit	28
Time Limit for Completing Degree Requirements and Course Revalidation.....	29

Retention.....	29
Class Attendance.....	30
Right of Appeal.....	31
Endorsement.....	31
Placement.....	32
V. STUDENT SUPPORT SERVICES.....	33
Library.....	33
Graduate Student Support Services.....	34
Psychometric Center.....	34
Personal Counseling/Health Services.....	34
Career Services.....	35
Financial Aid.....	35
APPENDICES TO THE STUDENT HANDBOOK.....	36
The Role of a School Counselor -- Statement by ASCA.....	37
Ethics by Professional Organizations/Attestion Form.....	40
Multicultural/Diversity Agenda.....	41
South Carolina State University Equal Opportunity/Affirmative Action Policy..	43

South Carolina State University History

Founded in 1896 as the state's sole public college for black youth, **SOUTH CAROLINA STATE UNIVERSITY** has played a key role in the education of African-Americans in the state and nation. As a land-grant institution, it struggled to provide agricultural and mechanical training to generations of black youngsters. Through its extension program, it sent farm and home demonstration agents into rural counties to provide knowledge and information to impoverished black farm families.

The University has educated scores of teachers for the public schools. It provided education in sciences, literature, and history. The support of the Rosenwald Fund and the General Education Board helped the institution survive the Depression. After World War II, the state legislature created a graduate program and a law school at **SOUTH CAROLINA STATE UNIVERSITY** to prevent black students from enrolling in the University of South Carolina's graduate and legal education programs. The legislature also dramatically increased funding at the college in an effort to make "separate but equal" a reality in higher education in South Carolina. During the 1950s and 1960s hundreds of **S.C. STATE** students participated in local civil rights demonstrations and were arrested. In 1968 three young men were slain and 27 wounded on the campus by state highway patrolmen in the Orangeburg Massacre.

Since 1966, **S.C. STATE** has been open to white students and faculty, but it has largely retained its mission and character as an historically black institution. In 1971, the agricultural program was terminated and the college farm was transformed into a community recreation center consisting of a golf course as well as soccer and baseball fields. Today there are nearly 5000 students majoring in a wide range of programs that include agribusiness, accounting, art, English, and drama as well as fashion merchandising, physics, psychology, and political science.



South Carolina State University-The Professional Unit Conceptual Framework

South Carolina State University's professional education unit is responsible for the preparation of teachers, counselors, principals, and superintendents. Instruction and practices in each of these programs are based on research findings, state-of-the-art knowledge and accepted best practices that are recent and timely. The continued enhancement of these programs is informed by on-going scholarship related to effective teaching and learning, school counseling, and school administration.

The College of Education, Humanities and Social Sciences at South Carolina State University reflects the historical tradition and new mission of the University. The Unit has a long and distinguished history of producing and equipping educators with the knowledge, skills, and dispositions required to be successful as teachers, counselors, and school administrators. The College of Education, Humanities and Social Sciences, having evolved through the continuing adaptation of current reform movements in education, is consistent with, and is guided by the mission of the University. The theme, *The Professional Educator as an Effective Performer, Reflective Decision Maker, and Humanistic Practitioner*, has been found to be an appropriate guide for the development of professional educators in the College of Education, Humanities and Social Sciences.

The theme provides focus for the unit's professional education programs and reflects its ultimate purpose. It functions as a means of:

- 1) Providing the basis on which the unit's faculty designs, develops, and implements curricula.
- 2) Guiding faculty members' decisions about curriculum review, revisions, and restructuring, including decisions to add new courses and experiences, or deleting those courses that do not contribute to the developing graduates that fit the image held by the unit.
- 3) Giving direction to the faculty's choice of where in the curriculum and in what sequence new courses and related experiences should be added.
- 4) Guiding the faculty in selecting instructional materials and strategies.
- 5) Providing the basis for the four stage matriculation process for initial and advanced candidates.
- 6) Providing the basics for candidate outcomes and proficiencies reflected in the continuous assessment system for education programs and the unit.

Shared Vision:

The College of Education, Humanities and Social Sciences at South Carolina State University believes that teachers and other school professionals of the future must have the knowledge, skills, and dispositions that will enable them to meet the challenges of our complex educational systems. Our graduates will be effective performers, reflective decision makers, and humanistic practitioners who will positively influence the development of educational systems at all levels.

Theme:

The foregoing vision is captured in the following organizing theme:

THE PROFESSIONAL EDUCATOR AS AN EFFECTIVE PERFORMER, REFLECTIVE DECISION MAKER, AND HUMANISTIC PRACTITIONER

We define these proficiencies as follows:

Effective Performer The candidate knows subject matter content and pedagogy and understands how children develop and learn. S/he can plan, implement and assess student learning based on national, state, and institutional standards. The candidate uses technology to access, deliver, and evaluate information.

Reflective Decision Maker The candidate is able to make decisions pertaining to the planning, implementation, and evaluation of instruction based on research, best practice, and experience. S/he uses self-evaluation and student feedback in making instructional and professional choices.

Humanistic Practitioner The candidate believes in an attitude or way of life centered on human interests or values; s/he is committed to a philosophy that asserts the dignity and worth of man and his capacity for self-realization. The candidate understands and considers the dispositions, beliefs, and values of a diverse, global population in planning implementation, and assessment of instructions.

Mission:

The College of Education, Humanities and Social Sciences, within the context of South Carolina State University; a historically African-American 1890 Land Grant, state assisted institution, with a tradition of teaching, research, and service, prepares individuals for the role of certified teachers, guidance counselors, and school administrators to meet the demands of a diverse, global society.

Philosophy:

Knowing that students have varying degrees of competencies when they enter programs, the College of Education, Humanities and Social Sciences and its partners believe that the institution is held accountable for the development of knowledge, skills, and dispositions; and thus, must provide access to training in these characteristics that will assist in the development of entry and advanced knowledge and skills for success as teachers, counselors, principals, and superintendents in school systems. The preparation of educators is a dynamic and continuing process that evolves to accommodate the ever changing needs of society.

We believe that graduates of the Teacher Education Programs at South Carolina State University should be able to utilize reflection in the context of research and best practice and their everyday activities. The reflective teacher is one who makes teaching decisions on the basis of a conscious awareness and careful consideration of the assumptions on which the decisions are based, and the technical, educational, and ethical consequences of those decisions (Yost, 2002).

We believe that transforming teaching and learning rests on an understanding of students, not only what they know, but also how they think. This transformation calls for educating teachers so they have a rich knowledge base about learning and an array of tools for accessing student thinking, understanding, prior knowledge and backgrounds and connecting to students families and communities (Darling-Hammond & Sclan, 1996).

We believe that diversity is the foremost characteristic of a global community, and therefore, prospective teachers must interact in positive ways with people from many different cultures (Howey, 1996). Humanistic education develops the knowledge, skills and dispositions that are the basis for decision making and participation in a world characterized by cultural pluralism and international economic competition. Similarly, teaching with a humanistic perspective encourages appreciation and understanding of other cultures as well as one's own. Teachers must consider children's cultural identities and be aware of their own biases.

The Conceptual Framework Model displays the interconnectedness of the three proficiencies that will distinguish a South Carolina State graduate from graduates of other education programs. These outcomes are addressed in all programs and assessed before a candidate completes the program and after completion of the program follow up surveys.

Aim:

The overall aim of education at South Carolina State University, given its underlying vision, mission, and philosophy is to help candidates become mature, knowledgeable, productive and responsible members of a technological and global society, and as a result, positively influence the development of educational systems at all levels.

The curriculum is used to help candidates become **EFFECTIVE PERFORMERS, REFLECTIVE DECISION MAKERS, and HUMANISTIC PRACTITIONERS**. Program graduates are: effective intellectual performers and leaders; reflective thinkers and decision makers and persons sensitive to diversity and the individual needs of students.

- Effective Performers demonstrate competence in the knowledge of their respective subject matters as well as pedagogical issues. The hallmark of an effective teacher is the ability to justify his or her thinking and actions in a rigorous and morally defensible manner, employing scientifically supported principles when appropriate. Learning to teach is a highly intellectual complicated endeavor. It calls for not only a deep understanding of subject matter but also continuing experimentation with how subject matter can best be represented for and engaged in by others. Teacher candidates demonstrate knowledge of content and instructional strategies and execute skills delineated in professional, state and institutional standards to help all students learn. They demonstrate knowledge of how students learn and develop by providing learning opportunities that support students' intellectual, social, cultural, and personal development. They incorporate the use of technology in developing, implement and assessing meaningful learning experiences for all students.
- Reflective Decision Makers make professional decisions on the basis of a conscious awareness and careful consideration of the assumptions on which the decisions are based, and the technical, educational, and ethical consequences of those decisions. Reflective decisions are based on the ability to utilize research in the context of what teachers do every day and then think about the consequences of their actions. Candidates have a depth of knowledge and understanding (i.e., ideals and practices related to ethics, organization, foundational theory, current research and trends in order to continually evaluate the effects of their choices and actions and to actively seek opportunities to grow professionally.
- Humanistic Practitioners understand the interconnectedness between their communities, states, the region, the country and the world. Professional educators must interact in positive ways with people from many different cultures therefore, humanistic educators demonstrate cross-cultural understanding, open-mindedness, and appreciation of other people's points of view. Candidates are able to demonstrate the ability to consider and provide information that is cohesive and inclusive of issues related to the social, economic, political, and historical realities experienced by individuals or groups. Candidates work effectively with all clients regardless of their ethnic background, sex, age, socio-economic level, or exceptionalities. Candidates provide learning opportunities that support intellectual, social and personal development. They demonstrate self-evaluation and sensitivity to all students.

At South Carolina State University, instruction and experiences on campus and in the field are therefore based on the unit **OUTCOMES** of:

- Developing a deep understanding of the subject matter and pedagogy. (Effective Performers)
- Experimenting with how the subject matter can best be represented for and engaged in by others. (Reflective Decision Makers)
- Enhancing a genuine sense of caring for an appreciation of others. (Humanistic Practitioners)

THE CANDIDATE PROFICIENCIES FOR THE ADVANCED PREPARATION OF OTHER SCHOOL PROFESSIONALS AT SCSU

OUTCOME 1: DEVELOPING EFFECTIVE LEADERS KNOWLEDGE

- A. Candidates know subject matter and content pedagogy.

- B. Candidates know the qualities of an effective leader.
- C. Candidates know how to use critical thinking and problem solving skills.
- D. Candidates know how school culture influences teacher and student efficacy.
- E. Candidates have knowledge of skills and competencies delineated in professional, state, and institutional standards.

SKILLS

- A. Candidates demonstrate competence in subject matter knowledge and pedagogy.
- B. Candidates are able to compare their own leadership style with qualities of an effective leader.
- C. Candidates demonstrate critical thinking and problem solving skills.
- D. Candidates demonstrate the ability to positively influence school culture.
- E. Candidates have knowledge of skills and competencies delineated in professional, state, and institutional standards.

DISPOSTIONS

- A. Candidates are committed to becoming effective leaders.
- B. Candidates know the value of critical thinking and problem solving skills.
- C. Candidates recognize the importance of a positive school culture.
- D. Candidates realize the importance of and demonstrate good oral and written communication skills.
- E. Candidates are committed to professional appearance and behavior.

OUTCOME 2: CREATING REFLECTIVE LEADERS

KNOWLEDGE

- A. Candidates know how to use student feedback and reflection to enhance their own performance and school climate.
- B. Candidates know how to access and use assessment information through technology.
- C. Candidates are aware of professional organizations and other support services.

SKILLS

- A. Candidates use student feedback and reflection activities to identify problems and implement positive change.
- B. Candidates use technology to inform, deliver, and evaluate learning.
- C. Candidates participate in and reflect on research and best practices which aide professional growth.

DISPOSITIONS

- A. Candidates recognize the value of reflecting activities and feedback to improve student learning and school operations.
- B. Candidates are aware of the importance of membership in and affiliation with professional organizations.

- C. Candidates assume the professional responsibility to stay abreast of current research and best practices, including technology.

OUTCOME 3: ENHANCING HUMANISTIC LEADERS

KNOWLEDGE

- A. Candidates have knowledge of a variety of leadership styles.
- B. Candidates know how to select and integrate information representing a variety of cultures into the school climate.
- C. Candidates know a variety of resources which address diversity.

SKILLS

- A. Candidates model a positive acceptance and integration of all cultures into school activities.
- B. Candidates promote and model cooperation, respect, and cultural sensitivity towards all students, parents, co-workers, and the community.

DISPOSITIONS

- A. Candidates are committed to represent a variety of customs and cultures in school activities. Candidates realize the importance of an inclusive educational system.

**I. ORGANIZATIONAL AND ADMINISTRATIVE STRUCTURE
OF THE DEPARTMENT OF EDUCATION:
DEPARTMENT OF HUMAN SERVICES/
*COUNSELOR EDUCATION PROGRAM***

The College of Education, Humanities and Social Sciences house the professional unit – Department of Education. It also houses the budget for Department of Human Services where the **Counselor Education Program** is located at South Carolina State University. However, the academic policies and procedures for the program are administered by the Dean of Graduate Studies and the Division of Academic Affairs. (SEE organization Chart). The education programs prepare professional educators for the public schools with special reference to the preparation of teachers and counselors for elementary and secondary schools. The advanced areas of study in the School of Graduate Studies also prepare principals, supervisors, and superintendents. It cooperates with the State Department of Education as a center of leadership and scientific study for the promotion of public education in South Carolina.

The Department of Human Services where the Counselor Education Program is located was created in 2003 as a result of the reorganization the Division of Academic Affairs at the University. The Counselor Education, therefore, functions as an entity responsible for executing the policies and procedures affecting this academic area within the guidelines of the Department of Human Services, School of Graduate Studies, College of Education, Humanities and Social Sciences and the University, and it is responsible for initiating, developing, and implementing courses and programs. A designated program director, whose immediate supervisor is the Chair of the Department of Human Services, administers the Program. The Counselor Education maintains close collaboration with the Department of Education, School of Graduate Studies.

All graduate programs at South Carolina State University operate under the Dean of Graduate School through the chairs of the departments and deans of the schools in which the programs are housed. Policies and procedures to facilitate that administration are detailed in the Graduate School Policies and Procedures Manual.

II. PHILOSOPHY AND OBJECTIVES

Philosophy

The Counselor Education faculty believes that all individuals have the right to efficient and effective guidance and counseling services, provided by qualified practitioners. Thus, guidance and counseling is viewed collectively as a unique set of human services skills used to assist individuals throughout the lifespan shaping their personal, social, and career development. The Program strongly believes that persons of diverse backgrounds, and conditions should have access to these services.

As one of the human services, counseling includes providing both preventive and remedial measures to enhance the psychological and social growth and development of individuals and groups.

The Program believes, further, that human services providers--counselors in particular--have the right to the best possible training to prepare them to become the best possible providers that they can be. In addition to providing the skills and knowledge necessary for preparing competent, caring counselors, emphasis on the students' personal and professional growth and development also permeate the entire educational process. Applicants from diverse academic, social, and cultural backgrounds committed to advancing the profession of school counseling are encouraged to apply. Applicants who do not meet a specific requirement (e.g., GPA), but show strength in other requirements will be considered on an individual basis. Admission is not based on any single factor, but on a composite assessment.

Objectives

The Counselor Education Program offers a graduate program leading to the Master of Education (M.Ed.) degree in Counselor Education (with options in elementary and secondary school counseling). The fundamental purpose of the program is to produce individuals who are well-qualified personally and professionally to perform effectively in future educational and/or occupational endeavors in a multicultural society. Faculty members teaching in the Program are, therefore, individually and collectively committed to helping students obtain the skills and competencies and the knowledge base required to achieve this purpose.

Professional school counselors, as well as other human services professionals, are challenged to demonstrate their contributions to the welfare of others. The most appropriate measures of these contributions are the levels of competence which the professional brings to the helping relationship and the resultant impact of these competencies on the presenting problem/condition. With this in mind, the Counselor Education program has been designed to produce graduates who are able to demonstrate, with

varying degrees of success, such competencies as, but not limited to those listed below. Specifically, upon completion of the program, graduates will demonstrate the ability to:

1. establish effective helping relationships;
2. render and be accountable for school counseling services offered in specified settings in accordance with ethical standards of the profession and prevailing legal statutes;
3. translate awareness and understanding of principles of human growth and development, behavior, adjustment, learning, individual differences, and aging, into a functional program of services which meets counselee/client needs centered around these concepts;
4. apply counseling theories and psychotherapy in appropriate counseling situations;
5. perform effective counseling (individual and group) with counselees/clients of differing race, age, sex, religious belief, sexual preference, and physical, mental, and socio-cultural backgrounds;
6. perceive accurately and understand the dynamics of these variables on the counselees'/clients' presenting condition(s);
7. communicate clearly and concisely, both verbally and in writing, with all segments of a specified system (school, agency) in order to enhance service delivery and effect changes, as necessary, within and among these segments;
8. establish and maintain relationships with others--counselees/clients, family members, co-workers, and the public at large;
9. use technology in the delivery of counseling and guidance services;
10. collect, utilize, analyze and interpret client data/problems/information, weigh alternatives for action, and make sound decisions regarding assessment, evaluation, classification, treatment and placement of counselees/clients;
11. use subjective and objective measures and procedures to appraise counselees/clients (as individuals and in groups), and interpret the results to significant persons--counselees/clients themselves, parents and other family members, teacher, and administrators--in order to facilitate the maximum growth and development of all clientele;
12. assist counselees/clients with making wise personal, educational, and career choices by providing and involving counselees/clients in career guidance and/or career counseling activities;
13. consult with parents, students, teachers, and other school and professional personnel relative to counselee/client needs, development, and performance;
14. work cooperatively with the school staff in establishing objectives and strategies for service delivery in order to meet counselee/client needs;
15. identify, coordinate and use pupil personnel services and/ or community resources that contribute to counselee/client growth and development;

16. recognize personal and professional limitations and make proper referrals that will enhance the nature of the helping relationships; and
17. formulate evaluative criteria appropriate to the counselor's setting and conduct continuous evaluation of all phases of the counseling program. Means of acquiring these competencies are written in course syllabi; students must achieve these before they receive passing grades in the courses.
18. assist counselees/clients of diverse backgrounds with making wise personal, educational, and career choices .

The means of certifying that candidates have acquired the knowledge and skills identified in program and subsequent course objectives include the candidates' application of these in practicum, the on-site internship, grades earned in all courses, and performance on the professional comprehensive examination, subject-matter examinations and the Praxis II Specialty Area Examination in School Guidance and Counseling.

Admissions to The Counselor Education Program

Applicants from diverse academic, social, and cultural backgrounds committed to advancing the profession of school counseling are encouraged to apply. Applicants who do not meet a specific requirement (e.g., GPA), but show strength in other requirements will be considered on an individual basis. Admission is not based on any single factor, however, all applicants for the Master of Education degree in Counselor Education must hold a bachelor's degree from an accredited institution.

Program applicants come from various undergraduate fields and occupations. Prior educator certification is **not** an entrance requirement for admittance to the Counselor Education program. However, applicants must have full admissions to **both** the School of Graduate Studies and the M.Ed. Counselor Education program to become degree candidates. **Full** admission to the School of Graduate Studies is a prerequisite, but it does **not ensure** admission to the program. All requirements for "full admission" to the School of Graduate Studies, as outlined in the current University Catalog, must have been met prior to students being referred to the Counselor Education Faculty for admissions to the Counselor Education M.Ed. program for an admissions interview.

Counselor Education applicants must meet specified criteria--which are consistent with the philosophy and objectives of the program--and present a complete portfolio to be eligible for the interview conducted by the Program's Screening and Admissions Committee. The complete portfolio must be submitted to the Office

of Graduate Studies prior to the specified deadline (June 15, November 1, and April 1 for fall, spring, or summer admission, respectively) if the applicant is to be considered for admission the following academic semester. Portfolio contents, admissions regulations and other pertinent information are presented here:

The applicant portfolio for the Counselor Education Program should be complete and consist of the following:

Graduate Admission: Letter of Full Admission to the School of Graduate Studies from the Dean of Graduate Studies.

Application: Admissions application with Counselor Education designated as the degree program of choice

Goal Statement: A logically developed statement of career goals and plans attached to the program application.

Transcripts: Copies of all undergraduate and graduate transcripts.

Assessment Data: GRE or MAT score;

English Proficiency Examination score;

Undergraduate GPA and graduate GPA; all transcripts;

A Personal Resume (Part of application packet)

Samples of Any Published Materials or Scholarly Work

Letters of Recommendation: Three letters, using the form provided.

Eligibility Requirements

Regular Admission to the Counselor Education Program

1. Letter of Full Admission to the School of Graduate Studies from the Dean of that School.
2. Minimum GPA of 2.50 on a 4.00 grading system for all undergraduate work completed.
3. Graduate Record Exam (GRE)

Minimum 280 (V/Q) or 420 (V/Q/A)

or

Miller's Analogies Test (MAT)—388-393 (35)

Conditional Admission

None--Decisions with respect to admission to the Counselor Education program are made by the departmental faculty and not by any one-faculty member.

Admissions Procedures

Because of the sheer importance of and the need to follow the procedures in order not to delay completion of the process, the following step-by-step summary is provided.

1. An applicant submits a standard application form, official undergraduate and graduate transcripts, and GRE or MAT score report to the Graduate Admissions Specialist, in the Office of the Graduate School on or before the filing deadline. See South Carolina State University Catalog.
2. The Admissions Specialist assembles the file and presents it to the Dean of Graduate Studies.
3. The Dean of Graduate Studies, in conjunction with the School of Graduate Studies (SGS) Admissions Committee, determines whether or not the applicant meets the SGS admissions requirements in terms of cumulative Grade Point Average (GPA), and GRE (V/Q or V/Q/A) or MAT score.

Master of Education applicants must take and pass the English Proficiency Examination as a part of the admissions process for the School of Graduate Studies.

4. The Dean of Graduate Studies sends a letter of acceptance or rejection to the applicant regarding graduate school admissions, depending upon the results of step 3 above. See Catalog for admissions categories.

If applicant is accepted for admission to the School of Graduate Studies and is interested in graduate study in the area of counselor education, he or she is directed by the Graduate Dean to contact the Program Director to complete the admissions process.

5. The Program Director or designee set an appointment for the Admissions Interview when this the initial contact is made with applicants.
6. Upon the outline of the admissions interview the Program Director notifies the Dean of Graduate Studies of the admissions committee decision
7. Upon entry into the Counselor Education program, each student is assigned an academic advisor who complete the “Program of Study” with the student and provided the student a curriculum sheet. The advisor is responsible for monitoring the student's academic progress; however, the student is, ultimately, responsible for completion of program requirements.

III. CURRICULUM: PROGRAM CHARACTERISTICS AND REQUIREMENTS

Program Characteristics

The Master of Education (M.Ed.) in Counselor Education, with options in elementary (grade span PK-8) and secondary (grade span 7-12) school counseling, requires a *minimum* of forty-eight semester credit-hours, with twelve of these hours being prescribed for the **foundations core** and eighteen hours for the **subject-matter core**. Each option requires a minimum of eighteen semester credit-hours. The credit-hour requirement is the equivalent of slightly better than two years of full-time graduate study. Additional courses may also be pursued to meet student interests and needs.

All of the courses which comprise the components of the program contribute to reinforcement and/or mastery of subject matter. Applicable to these categories are eleven required counselor-education courses which make it possible for students to pursue knowledge, master skills (human relationship, technical and conceptual), as well as to develop attitudes and dispositions necessary for and appropriate to their functioning as effective school counselors for specified academic levels. The basic program structure allows an appropriate degree of flexibility, yet also demands corresponding rigor and specificity.

The curricula for the program options have been designed specifically to: (1) provide foundations for understanding the developmental needs of and skills and competencies for counseling students at all academic levels--those designated as "normal" as well as those with special needs; (2) enable counselors to identify the special needs of clients, make assessments of their conditions and wise choices with respect to service and/or treatment delivery; and (3) prepare competent graduates for the work forces in schools and various settings.

An indispensable feature of the Counselor Education program is the emphasis upon the integration of theory and practice, achieved through a planned sequence of educational experiences that spiral toward more advanced concepts, and culminate with synthesizing activities in the internship. Coursework is focused on the balance between theoretical knowledge and practical skills development in the areas of counseling, assessment, intervention, technology, vocational adjustment, research/statistics, and multiculturalism.

To promote students' personal and professional growth and development, both didactic and experiential learning components of the program are provided to insure that students not only develop a thorough knowledge base but are able to apply this knowledge to themselves as a beginning step toward

awareness and understanding of their personal and professional roles as facilitators of change in the growth and development of others.

Ethical standards of the American School Counselor Association and American Counseling Association are the principles to which the program subscribes (See Appendix B).

The Counselor Education program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs and the National Council for Accreditation of Teacher Education (NCATE). It is also approved by the South Carolina State Department of Education..

Multicultural issues and diversity concerns are addressed through course content in the curricula of the two program options. The theoretical and practical aspects of the courses serve as vehicles for providing school counselors-in-training with a heightened awareness of social forces and cultural differences, needs, and changes that impinge upon individuals. Counselors must have this awareness which promotes understanding and which facilitates their ability to interact effectively with, relate to, and serve clients from diverse backgrounds whether racial, ethnic, socio-economic, and cultural backgrounds, etc. Counselor Education students are, therefore, educated and trained to accommodate c diversity in their numerous complex human encounters. The theory-with-practice activities and experiences provide students with opportunities to test their own beliefs and value systems in real-life situations, to modify these, as necessary, and to adjust (or eradicate) stereotypical and prejudicial views and misconceptions regarding diverse populations.

Students

Students for the M.Ed. program in Counselor Education are drawn from the geographic area normally served by South Carolina State University. The majority of these students are full-time, but there is a rapidly growing population of part time students. The largest percentage of applicants for the Counselor Education program have undergraduate degrees in education and the human services disciplines. These backgrounds help to produce an on-going, clinical atmosphere in many class discussions and serve as a motivating factor for pre-service students.

Diversity within the student population is a hallmark of the program, which is characterized by a virtual kaleidoscopic array of identifying traits among students. Any given class will have representatives spread along the continuum of such categories as racial/ethnic group, age, sex, marital status, employment and life experiences, rural/urban background, economic status, size of undergraduate college, motivation for scholarly work, etc. Such a rich mixture permits in-depth experiential learning about acquiring appreciation of and among some groups, which too often are estranged in the broader social context. For example, white

students become better sensitized in to African American experience, "older" teachers (in-service) are reminded by their younger class mates (pre-service) of the counseling needs of high-school-aged youth, etc.

Student Organizations

All students are encouraged to become involve in experiences that will develop them as counseling professional and leaders. This includes joining professional organizations, presenting at professional conferences, mentoring children and other young people, and assisting with the planning of professional development opportunities with mentors and other counseling professionals.

Chi Sigma Iota Counseling Academic and Professional Honor Society International

Rho Lambda Mu is the local chapter of Chi Sigma Iota (CSI)located on the campus of South Carolina State University. Chi Sigma Iota's missions and goals include recognizing excellence in counseling scholarship, research, leadership, and practice, and developing leaders for the counseling profession. Our local chapter invites promising student annually to join. The program hosts a formal induction ceremony during the spring semester of every school year. Those program students have completed nine (9) graduate semester hours and recommended by a professor are invited to submit an application for membership.

The American School Counselor Association (ASCA)

All students admitted to the Counselor Education Program **must** join ASCA by midterm of their first term of enrollment in the Program. ASCA provides its members with professional liability coverage as well as professional literature , opportunities for professional development and networking. Applicants to the program are provided membership applications during their admissions interview but are informed that they may process their membership via the web or by telephone.

The Palmetto State School Counselor Association (PSSCA)

All students admitted to the Counselor Education Program **are encouraged** join PSSCA by midterm of their first term of enrollment in the Program. PSSCA provides its members with professional liability coverage as well as professional literature , opportunities for professional development and networking. Applicants to the program are provided membership applications during their admissions interview but are informed that they may process their membership via the web or by telephone.

The American Counseling Association (ACA)

All students admitted to the Counselor Education Program **are encourage** join ACA by midterm of their first term of enrollment in the Program. ACA provides its members with professional liability coverage as well as professional literature , opportunities for professional development and networking. Applicants to the program are provided membership applications during their admissions interview but are informed that they may process their membership via the web or by telephone.

The South Carolina Counseling Association (SCCA)

All students admitted to the Counselor Education Program **are encouraged** join SCSCA by midterm of their first term of enrollment in the Program. SCCA provides its members with professional liability coverage as well as professional literature , opportunities for professional development and networking. Applicants to the program are provided membership applications during their admissions interview but are informed that they may process their membership via the web or by telephone.

Faculty

Faculty members who provide instruction in the Counselor Education program are fully qualified and experienced individuals. They all are full time faculty who hold the rank of Associate Professor. They have earned graduate degrees doctorate in Counselor Education or related disciplines; a majority of faculty members have public school counseling and/or teaching experience and are National Certified Counselors (by the National Board for Counselor Certification. They hold professional memberships in the American School Counselor Association and/or the American Counseling Association, the Palmetto State School Counselor Association, the South Carolina Counseling Association and the Association of Counselor Education and Supervision. Faculty members also present varying research interests and all have contributed to the professional literature. They regularly attend the annual conference of these associations as well other meetings related to their special interest.

The academic preparation and experiences of faculty form the basis for the program's "scholarly environment." The wealth of knowledge and expertise produced by their preparation and experiences is shared during the numerous exchanges between faculty and students in and outside regular classroom settings.

Program Enrollment

The opportunity for full-time study in Counselor Education is provided throughout the academic year. Full-time resident study is probably the most desirable approach to obtaining a graduate degree in school counseling. This type of enrollment gives the student the opportunity to devote focused time and energy to the important tasks of personal and professional development required to become a competent school counselor. However, the majority of students combine their graduate study with current employment and/or family responsibilities; although part-time student status means that it takes longer to complete the program than through full-time enrollment, there is the benefit of being able to meet other responsibilities and also receive the advanced degree.

The same camaraderie and intellectual stimulation typically enjoyed by full-time counselor education students are also available to part-time, commuting graduate students. In order to provide opportunities for students and faculty to interact, each member of the departmental faculty holds a minimum

of **ten** office hours per week. These hours provide ample time for students to confer with faculty with respect to research topics, projects, etc., or simply to "chat."

Either form of enrollment (part-time or full-time) requires that the student become personally involved in the rigors of graduate education.

Program Requirements

The increasing demand for qualified personnel in all counseling and human services settings and the complexity and interrelatedness of clientele needs call for program graduates who possess generic background information and skills as well as specialized competencies. Hence, the program framework, (reflected in the Program of Study for each option), on the following pages, provides for both a fundamental core of knowledge and skills and a breadth of understanding that will provide graduates with the flexibility they will need to deal effectively in the diverse situations they will encounter as practitioners. The program, therefore, will provide requisite preparation to graduates for further study in various areas of education and human services specialties, which may be of professional interest to them.

All fully admitted graduate students seeking to earn a master's degree must have on file in the Graduate Studies Office a Program of Study signed by their advisors and approved by the Dean of Graduate Studies. Therefore, before completing nine hours at the university, each student must file a Program of Study in the program office and the Office of Graduate Services. Students must remain in good academic standing while pursuing the master degree. A graduate student grade point average must always be 3.00 or better on a 4.00 scale. The Counselor Education faculty and staff is required to document along with the student "normal" progress is being made toward completing program requirements, and indicate his/her plans for meeting the remaining ones. The approved Program of Study does not guarantee that the student will always be able to take the courses precisely as they have been planned, but it does assist the program Director in planning course offerings to meet student needs.

Program of Study and other forms such as applications for comprehensive examinations and graduation cannot be approved for student whose financial obligations to the University cause their academic records to be placed in "Hold Flag" status. This status makes it impossible to access data necessary to process these forms.

All practicum and internship students must have Professional Liability Insurance in order to enroll in practicum and internship courses. Verification of Professional Liability Insurance must be filed in the Counselor Education Program office during the first term of enrollment in program courses and maintain their professional memberships throughout their program matriculation. There are several ways to do this. The following is the least expensive way:

Join the **American School Counselor Association**: Application forms are available on the ASCA website. As a student member of ASCA, you are then eligible for discounted liability insurance through the ASCA Insurance Trust.

American School Counselor Association
1101 King St., Suite 625
Alexandria, VA 22314
(703) 683-ASCA
Toll-free: (800) 306-4722
(703) 683-1619, fax
<http://www.schoolcounselor.org/>

Practicum

ALL Counselor Education students must complete 100 clock hours of supervised Practicum.

Practical experience with school age children is required in conjunction with most counselor education courses before program students are permitted to complete on-site internships. Students may enroll in basic practicum courses, CED 519: Basic Counseling Practicum/Elementary or CED 520: Basic Counseling Practicum/Secondary after they successfully complete CED 510: Introduction to Counseling and CED 514: Counseling Theories and Techniques and completing the requisite application the semester **before** they plan to enroll in the course and meeting other specified criteria. Students may make application for CED 530: Advanced Counseling Practicum/Elementary or CED 531: Advanced Counseling Practicum /Secondary, after they have completed CED 510, CED 514, CED 519 or CED 520. Students must successfully complete their practicum experiences before they are permitted to enroll in internship courses.

Internship

ALL candidates for the M.Ed in Counselor Education must complete a required 600 clock hour on-site internship. The required internship experience courses are CED 550; Internship in Elementary School Counseling and/or CED 551: Internship in secondary School Counseling. **Students enroll in internship courses after completing the requisite application the semester before they plan to enroll in the course and meeting other specified criteria.** These courses provide extensive opportunities for students to practice competencies in all school counseling services and to receive continual-evaluative feedback from an on-site supervising counselor and the course instructor (University Supervisor). At these off-campus internship sites, students engage in school counselor training roles as practitioners and as observers, technicians, appraiser, career counselor, collaborator and consultant. In some settings they perform administrative task (under supervision) to support the school counseling program and/or services. The Counselor Education Internship Handbook will be provided to students when they enroll in the respective courses. Handbooks are also provided to the on-site supervisors, as appropriate. **Students must apply for these courses by mid-term of the last full semester preceding the semester in which they desire to enroll in the courses.**

In addition, for all Internship courses, students must file in the program's office, passing scores on Praxis II for the Specialty Area Examination in School Guidance and Counseling. It is recommended that the school

selected for the practicum and/or internship must be within a 50 miles radius of South Carolina State University.

Evaluation tools are used by the course instructors, site supervisors, and students to formative and summative feedback on the students' counseling, consulting, technical skills, personal and professional development, and overall potential as professionals during the on-site internship.

Comprehensive Examinations

All students must pass two comprehensive examinations as a requirement for the M.Ed in Counselor Education; **the Professional Comprehensive Examination (PKE) and the Subject matter Comprehensive Examination.** It is recommended that students complete the **PKE** before they enroll in practicum courses. **The Subject-Matter Comprehensive Examination (SMCE) is completed after students have completed the subject matter core courses.** Students must have full admission status to the Program to sit for either of these exams. The written Professional Comprehensive Examination (PCE) is designed to measure accomplishment of content objectives for the four professional area courses: Data Analysis, Educational Research, Human Growth and Development, and History & Philosophy of Education. To be eligible to take this examination, applicants must be approved degree candidates in good academic standing who have completed, or are enrolled in, their last professional course.

The Subject-Matter Examination (SMCE) (written and oral) is designed to measure mastery of content objectives for all Counselor Education (CED) courses. The SMCE has a written portion and an oral portion. The Praxis II exam serves as the written exam for the SMCE. Students should be recommended by a faculty member as to when to take the Praxis II exam. **To be eligible to take the oral portion of the SMCE, applicants must be approved degree candidates in good academic standing who have completed, or are enrolled in, their last subject-matter course and have achieved a passing score of the Praxis II-Specialty Area Exam in School Guidance and Counseling.** . Currently, the minimum passing score for certification is **550**; this could, however, change before your completion of the program. It is recommended that students take the Praxis II exam six (6) months before their expected graduation date. Students are usually enrolled the Internship in Elementary or Secondary School Counseling when they sit for the Subject-Matter Comprehensive Examination (SMCE).

The Dean of Graduate Studies designates one filing period each semester and summer session for each comprehensive examination. Each student has a maximum of **three** opportunities to pass each examination (PKE or oral portion of the SMCE). There is no limit to the number of times a student may attempt the Praxis II. Since failure of an examination implies needed remediation, sitting at the next regularly scheduled administration is the earliest possible time for re-examination.

Cancellation of a scheduled comprehensive examination by the student or simple failure to report for a scheduled examination does not affect the student's record negatively, but does require rescheduling.

Graduation

Students who have completed all degree requirements may choose either of three terms during the academic year to file for graduation, with filing deadlines for each semester provided in the University calendar, and in the schedule of courses. A student must have a cumulative grade-point average of not less than 3.00 on a 4.00 scale, and be free of a "Hold Flag Conflict" in order to graduate with a M.Ed degree from South Carolina State University.

Diplomas are ordered for each applicant based on meeting graduation requirements for a degree program, payment of the requisite fees and recommendations by the Program's faculty. Degrees are printed according to information furnished on the graduation application as approved by the student's advisor. Failure to clear for graduation will require re-application and re-payment of the application fee for the next subsequent commencement. **Application for graduation is a degree requirement;** forms are available only through the Office of Enrollment Management. As a part of the application for graduation process, each candidate seeking clearance to graduate is required to complete the Graduate Student Exit Survey . It can be secured in person at the Office of Graduate Services (Room 205, B-wing, Turner Hall). This survey must be completed and return to Graduate Services at least fifteen calendar days from the scheduled date for degree completion. **Completion of the Exit Survey is also a degree requirement.**

IV. PROGRAM MANAGEMENT AND RESPONSIBILITIES

Student Responsibility

Each graduate student is responsible for the proper and timely completion of all requirements of his/her degree program and for satisfying the general regulations of the University and the Graduate School as stated in the Catalog and other official publications of the University. To assist the student in meeting this responsibility, the University provides individual copies of the Catalog through the Office of Enrollment Management. In addition, students will be assigned an academic advisor by the departmental Program Director upon the student's admission to the Counselor Education program. The advisor will assist the student in understanding degree requirements, program planning, sequencing, scheduling, registration, etc.; however, **the student has final responsibility for fulfilling all degree requirements.** **Only the official advisor is authorized to sign course request forms and other required registration materials.** Violations of this policy will result in delay and possible cancellation of enrollment. All requests and appeals from individual students should be executed in written form from the student, with any needed documentation attached, and provided to the responsible school official (advisor, program director, chair, dean, etc.). Oral agreements are unofficial and will not be accepted as bases for official actions. Deadlines for filing for examinations, clearances, etc., will be sent to students via emails and posted prominently on the bulletin boards adjacent to the Program's office. Students are responsible for complying with these deadlines.

Each student is responsible for seeing that his/her academic record is free of a "Hold Flag Conflict" prior to registering/or conducting other official business with the university each semester. Documents cannot be processed/approved until the "Hold Flag Conflict" has been removed.

Residence Requirement and Student Load

In order to complete the program, students have to satisfy the minimum Graduate School residence requirement of two full academic terms of approximately eighteen weeks each, with full student load, or three summer school sessions, with full load, of four or more weeks each.

A full time student load consists of nine to fifteen semester hours during regular semesters and nine to twelve for summer sessions. Registration for more than twelve semester hours for a summer

session or for more than fifteen semester hours for a regular semester must be approved in writing by the student's advisor and/or the Dean of Graduate Studies.

Course Substitution

Any substitution of a course and/or other requirements of the School of Graduate Studies or of any graduate program must be requested in writing by the student and approved by the student's advisor, the departmental chair, the Dean of Graduate Studies, and the chief academic officer. The approval of a course substitution will be subject to careful review at each approving level to ensure program integrity, course equivalence, compliance with accreditation standards, and certification requirements.

Transfer of Credit

Requests for transfer of graduate credit previously earned at other institutions must be initiated by the student concerned as part of the application for degree candidacy. A maximum of twelve semester hours of graduate credit may be transferred by candidates for any master's degree as electives or for required courses subject to the review and approval of the student's advisor, departmental chair, the Dean of Graduate Studies and the Registrar. Of the maximum possible, no more than three semester hours in the Subject-Matter core for the M.Ed. programs may be approved. The same limits apply to inter-program transfer of credit (i.e., from one South Carolina State University program to another). Transferred credit hours must not reduce the minimum residence period of two full academic terms and are subject to the same limit requirements for the degree. Only courses passed with a "B" or higher from regionally accredited institutions are acceptable for transfer; however, these grades are not used in computing GPA. All transferred credits are subject to the time limits of the school and only courses earned at South Carolina State University can be revalidated at South Carolina State University.

Transient Credit

After acceptance into the Counselor Education degree program at South Carolina State University, a student may earn credit toward the degree at another institution only under the following conditions: (a) each course must be approved **in advance and in writing** by the program director, departmental chair, the Dean of Graduate Studies, and the Registrar; (b) courses the same as or equivalent to courses previously taken at South Carolina State University are not acceptable for transfer; and (c) each transient course must be passed with a "B" or higher grade. The student wishing to take a course in transient status is responsible

to ensure that the other institution is regionally accredited, to secure the Transient Application Form from the Graduate Office, and to hand carry the form through all approving offices. Each student is cautioned to make all necessary arrangements with the granting institution in advance, and to ensure that the latter provides an official transcript of credit earned to the Registrar's Office. Transient courses to be counted toward the degree should be scheduled for completion at least one full semester before the semester of graduation to avoid delay in clearance for graduation. Most institutions are unable to provide the required official transcript before the May convocation date at South Carolina State University. Therefore, if the course is taken during the spring semester, clearance to graduate may not be possible.

Time Limit for Completing Degree Requirements and Course Revalidation

All required course work **and** comprehensive examinations for the degree M.Ed in Counselor Education must be completed within **six** years. Any required course that has been completed more than six year previously must be revalidated or repeated before the degree will be conferred.

Regular Counselor Education program students may revalidate an over-age course taken at South Carolina State University by securing written permission to revalidate the course through examination. The student's advisor, the program director, the departmental chair responsible for the course to be revalidated, and the Dean of Graduate Studies must provide their written approval or disapproval on a form secured by the student from the Graduate Office. A non-refundable fee of \$25.00 for each course to be revalidated is required before administration of an examination. The program director and departmental chair concerned will determine the nature and content of the revalidation examination in each case, with concurrence by the Dean of Graduate Studies. Failure on the revalidation examination leaves successful repeating of the entire course the only remaining alternative for revalidation of over-age courses.

Retention

The Counselor Education faculty has the responsibility of denying admission to and/or continuation in the program to any candidate, without prejudice, whose level of academic performance and/or personal characteristics does not adequately meet the University's, the department's, program's or professional standards' requirements.

Decisions with respect to retention or dismissal of a program student are made by the faculty (or a committee of the faculty) and not by any one faculty member.

Upon admission into the School of Graduate Studies and the Counselor Education program, students are provided, by the Dean of Graduate Studies, a list of duties and/or responsibilities (first, to obtain and to

read the Graduate Catalog; second, obtain and read your Program's Handbook and third, obtain and read the University's student handbook) which, if accomplished will ensure an orderly progression through the program with minimal problems. These documents are developed to acquaint students of significant activities and milestones.

Throughout the program, students (on the basis of their overt behaviors) are objectively and subjectively evaluated on characteristics appropriate for the profession such as attitudes, dispositions, cooperativeness, acceptance of constructive criticism, dependability, appearance, and relationships with others. At regular intervals, students are advised (most often by advisors) of their strengths and weaknesses (personal and academic) and how these may affect their success as counselors; they are also advised concerning how they may improve the specific areas of concern and where help in doing so may be obtained. As a part of the advisor's monitoring responsibility, grade reports and dispositions are periodically reviewed jointly with students to ascertain the students' academic progress and behaviors as attainments of pertinent milestones. Deficient students are not allowed to continue to other phases of training until the requisite skills and competencies have been acquired. To continue in the program in good standing, students must maintain a cumulative GPA of 3.00 or better (on a 4.00 scale). Any student who earns less than a 3.0 cumulative GPA for nine or more graduate semester hours pursued are placed on Academic Probation. Failure to restore the cumulative GPA to at least 3.00 within nine additional semester hours of graduate work, including repeated hours, will result in academic dismissal from further graduate study. Grades for courses transferred will not be used in computing GPA. If student's dispositions and behavior are not representative of those of a professional school counselor, faculty meet as a committee and discuss ways students can acquire or improve upon their skill set or those "soft skills" and/or to develop the requisite skills and behaviors. Then a meeting is scheduled with the students and the full time faculty members where both parties can share their concerns. The faculty committee shared its recommendations with students verbally and informs the student that written documentation of the meeting will be sent them within ten school days.

Class Attendance

Class attendance is a necessary mandate for all graduate students in the Counselor Education program. As your counseling dispositions and skill sets will be taught and observed, regular attendance in class enhances your ability to become proficient and effective school counselors. Thus, three unexcused absences inclusive of but not limited to a "no show" to a live course, lack of substantive participation in the learning management system (Blackboard) in a hybrid and/or fully online course, excessive tardiness, as

well as leaving class early will result in a lowered letter grade. Excused absences such as student illness, personal and/or family emergency, natural disaster must be documented.

Right of Appeal

Any decision or action by an instructor or administrator, which is believed by students to be prejudicial to their progress in completing their graduate degree or course requirements may be appealed, in writing, to the Graduate Student Appeals Committee of the Graduate Studies Council, and students may choose to appear before the Council when it deliberates their case. Any graduate student dismissed for academic reasons also may appeal to the Graduate Student Appeals Committee of the Graduate Studies Council. In addition, an academically dismissed student may apply for re-admission for a different program of study after six calendar months or for the same program after twelve calendar months from the date of dismissal. In all appellate cases, the student is responsible for the clarity, accuracy, and applicability of all information and materials presented to the Committee. Undocumented assertions, uncorroborated accusations and appeals of an essentially emotional nature for appellate action will be returned without action as incomplete, unwarranted, or frivolous. The Office of Graduate Studies must receive appeal within thirty calendar days of the official notification date of the matter subject to appeal, except as noted above for applications for a different degree program. Meeting of the Graduate Studies Council or other action bodies indicated by the appeal must be effected by the next regularly scheduled meeting, but in no case will be sooner than ten nor greater than sixty calendar days from the official date of receipt of the appeal. Written petitions and all supporting documents should be addressed to: Dean of Graduate Studies, Graduate Student Appeals Committee, Post Office box 7098, South Carolina State University, 300 College Street, NE, Orangeburg, S. C. 29117-0001.

Endorsement

Program graduates are expected to apply to become state certified upon completion of the Counselor Education Program. The examination for certification by the State Department of Education is the Praxis II "Specialty-Area Examination in School Guidance and Counseling"; currently the minimum passing score for this area is **550**. **The University recommends for certification, only those candidates who have completed the entire approved program in Counselor Education at South Carolina State University and have made an acceptable Praxis II Specialty Area score.** Therefore, applicants sitting for the examination must have their scores sent to the University before requesting an endorsement by the University.

Recommendations for school counselor certification for M.Ed. program graduates are processed by the Director of Clinical Experiences in the Department of Education. Students must complete the application for the “Educator Certificate” as one of the requirements for applying to complete the school counseling internship. The application can be found “online” at sc.gov. All required documents required with applicable fees in money order form, are forwarded to the Division of Educator Quality and Leadership Office of Educator Certification. A copy of the “Educator Certificate” application must also be filed in the Counselor Education program’s office. Upon graduation an official copy and an inter-office copy of the student's transcript is forwarded, after the students makes the request and pay the required transcript fees, to the Director of Clinical Experiences , who reviews these and makes the determination as to whether or not the recommendation can be made. If all data are complete and in order, a signature, date, and the College's name are affixed on the certification form. All required documents are then forwarded to the State Department, upon authorization of the Dean of the School of Education. Recognizing that this process takes some time, the student has the responsibility of following up to determine that the process has been completed.

Program graduates have the opportunity and may choose to apply to become nationally certified counselors or licensed professional counselors . The State of South Carolina requires a license for private practice as a Professional Counselor. The University’s Department of Human Services where the Counselor Education Program is housed offers the courses to prepare graduates to meet the certification and/or recommendations licensure requirements of a number of professional organizations.

Placement

Job Placement for program graduates occur primarily through the "networking" efforts of faculty and former student who are in positions learn about current job openings. Announcements of positions available and verbal requests to fill vacancies are communicated to students through advisors, other faculty, and through the use emails. Written vacancy announcements are also placed on the program bulletin board. Program faculty with whom students have studied provide recommendations for employment and further graduate study. The University Career Development Center hosts a Educators Job Fair during the spring semester of each academic year. The S.C. Division of Teacher Quality also host an on-line job bank where school counselor vacancies along with other education vacancies are placed on the world wide web. Studies are encouraged to use these additional services to locate suitable job vacancies.

V. STUDENT SUPPORT SERVICES

Library

The Miller F. Whittaker Library is centrally located on the University Campus.

Users have access to books, government documents, serials, microforms and other forms of library resources.

The Library is a partial depository for U.S. government publications, sub depository for state of South Carolina publications and regional data center under the auspices of the South Carolina State Data Center.

It is a member of four information retrieval systems. These alliances give users access to more than 10,000 library collections in the United States for interlibrary loans, access to subject databases for current and retrospective information via computer document delivery systems. The systems are (1) SOLINET--The Southeastern Library Network, along with other regional networks in the United States, has access to many cooperative library activities through one major system OCLC, Inc. (Online Computer Library Center); (2) BRS--Bibliographic Retrieval Services offer access to millions of bibliographic citations in key subject areas including education, biology, chemistry, physics, computer science, business management, social science, psychology and medicine;

(3) DIALOG--the largest and most comprehensive collection of on-line databases covers a wide range of subject areas such as agriculture, economics, engineering, environment, performing arts, science and technology, and (4) VUTEXT--a collection of state, regional, and national newspaper full-text databases. Special features include wire services, business files, maritime information. Exclusive features from BRS and DIALOG are GOVERNMENT PUBLICATIONS CATALOG, CAREER PLACEMENT REGISTRY, AND CONGRESSIONAL RECORD ABSTRACTS.

Users have access to off-line electronic indexes in CD ROM (Compact Disc--Read Only Memory) format. These electronic indexes, e.g. INFOTRAC, WILSONDISC (Education and Humanities Indexes), NEWSBANK, DISSERTATION ABSTRACTS< ABI/INFORM, are easy to use, frequently updated and provide computer printouts of bibliographical citations and, in some cases, abstracts.

The Integrated On-line Library System gives the user access to the on-line library catalog and status of library resources.

Graduate Student Support Services

Most of the services provided to undergraduate students, such as health care, job placement, financial aid, counseling services, student organizations, etc., are available to graduate students through the same university offices described in the university Catalog. In addition, four graduate students are elected by their peers annually to represent all of the graduate degree programs as voting members of the Graduate Studies Council. The names of student representatives and other assistance for graduate students seeking information regarding a particular student support service are available in the Office of Graduate Services. Students are requested to see their advisors when they have a need for services that are not readily available to them.

Psychometric Center

The primary mission of the Psychometric Center is to provide a continuum of services which foster the enhancement of student performance. Programming is designed to provide assistance to students, faculty and staff in order to realize this goal.

Testing, Academic Advising Support and Handicapping/Retention Services are the three programs which comprise the Psychometric Center. In conjunction with the Testing Program, several national standardized examinations such as the Miller Analogies Test (MAT) are administered. Frequently, test-taking seminars in preparation for such examinations as the GRE, MAT, SAT, etc. are conducted by the Center.

Personal Counseling/Health Services

Personal Counseling is available to all Counselor Education Students through the Counseling and Self Development Center. Health services are provided through the Brooks Health Center on campus. These services are located in the Brooks Health Center on campus.

Career Services

Career Planning and Placement Services are offered through the Career Center. The Career Center is located in Belcher Hall on campus.

Financial Aid

A limited number of graduate assistantships, research fellowships, and scholarships-- are offered at the University.

For more detailed information, the student is advised to consult the Catalog and the Office of the Dean of Graduate Studies and the Office of Financial Aid.

APPENDICES

APPENDIX A

The Role of the School Counselor

School counselors are certified/licensed counselors with a minimum of a master's degree in school counseling making them uniquely qualified to address all students' academic, personal/social and career development needs by designing, implementing, evaluating, and enhancing a comprehensive school counseling program that promotes and enhances student success. School counselors are employed in elementary, middle/junior high and high schools; in district, supervisory positions; and counselor education positions.

School counselors serve a vital role in maximizing student success (Lapan, Gysbers, & Kayson, 2007; Stone & Dahir, 2006). Through leadership, advocacy and collaboration, school counselors promote equity and access to rigorous educational experiences for all students. School counselors support a safe learning environment and work to safeguard the human rights of all members of the school community (Sandhu, 2000) and address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program (Lee, 2001). The American School Counselor Association recommends a school-counselor-to-student ratio of 1:250.

School counselors have a minimum of a master's degree in school counseling, meet the state certification/licensure standards, and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards of ASCA and other applicable professional counseling associations, and promote the development of the school counseling program based on the following areas of the ASCA National Model: **foundation, delivery, management, and accountability.**

Foundation

School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies, and are delivered with identified professional competencies.

Program Focus: To establish program focus, school counselors identify personal beliefs that address how all students benefit from the school counseling program. Building on these beliefs, school counselors create a vision statement defining what the future will look like in terms of student outcomes. In addition, school counselors create a mission statement aligned with their school's mission and develop program goals defining how the vision and mission will be measured.

Student Competencies: Enhancing the learning process for all students, the ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career Readiness for Every Student guide the development of effective school counseling programs around three domains: academic, career and social/emotional development. School counselors also consider how other student standards important to state and district initiatives complement and inform their school counseling program.

Professional Competencies: The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership, and professionalism.

They guide school counselors' decision-making and help to standardize professional practice to protect both students and school counselors.

Delivery

School counselors provide services to students, parents, school staff and the community in the following areas:

Direct Student Services -- Direct services are in-person interactions between school counselors and students and include the following:

School counseling core curriculum: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.

Individual student planning: School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.

Responsive services: Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

Indirect Student Services -- Indirect services are provided on behalf of students because of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators, and community organizations.

Management

School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. Assessments and tools include:

School counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement for individual skills and program activities.

Use-of-time assessment to determine the amount of time spent toward the recommended 80 percent or more of the school counselor's time to direct and indirect services with students.

Annual agreements developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished

Advisory councils made up of students, parents, teachers, school counselors, administrators, and community members to review and make recommendations about school counseling program activities and results.

Use of data to measure the results of the program as well as to promote systemic change within the school system so every student graduates, college and career-ready.

Curriculum, small-group, and closing-the-gap action plans including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior, and attendance.

Annual and weekly calendars to keep students, parents, teachers, and administrators informed and to encourage active participation in the school counseling program

Accountability

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different because of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.

Summary

School counselors are certified/licensed counselors with the minimum of a master's degree in school counseling and are uniquely qualified to address the developmental needs of all students through a comprehensive school counseling program addressing the academic, career and personal/social development of all students.

References

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APPENDIX B

ETHICS by Professional Associations

Attestation Form

While you are in SCSU's counselor education program, you are acting as a professional counselor. This means that you are responsible for knowing of and abiding by the ASCA Ethical Standards for School Counselors and the Code of Ethics of the American Counseling Association. The consequence for failure to comply with the ethical codes may be dismissal from the program.

Before signing the statement below, please review the following:

American School Counselor Association
ETHICAL STANDARDS FOR SCHOOL COUNSELORS

(Adopted 1984; revised 1992, 1998, 2004, 2010, and 2016)

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

American Counseling Association
CODE OF ETHICS

(Copyright 2014)

<http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

I have reviewed both the 2016 ASCA Ethical Standards for School Counselors and the 2014 ACA Code of ethics and understand that I am to conduct myself as an ethical school counselor always during my master's program. I am responsible for knowledge of and agree to abide by the ASCA Ethical Standards and the ACA Code of Ethics.

Please print name _____

Signed _____

Date _____

Please return to your Professor.



APPENDIX C

Multicultural/Diversity Agenda **The Professional School Counselor and Cultural Diversity**

The Professional School Counselor and Cultural Diversity
(Adopted 1988; revised 1993, 1999, 2004, 2009)
American School Counselor Association (ASCA) Position

Professional school counselors promote academic, career, and personal/social success for all students. Professional school counselors collaborate with stakeholders to create a school and community climate that embraces cultural diversity and helps to remove barriers that impede student success.

The Rationale

Culture is a powerful and pervasive influence on students, stakeholders, and professional school counselors' attitudes and behaviors. It has been noted that "educational opportunity and academic achievement are directly tied to the social divisions associated with race, ethnicity, gender, first language, and social class" (Gordon, 2006, p. 25). Although research indicates that children may begin to limit career aspirations based on their race, ethnicity, gender, and social class as early as first grade (Jackson & Grant, 2004), it also indicates these cultural identities may be a source of empowerment and self-esteem for students (Amatea & West-Olatunji, 2007; Harrison-Hale, McLoyd, & Smedley, 2004). Effective and ethical school counselors need to possess cultural competence (Pedersen, Draguns, Lonner, & Trimble, 2002), including self-awareness, knowledge of others' worldviews, and use of culturally sensitive skills (Sue, Arredondo, & Davis, 1992; Sue & Sue, 2006).

Professional school counselors are expected to "specifically address the needs of every student, particularly students of culturally diverse, low social-economic status, and other underserved or underperforming populations" (ASCA, 2005, p. 77). The professional school counselor provides culturally competent counseling, consultation, and other services to promote student success. The school counselor also collaborates with stakeholders to create a school climate that welcomes and appreciates the strengths and gifts of culturally diverse students. Professional school counselors act as advocates for those who are marginalized by working with systems to address inequities in schools (Holcomb-McCoy, 2007).



The Professional School Counselor's Role

Professional school counselors assist in creating a school climate where cultural diversity is celebrated; curriculum, textbooks, pedagogy, and classroom management methods are inclusive; and cultural relations within the school are encouraged and embraced. Professional school counselors are actively involved in the community through advocacy, networking, and utilization of resources, and ensure a welcoming school environment. School counselors also seek to enhance their own cultural competence, and facilitate the cultural awareness, knowledge, and skills of all school personnel.

Summary

Professional school counselors foster increased awareness, understanding, and appreciation of cultural diversity in the school and community. School counselors collaborate with students and stakeholders to promote the success of all students.

References

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<http://www.schoolcounselor.org/files/PositionStatements.pdf>



APPENDIX D

South Carolina State University Equal Opportunity/Affirmative Action Policy

South Carolina State University offers equal opportunity in its employment, admission, and educational activities in compliance with Title IX and other Civil Rights Laws.

The University is in compliance with Title VI and VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Age discrimination of Employment Act of 1967, as amended, Section 402 of the Vietnam Era Veterans Readjustment Act of 1974, and The Americans With Disabilities Act of 1990. We, therefore, do not discriminate on the basis of race, color, national origin, religion, sex, age, physical disability, or political affiliation in any of our policies, practices, or procedures. Our programs and activities of employment, treatment of employees, admission, access, public service, and procurement and purchasing of goods and services are conducted in a nondiscriminatory manner. Our affirmative action practices and procedures are enthusiastically endorsed and vigorously enforced to insure that equal opportunity exists in all of these areas.



South Carolina State University *Orangeburg, SC*

So, you're thinking about earning a graduate degree?

That's a smart move because a graduate degree can . . .

- **give you the opportunity to take control of your life.**
- **influence how fast and how far you can advance in your career.**
- **give you greater flexibility to change careers.**

In addition, according to the U.S. Department of Commerce:

- **College graduates earn an average of 72% more income than non-college graduates. Those with advanced degrees earn an average of 177% more. This means that with each year, you are actually losing money in potential income, not to mention missing out on career opportunities.**
- **The cost of attending college continues to rise. Today, the tuition at many private schools is over \$20,000 per year. *(In contrast, the yearly cost of attending SCSU is about one-third that amount.)***

Our graduate classes are held in the evenings, on weekends, and some are on line. As a full-time graduate student, you can earn your degree in about two years.

Don't wait any longer—let the School of Graduate Studies at South Carolina State University help take you to the next level.



CONTACT US:

gradschool@scsu.edu; (803) 536-7064; www.scsu.edu