

SCHOOL COUNSELING

MASTER OF EDUCATION

The School Counseling Program consists of 48 semester hours. The program is designed to prepare current teachers and other qualified applicants for licensure as counselors in a school setting. Upon successful completion of the program, students will receive a Masters of Education degree.

Accreditation

- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- National Council for the Accreditation of Teacher Education (NCATE): Initial and Advanced programs
- North Central Association of Colleges and Schools
- Ohio Department of Education

Admission Requirements

- An undergraduate degree from an accredited institution with a major in education (equivalent to the training necessary for a teaching license) or the equivalent in training and experience is needed. Candidates ordinarily are, or have been, teachers. An undergraduate degree or academic coursework in the areas of psychology, counseling or related areas may substitute for a teaching licence.
- An undergraduate cumulative GPA of at least 2.75
- Three letters of recommendation from persons familiar with the applicant's academic work, professional work, vocational commitment, and suitability for the role of counselor are required. Ideally, these letters will come from former professors and/or employers who can comment on the suitability of the applicant for graduate study.
- A letter of intent from the applicant outlining career objectives and goals. The letter should be 400-600 words in length. It will be evaluated for content

and grammatical and mechanical correctness.

- Evidence of work or volunteer experience.
- Miller Analogies Test (MAT) – *or* – Graduate Record Examination (GRE) score(s).
- Applicants must participate in an interview process the will include a writing sample composed in response to a provided written prompt, and both a group and a personal interview. The applicant's interview will be evaluated by the admission committee.

Educational Philosophy and Goals

The mission of the Department of Education and Allied Studies, built upon the key ideas of a Jesuit Educator, prepares educators and pupil personnel with the knowledge and character to lead and to serve. Five key areas focus all programs.

- **The Formation of the Total Person** develops the total person through self-discovery and learning
- **The Personal Influence of the Educator** develops students through a personal dialectical process
- **Utilizing Educational Settings as Communities of Influence** utilizes a school as a community in which to personally engage students and begin their own process of self-development
- **Accepting Education as a Vocation** begins a life of dedicated service towards the growth and development of student
- **Integrating Disciplines to Extend and Synthesize Knowledge** cultivates ideal educators by combing human and spiritual experience found in the integration of the arts and sciences.

Telephone

(216) 397-1987

Fax: (216) 397-3045

Program Coordinator
Dr. Cecile Brennan
counseladmin@jcu.edu

Visit us at:

www.jcu.edu/graduate

Graduate programs are organized around four additional strands.

- **Scholarship** immerses students in their fields and engages them in scholarly inquiry by applying research methods to practice
- **Personal and Professional Development** addresses ethical principles including honesty, a sense of justice, and dealing humanely with other individuals
- **Specialization** incorporates theoretical and empirical work in communities of practice and addresses the differences between experts and novices
- **Leadership** addresses the dimensions of one person influencing the behavior of another

Honorary Society

- National award-winning Beta Chi Chapter of Chi Sigma Iota International Counseling Honorary Society

Faculty

- **Ryan Allen, Ph.D.** (Ball State University). Assistant Professor. Human Development, Psychometrics, Neuropsychology.
- **Cecile Brennan, Ph.D.** (Cleveland State University). PCC-S, NCC. Assistant Professor. School Counseling, Clinical Counseling, and Ethics.
- **Theron Ford, Ph.D.** (Miami University of Ohio). Assistant Professor. Teacher Education; Multicultural Education; Special Education.
- **Jonathan Lent, Ph.D.** (University of Akron). Instructor. PCC-S, NCC, LSC. Counselor Education.
- **Kathleen M. Manning, Ph.D.** (University of Toledo). Assistant Professor. Educational Psychology; Physical Education and Exercise Science.
- **John Rausch, Ph.D.** (Kent State University). Associate Professor. Research, Assessment, Developmental Psychology.

- **Yi Shang, M.A.** (Boston College). Instructor. Research, Assessment, Statistics.
- **Nancy Taylor, Ph.D.** (Kent State University). PCC-S. Assistant Professor. Forgiveness, chemical dependency, family, spirituality, supervision. al dependency, family, spirituality, supervision.

Financial Assistance

- Some Graduate Assistantships are available. Graduate assistants are given a tuition waiver for 15-18 credit hours per year plus a stipend. Students are expected to spend 20 hours per week working for the Department.
- The University's Office of Admissions and Financial Aid offers assistance on student loans.

Course of Study

Core Sequence

- CG 501 Orientation to School Counseling
- CG 505 Human Growth and Development
- CG 509 or ED 502* Research Methods
- CG 514 Introduction, Survey, & Awareness of Chemical Dependency
- ED 530 Tests and Measurements
- CG 531 Career Development & Vocational Appraisal
- ED 533 Statistics
- CG 535 Group Dynamics, Processing, and Counseling
- CG 538 School Counseling Program Design & Consultation
- CG 561 Counseling Theory
- CG 562 Counseling Techniques
- CG 563 Diversity Issues in Counseling

Candidates who do not hold a valid teaching license must also take:

- ED 503 Orientation to Educational Environment
- ED 534 Learning-Teaching

Field Experience Sequence

- CG 591 Practicum in School Counseling
- CG 598A Internship in School Counseling I
- CG 598B Internship in School Counseling II

Electives: Suggested electives could be CG 515 or CG 516. Electives should be selected in consultation with advisor.

Internship

Students wishing to become licensed as school counselors in Ohio must complete an internship at a school site acceptable to John Carroll University and with the approval of the school system involved. Internship consists of 600 contact hours over a minimum of one calendar school year. Of those hours, 240 shall be in direct counseling service to children under the supervision of a licensed school counselor at the site as well as with the university's internship coordinator off site. Applications must be submitted no later than November 1st for the Spring semester and April 1st for the Fall semester. The intern must complete a detailed case study and presentation, and demonstrate progressive attainment of skills and experience commensurate with what would be expected of a counselor in practice.

Exit Requirements

- Submission of logged contact hours during Practicum and Internship is required for graduation.
- Successful completion of a comprehensive examination.
- Successfully pass all applicable sections of the PRAXIS II Assessment. This is required for Ohio Department of Education K-12 Certification.
- Students who do not hold a valid Ohio Teaching certificate will be required to complete a one-year entry-year program, beyond the internship requirement, under the supervision of a licensed school counselor.