2.1

**Standard 2.1 School Counseling**

A narrative is provided that addresses how state-mandated requirements are tracked and describes admission processes, as well as what assistance/remediation is provided to candidates who are admitted under the 10% waiver. Annual data for the number of candidates admitted, enrolled and completed for the entire continued approval period are included.

*A Table describing the transition points is attached to this document. It is titled School Counseling Transition Points. It describes the following:*

**Admission:**

There are two degree programs within the School Counseling Program. The M. Ed. program admits candidates who already meet the requirements for state certification. To be admitted, they must prove that they are currently certified by presenting a copy of their Teaching Certification at the Professional Level, or provide evidence that they graduated from a DOE approved Teacher Certification Program. Passing test scores on the General Knowledge Test, Professional Educator Examination, and one subject area Exam of the FTCE must also be verified.

School Counseling Program candidates for the M.A. Program must present passing scores on the FTCE General Knowledge Test.

In both degree programs all candidates must present their official transcripts indicating graduation from a regionally accredited undergraduate program, with either a 3.0 average for the last 60 hours; or a minimum score of 1000 (if taken before September 1, 2011) on the GRE or a 400 on the MAT. In order to be admitted, all candidates must have a minimum of 2.5 GPA on a 4.0 scale for Undergraduate work.

These Admission documents are 1) reviewed by the Graduate Admission Office; 2) by the Counseling Faculty; 3) by the Department Chair. All candidates must also present three positive letters of recommendation, and a statement of professional goals. All candidates must also have a favorable professional interview with counseling faculty. When candidates are admitted they are advised, complete a plan of study, and assigned an advisor. Candidates sign an agreement stating that they will follow their plan of study.

**Entry to clinical practice**

I order to be approved for placement in internships, candidates must maintain meet several minimal criteria. Each candidate must have a GPA of 3.0 in each graduate course, have achieved a B or better in MHS 6700 Legal and Ethical Issues in Counseling, achieve a satisfactory grade in MHS 6800 (Practicum,) & MHS 6805 (Advanced Practicum.).

Each candidate must have successfully completed the Critical Tasks assessing CACREP, FEAP, and Counseling Competencies as scored in LiveText. They must have positive evaluations in both Practicum courses (MHS 6800 & MHS 6805).

In addition, the faculty meets each semester during the fall and spring and evaluates every candidate regarding their progress through the program. All faculty members teaching in the program are invited to have input in the discussion. When students are making adequate progress, they are notified in writing regarding their satisfactory progress. If candidates are not make satisfactory progress, or there are other concerns, the faculty invite them in for a discussion to focus on way to assist them in making better progress, or advise them in alternate career/program choices.

**Exit from Clinical Practice**

The School Counseling Program requires 700 hours of field experience 100 hours are from the practicum experiences and 600 hundred hours are from the three Internships (MHS 6831- Internship I – 100 hours; MHS 6832 Internship II – 200 hours; & SDS 6830 -Internship in School Counseling – 300 hours immersion). Candidates must be in contact with students, faculty, administrations, support personnel, other school professionals, or family members in a school setting.

Candidates are evaluated by their university and site supervisors. The site supervisors in each internship will complete the FEAPS and Competency Evaluation (attached to this section), and other internship assessment. In addition, every semester the University supervisor visits each Intern and their site supervisor. During this visit they complete the Site Visitation Form (attached to this section).

Candidates in Internship II (MHS 6832) and Internship in School Counseling (SDS 6830) are required to complete a project that demonstrates the counseling intern’s positive impact on student learning. This is known as Closing the GAP Project. The syllabi and rubrics for the Internships are attached to this document.

**Approval for Graduation**

Before approval for graduation, Candidates must prove that they have passed the Professional Educator Exam, and the Guidance and Counseling Subject Area Exam. This data is entered in Banner from the DOE and Pierson Testing. Candidates must also have a minimum grade of Satisfactory or B in all Counseling courses, must have completed all required courses, and have passed the CPCE Exit Exam; completed all internships. The Transcripts and documentation of test scores are verified by several people in the College of Education. These include The Counseling Program Leader, The Program Chair and the Assistant Dean. Each independently verifies that every element of the graduation requirements have been met before signing the approval to graduate.

**Admission and Completion Table**

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Admitted in year | Enrolled | Completed/graduated in year |
| 2011 | 26 | 24 | 10 |
| 2010 | 30 | 28 | 8 |
| 2009 | 20 | 19 | 6 |
| 2008 | 24 | 22 | 8 |
| 2007 | 20 | 18 | 4 |