

SCHOOL COUNSELING GRADUATE STUDENT HANDBOOK

2020/2021



Department of Community Psychology, Counseling and Family Therapy
Saint Cloud State University

This handbook is prepared for the use of students formally admitted to the graduate program in school counseling. While every effort is made to keep this handbook current, the school counseling program faculty reserve the right to make changes as needed, always with a reasonable effort to inform students of such changes.

ST. CLOUD STATE
UNIVERSITY

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GREETINGS!

Dear school counseling students:

I would like to extend a warm welcome to you on behalf of the school counseling faculty, staff, and students at St. Cloud State University and congratulate you upon your admission to the School Counseling Program. The School Counseling Program exists within the Community Psychology, Counseling and Family Therapy Department in the School of Health and Human Services. The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the National Council for Accreditation of Teacher Education (NCATE), providing students with nationally recognized standards of excellence in training toward becoming professional school counselors.

Successful completion of the program qualifies you for K-12 licensure as a school counselor in Minnesota and the foundation for pursuing licensure in other states as well. Graduates receive a Master of Science Degree in Counseling Psychology with an emphasis in School Counseling. Over 90% of program graduates find work as school counselors, with others often pursuing and obtaining related helping profession occupations.

The School Counseling Program is the longest existing counseling program at St. Cloud State University and has a proud tradition of more than 45 years of preparing highly qualified helping professionals ready to serve K-12 students. Program faculty strive to provide students with the necessary knowledge, skills, and dispositions to effectively deliver comprehensive school counseling services in a school system. The program emphasizes the importance of using a developmental approach, multicultural competence, and interpersonal skills in the provision of school counseling services. Additionally, the program has a long tradition of working closely with practicing school counselors, especially during student internships, to ensure that it prepares students for a continually changing society and educational system.

The program is designed to be engaging, enlightening, and rigorous in order to best prepare you for professional school counseling. You are encouraged to work hard and strive toward excellence as work in this field requires strong preparation and commitment. Students successful in completing this program will have demonstrated excellence as a counselor-in-training and a future professional ready to help all children succeed in school and life. Welcome to the beginning of what I hope is a meaningful personal and professional experience.

Sincerely,

Bill Lepkowski, Ph.D.
Professor
School Counseling Program Coordinator

MISSION STATEMENT

The mission of the School Counseling Program at St. Cloud State University is to educate students in the areas of school counseling, developmental guidance, and related psychological and educational services. In this program, students develop the professional knowledge, skills, and dispositions needed to help those they serve achieve their maximum level of independence and functioning. The School Counseling Program embraces a multicultural and developmental philosophy in preparing students to provide counseling and related services in a democratic and pluralistic society. The Program's philosophical framework encompasses enhancing personal growth and development; creating awareness of self in relation to society; developing an identity as a counseling professional and professional school counselor; and providing the knowledge, skills, and dispositions to work effectively with others.

PROGRAM OBJECTIVES

The School Counseling Program is designed to:

1. *Develop student professional knowledge, skills, and dispositions including helping students:*
 - learn to be effective counselors.
 - learn to communicate effectively.
 - develop a greater self-understanding.
 - learn and adhere to the legal and ethical guidelines of the profession.
 - develop increasing levels of multicultural competence.
 - learn to work effectively with K-12 students, school personnel, and parents.
 - learn and apply evidence-based best practices to school counseling work.
 - learn how to develop a comprehensive school counseling program.
 - become prepared for doctoral level training.

2. *Develop student professional identity by:*
 - helping students identify as counselors first, who then specialize in school counseling.
 - encouraging students to become members of professional organizations such as the American Counseling Association (ACA), the American School Counselors Association (ASCA), and the Minnesota School Counselors Association (MSCA).
 - encouraging students to join and participate in appropriate professional growth and networking activities such as: the CMCA/Dugan Symposium, MSCA Annual Conference, MSCA Day on the Hill, and ASCA and ACA national conferences.

3. *Develop student professional competencies in accordance with our SCSU Husky Compact*

As of January 2015, St. Cloud State University finalized and adopted our new "Husky Compact". This compact represents our commitment to ensure we help all students attain six key attributes during their time at SCSU, regardless of the specific program. These six attributes include helping students: 1) think creatively and critically; 2) seek and apply knowledge; 3) communicate effectively; 4) understand and integrate existing and evolving technologies; 5) act with integrity and responsibility; and 6) engage as a member of a diverse and multicultural world. Our CACREP accredited counseling programs align closely with the Husky Compact as we strive to ensure all counseling graduates can demonstrate a high level of proficiency in each of these six attributes.

GETTING STARTED

Required orientation program

All new students (both full-time and part-time) must attend an orientation meeting held early in the fall semester. Important information about the graduate program is presented at this meeting. Also, there is time for students to ask questions. Equally important, the meeting provides the opportunity for the students to meet and socialize with each other and the faculty.

Definitions

Full-time students: The University, including the Financial Aid Office and Graduate Office, view graduate students who have eight or more credits per semester as being full-time. However, in the school counseling program, adhering to the 2 year plan of study (typically 12 to 16 credits per semester) constitutes “full-time” status. The maximum credit load is 16 credits per semester during fall and spring semesters and nine credits during summer. The approval of the graduate dean and your adviser is necessary to take more than the maximum credit load.

Part-time students: Graduate students who have fewer than eight credits per semester are considered to be part-time by the university. In the school counseling program, graduate students who have less than 12 credits per semester have part-time status. It is important to note that part-time students may have more difficulty scheduling classes. To remain active, students must take at least one class per semester. Full-time students have priority in registration over part-time students. Some classes are offered only once per year or every two years. Therefore, it is imperative that part-time students work closely with their adviser in planning their class schedule.

Schedules and registration

Class schedules are usually available a week or so before registration begins each semester and summer session. As well as listing course offerings, the schedules contain important information about when and where to register, the process of dropping and adding courses, the payment of fees, projected course offerings for coming semesters, and other pertinent information. Schedules are available in the lobby of the Administrative Services Building. Registration is completed on-line using the following website address: www.stcloudstate.edu/registrar.

Financial aid

Graduate students may apply for several forms of financial aid. Aid includes loans, workstudy, scholarships, and graduate assistantships. Students interested in applying for loans and/or workstudy should contact the Financial Aid Office located in the Administrative Services Building. Scholarships, available from each department, are occasionally available. Students interested in applying for scholarships should see the department office manager, Room B210 of the Education Building. Some scholarships may also be available through the School of Graduate Studies, Administrative Services Building AS-121. Students who are interested in scholarships through the university that are need-based must complete the financial information form at the Financial Aids Office. Graduate students may also apply for graduate assistantships. Limited aid may be available through the department in this form. Graduate assistantships require full-time status as a graduate student and include some work responsibilities (usually 10 to 15 hours a week). There are other assistantships available elsewhere on campus (e.g., Counseling Center, Career Services, Student Disability Services, Atwood Center, and other departments). Students may qualify for these assistantships by taking as few as eight credits.

Graduate assistants in the Counseling and Community Psychology department can expect the following of their assistantships: 1) First priority: Enhancement of graduate assistants' program of

study. 2) Second priority: Enhancement of instruction in classes. 3) Third priority: Assistance to faculty involved in graduate programs. For the necessary application form, see the department office manager in Room B210, Education building, phone number (320) 308-2160.

Program and university communication

You are required to obtain, maintain, and use a Huskynet email account. This is the official email communication format for the department and university. It is important that you check your Huskynet email regularly for department communications.

Advisement/fall registration

Each new student is assigned an adviser upon acceptance into the school counseling program. Not all advisers are immediately available for conferences, particularly in the summer. In these cases, the program coordinator or any adviser may be contacted. For most students, it is not necessary to plan a program of study with an adviser before fall semester. If you are a full-time student, it is not necessary for you to receive "permission slips" for "By Permission Only" courses. Full-time students are automatically given permission for required classes. Registration must be completed on-line. See instructions for on-line registration in the fall semester class schedule.

Part-time students wishing to take a "Permission Required" course will need to contact the faculty member teaching that particular course. Part-time students should meet with their adviser or coordinator of the school counseling program to plan their fall semester registration. All part-time students should plan to see their adviser early in fall semester to plan their program of study.

PLAN OF STUDY

During the second semester in the program, students must meet with her/his adviser to develop and submit a "Proposed Program of Graduate Study". This is the student's plan of when and how she/he will progress through the program. This plan is of course subject to change based on student performance in courses and other changes that may arise. To amend the plan of study, students will need to speak with their adviser. The school counseling program worksheet (see Appendix A) is a useful tool to help develop the plan of study. For full time students, most of the courses are pre-determined. Part-time students will likely need to revisit the plan of study as course offerings can vary.

Thesis versus non-thesis option (Plan A versus Plan B)

Before completing a plan of study for candidacy, students need to decide whether to follow Plan A or Plan B, thesis or non-thesis option, respectively. For those planning to pursue a doctoral degree in the future, conducting research and/or publishing a work (Plan A) should strongly be considered. Research can be done with either Plan A or Plan B.

Plan A, thesis option, requirements: (note, we are moving to an option where you can take COUN 676 Research Methods and Program Evaluation for 3 credits, which covers all standards from CEEP 675 and CEEP 678, and then you can take an elective 3 credit course. Talk to your advisor about this option).

CEEP 675 Research Methods, 3 Credits

CEEP 678 Graduate Statistics, 3 Credits

CEEP 699, Thesis, 6 Credits

Students who are planning to write a thesis should carefully read the Graduate Bulletin, and a manual for the preparation of "Field Studies, Theses, Creative Works, and Starred Papers". Note that the book "A Manual for the Preparation of Field Studies, Theses, Creative Works, or Starred Paper(s)" should be obtained from the Graduate Studies Office in AS-121.

Plan B, non-thesis option, requirements: (note, we are moving to an option where you can take COUN 676 Research Methods and Program Evaluation for 3 credits, which covers all standards from CEEP 675 and CEEP 678, and then you can take an elective 3 credit course. Talk to your advisor about this option).

CEEP 675 Research Methods, 3 Credits
 CEEP 678 Graduate Statistics, 3 Credits

Students may also take CEEP 689, Seminar: Research Reporting. In this independent study class students conduct the research projects planned in CEEP 675. This allows students to conduct research without writing a thesis.

Course Requirements for All Students (Plan A or B, Teacher or Non-Teacher)

Course	Grade	Credits
530, Advanced Human Growth & Development	_____	3
619, Professional Orientation & Ethics	_____	3
651, Counseling Theories	_____	3
667, Career Development	_____	3
668, Counseling Procedures	_____	3
665, Measurement Techniques	_____	3
666, Group Process and Dynamics	_____	3
669, Counseling Practicum	_____	4
670, Developmental Guidance & Procedures	_____	3
672, Family, School & Organizational Partnerships	_____	3
658, Multicultural Counseling	_____	3
675, Research Methods	_____	3
681, Practice in Small Group	_____	3
654, Guidance for Special Needs	_____	3
678, Graduate Statistics	_____	3
696, Counseling Internship	_____	6
Total		52

(note, we are moving to an option where you can take COUN 676 Research Methods and Program Evaluation for 3 credits, which covers all standards from CEEP 675 and CEEP 678, and then you can take an elective 3 credit course. Talk to your advisor about this option).

Students without a teaching license

Students who do not hold a current Minnesota teaching license must complete the following courses in addition to the school counseling masters degree program in order to be licensed as a school counselor in Minnesota:

CEEP 361, Introduction to Educational Psychology (3 cr.)
 ED 647, Curriculum Development and Assessment (3 cr.)
 HURL 497 or 597, Human Relations for the Teacher I (3 cr.)
 HURL 498 or 598, Human Relations for the Teacher II (1 cr.)

Incoming students (especially full-time) should consider this in planning their programs of study, potentially beginning these courses in the summer prior to fall enrollment.

Transfer policy/course waivers

A maximum of 10 semester hours of graduate work completed at other accredited colleges and universities or extension credit earned from this university may be considered for application to the program. To be considered for transfer, the credits must be:

- a) Residence credits earned at an institution approved to offer graduate degree programs in the major field where the credit was earned, at the time the credit was earned.
- b) Appropriate to the student's program.
- c) Approved by the adviser and the Graduate Studies office.
- d) Recorded on the approved program forms.

Students may also request that courses be waived based on prior experience. The professor responsible for teaching the course will assess the student's competency. If the student passes the competency examination, another course will be substituted into the student's program with approval of their adviser. It is also necessary to complete a change of program form and have it approved by the Graduate Dean.

Procedures for Course Substitution/Waiver or Program Variance

Students with three or more years of full-time experience in school or counseling settings may substitute some courses with the consent of their adviser. Recommendations by department faculty will be given only for those courses in which the experienced student demonstrates the competencies in the course for which substitution is requested. Other program variations (e.g. one-semester internship, out of sequence courses, or independent studies) will be considered on an individual basis, however only those students who provide compelling and convincing evidence/arguments will be allowed a variance.

Licensure certificate program

A licensure certificate program is available for students already holding a masters degree in a related area. Admission into this program is strictly limited by staff availability. All students admitted into this program must complete the following classes irrespective of previous coursework:

- CEEP 619, Professional Orientation and Ethics
- COUN 654, Guidance for Special Needs
- CEEP 668, Counseling Procedures
- COUN 670, Developmental Guidance Program and Procedures
- CEEP 681, Practice in Small Group
- CEEP 696, Internship

Additionally, students in this program must complete all other requirements for school counseling licensure not covered in their prior master's degree work.

PROGRAM TRANSITION POINTS AND STUDENT EVALUATION PROCEDURES

Becoming a professional school counselor

The road to becoming a competent counselor is often a challenging in-depth growth process, involving significant personal and professional work and development. Counselor educators have the obligation to act as gatekeepers to the profession, ensuring students possess the necessary knowledge, skills, and dispositions to effectively help others and avoid practices detrimental to client welfare. Students are evaluated throughout the course of their program in each area before being permitted to transition to the next level of preparation. Should a student be deemed deficient in an area, they will either need work through a plan to remediate the concern, or in more severe cases, may be removed from the program.

Academic review, retention, remediation, and dismissal policy

The School Counseling Program faculty meet regularly to discuss the progress of students in the program. The following elements are reviewed: Academic progress and promise (you must receive a grade of “C” or higher for the course to count toward your plan of study, a grade of “C-” or lower means you need to retake the course); counseling skills acquisition and development; dispositional or personal issues that may be interfering with progress in the program, and; legal and ethical issues. During the plan of study, students are assessed in these areas and in the event that there is faculty concern about a student regarding any of these areas a faculty member will meet with the student to discuss necessary remediation steps to take toward improvement or to offer assistance to the student in finding a more suitable field of study. While there was preliminary evaluation of a prospective student’s suitability for counseling at the time of admission, evaluation also occurs throughout a student’s course of study. During the pre-practicum core courses evaluations are made by faculty as to whether students have developed the knowledge, skills and dispositions necessary to proceed to practicum. During practicum regular evaluations are made by faculty to determine whether the student are prepared to proceed to internship or whether the practicum experience needs to be repeated or other assistance is necessary to continue in the program. During the internship regular assessments are made by the site supervisor documenting the pre-professional progress and readiness for recommendation for graduation and licensure.

Should a concern arise, the faculty member noticing the concern will work with the student to discuss the concern and when appropriate, develop a remediation plan. The purpose of such a plan is to help the student rectify the concern in a reasonable time period so the student can then further progress in her/his plan of study. Should the student fail to remediate the concern to a satisfactory level or should the nature of the concern be so great, the school counseling program faculty will consider student dismissal from the program. Consideration and decisions regarding dismissal follow the policy of the SCSU School of Graduate Studies and can be found at the following site:

<https://www.stcloudstate.edu/policies/>

Dispositions

In addition to knowledge and skills provided in the program, students are expected to develop and demonstrate dispositions that are appropriate to the professional practice of school counselors. A disposition is a state of mind that leads one to act in certain ways and dispositions are reflected through behaviors. A specific set of dispositions was developed by the counseling faculty to help ensure students are prepared for ethical and professional counselor work. These dispositions are assessed throughout the program, and final documentation of all dispositions are required before a student will be approved for graduation. Appendix A at the end of this handbook provides the list of

dispositions used by the program. Instructions on these dispositions will be provided at the required orientation meeting and in introductory course work.

Technological literacy

School counseling students are expected in the course of their graduate studies to make use of the advances of technology available to them on campus and at their internship sites and to gain the necessary technological knowledge and skills for effective school counseling practice. This includes using computers for word processing, research library searches, school guidance and counseling technology resources, technology available through career resources and the counseling center on campus, video technology for assessment of skills, use of school software applications (i.e. Skyward, Infinite Campus) etc. Help is available through Technology Resources, the Help desk, the career center, and the counseling center for student growth in technological literacy.

Code of Conduct

The Student Code of Conduct and Related Procedures is available at the Student Life and Development Office in Atwood Center. It is also available on the World-Wide Web at <http://www.stcloudstate.edu/studenthandbook/code/default.asp> Included in the Code of Conduct are interpretations of regulations, discipline responsibility, standards of due process, regulations regarding bias motivated offenses, prohibited conduct, responsibility of student groups and organization, interim suspension rules, the disciplinary process, student rights, pre-hearing procedures, information on the judicial panel hearing, appeal procedures as well as policies and procedures for handling student complaints concerning faculty, the grade appeals policy, and a list of student concerns with the appropriate referral for help given.

Grade appeals policies

A student who considers a grade to have been determined improperly may within two weeks of the beginning of the next semester (not including summer terms) begin a grade appeal process. The first step is to confer with the instructor. If this does not produce mutually satisfactory results, the student will contact the department chair to obtain a grade appeals form. This will take place within two weeks of the conference with the instructor (within four weeks of the beginning of the next semester, not including summer terms). The complete grade appeals procedure policy is outlined in the Code of Student Conduct. (See above for information on procuring the Code).

Student complaints regarding faculty

Complaints must be initiated during the semester or summer term when the concern arises or within two weeks of the first day of instruction of the next regular semester, regardless of enrollment status and includes the first step of consultation with the faculty member, the possible second step of mediation within the department, and the possible third step of review by dean or designee. The complete procedure is outlined in the Code of Student Conduct. (See above for information on procuring the Code).

Transition Point 1: Admission

In order to be admitted to the SCSU School Counseling Program, applicants must provide all required materials by the required deadline. The SC program faculty then review all materials and invite all applicants with completed applications to campus for group interviews. The faculty determine admission based on materials in the application and performance during the interviews.

When considering applicants, SC faculty pay careful attention to previous work experience, academic background, scholarship, emotional maturity, interpersonal skills, respect for cultural differences, and commitment to the counseling profession as demonstrated through applicant application materials and interview responses. Previous experience working with children and adolescents and previous school experience is heavily weighted in the admission process as well. Applicants are also advised to visit with several school counselors prior to admission to verify that this profession is a good fit and to be able to show a genuine interest in the field. SC faculty use a rating form to help assess applicant attributes.

Transition Point 2: Pre-practicum core courses

Once admitted, the next step in the evaluation process is to determine if a student has successfully demonstrated the knowledge, skills and dispositions to transition to practicum. To pass this transition point, students must successfully complete the common core of course work prerequisite to the supervised counseling practicum experience. Part-time students should complete these courses early in their program. Pre-practicum core courses include:

CEEP 530 Advanced Human Growth and Development, 3 Cr.

CEEP 619 Professional Orientation and Ethics, 3 Cr.

CEEP 651 Counseling Theories, 3 Cr.

CEEP 666 Group Process and Dynamics, 3 Cr.

CEEP 668 Counseling Procedures, 3 Cr.

Student skills are primarily assessed in CEEP 666 and CEEP 668. Dispositions and knowledge are assessed in all the pre-practicum courses.

Transition Point 3: Supervised counseling practicum and Candidacy

To pass this transition point students must both demonstrate satisfactory growth in individual (CEEP 669) and group practicum (CEEP 681), academic success in all pre-internship coursework, and overall readiness for candidacy.

Individual & Group Practicum: Individual practicum is a 4-credit experience (CEEP 669) and group practicum (CEEP 681) is a 3-credit course following successful completion of the pre-practicum core courses and will provide for the application of theories and techniques to counseling experience. All full-time students are automatically placed in the counseling practicum courses. However, each part-time student must apply in writing to the coordinator of the school counseling program for placement in a counseling practicum course at a minimum of seven months before beginning practicum. Most part-time students apply one year in advance. Late applicants might not be admitted. This may result in delayed internship and graduation. Required liability insurance is included as part of the registration fee for the practicum courses.

Candidacy: Admission to graduate studies does not constitute candidacy for a degree. Rather, a student who has been admitted to graduate study is advanced to degree candidacy upon the

recommendation of department faculty. Advancement to degree candidacy requires that the candidate must:

1. Have completed between 12 and 24 semester hours of graduate study at St. Cloud State University with a minimum grade point average of 3.0.
2. Have submitted to their adviser one completed program of study form signed by the student.
3. Have clearly demonstrated the aptitude and ability to pursue graduate work and exhibited a commitment to school counseling as a profession.
4. Have demonstrated potential for a successful career in the field of school counseling.

Admission to degree candidacy is not an automatic process, but rather the advancement to candidacy is approved by program faculty only after careful evaluation of all pertinent factors. During the semester in which a student is enrolled in individual practicum, she/he will be required to submit an application for candidacy through the student's adviser. This will be presented at a faculty meeting for evaluation. Attention is paid to successful demonstration of knowledge, skills, and dispositions needed to work effectively with others.

Transition Point 4: Internship, Final Evaluation, and Endorsement

An Internship Handbook is distributed to students during the spring semester prior to their beginning internship. The handbook provides the details of securing an internship site. Students must not proceed to set up an internship without first attending the internship orientation meeting held early in the spring semester. Students must have completed all course work with the exception of COUN 654, Guidance for Special Needs and CEEP 672, Family, School, and Organizational Partnerships prior to beginning their internship. These two courses are taken during the same year as your internship. The supervised counseling internship will provide practical experience in a school counseling setting. Students will be required to investigate at least three possible internship sites in the school counseling field. In general, the sites should a) give interns an opportunity to participate in all aspects of a developmental school counseling program at K-12 levels, b) have a licensed school counseling site supervisor with 2+ years of experience, and c) be within a 75-mile radius of St. Cloud. The selected sites must have final approval of the school counseling faculty. All school counseling students must complete a 600-hour internship which extends over one full K-12 academic year. This is normally completed as a 20 hour per week experience.

As the internship is a critical component to school counselor preparation, careful effort is taken to evaluate student performance. Should a student be dismissed from their internship site due to performance issues, dismissal from the program will be considered. Determination of dismissal from the program is made by program faculty after careful consultation with the internship site as well as consideration of the interns past performance in their graduate work and capacity or lack thereof, to show promise of remedying the concern/s.

During internship, students are evaluated both by their site supervisor and by the faculty supervisor. Students receive weekly formative evaluation from their site supervisor and faculty supervisor, and summative evaluations by being rated on the internship rating form by their site and faculty supervisor at the end of each semester. These evaluations assess student knowledge, skills and dispositions related to performance as a school counseling intern.

In addition to successful completion of the internship, to pass transition point 4, student must also do the following:

Application for graduation

Students should obtain and complete a Graduation Checklist from Graduate Studies within the first two weeks of the semester they expect to graduate. The Graduate Bulletin also contains important information concerning graduation under "Graduation or Completion."

Final comprehensive examination

All students are required to complete a final written comprehensive examination (The CPCE exam). Students take the examination during the semester they expect to graduate. It is necessary to contact the department office manager, Room B210, no later than the first week of the semester of taking the examination. The examination is given near the midpoint of the semester. (The midpoint is indicated in the University Calendar as the date the second half of the semester begins).

Successful completion of internship, the comprehensive final, and graduation from our program then means a student has completed transition point 4 and is eligible for endorsement for licensure.

Licensure as a school counselor

The school counselor master's degree program is designed to meet the requirements for licensure as a K-12 school counselor in Minnesota. Endorsement for the school counselor license is granted only when all licensure requirements are completed. Applications for the school counseling license are processed in the Records Office in the Administrative Services Building.

The State of Minnesota requires background checks and finger printing for all applicants for school counseling licensure as well as official transcripts of all graduate and undergraduate studies. ***Both prospective and active students should be advised that certain criminal activities may influence your ability to get licensed in Minnesota and/or other states and may influence a school district's decision to accept you as an intern or to hire you as an employee.***

Endorsement policy

Students seeking faculty endorsement or recommendation for professional credentials including certifications and/or licenses must initiate the process by requesting a faculty member to write such an endorsement or recommendation. Department policy stipulates that faculty endorsement is given (a) only on the basis of evidence of demonstrated proficiency; (b) only after the candidate has completed a substantial portion of the program, including supervised practicum and internship experiences at St. Cloud State University; and (c) only for the professional credential for which the candidate has been prepared, including appropriate coursework and specialized practicum and internship placements. A letter of endorsement for eligibility of licensure does not guarantee the granting of a license. The supervisory board granting the license ultimately determines fitness for licensure.

Supervisor, Faculty, and Program evaluation

At the end of each educational experience, students are given the opportunity to evaluate the faculty instructor and course using the department instructor and course evaluation form. During internship, students are given the opportunity to evaluate their site supervisor via the internship rating form. Student feedback is essential to our program evaluation and continuous improvement efforts. Evaluations of the school counseling program are also regularly solicited from program graduates, supervisors, employers, and our program advisory board.

Course syllabus information regarding evaluation of students

The student performance evaluation criteria and procedures are stated in the syllabus for each course. If the information is unclear students are encouraged to seek clarification from the instructor.

OTHER IMPORTANT PROGRAM AND SUPPORT INFORMATION

Professional and student organizations

Involvement in professional and student organizations is strongly encouraged. Membership in professional organizations can inform students of opportunities for practical learning and of new developments in the counseling field. Students may also benefit from meeting practicing school counselors through professional organizations. The list below contains only a few examples of professional organizations. Advisers may be contacted for more information.

Chi Sigma Iota Honor Society
Central Minnesota School Counselors Association
Minnesota School Counselors Association
American School Counseling Association
Minnesota Association for Counseling and Development
American Counseling Association

General information for students

Lindgren Child Care Center provides child care services to the children of St. Cloud State University students, staff and faculty. Demand in the center's limited space is high; be sure to plan accordingly. For information or application, contact the Lindgren Child Care Center (320) 308-3296 South Wing, 122 Engineering and Computing Center.

Career Services provides services and resources directed toward assisting students to manage their career exploration, direction, and networking and transition to work in their field. For more information contact Career Services, Centennial Hall Room 215, (320) 308-2151 or <http://www.stcloudstate.edu/careerservices/>

John J. Weismann Counseling Center assists students in making personal, social, educational, and career adjustments through both group and individual counseling. Services are available free of charge to St. Cloud State University students. For more information contact the Counseling Center, 118 Stewart Hall, (320) 308-3171.

Graduate Studies Office provides information regarding policies, procedures, accreditation, and other concerns related to graduate programs and degree. For further information contact the Dean or staff of the Office of Graduate Studies, 121 Administrative Services Building, (320) 308-2113.

Health Services, an accredited medical clinic, is staffed by licensed medical doctors and nurse practitioners. The clinic provides on-campus medical care for currently enrolled students. An on-campus pharmacy is also located in health services. For more information contact Health Services, First Floor Hill Hall (320) 308-3191.

Learning Resources and Technology Services is located in a new state of the art facility. The library collection of more than 2.5 million items includes books, journals, and electronic media related to the fields of counseling, education, human development and other disciplines. Its electronic catalog is available on the World Wide Web. The Learning Resources Center also has computer facilities available for students. In addition a computer store, computer user services, a help desk and additional student computer labs are also available for students. For more information contact Learning Resources Center (308-2084). Help Desk for computer technology support (320) 308-2077.

Multicultural Student Services provides for the particular needs of all minority students at St. Cloud State University. The office provides comprehensive services by giving academic assistance, encouraging personal development and offering multicultural programming. The Multicultural Academic Support Center is located in Room 221 in Centennial Hall (320) 308-3003. The Multicultural Activities center plans a variety of social and co-curricular programs. For further information contact Multicultural Student Services, stop by 154 Atwood Center, or call (320) 308-3003.

Records and Registration is responsible for registration for courses, reporting grades at the end of each semester, issuing of diplomas, school counselor licensure and maintaining the permanent academic records. A copy of the academic record (transcript) is available. Contact Records and Registration for procedures. For further information contact 118 Administrative Services Building (320) 308-2111.

Residential Life will provide graduate students with the opportunity to apply for on-campus housing and will also assist graduate students in locating suitable off-campus housing. For further information contact Residential Life, Carol Hall, (320) 308-2166.

Speech-Language and Hearing Center provides diagnosis and treatment for persons with communication disorders in the areas of articulation, voice, language, stuttering and hearing. All services, offered on an individual basis, are provided by practicum students under the direct supervision of certified faculty. Services are provided to SCSU students at a nominal fee. For further information contact. Speech-Language and Hearing Center, Education Building, (320) 308-2092.

Student Disability Services provides academic support services to students with physical and learning disabilities. Services include priority registration, interpreters, note-taking, alternative testing, and referral/assistance and advocacy. Verification of a disability is required. For more information contact Student Disability Services, stop by 202 Centennial Hall or call (320) 308-4080.

Student Life and Development Office provides functional supervision of the American Indian Center, Atwood Memorial Center, Campus Recreation, Counseling Center, Academic Learning Center, Student Health Services, Residential Life, Student Disability Services, University Organizations, University Programming, Volunteer Link and the Women's Center. It is also responsible for the Code of Conduct and serves as the contact for student grievances and as a consultant to faculty and staff on student related problems and concerns. (320) 308-3111

Volunteer Link Program makes connections between community service agencies and students who wish to volunteer and participate in service learning opportunities in the local community. For more information call 308-5693.

University Women's Center addresses safety issues and equal educational opportunities for women on campus. Services include information and referral on community services and issues affecting women, advocacy and support to victims of sexual assault, discrimination and sexual harassment and educational programs on issues impacting women's lives. The center houses a small, specialized resource library of books and other materials by and about women. For further information contact University Women's Center, Colbert House North (320) 308-4958.

Write Place offers free, individualized help to undergraduate and graduate student writers. Writers at any stage in the writing process can work one-on-one with trained tutors during appointments.

Students working on assignments for classes (papers, research projects, on special projects (portfolios, graduate theses) or on employment correspondences (resumes, application letters) are encouraged to bring in drafts in progress to appointments. For more information or an appointment, contact the Write Place, 118 Riverview (320) 308-2031.

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Community Psychology, Counseling and Family Therapy Department
St. Cloud State University
720 Fourth Avenue South
St. Cloud, MN 56301-4498
(320) 308-2160
TTY: The Minnesota Relay Service 1-800-627-3529
SCSU is an affirmative action/equal opportunity educator and employer.

Appendix A
School Counseling Full-Time Student Plan of Study for Fall 2020 Admission

Fall 2020 (15 credits)	Spring 2021 (16 credits)	Summer 2021 (9 credits)	Fall 2021 (6 credits)
CEEP 530 Adv. Human Growth (3)	CEEP 669 Counseling Practicum* (4)	CEEP 658 Multicultural (3)	CEEP 696 Internship** (3)
CEEP 651 Counseling Theories (3)	Elective****	COUN 676 Research Methods (3)	COUN 654 Guidance for Special Needs (3)
CEEP 619 Orientation and Ethics (3)	CEEP 665 Meas. Techniques (3)	CEEP 681 Group Practicum* & ***(3)	Spring 2022 (6 credits)
CEEP 666 Group Process (3)	COUN 670 School Counseling Prgms. (3)		CEEP 696 Internship** (3)
CEEP 668 Counseling Procedures (3)	CEEP 667 Career Counseling (3)		CEEP 672 Family, School, and Org. (3)

Plan B = 52 credits (above coursework)

Plan A = 52 credits (above coursework) plus thesis (6 cr.) = 58 Credits

Courses required for those without a MN Teaching License to become license eligible in MN: (we recommend taking one or two of these courses prior to your first fall semester)

- * CEEP 530, 619, 651, 666, and 668 are prerequisites
- ** all courses except 672, 654, and 696 are prerequisite
- *** these courses may occur in spring or summer, before internship
- **** students must obtain advisor approval for an elective

- CEEP 361 Intro. to Educational Psychology (3)
- HURL 497 & 498 Human Relations for Teachers I & II (4)
- ED 647, Curriculum Development & Assessment (3)

**Appendix B: St. Cloud State University
School Counseling Program
Candidate Evaluation of Dispositions**

<p>School Counseling Program St. Cloud State University St. Cloud, MN PROFESSIONAL DISPOSITIONS</p>
<p>Student: _____ Evaluator: _____ Date: _____</p>
<p>Please rate your own/the graduate student's current functioning employing the following criteria.</p>
<p>5: Students' work with students, families, and communities in ways that reflect the dispositions expected of professional counselors as delineated in professional, state, institutional, and programmatic standards. Students recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.</p>
<p>4: Students are familiar with the dispositions expected of professionals. Their work with students' families and communities reflects the dispositions delineated in professional, state, institutional, and programmatic standards.</p>
<p>3: Students familiarity with professional dispositions meets minimal basic requirements.</p>
<p>2: Students' familiarity/enactment with/of professional dispositions is marginal; while familiarity may exist enactment is problematic.</p>
<p>1: Students are not familiar with professional dispositions delineated in professional, state, institutional, and programmatic standards. They do not model these dispositions in their work with students, families, and communities.</p>
<p>Please note: any "1 or 2" wherein a student's behavior is a matter of faculty concern, must be accompanied by a written account of the situation wherein the student exhibited the behavior(s) of concern.</p>
<p>Not Observed (N/O): No opportunity to observe.</p>
<p>Category 1: Commitment to the Counseling Profession</p>

		Rating	N/O
1A	Demonstrates a commitment to the counseling profession and a desire to be an effective counselor.		
1B	Demonstrates understanding of and adheres to the legal and ethical guidelines related to the counseling profession and specialty track within the program.		
1C	Demonstrates ongoing pursuit of professional growth by soliciting feedback and consulting professional resources.		
1D	Demonstrates responsiveness to suggestions for change by engaging in positive discussions with supervisor and implementing suggestions.		
1E	Maintains confidentiality of clients by protecting verbal written and/or recorded information unless ethical or legal reasons occur to release information.		
1F	Reports all cases or suspected cases of abuse and/or neglect to the appropriate agency.		
1G	Demonstrates a commitment toward understanding and appreciating the cultural experiences of others.		
Category 2: Awareness of Personal Responsibilities			
		Rating	N/O
2A	Demonstrates sensitivity to social expectations in varied environments and adapts to professional expectations for dress appearance, personal hygiene, and language level.		
2B	Meets professional standards of conduct, of interpersonal interaction, and discharges responsibilities appropriately.		
2C	Demonstrates industriousness by taking initiative in planning and carrying out counseling activities and related duties.		

2D	Demonstrates resourcefulness by being flexible, adapting to unforeseen events, and engaging in creative problem solving.		
2E	Demonstrates pride in her/his work and environment.		
2F	Demonstrates willingness to become self-aware of personal biases in order to be more culturally sensitive and intentional with others.		
Category 3: Personality Characteristics			
		Rating	N/O
3A	Relates to others in an assertive, confident, and professional manner.		
3B	Interacts confidently with others; initiates conversations, contributes to or leads discussions, speaks before a group, and/or takes a leadership role.		
3C	Participates cooperatively in group enterprises, contributes constructively, disagrees courteously, avoids sarcasm, makes constructive suggestions, takes suggestions, accepts constructive criticism, and modifies behavior appropriately.		
3D	Demonstrates ability to empathize with others.		
Category 4: Responsibility Characteristics			
		Rating	N/O
4A	Meets university, internship experience, and program deadlines and time commitments.		
4B	Anticipates needs and problems and plans ahead. Adapts to institutional or professional standards and policies.		
4C	Is on time for class, internship experiences and other program-related appointments. Submits assignments and completes requirements on time. Meets program deadlines. Arranges ahead of time for unavoidable delays or absences. Solicits exceptions for only very special and legitimate circumstances.		

4D	Turns in only own work. Does not plagiarize nor take credit for work of others, either in part or whole.		
4E	Acknowledges her/his own responsibility and culpability, does not attempt to transfer fault or blame to others or rationalize inadequate or missing performance.		
Category 5: Communication Skills			
		Rating	N/O
5A	Uses appropriate verbal and nonverbal communications with students, faculty, teachers and staff.		
5B	Demonstrates proficiency in oral communication through standard grammar usage. Expresses self concisely. Uses correct professional terminology. Uses unbiased, gender-fair, person first language. Does not over use colloquialisms nor clichés. Adjusts language to the formality of the situation.		
5C	Communicates directly and assertively to instructors or classmates regarding questions or concerns the student may have in order to avoid non-productive complaining.		
5D	Demonstrates proficiency in written communication through standard grammar usage. Expresses self concisely. Uses correct professional terminology. Uses unbiased, gender-fair, person first language. Does not over use colloquialisms nor clichés. Adjusts language to the formality of the situation.		
Category 6: Social Relationships			
		Rating	N/O
6A	Complies with rules and seeks change using established channels. Reports problems to appropriate persons.		
6B	Relates easily and appropriately to others. Provides leadership or direction and listens to and incorporates ideas of others when appropriate.		

6C	Is cooperative with faculty, staff and students during collaborative work and discussions.		
6D	Avoids negative and/or disrespectful comments and attitudes directed at faculty, staff, and students.		
6E	Avoids incidents of physical and/or verbal intimidation or discrimination towards faculty, staff, and students.		
6F	Does not verbally, physically, nor sexually assault others.		
6G	Demonstrates fairness, sensitivity, empathy, and openness.		
6H	Is aware and respectful of the effect of culture on establishing and maintaining relationships.		

Agreement of Program Requirements

By signing below, you are agreeing that you have read and understand all policies outlined in this handbook and that you will adhere to these policies as part of your commitment as a graduate student in the school counseling program.

Student Name

Date