

THE CITADEL
ZUCKER FAMILY
SCHOOL OF
EDUCATION

Division of
Counselor Education
Student Handbook

July 2020

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INTRODUCTION

This *Division of Counselor Education Student Handbook* represents an effort to communicate to program students and applicant's important data concerning the mission, objectives, nature and spirit of school counselor education programs at The Citadel. The *Handbook* in no way supplants *The Citadel Graduate College Catalog*. Rather, the *Handbook* is designed to both reproduce and supplement Catalog information, providing a more detailed presentation of both the program and The Citadel's expectations of students enrolled in the program. 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.

HISTORY

The Citadel received approval from the South Carolina Commission on Higher Education in 1973 to initiate graduate study in the area of school counseling. This approval was a result in large part of the efforts of Emeritus Professor Dr. William P. Rhett, Jr. and the late Dr. Kenneth Shelton. The early intent was to provide a strong program in the area of school counseling with special interest on the secondary school. This effort was in keeping with The Citadel's move to expand its services to area schools beyond the development of classroom teachers and administrators and to continue its history of leadership in cooperating with schools in terms of professional development needs of school personnel.

Soon after the program was in place, there was a movement to extend counseling services to elementary schools and a concomitant development of middle schools. Additionally, employment of counselors in various community agencies grew rapidly. As a consequence, The Citadel developed programs to prepare elementary school counselors and community counselors. These three counseling tracks all now offer the M.Ed. Degree. Elementary and Secondary counseling programs are offered through the School of Education; the Clinical counseling major is offered through the Department of Psychology.

More recently, a School of Education, Division of Counselor Education, Student Affairs Graduate Certificate program was implemented in fall 2008 and a Master of Education in Counselor Education with a concentration in Student Affairs and College Counseling was implemented in fall 2009.

Counselor Education programs are built around a counseling core, which emphasizes the development of communication and relationship skills, together with increased self-awareness.

A program goal is to prepare professional counselors who are well-grounded in knowledge of human development, who are prepared to intervene in facilitative and developmental ways, and who function with high levels of sensitivity to ethical and legal considerations.

The Citadel's graduate school counseling programs have undergone several changes since the former 1997, 1999, and 2006 editions of the *Division of Counselor Education Handbook* (formerly called *School Counseling Student Handbook*). Some of these changes include a Learner-Centered Education conceptual framework, a mandatory "Town Hall Gathering" for all counselor education students (school counseling; student affairs and college counseling; student affairs graduate certificate) that is convened at the beginning of each academic semester, designated Counselor Education faculty advisors to better serve students by maintaining continuity for academic advising, the appointments of new members to the Counselor Education Community Advisory Board (formerly known as "School Counseling Community Advisory Board"), new faculty, and a more extensive and stringent screening and evaluation process for those persons applying to the Counselor Education programs (including both School Counseling programs for Elementary and Secondary Certification and Student Affairs and College Counseling) and for those students enrolled in the programs.

Some of the admission requirements, effective September 1999, include a minimum GPA of 3.0 for the last 60 sequential units completed, three letters of reference, minimum standardized test scores on the GRE or MAT, a detailed personal statement (1,500-3,000 words) which informs the faculty about the applicant's personal and educational background, strengths and weaknesses, understanding and motivation and suitability for entering into the counseling profession, long-term professional goals, and a personal admissions interview with an Academic Review Board to assess personal and professional readiness and satisfactory completion of requirements. The required Personal Group Interview typically includes a scheduled three-four hour group interview with other applicants that assess applicants' skills in (1) writing, (2) public speaking, and (3) interpersonal communication. These three skill areas are also evaluated by Counselor Education faculty during the course, EDUC 552: Group Counseling, and during the student's electronic portfolio presentation while enrolled in the Internship II course (i.e., EDUC 652, EDUC 653, or EDUC 656).

All successful counselor education student applicants are initially admitted in a "provisionally classified" status. Admitted students will receive a letter from The Citadel Graduate College. It is the student's responsibility to meet with a faculty advisor early in the first term to begin preparing a program of study. Prior to meeting with an advisor, each student should become familiar with the current applicable semesters class schedule, *The Citadel Graduate College Catalog* (formerly called *The Citadel College of Graduate and Professional Studies Catalog*), and the *Division of Counselor Education Student Handbook*. Students are required to attend Counselor Education Town Hall Gatherings each semester. Students are formally matriculated after successfully completing the three courses, EDUC 514 (School Counseling)/EDUC 622 (Student Affairs & College Counseling), EDUC 515 (School Counseling)/EDUC 537 (Student Affairs and College Counseling), and EDUC 551 (both School Counseling and Student Affairs & College Counseling) and the student has made adequate personal, academic, and professional progress

during the three designated courses for the Academic Review Board to grant “Unconditional” or “fully classified” status.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) Board of Directors met July 11-12, 2014 granting eight-year accreditation, effective until October 31, 2021, to the School Counseling Programs which offer Master of Education degrees in Counselor Education.

Graduates of The Citadel’s counselor education programs are found throughout the Trident area, the state of South Carolina and beyond. Their success in counseling and counseling-related roles in schools, universities and community agencies is well known and respected. Preparation of school counselors and student affairs and college counseling students who will continue this program legacy into the 21st Century is a challenge which program faculty accepts. We look forward to having you join us in that effort.

SECTION I: GENERAL INFORMATION

THE CITADEL STATEMENT OF VISION, CORE VALUES, AND MISSION

STATEMENT OF VISION

Achieving excellence in the education and development of principled leaders.

CORE VALUES

Duty: First and foremost duty means to accept and accomplish the responsibilities assigned to me. At The Citadel, my primary duty is to perform academically and then to perform as a member of the Corps of Cadets and the campus community. I accept the consequences associated with my performance and actions. Once I have held myself accountable for my actions, then I will hold others accountable for their actions. Finally, duty means that others can depend on me to complete my assignments and to assist them with their assignments. Duty is also a call to serve others before self.

Honor: First and foremost honor includes adherence to the Honor Code of The Citadel. A cadet “will not lie, cheat or steal, nor tolerate those who do”. The commitment to honor extends beyond the gates of The Citadel and is a life-long obligation to moral and ethical behavior. In addition, honor includes integrity; “doing the right thing when no one is watching”. Finally, honorable behavior includes exercising the moral courage to “do the right thing when everyone is watching”. The Honor Code is the foundation of our academic enterprise.

Respect: First and foremost respect means to treat other people with dignity and worth – the way you want others to treat you. Respect for others eliminates any form of prejudice, discrimination, or harassment (including but not limited to rank, position, age, race, color, gender, sexual orientation, national origin, religion, physical attributes, etc.). In addition, respect for others means to respect the positions of those in authority which include faculty, staff, administrators, active duty personnel and the leadership of the Corps of Cadets. Finally, respect includes a healthy respect for one’s self.

MISSION

As a higher education institution, The Citadel’s mission is to educate and develop our students to become principled leaders in all walks of life by instilling the core values of The Citadel in a disciplined and intellectually challenging environment. A unique feature of this environment for the South Carolina Corps of Cadets is the sense of camaraderie produced through teamwork and service to others while following a military lifestyle.

The Citadel strives to produce graduates who have insight into issues, ideas, and values that are of importance to society. It is equally important that Citadel graduates are capable of both critical and creative thinking, have effective communication skills, can apply abstract concepts to

concrete situations, and possess the methodological skills needed to gather and analyze information.

Throughout its history, The Citadel's primary purpose has been to educate undergraduates as members of the South Carolina Corps of Cadets and to prepare them for post-graduate positions of leadership through academic programs of recognized excellence supported by the best features of a military environment. The cadet lifestyle provides a structured environment that supports growth and development of each student's intellect, discipline, physical fitness, and moral and ethical values. The four pillars which define The Citadel experience for cadets consist of these four developmental dimensions.

A complementary purpose of The Citadel, realized through The Citadel Graduate College is to provide the citizens of the Lowcountry and the State of South Carolina opportunities for professional development by offering a broad range of educational programs of recognized excellence at both the graduate and undergraduate levels. These programs are designed to accommodate the needs of non-traditional students seeking traditional and demanding academic challenges.

Institutional Characteristics: The Citadel is a coeducational, comprehensive, state-assisted, four-year institution whose primary undergraduate student body consists of approximately 2,000 members of the Corps of Cadets, all of whom reside on campus. The primary service area for these students is regional, with approximately half of each freshman class coming from South Carolina. The Citadel, however, does draw undergraduate students from all parts of the United States and many foreign countries. The college offers a wide range of baccalaureate degree programs (Bachelor of Arts, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Science in Civil Engineering, and Bachelor of Science in Electrical Engineering) in the humanities, social and natural sciences, business administration, engineering, and education. These academic programs prepare graduates of the Corps of Cadets for a variety of careers; about half of these graduates enter business and the professions, a third or more enter the military and government service, and the remainders go directly into graduate and professional study. Many graduates choose to pursue professional or graduate degrees later in their careers.

Through its undergraduate and graduate programs, The Citadel Graduate College serves a degree-seeking population of approximately 1,200 students. The primary service area is the South Carolina Lowcountry. The Citadel Graduate College offers over 25 graduate degree programs with over 25 concentration options, over 25 graduate certificates, and over 10 baccalaureate degree programs. Meeting the needs of the South Carolina Lowcountry in terms of instruction, public service, and research, including such initiatives as cooperative programs with other educational institutions, is an important part of The Citadel's mission.

Together, the Corps of Cadets and The Citadel Graduate College enroll approximately 3,200 students, about three-fourths of whom come from South Carolina.

In its educational programs, The Citadel acknowledges and endorses the teacher-scholar ideal, recognizing that the excellence of all of its academic programs is dependent upon the quality of its faculty. This ideal is pursued through teaching and lecturing, researching, writing, publishing, and public service. The Citadel's faculty also addresses audiences beyond the college by sharing their knowledge with other scholars and with the public.

THE CITADEL'S GRADUATE COLLEGE MISSION/PURPOSE

The Citadel Graduate College provides adults in the Lowcountry and the State of South Carolina opportunities for higher education by offering a broad range of educational programs of recognized excellence at both the graduate and undergraduate levels. These programs are designed to accommodate the needs of adult students seeking traditional and demanding academic challenges. By providing graduate research, scholarly contributions, affiliations with educational, business and science professional associations nation-wide and around the world, community outreach and development, and contribution of other resources, The Citadel Graduate College supports and encourages stronger economic development in the region by identifying and creating new programs to benefit the community.

The Citadel, The Military College of South Carolina, was established in 1842. In 1966 the coeducational undergraduate Evening College was founded. In 1968, as part of its mission to serve the State and particularly the Lowcountry, The Citadel initiated graduate degree programs. In 1994, the Board of Visitors approved the formation of The College of Graduate and Professional Studies. In 2007, the name was changed to The Citadel Graduate College to help people more closely identify and recognize an important part of The Citadel. Programs under this college are open to all qualified students regardless of sex, race, age or ethnic origin.

The Provost and Dean of the College is the academic officer charged with the administration and supervision of all graduate study. The Citadel Graduate College Committee makes recommendations on standards, policies, and program modifications. The Citadel's Faculty Senate considers these recommendations and renders decisions on standards, policies, and program modifications.

ACCREDITATION

The Citadel is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC), an institutional accrediting body recognized by the Council on Postsecondary Education. The Commission on Colleges of the Southern Association of Colleges and Schools accredits The Citadel to award Bachelor's, Master's, and Specialist degrees.

The undergraduate and graduate degree programs of Teacher Education, Counselor Education, Literacy Education, and Educational Leadership have been accredited by the Council for the Accreditation of Educator Preparation (CAEP). All Zucker Family School of Education programs in education have been approved by the South Carolina Department of Education using the guidelines of the National Association of State Directors of Teacher Education and Certification as modified for use in South Carolina. The Citadel holds membership in the Association of State

Colleges and Universities and the American Association of Colleges for Teacher Education.

The Counselor Education program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) through October 31, 2021.

The Tommy & Victoria Baker School of Business at The Citadel is accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB) International.

The School Psychology Program is fully accredited by the National Association of School Psychologists. The Clinical Counseling program is accredited by the Masters in Psychology Accreditation Council.

The Computer Science program is accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>.

The Civil Engineering program, the Electrical Engineering program, and the Mechanical Engineering program are accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>.

ZUCKER FAMILY SCHOOL OF EDUCATION

The mission of the Zucker Family School of Education (ZFSOE) at The Citadel is to support the development and preparation of individuals who are knowledgeable about the learning process and learners and who are effective, ethical, and reflective educators prepared to assume leadership roles in the profession and community. Further, with a focus toward learner-centered education, they are effective in educating a diverse learner population to high academic standards. The mission is based on the School's philosophy and conceptual model.

The Citadel's Professional Education Unit Conceptual Framework Vision Statement

DEVELOPING PRINCIPLED EDUCATIONAL LEADERS FOR P-20 SCHOOLS

The Citadel's Professional Education Unit prepares **principled educational leaders** to be **knowledgeable, reflective, and ethical** professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

Rationale:

- Society is in need of principled educational professionals committed to ensuring all students learn;
- All children and young adults require high quality educational experiences that enable them to compete and prosper in the global economy; and
- Such high quality educational experiences require a transformed educational system focused on fostering twenty-first century knowledge and skills in all children and young adults.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop **principled educational leaders** who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical** professionals:

Knowledgeable Principled Educational Leaders...

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice;
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

Reflective Principled Educational Leaders...

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural experiences;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

Ethical Principled Educational Leaders...

11. Demonstrate commitment to a safe, supportive, learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. establish rapport with students, families, colleagues, and communities;
15. Meet obligations on time, dress professionally, and use language appropriately.

SECTION II: COUNSELOR EDUCATION PROGRAMS CATALOG DESCRIPTION FOR 2020-2021

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) granted accreditation in July 2014, effective until October 31, 2021, to the School Counseling Programs which offer Master of Education degrees in Counselor Education.

MISSION STATEMENT

The mission of the Counselor Education Programs at The Citadel is to prepare elementary and secondary school counselors and college student affairs professionals to have the knowledge, skills, and dispositions to be informed leaders, effective and reflective instructional leaders, and ethical and professional leaders who are committed to the provision of an educational environment focused toward a learner-centered education.

PROGRAM OBJECTIVES

1. Reflect current knowledge and positions from lay and professional groups concerning the counseling and human development needs of a pluralistic society;
2. Reflect the present and projected needs of a pluralistic society for which specialized counseling and human development activities have been developed;
3. Reflect input from all persons involved in the conduct of the program, including program faculty, current and former students, and personnel in cooperating agencies;
4. Are directly related to program activities; and
5. Are written so that they can be assessed.

Graduates of the Counselor Education Programs are expected to possess:

- An understanding of counseling as an intervention that contributes to the ability of individuals to respond effectively to developmental issues and tasks;
- An understanding of leadership for learner-centered education as a conceptual framework;
- An understanding of the counseling process;
- An ability to integrate theory and research into practice;
- A commitment to preventive, developmental approaches as the keystone of school counselor identity and practice;
- An understanding of how historical, philosophical, and political influences have shaped and affected the development of counseling practice;
- Effective oral and written communication skills;
- Skills to work in a rapidly changing and diverse society including differences as gender, age, socioeconomic status, ethnicity, race, and religion;
- Skills to work effectively with students' parents, teachers, school staff, and the community;
- An ability to assist clients in responding to stresses and crises generated by changes in family, personal relationships, the school, and the community;

- Skills to effectively use technology;
- Leadership qualities in education at the local, state, regional, and national levels;
- A commitment to lifelong personal and professional development; and
- An ability to model the highest professional and ethical standards through counseling, guidance, research, and service.

The School Counseling Programs have also been designed to produce graduates who are able to demonstrate the competencies identified in The South Carolina System for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) Performance Dimensions (PDs) for School Guidance Counselors (October 2003) as they relate to “Comprehensive Developmental Guidance and Counseling” that include:

- PD1: Long-Range Planning
- PD2: Short-Range Planning of Guidance and Counseling Activities
- PD3: Development and Use of Assessments
- PD4: Providing Guidance and Counseling Services
- PD5: Providing Consultation Services
- PD6: Coordinating Guidance and Counseling Services
- PD7: Professional Responsibilities

Students in both the elementary and secondary school counseling programs complete both a School of Education Core and Counselor Education Core (refer to Division of Counselor Education Handbook online at <http://www.citadel.edu/education/counselor.html>) for a total of 51 credit hours.

ADMISSION REQUIREMENTS

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 of the following:

1. Complete and return a graduate application form, along with appropriate non-refundable application fee, to The Citadel Graduate College (CGC), Bond Hall Room 101.
2. An official transcript of the baccalaureate degree and all other undergraduate or graduate work directly from each accredited college or university.

3. A minimum GPA of 3.0 for the last 60 sequential semester units completed.
4. Official scores of the Graduate Record Examination (GRE) **or** the Miller Analogies Test (MAT) taken within the past five years.*
5. A detailed personal statement (1,500-3,000 words) which informs the faculty about the applicant's personal and educational background, strengths and weaknesses, understanding of and motivation and suitability for entering into the counseling profession, and long-term professional goals. This statement is very important because it enables the faculty to make informed decisions regarding admission.

* The minimum acceptable score for all degree programs is a score of 396 on the MAT or 900 on the GRE (prior to 2012) or 291 on the GRE (effective spring 2012). Students who score between 380 and 395 on the MAT or 750-899 on the GRE (prior to 2012) or 281-290 on the GRE (effective spring 2012) may apply for "conditional" status. Students may enroll for one semester under provisional status. Students may enroll for only one semester of 6 hours and maintain a 3.50 GPA in order to be classified as degree seeking. Regular admission is granted upon completion of CGC and respective program requirements.

Applicants should provide all of the above material to The Citadel Graduate College, 171 Moultrie Street, Charleston, SC 29409. We have ongoing admissions to the program, so applicants may submit an application and begin during the next scheduled semester start date after admission.

The formal application in Counselor Education at The Citadel is procured from the office of The Citadel Graduate College, located in Bond Hall 101 or online at www.citadel.edu/root/graduatecollege-apply . The telephone number is (843) 953-5089.

All successful applicants are initially admitted in a "conditionally classified" status. Admitted students will receive a letter from The Citadel Graduate College. It is the student's responsibility to meet with a faculty advisor early in the first term to prepare a program of study. Prior to meeting with an advisor, each student should become familiar with the current applicable semester's Class Schedule, *The Citadel Graduate College* and the *Division of Counselor Education Student Handbook*. Students are also expected to attend Counselor Education Town Hall Gatherings each fall term.

NOTE: Coursework taken prior to official program admission or coursework taken in other programs does not count toward the Counselor Education program/degree without written approval from the faculty advisor and the Dean of the Zucker Family School of Education. Students who hold full-time employment shall not register for more than 6 semester hours in any given term.

Effective summer 2007, all counselor education students (i.e., degree seeking and certification only seeking) must purchase a LiveText account at The Citadel's Bookstore. LiveText makes it possible for Counselor Education students to have secure access to their professional portfolios

and other materials. Through LiveText, faculty members and administrators collect data, generate reports from the data, and use this information to make informed program and unit decisions.

ADMISSION REQUIREMENTS FOR CERTIFICATION ONLY

Applicants may seek school counseling certification (elementary or secondary) only if they already hold a master's degree in another area of professional education or counseling. The same admission requirements are required for school counseling certification only applicants.

TRANSFER OF CREDITS

Counselor Education M.Ed. degree applicants may transfer a maximum of 12 credit hours of graduate coursework taken at other institutions. Coursework accepted for transfer must be parallel course work within the Counselor Education programs at The Citadel. Transfer of credit approval must be documented in writing by the faculty advisor and the Dean of the Zucker Family School of Education.

COUNSELOR EDUCATION PROGRAM REQUIREMENTS

Students in either elementary or secondary school programs complete both a School of Education Core and Counselor Education Core for a total of 51 credit hours. Part of the coursework includes a 600 clock-hour internship (Internship I and II) in either elementary (grades K-8) or secondary (grades 6-12) school settings. School counseling students are required to earn a minimum score of 550 on the PRAXIS II test for guidance and counseling prior to enrolling in the practicum (EDUC 629). This must be on file at The Citadel Graduate College.

Once students finish 9 credit hours of graduate study in the program, including the three courses, EDUC 514, EDUC 515, and EDUC 551 candidates meet with a faculty advisor and complete a program of study. The faculty advisor, in consultation with other Counselor Education faculty, reviews the study plan and determines whether the student has made adequate personal, academic, and professional progress during the three designated courses, totaling nine (9) credit hours. "Unconditional" or "fully classified" status is then given by the Academic Review Board (refer to "Counselor Education Student Evaluation Form" in Appendix A, page 62).

The study plan specifies required courses for the M.Ed. degree. A schedule for completion of the courses is devised at this time. The study plan takes into account the prerequisites and sequencing of coursework to meet a student's degree objective.

FIELD EXPERIENCE REQUIREMENTS

Counselor Education students must formally request permission from the faculty advisor to enroll in a Practicum or Internship. This request is submitted in the form of an Application for Field Experience which must be completed during the term prior to that in which the field experience is sought. The Coordinator of School Counseling Field Experiences approves all field experience applications, which are due by the last Friday in September for spring placements and the last Friday in January for fall placements.

Practicum is the first extended field experience. Students are placed in a school site or college setting and work under the supervision of a site supervisor as well as The Citadel instructor. Students are required to spend a minimum of 100 clock-hours in a public school or college setting, as well as attend weekly seminars with other practicum students and The Citadel instructor. Additionally, the PRAXIS II test score for must be on file at the office for The Citadel Graduate College prior to application for a practicum placement.

School Counseling students must complete all coursework before placement in an internship setting. Students will be required to spend a minimum of 600 supervised hours in their respective program field site settings.

The focus of the School Counseling internship is on experiences that involve the full scope of the school counselor's role and function. Interns are expected to continue the development of skills in individual and group intervention, and participate in classroom guidance, assessment, scheduling, records, counseling, and other activities that, while not specifically counseling-related, are necessary to support the school counseling and guidance program.

TOWN HALL GATHERINGS

During the fall semester there is a "Town Hall Gathering" for all graduate students enrolled in the Counselor Education programs. These meetings serve as the professional orientation to the program for new students, as well as an update for current students in the program. Students are expected to check the fliers posted in Capers Hall for the exact meeting date, time, and location. Attendance will be taken during these meetings. Students will have an opportunity to meet the currently enrolled Counselor Education graduate students and Counselor Education faculty, as well as learn about upcoming important events and changes within the Counselor Education programs.

REQUIREMENTS FOR GRADUATION

Students pursuing M.Ed. degrees in Counselor Education must complete all course requirements within a 6-year period from the date of initial enrollment. It is the student's responsibility to initiate meeting with a faculty advisor to complete a program of study and to have any changes documented (e.g., Course Substitution or Course Transfer forms signed by Dean and faculty advisor).

Students enrolled in the school counseling programs are required to take the Counselor Preparation Comprehensive Examination (CPCE) during the beginning of the semester while enrolled in the Internship I course (i.e., EDUC-650 and EDUC-651) and earn a passing score according to norms established by The Citadel Counselor Education program.

Students are required to present his/her professional electronic portfolio prior to completion of the Internship II course (i.e., EDUC-652 and EDUC-653). Students should consult with the faculty advisor for the schedule.

ELEMENTARY AND SECONDARY SCHOOL COUNSELING CURRICULUM

Based upon these objectives, 51 credit hours of study for Elementary and Secondary School Counseling are offered as follows:

Elementary and Secondary School Counseling (51 Credit Hours Total)

School of Education Core - 15 Credit Hours

- EDUC 500 Foundations of American Education (3 credit hours)
- PSYC 500 Human Growth and Development (3 credit hours)
- EDUC 514 The Exceptional Child in the Schools (3 credit hours)
- EDUC 522 Critical Educational Issues in a Multicultural Society (3 credit hours)
- EDUC 592 Content Area Reading and Writing (3 credit hours)

Counselor Education Core - 36 Credit Hours

A. Foundations - 18 Credit Hours

- EDUC 515 Introduction to the Counseling Profession (3 credit hours)
- EDUC 521 Program Planning, Management, and Evaluation in School Counseling (3 credit hours)
- EDUC 550 Career Counseling and Development (3 credit hours)
- EDUC 551 Counseling Theories and Practice (3 credit hours)
- EDUC 552 Group Counseling (3 credit hours)
- EDUC 561 Counseling Diverse Populations (3 credit hours)

B. Research/Appraisal - 6 Credit Hours

- EDUC 512 Data Collection and Analysis (3 credit hours)
- EDUC 549 Applied Measurement Techniques (3 credit hours)

C. Helping Relationships - 12 Credit Hours

- EDUC 624 Basic Counseling Skills (3 credit hours)
- EDUC 629 Practicum in School Counseling (3 credit hours)
- EDUC 650** Elementary School Counseling Internship I (3 credit hours) And
- EDUC 652 Elementary School Counseling Internship II (3 credit hours)
- or
- EDUC 651** Secondary School Counseling Internship I (3 credit hours) And
- EDUC 653 Secondary School Counseling Internship II (3 credit hours)

Two Additional Courses for Seeking Licensed Professional Counselor:

- *EDUC 567: Assessment of Abnormal Behavior (3 credit hours) *or*
- *EDUC 568: DSM-IV-TR (3 credit hours)

** The internship (i.e., Internship I and II) in school counseling consists of 16 weeks of full-time placement and a total of 600 clock hours. Internships may be arranged with the faculty advisor to be completed during two sequential semesters. Students choosing to complete an internship in one semester, register for both Internship I and II (i.e., either EDUC 650 and EDUC 652 or EDUC 651 and EDUC 653) while students completing an internship in two semesters, first register for Internship I one semester and Internship II the following semester.

COUNSELOR EDUCATION COURSE DESCRIPTIONS

EDUC 330 - Developing Leadership Skills through Peer Counseling

Three Credit Hours

This course investigates the role, responsibilities, and personal commitments of Peer Counselor skills within the Corps of Cadets, the Active Duty, and Veteran undergraduate body at The Citadel. It is important for students in leadership roles, and the others earning a minor in Leadership Studies to develop and reinforce the skills necessary to provide supportive services to their peers by exploring the impact of personal values, gender, and culture upon one's leadership and facilitation abilities.

EDUC 500 - Foundations of American Education

Three Credit Hours

This course provides an introduction to the historical, political, sociological, and philosophical foundations of education. Emphasis is on the complex relationship between society and school. Issues regarding race, class, gender, and culture within the educational system are addressed in the context of fostering educational opportunity and ameliorating inequalities. An historical context also is established which allows for critical examination of events, individuals, and ideas that have influenced the development of education in the United States. Through an integration of knowledge in the foundations of education, the course prepares reflective decision-makers who can critically examine various schools of philosophical thought and political issues related to education.

PSYC 500 - Human Growth and Development

Three Credit Hours

An analysis of the principles of human development with emphasis on the contributions of biological, social, psychological, and multicultural influences as applied to an understanding of cognitive, emotional, social, and physical development across the lifespan. Particular emphasis will be given to the psychobiological nature and social context of development as well as cultural and ethnic variations impacting on developmental processes.

EDUC 512 - Data Collection and Analysis

Three Credit Hours

A course designed to introduce the graduate student to quantitative methods to include construction of assessment instruments, analysis, and interpretation of quantitative data. Students will be required to develop minimum competence in the use of microcomputers for descriptive statistical analyses and word processing. Emphasis will be placed on the development of skills in critical analysis of literature relating to effective schools. This ability to analyze research data should result in improved professional performance.

EDUC 514 - The Exceptional Child in the School

Three Credit Hours

The Exceptional Child in the School, an introductory level course for students with little or no background or experience in special education, is appropriate for students from various fields as well as for those who anticipate further study and future careers in special education. An interdisciplinary approach is used in the study of learning and behavior characteristics of

exceptional children and youth. There is a focus on cause, identification, and educational and community programs for exceptional individuals.

EDUC 515 - Introduction to the Counseling Profession

Three Credit Hours

Overview and orientation to counseling profession including history, roles, functions, settings, specialties, organizations, credentialing, ethical, legal and professional issues.

EDUC 521- Program Planning, Management and Evaluation in School Counseling

Three Credit Hours

The purpose of the course is to prepare school counselors to work within elementary and secondary school systems. A model for planning, developing, implementing, and evaluating a comprehensive guidance and counseling program with emphasis on student development and competencies will be presented. The school guidance counselor's role and function will be discussed as a balance of responsive services, systems support, individual planning, and guidance curriculum. Students will develop resources, classroom guidance curricula and group counseling materials that they can use in their fieldwork experiences and in the initial stages of their careers.

Prerequisite: EDUC-515

EDUC 522- Critical Educational Issues in a Multicultural Society

Three Credit Hours

A study of contemporary issues/trends internal and external to elementary and secondary school systems which impact on the learner. The course is designed to encourage students to examine issues/trends within the context of their present and future career interests.

EDUC 549 - Applied Measurement Techniques

Three Credit Hours

Students will examine and utilize tests and other evaluation techniques in counseling, in educational planning, in curriculum assessment, and in school-wide testing programs. Controversial issues in measurement will be appraised in the context of basic principles and actual use.

EDUC 550 - Career Counseling and Development

Three Credit Hours

Students will learn foundational career development theories, the usefulness of career inventories, and the current trends in career counseling for adults and school-age children. In addition, students will practice and demonstrate competency in career counseling.

Prerequisites: EDUC-549 and EDUC-551

Lab Fee - \$20

EDUC 551 - Counseling Theories and Practice

Three Credit Hours

Overview of selected approaches to counseling theory and practice.

Prerequisite: EDUC-515

EDUC 552 - Group Counseling

Three Credit Hours

Overview of selected approaches to group guidance and counseling theory and practice.

Prerequisite: EDUC-515

EDUC 561 – Counseling Diverse Populations

Three Credit Hours

Designed to provide an overview of human behavior including diversity and cultural pluralism. Multicultural theories and models of counseling and consulting are presented and examined.

EDUC 562 – Legal and Ethical Leadership Issues in Education

Three Credit Hours

This course examines goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation, certification, licensing, role identity of counselors and other personnel services specialists, and fee structures and the impact of fees on the counseling relationship.

EDUC 567 - Assessment of Abnormal Behavior

Three Credit Hours

This course is a 3-hour, transcript course in abnormal behavior and psychopathology of children, adolescents, and adults. The course will focus on the etiology and morbidity of differing mental disorders. Students will be introduced to the science and art of clinical assessment as a foundation for the actual practice of assessment in school and community mental health settings. Students will receive practical training in the process of clinical assessment as associated with the specific disorders, which will be focused on the use of assessment techniques in a

professionally and ethically responsible manner. The informal and formal diagnostics taught in the course will complement DSM-IV-TR courses.

EDUC 568 - DSM-V

Three Credit Hours

The Purpose of this course is to provide master's degree students with a basic introduction to the *Diagnostic and Statistical Manual of Mental Disorders* in relation to the psychology of deviant, or abnormal, behavior. This course will explore the subject on a number of different levels. Knowledge will be gained through: (a) an understanding of the history and theories in the field through lecture, readings, the internet, group discussions, and research; (b) an understanding of diagnoses in the DSM-V; and (c) the application of this knowledge through exercises, assignments, class participation, and videotaped role-plays.

EDUC 624 - Basic Counseling Skills

Three Credit Hours

Systematic development of basic counseling skills essential to enter the counseling profession. Prerequisite: EDUC-551 and/or faculty advisor approval.

EDUC 629 - Practicum: in School Counseling

Three Credit Hours

Supervised Counseling experience in which student serves as counselor in school setting for a minimum of 100 clock hours.

Prerequisite: EDUC-624

EDUC 650 – Elementary School Counseling Internship I

Three Credit Hours

Supervised field experience of 300 clock hours in which student serves as counselor in school setting. Prerequisite: EDUC-629 and permission of faculty advisor.

EDUC 651 – Secondary School Counseling Internship I

Three Credit Hours

Supervised field experience of 300 clock hours in which student serves as counselor in school setting. Prerequisite: EDUC-629 and permission of faculty advisor.

EDUC 652 – Elementary School Counseling Internship II

Three Credit Hours

Supervised field experience of 300 clock hours in which student serves as counselor in school setting. Prerequisite: EDUC-629 and permission of faculty advisor.

EDUC 653 – Secondary School Counseling Internship II

Three Credit Hours

Supervised field experience of 300 clock hours in which student serves as counselor in school setting. Prerequisite: EDUC-629 and permission of faculty advisor.

SECTION III: ACADEMIC PROCEDURES ACADEMIC ADVISING

Upon acceptance into the Counselor Education program, students are assigned an academic advisor. The academic advisor functions as a consultant on course selection, program requirements, field placement decisions and requirements, and other issues that will arise while pursuing a degree. The relationship between advisor and advisee is a reciprocal one in which each participant has specific responsibilities. However, final decisions relative to course scheduling and program planning are the students', and they must assume responsibility for such decisions.

It is the advisor's responsibility to:

- be knowledgeable about the school counseling programs and their requirements;
- inform the advisee of the degree requirements;
- assist the advisee, as requested, in career planning;
- be familiar with published academic rules and regulations of The Citadel;
- establish, post, and maintain adequate office hours;
- discuss with the advisee his/her academic performance and its implications;
- assist the advisee to appropriate sources of information and services;

It is the advisee's responsibility to:

- be aware that final responsibility for selecting courses and meeting degree requirements is the advisee's (The advisor can suggest, recommend, and remind the student of rules and requirements, but the advisee has the primary responsibility for meeting program and degree requirements.);
- inform the advisor of important changes that directly affect academic performance and educational goals;
- complete the registration process each semester in a timely fashion;
- be familiar with published academic rules and regulations of The Citadel;
- read and understand the School of Education and program requirements listed in the *Citadel Graduate Catalog* and the *Division of Counselor Education Handbook*.

It is essential that students meet in person with the advisor prior to first registration at The Citadel. Contact with an advisor each semester will help assure the best experience possible in the Counselor Education Program at The Citadel. It is the responsibility of the student to initiate appointments with the advisor.

Faculty Advisors

Every Counselor Education graduate student is assigned a faculty advisor based upon the first letter of the student's surname (i.e., last name). The designated faculty advisors are as follows:

<u>Student Surname</u>	<u>Faculty Advisor</u>	<u>Office</u>	<u>Phone</u>
A-F	Dr. Guy Ilagan	Capers 327C	953-7087
G-P	Dr. Aaron Oberman	Capers 321	953-7123
Q-Z	Dr. George T. Williams	Capers 308	953-2205

REGISTRATION

Registration is conducted online through The Citadel's Lesesne Gateway portal. Contact with the academic advisor by appointment, telephone, or email is essential prior to registration. No student may attend class until he or she is fully registered. Registering for courses as early as possible is highly recommended. Registration is completed on a first come, first served basis. However, the institution's Banner Student Information System does enable students to place themselves on a waitlist. Any changes in registration must be made during the drop/add period, which is normally prior to the third class meeting. Information concerning fees, class dates and times, final exam schedules, and registration calendars can be found in the "Schedule of Classes" published for each academic term on The Citadel Graduate College website.

CLASS ATTENDANCE

Regular attendance is required of all CGC students, and the attendance record maintained by the instructor is official. In case of absences due to illness or other circumstances beyond their control, students should notify the instructor as soon as possible. A student who misses more than 20% of the scheduled class meetings may be awarded a grade of "F" for excessive absences.

CLASS CANCELLATION

The decision to cancel classes in the event of severe weather or other extenuating circumstances shall be made by the Provost and Dean of the College. Students will be informed of any such decisions through The Citadel's website, Bulldog Alert email and text messages, and local media (i.e., social media, radio, and television stations). Please do not call the Zucker Family School of Education office regarding class cancellation. All questions should be directed to The Citadel Graduate College office, 953-5089.

It occasionally becomes necessary to cancel a course. The Citadel reserves the right to cancel any course for which there is insufficient enrollment. This cancellation may be done without notice. Students affected by a course cancellation will receive due consideration and notification by the department offering the course. If no other satisfactory arrangements can be made, the student will receive a complete refund of all fees paid.

LEAVE OF ABSENCE

Each year, some Counselor Education students decide to take time away from their studies or to withdraw from the program. Faculty members recognize that family issues, employment requirements and changes in career interests may affect a student's decision to continue in the program. Please inform your faculty advisor if you plan to request a leave of absence or to withdraw from the program. Students who do not enroll in classes for two consecutive semesters without having notified their faculty advisor of plans for an extended leave of absence will be

assumed to have withdrawn and will be dropped from enrollment. Students taking a leave of absence should be mindful of the requirement that all program requirements must be completed within 6 years of initial enrollment and that a leave of absence does not extend this requirement.

EVALUATION

Counselor Education student evaluation takes several forms. The Zucker Family School of Education has identified four transition points and key common assessments for advanced graduate education programs, including the master's degree and certification programs in Counselor Education (Transition Points chart on page 29 of this *Handbook*).

Transition point 1 is admission to the professional education program and includes a minimum score of 396 on the MAT or 291 on the GRE. Students who score between 380 and 395 on the MAT or 281-290 on the GRE may apply for provisional status. Students may enroll for one semester under provisional status. Students may enroll for only one semester of 6 hours and maintain a 3.50 GPA in order to be classified as degree seeking. Regular admission is granted upon completion of CGC and respective program requirements. Other minimum requirements for the Counselor Education programs include an official transcript of the baccalaureate degree and all other undergraduate or graduate work from accredited colleges and universities, a minimum GPA for the last 60 sequential units completed, a detailed personal statement (1,500 – 3,000 words), a completed graduate application form to The Citadel Graduate College (CGC),

Grades earned in graduate courses result in semester and cumulative grade point averages. Students must maintain a minimum 3.0, or B average, in all courses in order to meet graduation requirements. There are additional grade requirements irrespective of cumulative grade point average; these are described in *The Citadel Graduate College Catalog*.

Another form of evaluation occurs each year when the academic, personal, and professional performances of all Counselor Education students are reviewed. Effective August 2007, the Zucker Family School of Education (ZFSOE) Division of Counselor Education faculty maintains a continuous monitoring of student progress through the program (a full Committee review of each student annually, including input from all Counselor Education faculty and adjunct faculty members) and gives specific feedback with regard to strengths, positive progress in the program, as well as identified problem areas, related to the graduate student's academic, personal, and professional development. Plans for remediation may include, but are not limited to, repeating a course, entering counseling as a client, or delaying continuation in the academic program. These evaluations are typically conducted during spring semester and a formal letter is sent by the Counselor Education Program Coordinator to all Counselor Education students (i.e., degree seeking and certification only) with a Cc included in the student's file in the Zucker Family School of Education office (307 Capers Hall).

The Counselor Education Academic Review Board evaluates Counselor Education students for academic, personal, and professional performance in three (3 credit hours) designated curriculum courses. School Counseling program students are evaluated in EDUC-514: The Exceptional Child in the Schools, EDUC 515: Introduction to the Counseling Profession, and EDUC 551: Counseling Theories and Practice. Each of these courses is evaluated by the student's course instructor in LiveText.

Admittance to Practicum (including the minimum 100 hours supervised field experience in a school setting) includes **Transition Point 2** that requires a completed application submitted by student to the School Counseling Field Experience Coordinator, that includes documentation of the required completed courses and a score of 155 or above on the Praxis II test in School Counseling. Also, at this time the faculty review and approve the student's overall GPA, completed Program of Study, and Dispositions evaluations (refer to following tables on following page 66 and Page 58 of this *Handbook*). Additional evaluations are completed by The Citadel practicum course instructor, the site supervisor, and the student at different times during the practicum.

Admittance to Internship is **Transition Point 3**, begins with students submitting a completed internship application to the Counselor Education Field Experience Coordinator. Student applicants are required to have successfully completed all curriculum coursework (GPA of at least 3.0) and have been favorably reviewed, including Dispositions evaluations, and approved by the Counselor Education faculty.

At the beginning of the last term of enrollment in Internship II (i.e., either EDUC-652 or EDUC-653 for School Counseling and EDUC 656 for Student Affairs and College Counseling) students must demonstrate successful completion of the required 600 hour supervised internships, an acceptable professional portfolio evaluation, an overall GPA of at least 3.0 for having completed all requirements for graduation, favorable Dispositions evaluation, and written evaluations completed by student, site supervisor, and Citadel Internship course instructor lead to the completion of certification application and approval by the Dean of the Zucker Family School of Education. This last phase of assessment during enrollment in the Counselor Education program constitutes Transition Point 4.

The four transition points and the key common assessments for which data are collected each semester in all advanced graduate education programs are indicated in the following table:

**Table 5: TRANSITION POINTS AND KEY COMMON ASSESSMENTS
FOR ADVANCED GRADUATE EDUCATION PROGRAMS**

I Admission to Professional Education Program	II Admission to Practicum (CE, LE) <u>OR</u> Internship I (EL)	III Admission to Internship (CE, LE) <u>OR</u> Internship II (EL)	IV Program Completion and Recommendation for Certification
	Dispositions Evaluation	Dispositions Evaluation	Dispositions Evaluation
Minimum Score of 396 on MAT <u>OR</u> minimum 900 on the <u>old GRE</u> or 291 on <u>GRE® revised General Test</u>	Praxis II Specialty/Content Area Passing Score		
	Courses Assessment(s)		Portfolio Evaluation** CE - Two faculty members EL – Two faculty members LE*** – Three faculty members
	Research Competency (in EDUC 512 <u>OR</u> EDUC 549*) completed within first 18 credit hours	Practicum (CE, LE) <u>OR</u> Internship I (EL) Evaluation	Internship (CE, LE) <u>OR</u> Internship II (EL) Evaluation

(CE = Counselor Education; LE = Literacy Education; EL = Educational Leadership)

*Counselor Education candidates required to complete both EDUC 512 and EDUC 549

** Implemented spring semester 2012

***Implemented in fall semester 2006

Additionally, the Unit identified other requirements that are common to all advanced graduate education programs, which are indicated in the following table, and for which data are not collected:

**Table 6: TRANSITION POINTS AND OTHER COMMON REQUIREMENTS
FOR ADVANCED GRADUATE EDUCATION PROGRAMS**

I Admission to Professional Education Program	II Admission to Practicum (CE, LE) <u>OR</u> Internship I (EL)	III Admission to Internship (CE, LE) <u>OR</u> Internship II (EL)	IV Program Completion and Recommendation For Certification
Undergraduate degree from granting institution Overall GPA (determined by program)	Overall GPA (determined by program)	Overall GPA (determined by program)	Overall GPA (determined by program)
Application to Citadel Graduate College	Application	CE - Application	Completion of all requirements for graduation
Official Transcript(s)	Program of Study		CE – Passing Score on CPCE and successful presentation of electronic portfolio
	Completion of required coursework	Completion of all coursework	EL - Certification Application
	CE - Certification Application <u>AND</u> Background Check EL & LE – proof of SLED clearance		
	EL, CE, and LE – Pass Praxis II exam		
CE – Academic Review Board approval EL – faculty review and approval LE - Program Coordinator or Candidate Advisor review & approval	Advisor review and approval	Faculty review and approval	Approval by the Dean in the School of Education

(CE = Counselor Education; LE = Literacy Education; EL = Educational Leadership)

Other common assessments for all advanced graduate education programs are the following:

- Program Exit Survey (*in last semester enrolled*),
- Graduate Follow-Up Survey (*one year out*), and
- Employer Follow-Up Survey (*one year out*).

A. Procedures for Monitoring Candidates' Progress in the Professional Education Program--Advanced Graduate Programs*

*A candidate will receive the designation of "provisional" admission when the minimum GRE or MAT test scores have not been met but fall within the identified provisional range.

Transition Point 1: Admission to the Professional Education Program

Counselor Education:

- 1) Potential graduate candidate submits an "Application for Graduate Admission", an official undergraduate degree transcript, official test scores, three letters of reference, and personal statement to The Citadel Graduate College (CGC).
- 2) CGC scans all documents and forwards them to the Counselor Education Program Coordinator for evaluation throughout the academic year.
- 3) Upon review of all documents and interview, Academic Review Board makes decision regarding acceptance into counselor education program and forwards decision to CGC.
- 4) CGC sends a letter to the candidate informing them of admission.
- 5) Upon review and successful completion of EDUC 514, 515 and 551, the candidate submits an official "Program of Study" and is granted "formal acceptance" status into the program.

Transition Point 2: Admission to the Practicum (CE or LE) or Internship I (EL)

Counselor Education:

- 1) The candidate submits the "Counselor Education (School Counseling) Practicum Application" the last Friday in September for spring placement and last Friday in January for fall placement to the Coordinator of Field Experiences for the Counselor Education Program.
- 2) The candidate's faculty advisor verifies the completion of all assessments (including passing Praxis II exam) and progress for Transition Point 2 prior to enrollment in practicum course.

Transition Point 3: Admission to the Internship (CE or LE) or Internship II (EL)

Counselor Education:

- 1) Candidate submits the “Counselor Education (School Counseling) Internship Application” the last Friday in September for spring placement and last Friday in January for fall placement to the Coordinator of Field Experiences for the Counselor Education Program.
- 2) Candidate’s advisor verifies the completion of all assessments and progress for Transition Point 3 prior to enrollment in internship I.

Transition Point 4: Program Completion and Recommendation for Certification

For all advanced programs:

- 1) The CGC audits the candidate’s completion of program requirements and verifies with the Director of Internships and Field Experiences the passing of required Praxis exams. CGC recommends posting of degree completion.
- 2) The Office of the Registrar posts degree.
- 3) The ZFSOE Certification Staff Support person submits the names and evidence of the candidates to the ZFSOE Dean / Certification who recommends the candidates for South Carolina certification.
- 4) The ZFSOE Certification Staff Support mails the original signed “Verification of Program Completion” form to the South Carolina Department of Education Office of Certification and mails a letter and one copy to the candidate. A copy is retained in the ZFSOE Office and one copy forwarded to the CGC.

Counselor Education: In addition

- 1) Candidates are required to earn a passing score on the Counselor Preparation Comprehensive Examination (CPCE) during Internship I.
- 2) Candidates are required to successfully present an electronic portfolio that is reviewed by CE faculty during Internship II.

STUDENT ACADEMIC GRIEVANCES

As stated in *The Citadel Graduate Catalog 2019-2020* (p. 26) . . . “The academic grievance process of the college is reserved for the most serious alleged offenses. These matters deal not with differences of opinion, but with violations of due process; denial of individual rights; or unequal treatment/ discrimination based on sex, race, color, or national origin. Students who feel that they have an academic grievance are directed first to confer with the instructor or other individual(s)

involved. Where this does not result in satisfaction or if this step is not feasible, the student should present the grievance in writing to the lowest appropriate level not involved in the grievance, department head or Dean. If the student does not receive a response within a reasonable period of time, normally considered two weeks, a copy of the written grievance may be provided to the next higher academic level not previously involved in the grievance, i.e. the department head or the school Dean, with a request for assistance in resolving the grievance. A final appeal for satisfaction may be made to the Provost. The purpose of this process is to permit each level of the academic level of authority to have the opportunity to resolve the grievance satisfactorily. The Graduate College does not process academic matters. However, students are encouraged to provide a courtesy copy of grievances and appeals to the CGC for record. The CGC will monitor timelines and processes for compliance with procedure and will inform the appropriate level of the academic authority if procedure is not followed.”

STUDENT APPEAL OF GRADE

As stated in *The Citadel Graduate Catalog* 2019-2020 (p. 26) . . . “A student who wishes to appeal the final grade assigned in a course must first confer with the instructor of the course in which the grade was received. If this does not result in satisfaction, the student should contact the appropriate department head or Dean who will review the matter. The faculty member and the student are both obligated to provide requested relevant information to the department head or Dean. The department head or Dean will present his/her findings to the student within ten working days of being contacted. If this does not result in satisfaction, the student should contact the Provost. If deemed appropriate, the Provost will appoint a hearing board of three faculty members, with one designated as chair, and a student in good standing of the same student type as the appellant. This board shall have the authority to request testimony, hear witnesses, and study records and materials. The board shall forward its findings and recommendations to the Provost, who shall decide the case. The decision of the Provost is final.”

SEQUENCE OF COURSES

The 51 semester credit hour curriculum in school counseling is extensive and consists of (a) 15 credit hours for the School of Education Core (EDUC 500, 514, 522, 592, and PSYC 500) and (b) 36 credit hours for the Counselor Education Core. The Counselor Education Core includes: (a) 18 credit hours for Foundations (EDUC 515, 521, 550, 551, 552, and 561 or PSYC 561), (b) 6 credit hours for Research/Appraisal (EDUC 512 and 549), (c) 12 credit hours for Helping Relationships (EDUC 624, 629, and 650/652 or 651/653). Students may take from one to four courses per semester; however, it is recommended that students who work full-time

take no more than two courses per term. Registration for five courses per semester requires permission of the faculty advisor and the Dean of the Zucker Family School of Education.

It is important that students who enroll for more than one course each semester take courses from both the education and counseling cores. This is especially important during the early stages of graduate study. EDUC 515 should be taken during the first semester of enrollment. **EDUC 512 or EDUC 549 should be completed within the first 18 credit hours since the Research Competency is assessed in these courses.** Practicum (EDUC 629) may not be taken until EDUC 515, 521, 550, 551, 552, 561, and 624 have been completed. Exceptions to course sequencing may be made with approval of the student's faculty advisor. While enrolled for internship, additional courses are usually not taken. It is only with extenuating circumstances, including consent of faculty advisor that students may take additional courses while enrolled for internship.

NOTE: The internship consists of 600 hours in the field placement setting and includes two courses, Internship I and Internship II. This may be accomplished on a full-time (40 hour week) basis over one semester with both Internship I and II taken concurrently or a part-time (20 hour week) basis over two semesters, with Internship I and II taken in two semesters. Full-time employment is not possible while enrolled for internship unless one has secured placement as a counselor in a school setting with appropriate supervision.

**SCHOOL COUNSELING COURSES
PROJECTED FOR SPRING 2019 – FALL 2021**

(Please Note: This is a tentative projected schedule. Consult with faculty advisor for updated schedule.)

School of Education Core	2019				2020				2021			
	Spring	Sum I	Sum II	Fall	Spring	Sum I	Sum II	Fall	Spring	Sum I	Sum II	Fall
EDUC 500	x	x		x	x	x		x	x	x		x
PSYC 500	x			x	x			x	x			x
EDUC 514	x	x		x	x	x			x	x		x
EDUC 522	x	x			x	x			x	x		
Counselor Education Core												
<i>A. Foundations</i>												
EDUC 515				x				x				x
EDUC 521		x				x				x		
EDUC 550		x	x			x	x			x	x	
EDUC 551	x		x		x		x		x	x		
EDUC 552			x	x			x	x				x
EDUC 561	x	x			x	x			x	x		
<i>B. Research/Appraisal</i>												
EDUC 512	x	x		x	x	x		x	x	x		x
EDUC 549	x	x			x	x			x	x		
<i>C. Helping Relationships</i>												
EDUC 624	x			x	x			x	x			
EDUC 629	x			x	x			x	x			
EDUC 650	x			x	x			x	x			
EDUC 651	x			x	x			x	x			
* EDUC 567			x				x					x
** EDUC 568		x				x						x

* EDUC 567 – Assessment of Abnormal Behavior (not a required school counseling course; for those seeking LPC)

** EDUC 568 – DSM-IV-TR (not a required school counseling course; for those seeking LPC)

ACADEMIC INTEGRITY POLICY AND PROCEDURES

The academic integrity policy and procedures of The Citadel Graduate College apply to students in school counseling programs. Absolute integrity is expected of every student in all academic work. These standards, examples of violations, sanctions, and appeals procedures are described in *The Citadel Graduate College Catalog 2019-2020*. Counselor Education students are encouraged to be familiar with the policies and procedures.

SECTION IV: FIELD EXPERIENCE (Practicum and Internship)

Students must formally request permission from the advisor to enroll in Practicum or Internship. This request is submitted in the form of an Application for Field Experience which must be completed during the term prior to that in which the field experience is sought and turned in to the Field Experience Coordinator. **Field experience applications for the Fall term are due by the last Friday in January and by the last Friday in September for the Spring term.** Forms for that purpose are available on-line at The Citadel Counselor Education homepage. Students seeking internship sites are encouraged to interview potential site supervisors. Potential site supervisors must be certified school counselors and employed at their current school a minimum of two years.

Practicum is the first extended field experience. Students are placed in a public school site and work under the supervision of a site supervisor as well as The Citadel instructor. Approximately 8-10 hours per week at the practicum site are required during the semester. In addition, practicum students attend a series of seminars with other practicum students and meet for individual supervision with The Citadel instructor. Total hours on-site, in class and in supervision are 145 hours. Focus of the practicum is on individual and group counseling skill development; a minimum of 40 hours of such activity is required. Some of these sessions are videotaped for supervision purposes. The additional hours are spent in guidance and counseling related activities as scheduled by the on-site supervisor. Students must complete the practicum experience satisfactorily before moving to the final field experience, the internship.

Internship involves a 600-hour experience in a school setting. Focus of the internship is on experiences that involve the full scope of the school counselor role; thus, interns are expected to continue development of skills in individual and group intervention, as well as to participate in classroom guidance, assessment, scheduling, records and other activities that, while not specifically counseling-related, are necessary to support the school counseling program. The intern is supervised primarily by the on-site supervisor, with continuing supervision by The Citadel instructor as well.

Evaluation of both practicum and internship is a joint responsibility of the site supervisor and The Citadel instructor. The Citadel instructor assigns either a grade of "Pass" or "Fail" in consultation with the site supervisor.

Practicum and internship experiences must be completed during the term of enrollment for the specific experience and may not be pursued concurrently.

A STUDENT MAY NOT REPORT TO ANY FIELD WORK SITE UNTIL CURRENT EVIDENCE IS PRESENTED THAT LIABILITY INSURANCE HAS BEEN OBTAINED AND THE STUDENT HAS COMPLETED THE INTERNSHIP CLEARANCE AND BACKGROUND CHECK THROUGH IDENTOGO.

SECTION V: GRADUATION AND CAREER PLANNING

APPLICATION FOR GRADUATION

Application deadlines for students **to participate in Spring Commencement** are as follows: **Fall graduates – November 1st, Spring and Summer graduates – February 1st**. Application deadlines for students **NOT participating in the Spring Commencement** are as follows: **Fall graduates – November 1st, Spring graduates – March 1st, and Summer graduates – June 1st**. Students submit an application for graduation through the Lesesne Gateway portal. A late fee of \$25 is charged when the application is not made by the deadlines. To be recommended for a degree a student must meet all admission requirements and complete satisfactorily the scholarship curriculum requirements for the degree. Finally, the student must be free from all financial indebtedness to The Citadel.

Students who plan to complete degree requirements in August may participate in the previous May commencement. A blank diploma cover will be issued at the ceremony. When degree requirements have been completed, the diploma will be mailed to the student.

CAREER PLANNING

Career planning and placement services are available on campus through The Citadel Career Center. This center offers a variety of services and resources for career planning and placement. (See Career Services in Section VII of this *Handbook*).

Information that the Counselor Education Programs receive concerning job opportunities are usually shared with the Counselor Education Coordinator or faculty advisors. If you are in need of a job, assistantship, or placement, you should let your professors know that you are looking and supply them with a resume so they can be prepared to help you.

ENDORSEMENT POLICY

It is the policy of program faculty to provide endorsement of program graduates for graduation from The Citadel Graduate College, for certification by state departments of education, and for employment in school counseling-related positions. Additionally, the program faculty will endorse candidates for positions where criteria call for generic counselor preparation.

CHI SIGMA IOTA

Chi Sigma Iota (CSI) is the International Counseling Academic and Professional Honor Society with “290 chapters, 10,729 active members, and 55,022 initiated members” in the United States and other parts of the world “as of August 31, 2007” (www.csi-net.org). CSI was established in order to create a link between students, educators, practitioners, and supervisors in various counseling settings. The objectives of CSI, as stated in the Society’s Bylaws, is “...to promote

scholarship, research, professionalism and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the field of counseling.”

Students in the school, community, and student affairs/college counseling programs at The Citadel are fortunate to have the opportunity to seek membership in the Alpha Tau Chi Chapter of Chi Sigma Iota. A primary qualification for membership is completion of 12 hours of approved graduate credit in the respective program and maintenance of a 3.5 or above grade point average. For information about CSI membership, you may access the computer website at www.csi-net.org or speak to one of the Counselor Education faculty members.

Professional networking through organizations such as Chi Sigma Iota is an invaluable asset when beginning the job search process. In addition, membership in Chi Sigma Iota provides many opportunities for leadership, service and fellowship, including roles in the Annual Helping Professions Workshop, forums on topics of professional and scholarly interest, an end-of-the-year celebration and other functions. Opportunities for participation at the national level are available through the American Counseling Association Annual Conference and national Chi Sigma Iota meetings at that conference. Involvement in such organizations can provide experiences that potential employers find valuable.

Graduating members of Chi Sigma Iota may purchase for a nominal fee Honor Cords that are worn at the May graduation ceremony. All CSI activities are announced through notices in the hallways of Capers Hall and in the CSI Newsletter. Contact Alpha Tau Chi chapter faculty advisor for additional information concerning CSI.

CHI SIGMA ALPHA

The Citadel Kappa Chapter of Chi Sigma Alpha (National Student Affairs Honor Society) was chartered during the spring 2011. Its purpose is “The Society shall be to promote and recognize excellence in academics, research, and service to the profession of student affairs.” Chi Sigma Alpha began in the fall of 2002 at Virginia Polytechnic Institute and State University. The motto is “Ut Provochem Et Adiuvem” (That I may challenge and support). Membership requirements include an application, transcript, personal statement addressing how they will challenge and support their future students and their career, a minimum completion of one quarter of semester of academic coursework with a minimum GPA of 3.7.

CITADEL GRADUATE COUNSELING ASSOCIATION (CGCA)

The Citadel Graduate Counseling Association (CGCA), formerly the Graduate School Counseling Association (GSCA), is a faculty sponsored, student facilitated organization for Counselor Education students that was founded in 1997 by Dr. George T. Williams, Coordinator, Division of Counselor Education Programs. CGCA convenes meetings during the year and allows students to build relationships with other students, faculty, and counselors in the community. There is a Facebook page for the Citadel Graduate Counseling Association which has social and service events throughout the academic year. Please submit a request through Facebook to join this page. Please contact CGCA faculty advisor, Dr. Aaron Oberman for additional information concerning CGCA.

PROFESSIONAL ORGANIZATIONS

Students are encouraged to join and become involved in state and national professional associations such as the American Counseling Association (ACA), the American School Counselor Association (ASCA), the South Carolina Counseling Association (SCCA), and the Palmetto State School Counselor Association (PSSCA). Information about these associations is provided in the course EDUC 515: Introduction to the Counseling Profession and during the Town Hall Gatherings. Further involvement may occur through professional development activities with faculty members. These activities may include professional presentations, organizational involvement, and professional mentoring.

TRANSCRIPTS

The Citadel's Student Information System provides students with online 24/7 access to their unofficial transcripts. For official transcripts, The Citadel has authorized Parchment Exchange to provide transcript ordering via the internet. The transcript fee is based on the method of delivery. During the ordering process, you will be able to see the exact charge prior to entering your credit card information. Transcript fees must be paid by credit card at the time of the order. Parchment accepts Visa, MasterCard, Discover and American Express.

Electronic Transcript: \$10.00 per transcript

Mailed Transcript with Standard Shipping: \$12.50

Transcript to be Picked Up In-House: \$12.00

SECTION VI: CREDENTIALING

There are three types of credentials for which graduates of The Citadel counselor education programs may apply. These are South Carolina School Counselor Certification, Licensed Professional Counselor (LPC) and National Certified Counselor (NCC). The National Counselor Exam (NCE) is required for becoming an LPC in South Carolina and for becoming NCC.

SOUTH CAROLINA SCHOOL COUNSELOR CERTIFICATION

Students who successfully complete all degree requirements and who obtain a satisfactory score of 156 or better on the PRAXIS II test for school counseling are eligible to apply for certification in either Elementary or Secondary school counseling. The School Counselor Examination is taken after completion of all academic coursework and prior to enrollment in practicum. The Zucker Family School of Education Dean is the certification officer for The Citadel. That office is 307 Capers; phone number is (843) 953-5097.

LICENSED PROFESSIONAL COUNSELOR NATIONAL CERTIFIED COUNSELOR

School Counseling and Student Affairs/College Counseling students completing the program meet the majority of curriculum requirements through the South Carolina Board of Examiner for the Licensure of Professional Counselors, Marriage and Family Therapists, and Psycho- Educational Specialists for Licensed Professional Counselor (LPC). Additionally, Student Affairs/College Counseling students must complete the course, PSY 500: Human Growth and Development. Furthermore, Student Counseling students meet the requirements for certification as a National Certified Counselor (NCC) by the National Board for Certified Counselors (NBCC). Requirements for LPC include additional graduate coursework in psychopathology and assessment of psychopathology, an additional 1500 clinical hours (including 150 supervision hours) over a two year period, approved supervision, and successful performance on the National Counselor Examination for licensure. NCC requires completion of an accredited CACREP program, passing of the NCE and endorsement by the Counselor Education program.

The Citadel School of Education offers two courses during the summer that meet the psychopathology and assessment of psychopathology course requirements for becoming an LPC in South Carolina. These courses are *EDUC 568: *DSM-IV-TR (psychopathology) and/or *EDUC 567: Assessment of Abnormal Behavior (assessment of psychopathology).

Students should contact the licensing board and certification board directly for specific information regarding LPC.

Board of Examiners for the Licensure of Professional Counselors, Marriage & Family Therapists, and Psycho-Educational Specialists

P.O Box 11329
Columbia, SC 29211-1329
Phone: (803) 896-4658
Fax: (803) 896-4719

To request an application form for LPC, you may call the South Carolina Licensing Board Credentialing Services CCE toll free at 1-888-817-8283.

NATIONAL COUNSELOR EXAM (NCE)

Satisfactory performance on the National Counselor Exam (NCE) is one of the criteria used by NBCC to identify professionals who may be eligible to become a National Certified Counselor (NCC) and in South Carolina to become a Licensed Professional Counselor (LPC). The NCE is offered on campus at The Citadel in April and October each year. The content of the NCE includes 200 multiple choice questions and is scheduled for a four-hour period beginning at 9:00 am. The eight content areas assessed include: Human Growth and Development, Social and Cultural Foundations, Helping Relationships, Group Work, Career and Lifestyle Development, Appraisal, Research and Program Evaluation, and Professional Orientation & Ethics. In addition, the NCE is based on the following five work behaviors: Fundamentals of Counseling, Assessment and Career Counseling, Group Counseling, Programmatic and Clinical Intervention, and Professional Practice Issues.

Information regarding the National Counselor Exam (NCE) may be obtained by contacting the National Board for Certified Counselors (NBCC) at P.O. Box 7387, Greensboro, NC 27417- 0387, or by calling (336) 547-0607; fax: (336)547-0017; Email: nbcc@nbcc.org; website: www.nbcc.org. For specific NCE dates on campus at The Citadel, contact Dr. Guy Ilagan, gilagan@citadel.edu. You must be enrolled in The Citadel's Counselor Education Program to take the NCE on campus at The Citadel.

COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS (CACREP)

CACREP has existed for over 35 years and has grown substantially since its inception in 1981. CACREP is a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). CACREP grants accredited status to graduate-level programs in the professional counseling field including master's degree programs in six areas: Addiction Counseling; Career Counseling; Clinical Mental Health Counseling; Marriage, Couple, and Family Counseling; School Counseling; and Student Affairs and College Counseling. Doctoral degree programs in Counselor Education and Supervision are also accredited by CACREP. There are some variations in program area titles between the 2001 and 2009 CACREP Standards.

The CACREP Board of Directors convenes in January and July of each year. The CACREP Board is composed of between 13 and 15 members, including at least eight (8) counselor educators, at least two (2) counseling practitioners, and at least two (2) public members, who are not current or former members of the counseling profession.

As of August 2020, CACREP has accredited 870 programs in 405 institutions, including 259 masters-level School Counseling Programs (www.cacrep.org). The Citadel School Counseling Programs which offer Master of Education degrees in Counselor Education were granted CACREP accreditation in July 2014, effective until October 31, 2021. CACREP is recognized nationally/internationally by both public and private agencies as the specialized accrediting body for school, community, and student personnel counselors in higher education. In addition, CACREP maintains continuing contact and consultation with the Council on Rehabilitation Education (CORE), the American Psychological Association (APA) and the Council for the Accreditation of Educator Preparation (CAEP). The Citadel School Counseling curriculum and Student Affairs and College Counseling curriculum are designed after the CACREP model.

CACREP accreditation provides a nationally recognized standard for judging graduate level training programs in counseling, permits graduates to sit for the National Counselor Exam (NCE) immediately before graduation rather than documenting two years of post-graduate supervision, and admits graduates to licensing in those states that use the NCE or give preference to CACREP students.

SECTION VII: FACILITIES AND SERVICES

DANIEL LIBRARY

The mission of the Daniel Library and The Citadel Archives and Museum is to deliver exemplary services for learning, decision support, and scholarship that inspire and excite our students, faculty, staff, administration, and alumni; to provide innovative information leadership to administrative and support units; to preserve The Citadel's unique and important information assets; and to offer noteworthy learning experiences and professional research services to Charleston, the Lowcountry, the state of South Carolina, and beyond.

The Daniel Library provides organized access to professionally curated research and information resources and creative technologies. The collection consists of over 186,853 print materials; 174,944 electronic books; 125 online full-text and citation indexes; and over 361,000 electronic full-text journals and print journal subscriptions. In addition, the Library holds DVDs and streaming videos, microforms, maps, and government documents. Through PASCAL Delivers, interlibrary loan, and document delivery, the Library provides free and efficient access to materials outside its own collections.

To enable students to make the best use of the array of resources and services available to them, the Library provides instruction classes about locating, evaluating, and effectively using information along with individual research assistance via phone, email, text, online chat, and personalized research consultations. The Daniel Library facilities feature collaborative spaces and individual and group study rooms. Students may reserve a study room for up to two and a half hours per day. Room reservations can be made online and in advance (<https://citadel.libcal.com/booking/study>). Facilities also include a wireless network accessible with Library laptops or students' personal laptops and mobile devices. Students may also check out laptops and use them in the library. All computers allow access to electronic resources and the Internet, as well as software for word processing, spreadsheets, databases, and presentations. Examples of site licensed software available to students are statistical analysis software SPSS, investment information through Morningstar, the New York Times, and Wall Street Journal.

The newest addition to The Daniel Library is The Citadel Makerspace. The mission of this new space is to foster innovation, ingenuity, and creativity through the exploration of new and emerging technologies in a collaborative environment, regardless of one's department or level of knowledge. Students can make use of five 3D printers, a mini CNC milling machine, high-powered PCs and Macs with creative software, an electric cutter, digital sewing machine, thermal binder, and other creative project materials. Students can also check out circulating technology with their Citadel OneCard. Supplementing exploration and project creation beyond the Library's walls, available technologies include: GoPro cameras, Google VR Glasses, headphones, digital recorders, Arduino & Raspberry Pi kits, camcorders, and more. In addition, Daniel Library Friends sponsor a series of cultural events for the campus community throughout the year, featuring alumni, authors and other notable presenters.

During the academic year,
the Daniel Library is open
seven days a week. Visit
the Daniel Library
website to access library
online resources ([https://
library.citadel.edu](https://library.citadel.edu))

THE CITADEL BOOKSTORE

The Citadel's Bookstore is operated by Barnes and Noble College Division. The bookstore is located in Mark Clark Hall and offers a wide variety of apparel, bottled drinks, snacks, school supplies, personal care items, and books. Books can also be purchased or rented online through the Barnes and Noble College site. To browse the current online inventory of textbooks, apparel, gifts, accessories, and school supplies, please visit: <http://thecitadel.bncollege.com>

For questions, please contact: Andy Beckwith, andrew.beckwith@citadel.edu

General Manager, The Citadel Bookstore

P: 843-953-5110

COMPUTING AT THE CITADEL Information Technology Services

The Citadel provides all students with an email account and access to Microsoft Office. The campus has over a dozen computer labs located in classrooms and a small computing space in each of the barracks. All labs are equipped with personal computers and networked printers. Most of the college's 100+ classrooms and auditoriums are equipped with multimedia technology, such as projection systems and interactive whiteboards.

Information Technology staff members assist students at the IT Help Center, located on the second floor of Bond Hall. The Help Center is open from: 8:00- 9:00 M-TH, 8:00-5:00 Friday, 9:00-3:00 Saturday. The Multimedia Service's staff, located in the Multimedia Studio in Bond Hall, assists students with designing and editing graphics, creating computer and poster presentations, and creating and editing video and audio projects.

The Citadel has a high-speed campus-wide network that connects virtually every computer on campus to the Internet. Much of the campus is also configured with wireless networking. Information Technology staff and student workers assist to answer questions and solve computer problems per the IT Technical Assistance Policy. The college encourages students to review The Citadel's website prior to purchasing a computer or software application in order to: review the minimum requirements for compatibility with The Citadel's network, learn about academic pricing discount opportunities, and understand warranty information for technical support.

Review The Citadel's Information Technology Computing website at www.citadel.edu/its or contact the IT Help Center staff at 1-843-953-HELP (4357) for more information.

THE COUNSELING CENTER

The Citadel Counseling Center provides professional, confidential short-term counseling to currently enrolled students at no charge. Personal and substance abuse prevention counseling are available by appointment. In the event of an emergency, counselors are also available to provide crisis intervention without an appointment. In addition, the Counseling Center staff provides referrals for off-campus psychiatric evaluations and/or long-term counseling. The Citadel Counseling Center provides individual assessment, including the administration and interpretation of personality and interest inventories. Students may complete these assessments in an effort to address personal or career concerns presented in individual counseling.

The Citadel Counseling Center is located at 203 Richardson Avenue behind Bond Hall. Students are encouraged to contact the Counseling Center directly to schedule appointments for counseling or assessment.

THE CITADEL CAREER CENTER

The Citadel Career Center has a primary mission of providing the training and resources that enable students to make well-informed career decisions. The first step in this process is providing a career assessment for incoming students to help them in selection of majors and in identification of career paths of greatest interest for further exploration. The Career Center provides group and individualized instruction and assistance to students in exploring career options, the career planning process, resume construction, internships and summer employment, exploring graduate and professional school, networking, interviewing, the job search process, and success in the first job. A comprehensive website with related information is provided. Students should participate in all training sessions and follow career planning guidelines provided on the Career Center website.

The Career Center coordinates biannual Career Fairs (one per semester), information sessions, workshops, information sessions, and other career-related events. It also provides an online job board and resume database which are used by many employers to advertise opportunities and find candidates. It is important that students take full advantage of these events and services. The office distributes a wide variety of career planning and career search information to students, in-house and online. A computer lab is available and used from real-time career counseling during allotted drop-in hours. The Career Center also coordinates the “Citadel in DC” program each summer, a 10-week opportunity to live, learn and intern in Washington, DC.

The Career Center is located at 573 Huger Street.

Please visit www.citadel.edu/career for additional information.

Director of The Citadel Career Center: Page Tisdale, M.Ed.

OFFICE OF STUDY ABROAD, INTERNATIONAL, AND DOMESTIC PROGRAMS

The Office of Study Abroad, International, and Domestic Programs works to make study abroad programs an integral part of students' academic, leadership, social, and personal development during their time at The Citadel. By making international education both meaningful and accessible, Citadel graduates will have broadened their perspectives and will thrive as principled leaders in a global society. Currently, the Office of Study Abroad offers a myriad of study abroad choices to fit the student's individual ambitions, academic needs, and interests. The duration and types of programs include a variety of experiences such as a full semester abroad, summer programs, international internships, service learning, and exchange programs. All study abroad programs, both short- and long-term, are validated by the Office of Study Abroad, International, and Domestic Programs and are included on the student's experiential transcript. It is the policy of The Citadel that students will study abroad usually only during the summer, fall, and spring-break terms. Students are encouraged to come by the office where they may view resource materials, receive guidance on available programs, and receive assistance on the study abroad application process.

STUDENT SUCCESS CENTER

The Citadel Student Success Center (SSC) provides support to Citadel students through the following programs:

- Academic Coaching Program
- Athletic Academic Services
- Mathematics and STEM Labs
- Services for Students with Disabilities
- Subject-Area Tutorial Program
- Supplemental Instruction Program
- Writing Lab

These programs are available to all Citadel students. The staff is comprised of professional tutors, graduate assistants, undergraduate students, and full-time personnel. Students may set up an appointment by emailing the SSC at ascenter@citadel.edu, calling 843-953-5305, or stopping by 117 Thompson Hall. For further information about the SSC and its programs, please visit our website at www.citadel.edu/asc.

OFFICE OF MULTICULTURAL AND INTERNATIONAL STUDENT SERVICES

The Office of Multicultural and International Student Services (MISS) promotes an appreciation for diversity among students, faculty, and staff. Multicultural Student Services encourages an attitude that celebrates multi-ethnic perspectives of various cultures and backgrounds. Programming and activities sponsored by the office are designed to increase the involvement of minority students in extracurricular activities; to enhance interaction and communication among all students; and to enable students of color to celebrate their cultural heritage with pride. Assistance is offered to students, faculty, and staff who have concerns relating to race relations, campus diversity, or multicultural

awareness. Resource materials including videos, study guides, and directories, are available for use by cadet companies, classroom instructors, and clubs and organizations. The MISS Office offers a variety of services for international and American students. The office provides freshmen orientation programs, immigration advising and assistance, and helps with personal and academic concerns for international students. The office further serves as a liaison with embassies, acts as an advocate for international students with campus offices, organizes off-campus cultural programs, and sponsors international activities.

FINANCIAL AID

The Office of Financial Aid & Scholarships administers student loan applications, grants, scholarships and work-study programs. To apply for financial aid at The Citadel and to best demonstrate eligibility for need-based scholarships, all students should file a Free Application for Federal Student Aid (FAFSA) as soon as possible after October 1 of each year. These forms are available online at <http://FAFSA.ed.gov>. The Office of Financial Aid and Scholarships may request additional information. Students are responsible for checking their e-mail account, online Citadel financial aid account, completing all requested paperwork, and submitting financial aid requirements in a timely manner. Funds are limited, so late applications are considered for aid only if resources are available.

Applicants who have not completed all financial aid paperwork by June 30 should not expect to receive notification of awards prior to the beginning of fall semester. These applicants should be prepared to pay for their tuition, fees, and other costs at the established fee payment deadlines. Students will be reimbursed if they are subsequently determined to be eligible for financial aid.

Feel free to contact the Financial Aid office by calling 953-5187, email: financial_aid@citadel.edu or visit the office in Bond 138 Monday – Friday 8:30 a.m. – 5:00 p.m.

Graduate assistantship applications are available on the Human Resources website. Assistantships are limited in number and persons awarded an assistantship are required to carry a minimum of six credit hours of graduate work each semester. The student must also be available twenty hours per week for appropriate work in the department to which he or she is assigned.

You may contact Human Resources by calling 953-6922 and requesting to speak to the Employment Coordinator.

SECTION VIII: OTHER STUDENT INFORMATION

ETHICAL AND LEGAL STANDARDS

As graduate students aspiring to become professional counselors, ethical standards of primary professional associations, such as the American Counseling Association (ACA), the American School Counselor Association (ASCA), the American College Personnel Association (ACPA) Ethical Standards, and the NASPA Ethical Guidelines serve as guides to appropriate conduct. Counselor Education students are strongly encouraged to become student members of ACA, ASCA, SCCA, SCSCA, SCCPA, SACSA, NASPA, and other professional organizations.

Students and program faculty are subject to ACA, ASCA, and ACPA in their roles as counselor educators. ACA, ASCA, ACPA, and NASPA Ethical Standards are reviewed in several courses, reflecting the expectation that students will be quite familiar with the standards and their application in Counselor Education preparation and practice. *The Citadel Graduate College Catalog 2019-2020* has published a statement covering Academic Integrity Policy and Procedures (pages 20-22). It is important that students be knowledgeable of and adhere to those standards.

HOUSING

There is no on-campus housing available to graduate students. Because most of the graduate students at The Citadel come from the Charleston area, there is not a system in place to assist students with housing. But, after talking to students who have moved to Charleston and were involved in the apartment search, here are a few suggestions:

- 1) *The Post and Courier*, particularly on Sundays, has an extensive list of apartments, furnished and unfurnished, in all areas of Charleston.
- 2) If you are looking for an apartment in either Mt. Pleasant or West Ashley, check the yellow pages. There are a number of apartment complexes perfect for students.
- 3) Check bulletin boards at the College of Charleston, The Citadel, and MUSC. Students are always advertising for a "Roommate Needed" as well as local homeowners advertising apartments for rent.
- 4) Drive around. Particularly in the downtown area and in the neighborhoods around The Citadel, homeowners often will place rental signs in front of their units.
- 5) If you have any friends at MUSC, ask them for the school's apartment guide. It is updated every week and has one of the best listings of apartments in downtown Charleston. Unfortunately, it is not available to anyone outside of MUSC.
- 6) Check apartment guides in newsstands around town. Great apartments are frequently advertised there.

THE CITADEL BEACH HOUSE

The Colonel Robert R. McCormick Beach Club of The Citadel is located oceanfront on the Isle of Palms, about a half hour's drive from the campus. The five-acre property includes a two-story beach house, the Blue & Grey Pavilion, a sand volleyball and basketball court, and shower and locker facilities. Beach access and parking are available to cadets, students, faculty, staff, Citadel Alumni Association Lifetime Members, and annual donors to The Citadel Foundation or The Citadel Brigadier Foundation above specific levels. Additionally, the venue may be rented for daytime or evening events through the Office of Event Management.

THE CITADEL BOATING CENTER

The Citadel Boating Center membership is available to students, faculty, and staff. Preference is given to students in the use of the center's facilities. The club fleet consists of canoes, small sailboats, and outboard motorboats. Boating Center facilities consist of a clubhouse, dockage, marine railway, sail loft, and work area for maintenance and repair of small boats. Storage of privately owned boats is available for a small fee.

TRAFFIC AND PARKING REGULATIONS FOR ALL CITADEL STUDENTS RESIDING OFF CAMPUS

This is a general overview of parking and traffic regulations on campus. It is not intended to be inclusive. We strongly recommend you read all of the traffic and parking regulations found in the public safety brochure. You can pick up the brochure in The Citadel Graduate College office or from the public safety office.

1. “The speed limit is 20 mph on campus unless posted lower. Speed limits are radar enforced. Speed in the housing area is posted at 10 mph.
2. “Students are specifically prohibited from, and warned against, making a space” at the end of a line of parked cars.” It does tend to get crowded and parking is very limited, but do not “make a space.” You will be ticketed and/or towed.
3. You may be towed if “five or more parking citations have been issued against that vehicle or registrant in the past regardless of time interval.”
4. “When visiting the campus during the daytime, Monday-Friday, Non-cadet students may park in specified lots with an authorized hanging tag or in the parking lot at Johnson Hagood Stadium. Parking in Faculty/staff lots, cadet lots or on Remembrance Avenue is strictly prohibited between 7am and 4pm on weekdays - even for a minute!”
5. “Parking permits must be displayed as appropriate. Hanging tags must be suspended from the rear-view mirror. These tags are transferable from vehicle to vehicle. Temporary permits and special placards must be displayed on the dashboard on the driver’s side and clearly visible through the windshield. Failure to properly display the permit may result in a parking citation.” You can pick up a parking permit in the College of Graduate and Professional Studies office. The fee for parking permits is \$30.00 per semester.
6. Permits for student vehicles will be by academic semester, summer session, or academic year.
7. “Graduate assistants assisting in academic or administrative departments will park in Kovats field. Graduate assistants assigned to the Athletic Department will be assigned parking in the “I” lot, space permitting or in the General Lot (located behind Jenkins Hall, Thompson Hall, Alumni Hall, and the Coin Laundry on the north end of the campus).”
8. “Citadel Parking Citations may be appealed to Public Safety Officers within 14 days. All parking fines will be \$15.00. However, unauthorized parking violations occurring in reserved faculty and staff spaces are subject to a \$30.00 fine.

Here are a few hints about parking:

1. Get to class early. Because parking is limited, it may take you a few minutes to find a space.
2. The neighborhood around The Citadel is generally safe, but like all areas today, it pays to be careful. If you do park off-campus, ask public safety or a friend to walk you to your car. Public safety provides this service free of charge and is happy to do it!

*Quotes were taken directly from the public safety brochure Traffic and Parking Regulations for all Citadel Students Residing Off Campus.

QUESTIONS FREQUENTLY ASKED

1. Should courses be taken in a specific sequence?

Yes. This is very important, both in the counselor education core and in the education core. Taking courses out of sequence can easily lead to a full year of additional study. Make sure to consult regularly with your designated faculty advisor to make sure you are on track.

2. How long will it take to complete the program in counselor education?

The answer depends upon whether one is a part-time or a full-time student and the extent to which one follows the appropriate curriculum sequence. If one attends on a full-time basis, six (6) terms, or two full calendar years will be required. Most students attend part-time, take two courses per term, except for the internship term, and complete the program over a three to five year period.

3. Can one be employed and complete the counselor education program?

Yes. Most students hold some type of employment while they are going through the degree program. Employment in teaching or other human service areas can do much to enhance the quality of the academic program. **It is not possible to be employed full-time while completing the 600-hour internship; thus, students should begin making plans for this fact early in their program.** There are a number of jobs and assistantships on campus, and students are encouraged to talk with the School Counseling faculty, Dean of the Zucker Family School of Education, personnel in the Office of The Citadel Graduate College and other administrators of The Citadel concerning campus employment.

4. Is it possible to take a course while enrolled for practicum or internship?

Yes, most students complete 1-2 other course while enrolled for EDUC 629, Practicum; It is not possible to enroll in another course during the internship term, unless there are extenuating circumstances and you have received the approval from your faculty advisor.

5. Is it possible to be employed while taking internship?

This depends upon the nature of the employment. If one is a teacher it is not likely you will be able to remain in the teaching role while completing the 600 hour internship which requires that one function in a counseling intern role full time for 16 weeks. It is very important that one begin planning for the internship term early in the program.

6. When does one apply for practicum and internship? What role does a student have with respect to practicum and internship placements?

Students complete an application for field placement for practicum or internship according to the following schedule: for Spring practicum or internship apply to the Field Experience Coordinator

by the last Friday in September; for Fall placement apply by the last Friday in January. Practicum and internship is not normally offered during the Summer Terms. Students are requested to indicate a minimum of two choices for placement or they may indicate no specific preference. It is the responsibility of the counselor education faculty, working with school officials, to make practicum placements. It is recommended that students initiate discussion of field placements with an advisor well in advance of the term in which they will enroll for these experiences.

7. Will I be able to obtain a job as a professional school counselor when I complete my degree?

Although The Citadel counselor education programs have an excellent record in the placement of its graduates in counseling positions, the answer to this question is dependent upon many factors, most of these controlled by the student. The South Carolina Job Service indicates that about ten school counseling positions per year are available in the Trident area; thus, it is obvious that one who is able to seek employment outside the immediate Charleston area will encounter more employment opportunities. Students may enhance their employment possibilities in other ways.

Excellent performance in the counselor education program is one way to do so. Performance in practicum and internship can be especially critical. Work experience in counseling and counseling-related areas can also be helpful when seeking employment. Utilizing all the resources available at The Citadel and in the community can help as well. The Career Services Center at The Citadel will help you develop placement credentials and the components of those credentials. It is not unusual for school counseling program graduates to obtain employment in counseling positions in settings other than schools. It is important to remember that certification by the South Carolina Department of Education is a prerequisite for employment as a school counselor in the State.

8. When must I make a choice of either Elementary or Secondary school counselor curriculum track?

The final curriculum decision for School Counseling program students must be made prior to enrollment for the practicum. Students should endeavor to make a decision early in the program as to focus on “elementary” or “secondary” counseling when called upon to complete papers, research, and other such projects that will be required. Making an early decision will also enable the student to begin producing a Portfolio of his/her work, which will prove invaluable when seeking employment. It is highly recommended that students initiate a Portfolio containing information received in classes, workshops and symposia, together with copies of all papers, projects and related assignments completed during the program.

STUDENT TELEPHONE DIRECTORY

IMPORTANT NUMBERS

Career Services	953-1617
Charleston Southern University, Information	863-7000
College of Charleston, Information	953-5507
The Citadel Graduate College (Bond 101)	953-5089
The Counseling Center	953-6799
Daniel Library	953-5116
Associate Provost, Enrollment Management, The Citadel Graduate College (Dr. Kelly Brennan)	953-5189
Financial Aid (Bond 137)	953-5187
General Information, The Citadel	953-5000
Public Safety	953-5114
Zucker Family School of Education Office (Capers 307)	953-5097
Coordinator, Counselor Education Programs and Field Exp. (Dr. Oberman)	953-7123

EATS

Bagel Nation James Island	406-7869	Norm’s Pizza Sub & Grill	723-0506
		Downtown	
Boulevard Diner	Mt. P 216-2611	Olive Garden	N. Charleston 764-0200
California Dreaming	207-1189	Ryan’s Steakhouse	West Ashley 571-5685
Chick-fil-A	James Island 795-9505	Saffron Café & Deli	Downtown 722-5588
Earth Fare	West Ashley 769-4800	Schlotzsky’s Deli	Mt. Pleasant 849-0142
Garibaldi	Downtown 723-7153	Sticky Fingers	Downtown 853-7427
IHOP	West Ashley 556-3441	Sweetwater Café	James Island 762-2622
Los Loros Mexican	881-2785	T-Bonz	
Magnolia’s	577-7771		Mt. Pleasant 971-7777
McCrary’s	853-8484		West Ashley 556-2478
Mustard Seed			Downtown 577-2511
Mt. Pleasant	849-0050	Tristan	Downtown 534-2155
		Vickery’s	577-5300
		Wild Wing Café	722-9464

POPULAR STUDENT GATHERING SPOTS

The Music Farm	853-3276
Moe’s Crosstown Tavern	722-3287

GOLF- FOR THE GRADUATE SCHOOL BUDGET

Charleston Municipal Golf Course	795-6517
The Links at Stono Ferry	763-1817
Patriot’s Point Golf Course	881-0042

TICKET INFORMATION

The Citadel Ticket Office	953-5121	C of C Ticket Office	953-8239
Charleston Southern	863-7689	Riverdog Tickets see SCAT	
Stingray’s Tickets	see SCAT	Ticketmaster	(704)522-6500
South Carolina Automated Ticket Outlet-----	(SCAT)		577-4500

EMERGENCY NUMBERS

MUSC Hospital	792-2300	Roper Hospital	724-2000
St. Francis Hospital	577-1000	Emergency	911

School of Education Personnel

[Phone Numbers: Area Code 843]

<i>NAME</i>	<i>PHONE</i>	<i>OFFICE</i>	<i>ADDRESS</i>	<i>HOME</i>	<i>CELL</i>
<i>COL Evan T. Ortlieb</i>	953-5871	307A	<i>MSC 095 The Citadel 29409</i>		<i>917-862-4795</i>
CAPT Jennifer Albert	953-7121	301	400 Cabrill Drive Charleston, SC 29414		910-273-8980
LTC Elizabeth Connor	953-5019	327C	340 Canterbury Road, Charleston, SC 29407		843.364.9868
CAPT Christopher Dague	953-2064	327B	1873 Bermuda Stone Road Charleston, SC 29414		330-388-5865
LTC Tammy Graham	953-6854	304	15 Hunters Forest Dr. 29414		843-637-5521
COL Tara Hornor	953-5336	325D	2468 Darts Cove Way Mount Pleasant, SC 29464		407-221-5461
MAJ Guy Ilagan	953-5326	332C	727 Corral Drive, Charleston, SC 29414	843-693-9269	843-693-9269
COL Renee Jefferson	953-7124	306B	MSC 45 The Citadel 29409 PO Box 208 Pineville SC 29468	843-577-3155 (H)	843-991-3346
CAPT Britnie Kane	953-3163	332D	21 Pearl Street Mount Pleasant, SC 29464		615-497-1157
COL Kent Murray	953-7824	325C	1055 Dominion Dr. Hanahan 29406	843-554-6471 (H)	843-452-0323
LTC Aaron Oberman	953-7123	321	318 Eastover Cr. Smlv 29483	843-875-7541 (H)	843-819-7569
Dr. Soo Joung Kim	953-6309	327A	735 Coleman Blvd. APT#319 Mt. Pleasant, SC 29464		304-972-6849
COL George Williams	953-2205	308	1058 Starboard Road Charleston, SC 29412	843-852-5822 (H)	843-478-2198
CAPT Lee Westberry	953-5188	325A	101 Abrum Ct., Goose Creek, SC 29445	843-553-5214	843-478-8175
CAPT Fei Zhao	953-7072	309	1402 Camp Road APT#13E Charleston, SC 29412		480-720-6279
Mrs. Lauraie Zealy	953-5097	307	109 Vineyard Blvd Summerville, SC 29483		843-830-0075

APPENDIX A

COUNSELOR EDUCATION STUDENT EVALUATION FORM (For 3 courses with each student)

The Citadel Division of Counselor Education

INSTRUCTIONS

The Counselor Education Academic Review Board evaluates Counselor Education students for academic, personal, and professional performance in three (3) designated curriculum courses. School Counseling includes one School of Education (SOE) core course, EDUC-514: The Exceptional Child in the School, and two Counselor Education core courses, EDUC-515: Introduction to the Counseling Profession and EDUC-551: Counseling Theories and Practice. Student Affairs and College Counseling includes one Counselor Education core course, EDUC-551: Counseling Theories and Practice. While we understand that these evaluations are conducted very early in the program and cannot be a perfect assessment, it is important to consider the personal, professional, and academic performance of students as early as possible and at various points in the program. Please consider each student in your class, (LiveText Courses EDUC 514, 515, and EDUC 551) and respond as best as you can to items below.

Course: _____

Date: _____

Student Name: _____

Student ID: _____

Instructor's Signature: _____

Category of Assessment	Target	Acceptable	Unacceptable
Academic Performance	A or above	B to B+	C or below
Personal Performance	Strong Coping	Adequate Coping	Inadequate Coping
Professional Performance	Strong Ethical & Professional Behavior	Adequate Ethical & Professional Behavior	Inadequate Ethical & Professional Behavior

Comments:

APPENDIX B

The Citadel Professional Education Unit
Professional Dispositions Score Sheet
(To be completed on LiveText)

PROFESSIONAL DISPOSITIONS	RATINGS			
The CANDIDATE:	Consistently Evident	Somewhat Evident	Rarely Evident	Not Rated
	3	2	1	NR
1. Applies reflective practices.				
The candidate: <ul style="list-style-type: none"> Engages in productive and insightful reflection through discussion and journaling, resulting in personal growth as a professional educator; Examines a variety of perspectives and experiences to help improve student performance; and Uses reflection to create and/or use alternate strategies that positively impact student learning. 				
Comments:				
2. Demonstrates commitment to a safe, supportive learning environment.				
The candidate: <ul style="list-style-type: none"> Fosters an educational climate where students feel safe and eager to learn; Exhibits the belief that all students can learn by using materials and resources that support students' needs; Designs experiences that empower all students to be successful as learners; and Encourages students to take pride in their work. 				
Comments:				
3. Demonstrates high values and a caring, fair, honest, responsible, and respectful attitude.				
The candidate: <ul style="list-style-type: none"> Demonstrates a positive, caring attitude toward students, families, and colleagues; Respects the rights of others; Demonstrates a high level of commitment to the educational profession; Exhibits fairness, civility, diplomacy, tact, and sensitivity toward the feelings and opinions of others; and Displays a high degree of integrity. 				
Comments:				

PROFESSIONAL DISPOSITIONS	RATINGS			
The CANDIDATE:	Consistently Evident	Somewhat Evident	Rarely Evident	Not Rated
	3	2	1	NR
4. Establishes rapport with students, families, colleagues, and community.				
<p>The candidate:</p> <ul style="list-style-type: none"> • Builds relationships with students, teachers, colleagues, families, the community, and other school personnel; • Makes positive contributions to group interactions through sharing ideas and materials; and • Invites and is invited by members of the school or community to engage in collaborative partnerships to improve student achievement. 				
Comments:				
5. Values diversity and exhibits sensitivity to and respect for cultures.				
<p>The candidate:</p> <ul style="list-style-type: none"> • Respects students as valued individuals by ensuring their learning needs are addressed through culturally responsive experiences and environments; and • Exhibits, through personal interactions, an understanding of and respect for diversity in the community, schools, families, and individuals including a variety of cultures, ethnicity, race, exceptionalities, gender, languages, religion, sexual orientation, geographical and socioeconomic backgrounds, and histories. 				
Comments:				
6. Exhibits prompt regular attendance, wears professional attire, and communicates in standard English.				
<p>The candidate:</p> <ul style="list-style-type: none"> • Demonstrates professional demeanor through conduct, attendance, dress and punctuality; • Articulates ideas clearly in speaking and writing; and • Applies conventions of standard written and oral English. 				
Comments:				

Adapted from Dispositions Forms from York College of the City University of New York and Eastern Carolina University.

APPENDIX C

The Citadel Professional Education Unit PORTFOLIO EVALUATION SCORE SHEET

PORTFOLIO RUBRIC	RATINGS			
The CANDIDATE:	Target	Acceptable	Unacceptabl	Not Rated
Content Knowledge:	3	2	1	NR
1. Demonstrates knowledge of the central concepts and tools of inquiry of the field				
Comments:				
2. Demonstrates and applies structures of the field delineated in professional, state, and institutional standards through inquiry, critical analysis and synthesis				
Comments:				
Student Learning				
3. Creates positive environments for student learning				
Comments:				
4. Understands and builds upon developmental levels of students				
Comments:				
5. Understands diversity of students, families, and communities				
Comments:				
6. Understands policy contexts in work setting				
Comments:				

Additional Comments:

Reviewer's Name _____ Please Print _____/_____/_____
Date

Reviewer's Signature _____ Please Sign

I have read and understand the above information.

Signature of Candidate _____ _____/_____/_____
Date

The Citadel Professional Education Unit
PORTFOLIO RUBRIC

	3	2	1
CONTENT KNOWLEDGE	TARGET	ACCEPTABLE	UNACCEPTABLE
1. Demonstrates knowledge of the central concepts and tools of inquiry of the field	<ul style="list-style-type: none"> Evidence of applying knowledge of central concepts Evidence of knowledge of tools of inquiry Evidence of analyzing and using data to improve instruction <p><i>Ex. Lesson plan, video of teaching and reflection of lesson includes strengths and weaknesses of lesson and proposed revision.</i></p> <p><i>Ex. Lesson plans show authentic reading and writing experiences and the candidate's ability to reflect on ways to improve them.</i></p>	<ul style="list-style-type: none"> Evidence of knowledge of central concepts Evidence of knowledge of tools of inquiry 	<ul style="list-style-type: none"> No evidence shown Evidence of misunderstanding of central concepts or tools of inquiry
2. Demonstrates and applies professional, state, and institutional standards through inquiry, critical analysis and synthesis	<ul style="list-style-type: none"> Applies professional, state, and institutional standards through inquiry, critical analysis and synthesis <p><i>Ex. Case study includes analysis and treatment plan.</i></p> <p><i>Ex. Candidate references professional codes of ethics and content area standards.</i></p>	<ul style="list-style-type: none"> Demonstrates knowledge of professional, state, and institutional standards <p><i>Ex. Candidate identifies state standards are in lesson plan.</i></p>	<ul style="list-style-type: none"> No evidence shown Evidence of misapplication of professional, state, and institutional standards
STUDENT LEARNING			
3. Creates positive environments for student learning	<ul style="list-style-type: none"> Observable evidence of a positive learning environment Observable evidence of maintaining a positive learning environment <p><i>Ex. Candidate analyzes the environment and provides constructive feedback for how it can be improved.</i></p> <p><i>Ex. Candidate demonstrates competency in ADEPT APS 8 & 9.</i></p> <p><i>Ex. Reflective writings of candidate create alternate strategies to impact student learning.</i></p> <p><i>Ex. Candidate demonstrates a positive attitude when working with children and individualizes instruction so the child can feel successful.</i></p>	<ul style="list-style-type: none"> Observable evidence of a positive learning environment Delineate factors that impact the learning environment <p><i>Ex. Long-range plan identifies key elements to be used to create a positive environment.</i></p>	<ul style="list-style-type: none"> No evidence shown Negative impact on a preexisting positive environment

The Citadel Professional Education Unit
PORTFOLIO RUBRIC

	3	2	1
STUDENT LEARNING	TARGET	ACCEPTABLE	UNACCEPTABLE
4. Understands and builds upon developmental levels of students	<ul style="list-style-type: none"> • Applies understanding of intellectual, social, and personal developmental levels of students • Acknowledges background influences • Supports belief all students can learn <p><i>Ex. Candidate provides a classroom developmental guidance activity on stages of moral development.</i></p> <p><i>Ex. Unit plan identifies a variety of activities appropriate for a variety of developmental levels of individual students.</i></p> <p><i>Ex. Candidate provides an age appropriate classroom career developmental activity.</i></p> <p><i>Ex. Candidate uses developmentally appropriate texts to foster literacy development.</i></p>	<ul style="list-style-type: none"> • Demonstrates knowledge of intellectual, social, and personal development • Acknowledges background influences • Supports belief all students can learn <p><i>Ex. Candidate documents psychosocial stages of development.</i></p> <p><i>Ex. Candidate's lesson plans identifies activities developmentally appropriate for the age group.</i></p> <p><i>Ex. Document psycho-sexual stages of development.</i></p>	<ul style="list-style-type: none"> • No evidence shown • Evidence shows a lack of understanding developmental levels of students
5. Understands diversity of students, families, and communities	<ul style="list-style-type: none"> • Evidence of applying understanding of diversity among students, colleagues, families, and communities • Evidence of demonstrating fairness, respect, and sensitivity toward others <p><i>Ex. Candidate provides a staff in-service workshop on multicultural populations.</i></p> <p><i>Ex. Candidate creates a calendar with activities for cultural holidays.</i></p> <p><i>Ex. Candidate incorporates culturally and linguistically diverse materials into the classroom.</i></p>	<ul style="list-style-type: none"> • Evidence of knowledge of diversity among students, colleagues, families, and communities • Evidence of demonstrating fairness, respect, and sensitivity toward others <p><i>Ex. Candidate creates a bulletin board celebrating cultural diversity.</i></p>	<ul style="list-style-type: none"> • No evidence shown • Evidence of misunderstanding diversity of students, colleagues, families, and communities
6. Understands policy contexts in work setting	<ul style="list-style-type: none"> • Evidence of applying policies in the work setting • Evidence of engaging community/school collaboration <p><i>Ex. Candidate completes a child abuse reporting form.</i></p> <p><i>Ex. Candidate is competent in ADEPT APS 10.</i></p> <p><i>Ex. Candidate collaborates with a variety of colleagues in the school setting in order to improve literacy instruction.</i></p>	<ul style="list-style-type: none"> • Evidence of knowledge of policies in the work setting • Evidence of participating in community activities <p><i>Ex. Staff handbook.</i></p> <p><i>Ex. Student handbook</i></p>	<ul style="list-style-type: none"> • No evidence shown • Evidence of misunderstanding policies in the work setting • Lack of community /school involvement

APPENDIX D

The Citadel, Zucker Family
School of Education Division of
Counselor Education
WRITING RUBRIC

Student/Candidate: _____ **Date:** _____
Evaluator: _____
Context: _____

Personal Group Interview

Group Counseling Course

Portfolio Presentation

Performance Skills	TARGET	ACCEPTABLE	UNACCEPTABLE
Organization	Document is easy to read; smooth progression of ideas; clear organization of subtopics; excellent selection of subtopics.	Document is somewhat easy to read; somewhat smooth progression of ideas; fairly good organization of subtopics; adequate selection of subtopics.	Document is hard to follow & comprehend; poor organization, progression of ideas, and/or selection of subtopics.
Content	Document completely addresses assignment; multiple artifacts & specific, concrete samples/examples are included; interest level of material is superior; introduction & conclusion are interesting & balanced.	Document addresses assignment sufficiently; includes some artifacts & samples/examples; interest level of material is average; introduction & conclusion are included.	Document does not address assignment; artifacts or examples are lacking or minimal; interest level of material is below average; both introduction & conclusion are nonexistent, dull, or weak.
Style & Mechanics	Document includes standard English with proper punctuation, grammar, and correct spelling; adheres to specific assignment requirements (e.g., APA Writing Style; following a template or format).	Document includes standard English with fewer than 4 errors in punctuation, grammar, or misspelled words; somewhat follows specific writing assignment requirements (e.g., APA Writing Style, following a template or format).	Document does not include standard English & contains 4 or more errors in punctuation, grammar, or misspelled words; does not follow specific writing assignment requirements (e.g., APA Writing Style, following a template or format).

The Citadel, Zucker Family
 School of Education Division of
 Counselor Education
PUBLIC SPEAKING RUBRIC

Student/Candidate: _____ **Date:** _____

Evaluator: _____

Context:

Personal Group Interview Group Counseling Course Portfolio Presentation

Performance Skills	TARGET	ACCEPTABLE	UNACCEPTABLE
Delivery	Choices of language, examples, research & aids heighten listener's interest; speaks clearly with physical gestures demonstrating energy & interest; manipulates tone, speed, & volume to guide listener's attention.	Speaker's word choices & explanations are clear, & with enthusiasm; relevant aids & research are included; adequate pacing.	Presentation is monotonous & uninteresting; vocabulary is awkward or inappropriate; gestures are lacking or awkward; poor pacing; speaker difficult to understand.
Self- Confidence	Speaks while expressing range of emotions; excellent eye contact with entire audience; has comfortable mannerisms & enjoys being with audience; uses humor; engages audience in discussion.	Speaks with limited range of emotions; some eye contact with audience; interaction with aids & mannerisms are natural & fluid.	Speaker depends heavily on written speech or notes, appears overly anxious, lacks eye contact with audience; mannerisms are awkward.
Content	Opening remarks highlight importance of topic & relevant background information; topic & purpose clearly stated; well organized; valuable information with stories & examples; strong closing/summarization of main idea(s).	Introduces topic & some background information; fairly well organized; worthwhile information provided with a few examples or stories; brief closing/summarization of main idea(s).	The purpose is not evident; lacks organization; transitions are abrupt & distracting; many ideas unsupported by additional information or explanation; stories & examples are missing or unrelated; speech ends without a summary.

The Citadel, Zucker Family
 School of Education Division of
 Counselor Education
INTERPERSONAL COMMUNICATION RUBRIC

Student/Candidate: _____ **Date:** _____

Evaluator: _____

Context:

Personal Group Interview

Group Counseling Course

Portfolio Presentation

Performance Skills	TARGET	ACCEPTABLE	UNACCEPTABLE
Listening	Always attentive to others speaking; not distracted; empathizes consistently.	Occasionally inattentive to others speaking or distracts others' listening; sometimes empathic.	Consistently inattentive to others speaking; conveys little or no interest in others; lacks empathy.
Eye Contact	Maintains excellent eye contact while others speak without being a distraction.	Maintains eye contact with the speaker; occasionally loses or removes eye contact distracting the speaker.	Does not face or maintain eye contact with the speaker; distracts speaker.
Voice Articulation/Clarity	Always speaks with understandable voice, using clear tone, enunciation, vocabulary clearly understood, & flowing pace.	Voice is usually understandable & clear; sometimes tone, enunciation, vocabulary, or pace interferes with message; sometimes needs prompting.	Voice is frequently difficult to understand due to poor tone, enunciation, vocabulary, or pace even after listener requests repeating message.

APPENDIX G

School of Education
Division of Counselor Education
STUDENT PROGRESS REPORT

The School of Education (SOE) Division of Counselor Education faculty maintains a continuous monitoring of student progress through the program (a full Committee review of each student annually, including input from all Counselor Education faculty and adjunct faculty members) and gives specific feedback with regard to strengths, positive progress in the program, as well as identifies problem areas, related to the graduate student's academic, personal, and professional development. Plans for remediation may include, but are not limited to, repeating a course, entering counseling as a client, or delaying continuation in the academic program.

First Entered: _____ Student Affairs & College Counseling: _____
 Degree Seeking: ___Elem___Sec
 Student Name: _____ Certification Only: ___Elem___Sec

Advisor: _____
 Name of Rater(s): _____
 Date of Rating: _____ Town Hall Meetings Attended: _____
 Date of Personal Group Admission Interview: _____
 Academic Progress: (Refer to attached transcript)

Course Grades and Courses Currently Enrolled (√)

SOE Core: EDUC 500 ___ PSYC 500 ___ EDUC 514 ___ EDUC 522 ___ EDUC 592 ___
COUN Core: EDUC 515 ___ EDUC 521 ___ EDUC 550 ___ EDUC 551 ___ EDUC 552 ___
 EDUC 561 ___ EDUC 624 ___ EDUC 629 ___ EDUC 650 ___ EDUC 651 ___
Research: EDUC 512 ___ EDUC 549 ___
 *EDUC 587 (DSM-IV-TR) ___ **EDUC 587 (Assess of Abnormal Behavior) ___

For each factor below, select the behavior description along the 3-point scale. Rate each item without reference to any other. You are encouraged to write comments, clarifications, and/or provide specific examples for both positive and negative ratings below each factor.

1 = Below Average 2 = Average 3 = Above Average N/R = Cannot Rate

Academic:	Meets Deadlines	1	2	3	N/R
	Class Attendance	1	2	3	N/R
	Preparedness for Classes and Meetings	1	2	3	N/R
	Ability to Plan and Organize Work	1	2	3	N/R
	Written Communication Skills	1	2	3	N/R
Personal:	Interpersonal Skills	1	2	3	N/R
	General Attitude	1	2	3	N/R
	Honesty and Integrity	1	2	3	N/R
	Coping Skills	1	2	3	N/R
	Confidence in One's Ability	1	2	3	N/R
	Seeks Advising/Supervision Appropriately	1	2	3	N/R
Receptiveness to Feedback and Supervision	1	2	3	N/R	
Professional:	Punctuality	1	2	3	N/R
	Professionalism	1	2	3	N/R
	Ability to Work Independently	1	2	3	N/R
	Takes Initiative	1	2	3	N/R
	Oral Communications Skill	1	2	3	N/R
	Leadership	1	2	3	N/R

APPENDIX H

Click here for accessing the Citadel Graduate College (CGC) Links to Important Forms for the School of Education, Division of Counselor Education:

www.citadel.edu/root/graduatecollege-apply

APPENDIX I



**SOUTH CAROLINA
STATE DEPARTMENT
OF EDUCATION**

ADEPT PERFORMANCE STANDARDS

School Guidance Counselors

<i>School Guidance Counselor</i>	<i>Competency Standard</i>
APS 1 Long-Range Planning	Competency Standard: The school guidance counselor develops an annual long range plan, based on identified student needs, that reflects national school counseling standards and state program components related to guidance curriculum, individual student planning, responsive services, and system support.
APS 2 Short Range Planning of Guidance and Counseling Activities	Competency Standard: The school guidance counselor develops appropriate short-term goals, including aligned activities, resources, and schedules, to ensure full implementation of the long range plan.
APS 3 Development and Use of Assessments	Competency Standard: The school guidance counselor plans and conducts continuous program evaluations and maintains appropriate program accountability documentation.
APS 4 Providing Guidance and Counseling Services	Competency Standard: The school guidance counselor effectively provides classroom/school-wide guidance activities and individual/group counseling services that promote student educational, career, and personal/social development.
APS 5 Providing Consultation Services	Competency Standard: The school guidance counselor provides effective direct and indirect consultation services to deliver appropriate information and assistance to parents/guardians, students, and colleagues.
APS 6 Coordinating Guidance and Counseling Services	Competency Standard: The school guidance counselor effectively coordinates guidance and counseling program services within the school and with community programs and agencies.
APS 7 Professional Responsibilities	Competency Standard: The school guidance counselor consistently demonstrates ethically based professional behavior and participates in continuous professional development.

APPENDIX J

South Carolina Educator Certification

<http://ed.sc.gov/agency/se/Educator-Certification-Recruitment-and-Preparation/Certification>

CERTIFICATION REQUIREMENTS

Each state in the United States requires a person to have a certificate or license to teach in its public school. This requirement protects the students and helps insure that all children in the United States are taught by highly qualified teachers who have met the established standards of quality through their teacher preparation program.

The Citadel Teacher Education teacher candidates will be recommended for certification in the state of South Carolina only if they have met all the School of Education requirements as outlined in the course catalog or official program of study. Verification of College Preparation Recommendation for Teacher Certificate is signed by the Dean in the School of Education only after ALL requirements have been successfully met. This form is sent to the South Carolina State Department of Education, Office of Educator Certification who then give final approval and issue the official certification. Typically this process takes from 4 – 12 weeks to be completed.

South Carolina certification status can be accessed through the follow web address:

<https://scteacheers.ed.sc.gov/apps/mycert/logon.cfm>

For teacher candidates considering certification or licensure in another state, a candidate should obtain his or her South Carolina certificate first. Many states have reciprocity agreements with South Carolina. These agreements make it possible for a person to be qualified for initial certification or licensure in those states.

SOUTH CAROLINA TEACHER APPLICATION SYSTEM

The (CERRA) maintains South Carolina's state-wide teacher application system. This system allows a teacher who is seeking a teaching position to file one common application on-line, to learn about job openings throughout the state and to post or activate her or his application for school districts to view. Creating a profile through the application can be started during the student teaching internship.

The South Carolina Teacher Application System can be accessed through CERRA at:

<http://www.winthrop.edu/scteach> <https://www.winthrop.edu/scteach>

STANDARDS OF CONDUCT FOR SOUTH CAROLINA EDUCATORS

Pursuant to State Board of Regulations 43-58, the State Board of Education has the legal authority to deny, revoke, or suspend a certificate, or issue a public reprimand, for the follow causes:

- Incompetence,
- Willful neglect of duty,
- Willful violation of the rules and regulation of the State Board of Education,
- Unprofessional conduct,
- Drunkenness,

- Cruelty,
- Crime against the law of this state or the United States,
- Immorality, any conduct involving moral turpitude,
- Dishonesty,
- Evident unfitness for the position for which one is employed,
- Sale or possession of narcotics,
- Obtaining or attempting to obtain a certificate by fraudulent means or through misrepresentation of material facts,
- Failure to comply with the provisions of a contract without the written consent of the local school board,
- Test security violation,
- Failure to comply with a court order for child support, and failure for a second time to complete successfully the formal evaluation process as an annual contract teacher.

The State Board of Education may impose any one of the following disciplinary actions on an educator certificate:

- Permanent revocation,
- Revocation with the right to reapply after three years,
- Suspension for a specified period of time,
- Suspension for a specified period of time, upon satisfaction of certain conditions such as drug or alcohol testing, counseling, or treatment; psychiatric testing, counseling, or treatment; or other conditions appropriate to the facts of the case;
- Public reprimand.

The process for taking disciplinary action on an educator certificate:

1. The Department of Education may learn of possible grounds for disciplinary action on an educator certificate from a school district superintendent pursuant to State Board of Education Regulation 43-58.1, other states, the media, and individual complaints.
2. Once the Department of Education learns of conduct that may constitute just cause for disciplinary action, The Department will notify the educator of pending disciplinary action and of the educator's right to a hearing. The educator has fifteen days from the receipt of the notice to make a written request for a hearing.
3. If the educator fails to request a hearing within this time frame, he or she will waive the right to a hearing and the State Board may impose disciplinary action based on the information present by the Department.
4. If the educator requests a hearing, a hearing will be conducted before the Board or a hearing officer, pursuant to State Board of Education Rule BACK, Procedures for Educator Certification Hearings.

South Carolina educators have had disciplinary action taken on their certificates for

- Pursuing a personal, inappropriate relationship with a student;
- Touching a student inappropriately;
- Engaging in a physical altercation with a student;
- Supplying alcohol or drugs to a student;

- Using a school computer to view or download pornography;
- Sending or receiving prurient emails;
- Violating test security;
- Violating state or federal laws involving drugs or alcohol or other illegal behavior;
- Embezzling public funds;
- Committing breach of trust; and
- Breaching a teaching contract.

Applicants for certification in South Carolina have had their applications for certification denied because they have serious criminal records and, in some cases, failed to fully disclose their criminal records.

Notice of the denial, suspension or revocation of an educator's certificate is sent to all districts in South Carolina and to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse. Notice of a public reprimand is sent only to the schools districts.

APPENDIX K

Faculty Code of Ethics at The Citadel* (Approved by The Citadel Faculty Council 1 May 2003)

Preamble

The following Faculty Code of Ethics at The Citadel was developed to stimulate reflection, self-examination, and discussion of issues and practices related to teaching, professional relationships (with students, colleagues, institution, and community), and research and scholarship. The intent is to recognize that along with academic freedom there is academic responsibility. This Code is not a new contractual obligation forced on the faculty, but rather describes general guidelines, expectations, and aspirations for faculty to maximize professional effectiveness. Faculty represent a variety of academic disciplines. These standards are intended to complement The Citadel *Ethical Principles for Employees* and professional codes of ethics specific to disciplines.

A. Teaching

1. Competence

- a) Faculty maintain a high level of subject matter knowledge and ensure that course content is current, accurate, representative and appropriate to the position of the course within students' program of studies.
- b) Faculty make reasonable effort to provide course knowledge, recognizing students' individual learning differences.
- c) Faculty provide services, teach, and conduct research only within the boundaries of their competence, based on their education, training, supervised experience or appropriate professional experience.

2. Classroom Environment

- a) Faculty encourage students in the free pursuit of learning. They hold before them scholarly and ethical standards of their discipline. Professors demonstrate respect for students as individuals and adhere to roles as intellectual guides.
- b) Faculty approach topics that students are likely to find sensitive or discomfoting in an open, honest, and positive way.
- c) Faculty will not deny a student's access to varying points of view.
- d) Faculty will make every effort to protect a student from conditions harmful to learning and/or to health and safety.

3. Commitment to Teaching Effectiveness

- a) Faculty strengthen their knowledge and skill competencies through educational activities, clinical experiences, and participation in professional development activities.
- b) Faculty keep abreast of research findings and new developments as applied to teaching effectiveness.
- c) Faculty present material that is accurate and current. They provide reasonable and timely feedback to students, state clear and reasonable expectations, and conduct fair assessments and evaluations of student performance.
- d) Faculty strive to be fair, compassionate, and effective teachers. They prepare lessons effectively, and present materials recognizing bias and respecting diverse points of view.
- e) Faculty are readily available to students for consultation and advice pertaining to course assignments.
- f) Faculty do not condone or engage in discrimination in any form, including age, color, culture, disability, ethnic group, gender, race, religion, sexual orientation, marital status or socioeconomic status of students.
- g) Faculty who offer clinical supervision services are adequately prepared in supervision methods and techniques.
- h) Faculty make students and supervisees aware of ethical responsibilities and professional standards and students' and supervisees' ethical responsibilities to the profession.

4. Evaluation and Assessment of Students

- a) Faculty inform students about the nature and purposes of assessment and specific uses of results.
- b) Faculty respect a student's right to know results of testing or assessment, interpretations made, and bases for conclusions and recommendations.
- c) Faculty respect the integrity and privacy of students by maintaining confidentiality whenever publishing student grades or assessment results.

- d) Faculty who engage in assessment, teaching, research or other professional activities maintain an awareness of current scientific and professional information in their fields of activity, and undertake ongoing efforts to maintain competence in those skills.
- e) Faculty create, maintain, disseminate, and dispose student records and data relating to research, teaching, and other professional activities in accordance with Citadel policies and Federal and South Carolina State laws and regulations.

B. Professional Relationships With:

1. Students

- a) Faculty make every effort to demonstrate respect for students and the confidential nature of the relationship between faculty and student.
- b) Faculty avoid exploitation, harassment and/or discriminatory treatment of students.
- c) Faculty recognize the importance advising of students regarding academic major, curriculum requirements, and course selection.
- d) Faculty recognize that mentoring students in accomplishing individual goals, coaching them to go beyond required work, and writing truthful recommendations to help students either enter a graduate program or secure jobs or internships are important parts of a professional relationship with students.
- e) Faculty are committed to promoting students' academic and professional development.

2. Colleagues

- a) Faculty respect the dignity of and work cooperatively with their colleagues.
- b) Faculty treat co-workers and other colleagues with respect, fairness and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees.
- c) Faculty recognize and respect intellectual property rights.
- d) Faculty maintain objectivity in professional judgment and evaluation of colleagues.

3. Institution

- a) Faculty support the cadet honor system.
- b) Faculty are knowledgeable of the educational goals and standards of The Citadel and abide by Citadel policies and regulations pertaining to student education.
- c) Faculty are diligent stewards of the resources of The Citadel, wisely conserving funds at all times and never misappropriating funds.
- d) Faculty do not allow personal problems to interfere with professional judgment and/or performance or to jeopardize the best interest of students for whom they have a professional responsibility.

4. Community

- a) Faculty make clear whether they are speaking as a representative of The Citadel, their department, or from a personal point of view when involved in discussions or events outside the college.

C. Research and Scholarship

- a) Faculty take responsibility and credit, including authorship, only for work they have performed and to which they contributed.
- b) Faculty acknowledge the contributions made by others.

* Citadel President MG John S. Grinalds presented a Faculty Briefing on 23 August 2002 that included a goal to develop a faculty code of ethics during academic year 2002-2003 for completion May 2003. Citadel Provost and Dean of the College BG Harrison S. Carter requested Citadel Faculty Council to address this issue. A Faculty Council subcommittee for developing a code was formed. The seven member committee chaired by George T. Williams included four other Faculty Council representatives (Jane C. Bishop, Harry D. Davakos, R. Kent Murray, and Eric Nicksch) and two faculty who were not members of Faculty Council (Anne F. Jennings and J. Patrick Leverett). Citadel Faculty Council officially approved the code on 1 May 2003 with an understanding that the code will continue to be developed in future years at The Citadel.

APPENDIX L

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2019-2020

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