

SCHOOL COUNSELING Master of Education

Program Overview

The School Counseling Program, consisting of 48 credit hours, 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 Master of Education degree. The School Counseling program has been designed to meet the needs of the full-time student while also accommodating part-time study. Courses are primarily offered in the evening to accommodate students who work during the day.

Mission

The mission of the JCU Counselor Education program is to create professional clinical mental health and school counselors who embody the Jesuit essence of persons for others and leaders in service. The program strives to offer a broad-based education that will prepare students to become competent and effective counselors.

The program endeavors to:

- Offer a broad-based education that will prepare students to become competent and effective professional counselors
- Ensure awareness and understanding of multicultural issues, as well as a mindfulness of the evolving pluralistic and technological society
- Promote commitment to the counseling profession through involvement in professional counseling organizations and in other activities that encourage professional identity as a counselor.

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 Board of Regents

Honorary Society

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

Admission Requirements

- An undergraduate degree which includes advanced coursework (12-18 semester hours) in the social and behavioral sciences, including coursework in education.
- An undergraduate cumulative GPA of at least 2.75 (4.0 scale).
- A satisfactory score on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE).
- Three letters of recommendation from professional, ideally academic, sources who can comment on the candidate's academic ability and suitability for the role of counselor.
- A letter of intent (400-600 words) from the applicant outlining career objectives and goals.
- A resume which includes work and volunteer experience.
- A group and/or individual interview, including a writing sample composed in response to a prompt provided by the admission committee.

Program Coordinator

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Continued on back page >>

Graduate Studies College of Arts and Sciences

www.jcu.edu/graduate



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 598 Internship in School Counseling II

Electives

Electives should be selected in consultation with advisor.

Internship

Students desiring 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

- Successful completion of a comprehensive examination.
- Submission of logged contact hours during Practicum and Internship is required for graduation.
- Successfully pass all tests required by the Ohio Department of Education for licensure.

Financial Assistance

- All students qualify for a tuition reduction scholarship. Certified teachers qualify for a 33% percent scholarship; other students qualify for a 20% scholarship.
- Some graduate assistantships are available, providing a tuition waiver for 15-18 credit hours per year and a stipend. Graduate assistants are expected to work 20 hours per week.
- The University's Office of Admissions and Financial Aid offers assistance on student loans.

Faculty

Ryan Allen, Ph.D.
(Ball State University).
Human Development, Psychometrics,
Neuropsychology

Cecile Brennan, Ph.D., PCC-S, NCC
(Cleveland State University)
School Counseling, Clinical Counseling,
and Ethics

Paula Britton, Ph.D., PCC-S, NCC
(University of Akron)
Wellness, HIV, Women's Issues, Field
experience, Supervision

Theron Ford, Ph.D.
(Miami University of Ohio)
Teacher Education, Multicultural Education,
Special Education

Nathan Gehlert, Ph.D.
(Loyola University Maryland)
Relationship Issues, Group Work, Wellness &
Spirituality

Kathleen M. Manning, Ph.D.
(University of Toledo)
Educational Psychology; Physical Education;
Exercise Science

John Rausch, Ph.D.
(Kent State University)
Research, Assessment, Developmental
Psychology

Yi Shang, Ph.D.
(Boston College)
Research, Assessment, Statistics

Nancy Taylor, Ph.D., PCC-S
(Kent State University)
Forgiveness, Chemical Dependency, Family,
Spirituality, Supervision