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# Master of Education in Counselor Education



Division of Psychology in Education  
College of Education  
Arizona State University  
Tempe, Arizona 85287-0611  
<http://education.asu.edu/>

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# Master of Education (M.Ed.) in Counselor Education

## PROGRAM DESCRIPTION

The Master of Education in Counseling (M.Ed.) at Arizona State University is a 30-semester hour program for **certified** or **certifiable teachers** which provide the following:

- A greater understanding of the psychological and behavioral development of individual students.
- A greater understanding of the dynamics and use of groups in the instructional process.
- A greater understanding of principles of testing and vocational and career dynamics that have applications in the instructional process.
- A greater understanding of the effective utilization of school specialists in aiding student development.
- A greater understanding of the role of the school counselor in the instructional process.

The M.Ed. in Counseling is generally chosen as a student's fifth year of teacher preparation. The M.Ed. degree alone **does not** provide academic preparation for the State certification as a school counselor. Students interested in becoming a school counselors should apply to the Master of Counseling (M.C.) degree.

The faculty reserve the right to make modifications to the program, curriculum and exams to better address student, faculty, program, university and/or community needs.

## PROGRAM ADMISSION

Admission to the M.Ed. program is based on the candidate's potential for graduate study, and his/her completion of an undergraduate degree in education or certification as a teacher in Arizona public schools. In order to balance student demand with resources available, the program is limited in the number of students admitted each admission period. Factors which are evaluated in the admission process include: (1) academic potential as measured by the FRK index, (2) professional training and experiences in education, and (3) a recommendation from a professional within the schools setting.

### **Academic Potential**

Applicants to programs within the Division of Psychology in Education must first meet the requirements for admission set by the Graduate College (e.g. minimum 3.0 junior and senior G.P.A.) and meet the English Language Requirement. (See the Graduate Catalog.) Psychology in Education further requires that all applicants score at least 5.5 on the FRK index.

Applicants to the M.Ed. in Counseling are also required to submit scores from the aptitude sections of the Graduate Record Examination (GRE) taken within the last five years. To compute your FRK use the following formula:

Using GRE scores:  $FRK = UGPA + [(GRE V + GRE Q) / 400]$

## Professional Training and Experience

Applicants are required to submit a **personal statement** (3 to 5 pages) that will include information on significant educational and work experiences and other information that will assist the faculty in evaluating the application.

## Recommendation

One **letter of recommendation** is required. The letter should be written by a school principal or counselor who can evaluate the applicant's professional experience and personal attributes.

## The Application Process

To apply to this program, you must complete both the Graduate Degree Application and the supplemental materials required by the program.

1. **The Graduate Degree Application.** The Graduate College has a comprehensive website at <http://www.asu.edu/graduate/admissions> that presents application materials, procedures, and the online application. There is NO paper version of the application available. If you cannot access the internet, you may call the Graduate College at 480-965-6113. The non-refundable application fee and all items associated with the application such as transcripts and test scores are to be submitted directly to the Graduate College.
2. **Supplemental Materials.** The additional materials required by the program are your **personal statement** and **letter of recommendation**, which were described above. Mail them to *Admissions Secretary, Psychology in Education, Arizona State University, PO Box 870611, Tempe, AZ 85287-0611.*

Applications are received at any time, but all materials required for applicant consideration must be received in the Division of Psychology in Education office by **October 15** to be considered for spring admission or by **April 15** for fall admission. *Only completed files are reviewed.* Sometimes it takes weeks to receive transcripts and test scores after you order them, so you should start the application process weeks before the deadline.

If you wish to be notified when your file is ready for review (meaning that all the required documents including the supporting materials for the program have been received), include a self-addressed stamped postcard along with your program materials and the card will be mailed back to you when your file is complete.

After the deadline, the admission committee will need a few weeks to review the completed files. Then their recommendations will be forwarded to the Graduate College where final decisions will be made. Applicants will be notified by a letter from the Graduate College concerning admission to the program. Staff cannot release any information about decisions.

AFFIRMATIVE ACTION: IN ALL ADMISSIONS, THE COUNSELING PROGRAM, THE DIVISION, THE COLLEGE AND THE UNIVERSITY ARE COMMITTED TO AFFIRMATIVE ACTION.

## PROGRAM

To keep our programs current, faculty revise requirements from time to time. If your decision to apply for the program is based on specific course requirements, please be sure you have the latest program description before you accept any offer for admission and register for classes.

Upon admission, a committee chairperson and two additional faculty are appointed as a supervisory committee for the duration of each student's program. The committee assists the student in preparing a tentative program of study, program advisement, and is responsible for making decisions regarding program requirements. Students will be informed by letter of the names of the supervisory committee.

### **Program Policies**

1. A minimum of 30 semester hours approved by the supervisory committee, the Director of Psychology in Education, and the Graduate College is required.
2. The information in this section relates to a student's Program of Study. It is important that students understand the use of this term as it applies to their movement through the program. As they move through the program, they and their Chairperson will develop a "preliminary" program of study which will serve as their semester-to-semester guide to scheduling classes. In order to graduate from the program, students must complete an "official" Program of Study which is the complete record of all classes which are to be counted to fulfill the 30 hour program requirement. The official program of study is submitted online: <http://www.asu.edu/registrar/forms>.
  - a. All work taken toward the M.Ed. degree must be completed within six consecutive years. The date of the first course work submitted on the "official" Program of Study is the date from which the six years begins. For example, if the first course included on your official Program of Study was taken in Fall 2006, all course work for your degree needs to be completed by the end of the Summer semester 2012.
  - b. Once a student's official Program of Study has been approved, changes in the program can be made by a "Petition for Course Changes to Approved Program of Study." The form is online at <http://www.asu.edu/registrar/forms>. A signature of one's chair and the Director of Psychology in Education will be needed before submission to the Graduate College.
  - c. The official Program of Study must be filed at least the semester prior to graduation and **prior** to taking the comprehensive exam.
  - d. A student must achieve a grade point average of "B" (3.0) or better in all work for graduate credit and in work specifically included on the official Program of Study in order to graduate. If this grade point average is not maintained, the student may petition to extend his/her program by taking more courses, until the required grade point average is attained and the six year time limit is not exceeded.

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3. The Graduate College and the Division of Psychology in Education have established policies for the acceptance of equivalent graduate courses completed prior to admission to the M.Ed. Degree. The following policies are consistently adhered to:
- A maximum of 6 semester hours of equivalent graduate courses completed prior to admission may be applied to the M.Ed. These hours must be from an accredited institution.
  - Only courses in which the student has received a grade of “A” or “B” are accepted for credit in meeting equivalent course requirements. The six years time limit must still be met.
  - A substitution for a required course may be allowed if the substituted course is equivalent in content and caliber. Documentation must be provided to the supervisory committee (course description, letter from instructor, etc.) for substitution.

### REQUIRED COURSES

<b>Counseling</b>		<b>Hours</b>
CED 545	Analysis of the Individual	3
CED 522	Theories of Counseling	3
CED 523	Psychological Tests	3
CED 534	Occupations and Career	3
CED 567	Group Procedures	3
CED 583	Field Based Experience	3
CED 525	Evaluation in School Settings	3
CPY 671	Multicultural Counseling	<u>3</u>
		24
<b>Professional Education Core</b>		
COE 501	Intro to Research & Evaluation In Education	3
*COE/EDP 502	Intro to Quantitative Methods	<u>3</u>
		6
<b>Total Hours Required</b>		<u><b>30</b></u>

\*Required if an undergraduate statistics course was not taken.

Because counseling requires sensitivity to personal concerns, students will be expected in some classes to discuss personal issues such as in a group or mock therapy context where you practice being the client and counselor with your peers. Many of these activities are essential to teach and learn counseling principles. All possible steps have been taken to minimize any difficulties associated with such activities.

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## Comprehensive Examination

Students in the M.Ed. program are required to complete a comprehensive examination based on the required courses in the program. A student who does not attain a passing score may request a second examination. With the approval of his/her committee the student will be allowed to retake the examination the next time it is offered.

The comprehensive examination will be administered on the first Monday in November for Fall semester, the first Monday in April for Spring semester and the first Monday in July for Summer sessions. Forms for applying to take comps can be obtained in the program office, Payne 4461. It is recommended that the examination be taken the semester prior to the semester of graduation. A student must have an approved Program of Study on file **before** taking comps.

## **CED EVALUATION AND DISMISSAL POLICIES**

### **Routine Annual Evaluation of Student Progress**

Student progress through the program is assessed annually at a faculty meeting toward the end of the spring semester. The standard for satisfactory performance is regular progress through the program—that is, all aspects of the program are completed at the expected time and at a satisfactory level, as determined in advance for each aspect of the program (via course syllabi, practicum and internship evaluation criteria, master’s thesis standards [if applicable], and comprehensive examination standards [if applicable]). Students can assume that their performance is satisfactory—and that they are *in good standing* in the program—if they receive no written notification to the contrary after the annual review.

### **Student Deficiencies and Possible Consequences**

If, in the annual review, the faculty determine any deficiency in a student’s progress or performance, the advisor so informs the student by letter, a copy of which is placed in the student’s file. The letter describes the deficiency and its consequences to the student, as the faculty have determined. The consequences are determined on a case by case basis, according to the nature and circumstances of the deficiency, but there are three general possibilities:

First, the faculty could determine the deficiency to be relatively minor and easily remediate. In this case, the student remains *in good standing* and is required to pursue a course of action to remediate the deficiency, the exact nature and timeframe of which are stated in the advisor’s letter, and the completion of which is monitored by the advisor.

Second, the faculty could determine the deficiency to be substantial enough to warrant a remediation contract. In this case, the student is considered *not in good standing* and *on probation* until the terms of the contract are met. The faculty would also determine who is to be involved, along with the advisor, in drawing up the contract with the student. A remediation contract should (a) describe in behavioral detail each deficiency, (b) state in behavioral detail the level of progress or performance that is required to remediate each deficiency — with reference to supporting documentation from written standards in the

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program (e.g., syllabi, practicum evaluation criteria), and (c) specify a timeframe for completion of the contact. The contact should be signed and dated by the student, the advisor, and program leader, with a copy given to the student and another placed in the student's file. The advisor monitors progress on the contract.

When the advisor believes the terms of the contract have been met, he or she so informs the faculty. Based on a review of the student's progress, the faculty then determine whether or not the terms of the contract have been met. If their judgment is positive, the student is once again in *good standing* and not *on probation*, and this decision is communicated in writing to the student, a copy of which is placed in the student's file. If the faculty's judgment is negative, they determine further consequences for the student and communicate these in writing to the student, with a copy placed in the student's file. Further consequences would take the same form as the three general possibilities listed here.

Third, the faculty could determine the deficiency to be so substantial as not to warrant remediation but rather a recommended dismissal from the program. This is described in the section, "Recommended Dismissal from the Program."

### Ad Hoc Evaluations of Student Performance and Possible Consequences

Professional ethics demand that student deficiencies be addressed as soon as possible. Many deficiencies can be successfully addressed by the student and faculty member in the context of a course or other experience (e.g. research) without recourse to the more formal procedures described above. Indeed, this is part of the ordinary educational/experience. It is incumbent upon the faculty member in such cases to act in a timely manner, so that the student has maximal opportunity to remediate the problem. The student is not placed on probation in the program. The student's successful remediation is simply reflected in the student's course grade or faculty feedback. Nothing is placed in the student's file regarding the incident, nor is it necessarily discussed among the faculty, unless the faculty member in the question would like supervision or advice regarding the incident.

However, when student deficiencies cannot be addressed within the context of a course or other experience — either because they are too serious or too broad (i.e. they extend beyond a single course or experience) — the must be brought to the attention of the faculty as a whole, in the form of a behavioral description of the deficiency. Such deficiencies are generally handled in the same way that deficiencies arising from the annual reviews are handled (refer to the three possible consequences in the section, "Student Deficiencies and Possible Consequences").

### Recommended Dismissal from the Program

A recommended dismissal of a student from the program represents the determination of the faculty that the student has not demonstrated an expected level of performance in academic work (which includes clinical work) or in other critical areas of professional conduct — and that the student is not to be given an opportunity (or an additional opportunity) to remediate the deficiency. Recommended dismissal may follow a period of probation, but it does not have to.

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Rules regarding recommended dismissal of a student from the program include the following:

First, the dismissal discussion is confidential.

Second, the student may, but is not required to, appear before the faculty, or provide the faculty with a written statement, or both. Any oral or written statement by the student is expected to focus solely on the behavior at issue.

Third, performance standards on which a recommended dismissal could be based are written and made available to students upon entering the program. These standards may be found in a variety of sources: Internal program documents include course syllabi, practicum and internship evaluation criteria, master's thesis or equivalency standards, and comprehensive examination standards. Documents external to the program include ACA's (2005) **Code of Ethics** (<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>), university regulations concerning academic or scientific misconduct, and Federal regulations regarding the conduct of research with human subjects, as administered by the Institutional Review Board at ASU. Documents external to the program, being subject to change at any time, always supersede internal program documents when there are discrepancies between them.

Fourth, the dismissal recommendation is made by the faculty as a whole on a majority vote, based on examination of the evidence.

Fifth, if the faculty's decision is in favor of dismissal, the recommendation to dismiss the student is communicated in writing to the student and to the Graduate College.

The following paragraphs describe five circumstances that might be basis for dismissal.

**1. Failure to maintain minimum academic standards. (a)** Students are placed on academic probation whenever their cumulative graduate GPA drops below 3.0. Students on academic probation have one semester to raise the graduate GPA to 3.0 or above and thus return to good standing. Students failing to meet this requirement are not permitted to re-enroll unless this is recommended by the program and approved by the Graduate College; otherwise, they may be dismissed from the program. Students in the program who are on academic probation may also be placed on program probation. Permission to enroll while on program probation is determined by the faculty on a case by case basis.

**(b)** As a matter of program policy, no grades of Incomplete may accrue while a student is on probation, and Incompletes received prior to the probationary period must be completed by the end of the probationary period.

**(c)** Students on probation may not participate in practicum, internship, or any other clinical experience. Registration for any such clinical experience is contingent upon maintaining a cumulative GPA of 3.0 or above.

**2. Unsatisfactory performance in counseling practicum, field work, or internship.** Students who receive an unsatisfactory performance evaluation from their clinical supervisor *or* the faculty

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member assigned to the clinical experience may, upon review by the faculty, be dismissed from the program for failure to meet the program's expectations for the quantity or quality of clinical work or supervision. A student may also be dismissed for an ongoing failure to accept supervision.

**3. Unethical or unprofessional conduct.** Students are referred to ACA's (2005) **Code of Ethics**, as well as to university regulations concerning academic or scientific misconduct and Federal regulations regarding the conduct of research with human subjects, as administered by the Institutional Review Board at ASU. Substantial violation of any of these documents or other applicable professional standards, as determined by the faculty, may result in dismissal from the program. As noted above, documents external to the program, being subject to change at any time, always supersede internal program documents when there are discrepancies between them.

**4. Circumstances that interfere with training or threaten client welfare.** Student conduct that, in the opinion of faculty, obstructs or threatens the training of fellow students or the welfare of clients, students, faculty, or supervisors may result in student dismissal from the program.

### GENERAL INFORMATION

#### **Financial Assistance**

Information related to various forms of financial assistance available to graduate students can be found on the Internet at <http://www.asu.edu/graduate>.

#### **Housing**

ASU Main has no housing facilities for married students. Numerous apartments are available in Tempe and adjacent communities. Inquiries should be made to: Residential Life, ASU, PO Box 870212, Tempe, AZ 85287-0212. Their website is <http://www.asu.edu/reslife>; Phone: (480) 965-3515 (recorded information).

#### **Disability Resources for Students**

Disability Resources for Students and Student Health Services offer the following services:

- Counseling for the hearing impaired, learning disabled, orthopedically impaired, and visually impaired.
- Tutoring and testing programs. (Disabled Student Resource Office will obtain course exams from professors and, after the student has taken the exam in the Disabled Student Resource Office, will return the exam to the professor.)
- Computer Lab.
- TTY Access for the hearing impaired.
- Recording for the blind, translation into Braille, transportation around campus, to and from classes, and in some cases, transportation to campus.

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### **Personal and Profession Expectations for Students**

The program faculty's personal and professional expectations are viewed as general expectations and relate to such areas as maintaining of an acceptable grade point average; meeting commitments such as those related to program deadlines procedures, program forms, and final papers or comprehensive examinations; and, behavior consistent with the University Student Code of Conduct.

Students should be aware that self exploration and self knowledge are prerequisites for effective counseling and many courses require students to engage in this self-reflection.

### **Academic Appeals Policy**

There are two documents which address the academic appeals policy for students in the program. The first is found in the *Arizona State University Graduate Catalog* and is entitled "University policy for student appeal procedures on grades." The second document, entitled "College of Education student grievance policy and procedures-academic issues," was designed specifically for students in the College of Education.

### **Communicating Program Changes to New and Continuing Students**

The program maintains a set of bulletin boards which are utilized to publish information regarding program changes. These are located on the 4th floor of Payne Hall near the program office. The program also requires all students to have email and changes are announced via this medium.

### **Counseling Psychology/Counselor Education Faculty**

Miguel Arciniega, Bianca Bernstein, Charles Claiborn, Cynthia Glidden-Tracey, Judith Homer, Stafford, John Horan, Richard Kinnier, Sharon Robinson Kurpius, Hung-Bin Sheu, Terence Tracey

Additional faculty information is located at <http://www.education.asu.edu/faculty/faculty.dot>.