Graduate Studies Handbook
Master of Education School Counseling
Degree Program

Revised: November 2009
LOGO EXPLANATION

The hexagon-shaped plane of the logo consists of three components—general education, major subject education, and professional education.

The three points of the triangle, defined by NCATE standards, the state of Oklahoma, and the learned societies, rest on the remaining three sides of the hexagon.

This plane serves as the foundation for the development of the theme, Professionals for the 21st Century: Competent, Committed, and Ethical. Each component is essential and contributes to the creation of the final product: an educator who is prepared to effectively utilize technology in planning and delivering instruction for diverse students while motivating and assessing all students.

The circle symbolizes the ongoing interdependence of accepted theory, cumulative and current research, and wisdom of practice. These guidelines influence serves in the selection of content to be included in the conceptual framework for general education, major subject education, and professional education.

The structure inside the circle represents Morrison Hall. Traditionally, this campus landmark has been closely associated with teacher education. The structure has three parts: the steps, the columns, and the pediment. The steps represent the knowledge, skills, dispositions, and technology information and skills candidates need to develop while they are in the program. The unit expects teacher candidates to demonstrate evidence of these attributes when they complete the program. The steps, therefore, denote both the beginning of the learning process and the maturation of the final product as the teacher candidates prepare to become professionals in the field. The columns represent the teaching behaviors that are acquired in the program. Candidates will be able to effectively utilize technology in planning and delivering instruction to diverse students while motivating and assessing all students.
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Introduction

Welcome to the Master of Education School Counseling program at Southeastern Oklahoma State University! It is our goal to provide a challenging, rigorous, and relevant program that equips students to serve in their schools as leaders of the school counseling profession. The *Graduate Student Handbook: Master of Education Degree in School Counseling* has been developed to support the pursuit of a Master of Education degree from application to graduation. In the *Handbook* are copies of all needed forms (these are also available online at the M. Ed. website: [www.se.edu/graduate-programs/master-of-education/](http://www.se.edu/graduate-programs/master-of-education/)), general information for organizing the program of studies with the program advisor, as well as some suggestions for streamlining the process of earning a master’s degree. If at any time during the graduate studies a student encounters questions not addressed in the *Handbook* or on the M. Ed. website, the candidate should contact his or her advisor or Dr. Reba Criswell, Program Coordinator, at 1-800-435-1327 extension 2118, 580-745-2118, or via email: rcriswell@se.edu.

Vision Statement

The Teacher Education Unit at Southeastern Oklahoma State University strives to be an exemplary provider of high quality teacher education programs in southeastern Oklahoma and northern Texas for the development of educational practitioners.

Mission Statement

The mission of the Southeastern Oklahoma State University’s Teacher Education Unit is to produce graduates who demonstrate academic and practical excellence in their respective fields. Through quality instruction grounded in current research and supported by diverse field and clinical experiences and technology usage, graduates will develop the professional competencies necessary to become lifelong learners who are competent, committed, and ethical practitioners.
Conceptual Framework

The conceptual framework of the teacher education unit of Southeastern Oklahoma State University establishes the shared vision that directs the preparation of candidates to work effectively as professionals in P-12 schools. The intent and function of the conceptual framework is to provide direction for the programs’ courses, instruction, candidate performance, service, and accountability for the teacher education unit.

The conceptual framework is consistent with the mission of the university and is based upon research about best practices in education. The Master of Education School Counseling program is supportive of and responsive to the theme of the Teacher Education Program at Southeastern, *Professionals for the 21st Century: Competent, Committed, and Ethical*. The school counseling program at Southeastern emphasizes that school counselors are differentiated from other disciplines in their role of serving three populations on school campuses: students, parents, and teachers. School counselors facilitate the educational environment of a school campus by offering a comprehensive developmental program of counseling services including counseling, guidance, consulting, referral, and coordination. School counselors provide services that meet the needs of all students in three developmental domain areas: academic, personal/social, and career (American School Counselor Association, 2005; Garrett, 2004; Myrick, 2003; Oklahoma State Department of Education, 2004; Schmidt, 2008).

To effectively meet the needs of students and the schools, school counselors develop counseling programs that are early childhood through 12th grade in scope; preventive and proactive; driven by data and accountability; supportive of the use of technology; based on the developmental needs of all students; designed to meet state standards and competencies; coordinated to be an integral part of the total school educational program; implemented by certified school counselors; and formed around a delivery system with counselors, teachers, parents, and community members as an integrated, total program. School counselors respect and value ethical standards of practice and are competent in knowledge, skills, and dispositions needed to perform their role and responsibilities to meet the overall needs of all students and to embrace cultural diversity (American School Counselor Association, 2005; Oklahoma State Department of Education, 2004). Please see a summary of the Teacher Education Unit Conceptual Framework in Appendix D.
**Master of Education Program Administration and Advisors**

The faculty of the Master of Education School Counseling program is approved by the Graduate Council and provides quality instruction supported by involvement in and consumption of current research and work experience in a variety of clinical situations, particularly in public schools. The following partial list is provided to help current and prospective students learn more about the program of interest.

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Dr. Bryon Clark</td>
<td>Dean, School of Graduate Studies</td>
<td>580-745-2064&lt;br&gt;<a href="mailto:bkclark@se.edu">bkclark@se.edu</a></td>
</tr>
<tr>
<td>Ms. Carrie Williamson</td>
<td>Administrative Assistance to the Executive Vice President and Graduate Dean</td>
<td>580-745-2220&lt;br&gt;<a href="mailto:cwilliamson@se.edu">cwilliamson@se.edu</a></td>
</tr>
<tr>
<td>Dr. Will Mawer</td>
<td>Dean, School of Education and Behavioral Sciences</td>
<td>580-745-2622&lt;br&gt;<a href="mailto:wmawer@se.edu">wmawer@se.edu</a></td>
</tr>
<tr>
<td>Dr. Vivian Guarnera</td>
<td>Director of Teacher Education Services</td>
<td>580-745-2608&lt;br&gt;<a href="mailto:vguarnera@se.edu">vguarnera@se.edu</a></td>
</tr>
<tr>
<td>Ms. Susie Wilson</td>
<td>Certification Officer</td>
<td>580-745-2652&lt;br&gt;<a href="mailto:swilson@se.edu">swilson@se.edu</a></td>
</tr>
<tr>
<td>Dr. Muhammad Betz</td>
<td>Graduate Coordinator</td>
<td>580-745-2262&lt;br&gt;<a href="mailto:mbetz@se.edu">mbetz@se.edu</a></td>
</tr>
<tr>
<td>Dr. Ed Mauzey</td>
<td>Chair, Department of Behavioral Sciences</td>
<td>580-745-2626&lt;br&gt;<a href="mailto:emauzey@se.edu">emauzey@se.edu</a></td>
</tr>
<tr>
<td>Dr. Reba J. Criswell</td>
<td>Program Coordinator, Master of Education School Counseling Program</td>
<td>580-745-2118&lt;br&gt;<a href="mailto:rcriswell@se.edu">rcriswell@se.edu</a></td>
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Admission to Graduate Study

Admission to the Master of Education School Counseling program is a two step process. The first step is admission to the School of Graduate Studies. The second step is to apply for admission to the Master of Education School Counseling program. Application for admission to the School of Graduate Studies may be made online at [www.se.edu/grad](http://www.se.edu/grad). Hard copy applications are submitted to the School of Graduate Studies office, room 307 of the administration building. Complete instructions for admission to the School of Graduate Studies and to the Master of Education School Counseling program are detailed in *Bulletin: School of Graduate Studies 2009 - 2011*, which is available online at [www.se.edu/grad](http://www.se.edu/grad).

Admission to the Master of Education School Counseling Degree Program

Students wishing to pursue a Master of Education School Counseling degree are required to complete an Application for Admission to the Master of Education School Counseling degree and submit to the Program Coordinator. This application form is available online at [www.sosu.edu/graduate-programs/master-of-education/](http://www.sosu.edu/graduate-programs/master-of-education/), from the office of the Program Coordinator (Morrison Hall, room 007), and in the appendix of this handbook. The Application for Admission to the Master of Education School Counseling Program can be submitted to the Program Coordinator as a hard copy (Dr. Reba J. Criswell, M. Ed. School Counseling Degree Program Coordinator, Southeastern Oklahoma State University, P. O. Box 4010, Durant, OK 74701) or as an e-mail attachment ([rcriswell@se.edu](mailto:rcriswell@se.edu)).

Unconditional admission to the Master of Education School Counseling Program requires the following:

1. At least a 2.75 overall undergraduate GPA.
2. Admission to the School of Graduate and University Studies.
3. Application for admission to the School Counseling Program. This application must include a copy of all college/university transcripts, including verification of a baccalaureate degree from an accredited college or university.
4. Acceptable scores on the Graduate Record Examination (GRE). The successful applicant would have a combined GRE score of at least 700 on Verbal and Quantitative sections on this examination. The applicant must also complete the Analytical Writing measure of the GRE. GRE scores are considered valid for only 5 years prior to the student’s application for admission to the M.Ed. Program.
5. Acceptable recommendations from three professionals who are qualified to rate the applicant’s academic and/or professional aptitude and motivation.
6. Completed statement of personal and professional goals following program guidelines.
7. Evidence of eligibility to hold a teaching certification. Students who are not certified at the time of application have one calendar year to complete necessary requirements for Alternative Placement in the state of Oklahoma.

Conditional admission to the Master of Education School Counseling Program requires the following:

1. At least a 2.75 overall undergraduate GPA
2. Successful admission to the School of Graduate and University Studies

All applicants for admission to the program will be reviewed by the admissions committee. The admissions committee meets at least once during each academic semester (spring, summer, and fall) and other times as needed. Following the submission of a complete application, each applicant will receive a
letter from the committee coordinator informing him or her of the committee’s admissions decision and, for those admitted to the program, the name and contact information of the applicant’s appointed advisor. The admissions committee may choose to admit students unconditionally (all requirements met at acceptable levels), admit students conditionally, or deny admission.

Students who are admitted conditionally to the M.Ed. program in School Counseling will be given instructions detailing what must be done to ensure unconditional admission and the necessary timeline for securing unconditional admission from the admissions committee. Students who are denied admission will be provided with conditions for re-application in their denial letter.

Students may complete up to 12 graduate hours under conditional admission while completing the requirements for unconditional admission. Students admitted conditionally to the M.Ed. program must maintain a minimum of a 3.00 GPA to remain in the program. (See further information in the Retention and Dismissal Conditions section.)

Students who have completed 12 graduate hours, but who have not completed the necessary requirements for unconditional admission to the M.Ed. program will not be allowed to matriculate further in the program until unconditional admission is secured.

**Advisement**

After admission to the Graduate School, the student will be sent a letter that identifies the program advisor. It is the student’s responsibility to contact the advisor to schedule the initial advising meeting. During the initial meeting with the advisor the student should receive an overview the program of studies required for the degree sought. At the meeting the student and advisor should discuss which courses will be required and the particular order (if a specific order is required) in which courses should be taken. Particular attention should be paid to courses that have prerequisites and to courses that are offered only once per year. By planning the order of courses in concert with the advisor, students should be able to avoid creating scheduling difficulties. The advisor also needs to discuss procedures to be accomplished along the way such as Admission to Candidacy, the Comprehensive Examination, and Graduation Check. Students pursuing advanced certification (School Counseling) also need to discuss requirements for the Advanced Certificate Portfolio with their advisor. Please note that applications for advanced certification submitted to the State Department of Education must be signed by the Director of Teacher Education Services.

**Academic Regulations**

**Academic Load**

A regular term graduate student is classified as full-time if he or she is enrolled in nine (9) or more hours. A summer term graduate student is classified as full-time if he or she is enrolled in six (6) or more hours. Normally, a graduate student may not enroll in more than fourteen (14) semester hours during any regular semester or nine (9) semester hours during any summer session. Overloads must be approved by the Dean of the School of Education and Behavioral Sciences.
Academic Time Limitations

A graduate student has a six (6) year time period, dating from the first enrolled class, in which to complete a master’s degree program. All applicable course work taken during that six year period will be applied toward the master’s degree at full credit. If the graduate student has not completed the requirements for graduation in that six (6) year period, course credit for graduation expires on all coursework that exceeds the 6 year limit. Students may recover lost credit by repeating courses or taking additional, graduate level courses relevant to the student’s degree, subject to the approval of the M. Ed. Program Coordinator. Content/Specialization courses offered outside the Department of Behavioral Sciences need to be approved by the student’s advisor as well. Courses repeated or added for recovery of lost credit must be documented in the Department of Behavioral Sciences’ office and the Office of the Dean of the School of Graduate Studies.

Advanced Standing Credit

No graduate credit earned by advanced standing may be applied toward a master’s degree.

Grade-Point Average

Graduate students must maintain a 3.00 average or better in all graduate work attempted with at least 80% of the total program passed with a grade of A or B. A grade below a C is not acceptable at the graduate level.

Retention Policies

A graduate student is required to maintain a minimum grade point average of 3.00 in all graduate course work attempted in order to be considered in good standing in a graduate program. If a student’s cumulative graduate grade point average falls below a 3.00, the student is automatically placed on probation. A student on probation must accomplish both of the following to return to good standing in the graduate program:

1. Achieve a minimum of 3.00 grade point average each term of enrollment while on probation, and

2. Achieve a cumulative graduate grade point average of 3.00 after completion of the next 9 hours of graduate course work from the time the probationary status commenced.

Failure to accomplish either of these requirements will result in an automatic suspension from graduate studies for one semester (Fall, Spring, or Summer). Reinstatement requires re-application for admission to graduate study at Southeastern. A second such suspension results in permanent dismissal of the student from graduate study at Southeastern Oklahoma State University.

Appeal of an Assigned Grade

The Graduate Council acts upon appeals received in writing from faculty or students who seek to have grades or records altered. The decision of the Graduate Council will be final. The procedure for submitting a grade appeal is as follows:

1. Request an Application for Graduate Appeal from the office of the School of Graduate Studies, Administration Building, Room 307.
2. Submit the application form along with a letter stating the reason for the appeal to the office of the School of Graduate Studies (the student may attach any documentation he or she believes could be helpful to the Graduate Council).

3. After the application is received, the office of the School of Graduate Studies will inform the student in writing of the meeting date. The Graduate Council usually meets several times during each semester.

4. The student has the option of appearing before the Graduate Council.

5. The final decision of the Graduate Council will be submitted to the student by mail.

6. Decisions of the Graduate Council may be appealed to the Dean of Graduate Studies.

The Graduate Council is composed of 14 members: seven graduate faculty members, two graduate students, the Dean of the School of Graduate Studies (ex-officio), and the coordinators of the five graduate programs. The administrative liaison for the Graduate Council is the Dean of the School of Graduate Studies.

Residence Requirement

A minimum of twenty-four (24) semester hours, including the last four hours of the program, must be completed in residence at Southeastern.

Transfer of Credit

A maximum of nine (9) hours from another accredited school of graduate studies may be applied toward the master’s degree at Southeastern Oklahoma State University. These hours, or any part thereof, may be applied when in the judgment of the Dean of the School of Graduate Studies and the student’s advisor, they contribute to the program of the student. Transfer credit must also meet the time limit regulation.

Arranged Courses

Graduate students are permitted to take courses by arrangement for credit toward master’s degrees. Students should seek approval of their advisor and the graduate faculty member with whom they wish to take the arranged course first. All arranged courses must be approved by the chair of the department offering the course and the appropriate academic dean.

The Advanced Certificate Portfolio

Each student pursuing an advanced certificate (e.g., School Counseling) is required by Oklahoma state statute (H.B. 1549, passed in 1995) to compile a portfolio during his or her graduate studies. The purpose of developing a portfolio is for the student to create a collection of artifacts that provides tangible evidence of his or her growth and learning during the course of the master’s program. Linn and Miller (2005) describe a portfolio as a “self portrait” that “benefits from guidance and feedback” (p. 290). The Advanced Certificate Portfolio Guidelines are available online at the Master of Education program website (http://www.se.edu/graduate-programs/master-of-education/).
Master of Education students who are seeking advanced certification should read the *Advanced Certificate Portfolio Guidelines* prior to their initial advisement meeting. The first section of the Guidelines provides a detailed list of required components for compiling the portfolio. Among the requirement elements for the portfolio are:

1. Letters of recommendation from members of the graduate faculty, and
2. A selection of credentials, awards, and diplomas held by the student

It is required that students begin the process of developing their portfolios at the beginning of graduate study and meet regularly with their advisors to ensure that the portfolio is being developed properly.

The Advanced Certificate Portfolio divides the advanced certificate programs into three modules. For each module of the program of study, each student is required to use artifacts produced in class as evidence of progress toward general and program specific competencies. The *Advanced Certificate Portfolio Guidelines* provide checklists and corresponding matrices in which the student is required to list the artifacts included for each class, and to document competencies demonstrated by each artifact. There are checklists and matrices for each module for general competencies and for specific program competencies. Both general competency and the appropriate program competency checklist and matrix for Module 1 must be on file with the Program Coordinator before a student can be admitted to candidacy. Checklists and matrices for Modules 1 and 2 must be on file with the Program Coordinator before a student can be cleared to write his or her comprehensive examination. A completed *Advanced Certificate Portfolio* is required for graduation in affected programs.

**Candidacy**

**Admission to Candidacy**

Students must apply for Candidacy in the Master of Education School Counseling Program upon completion of 12 hours of course work. Students may not enroll for more than 12 hours in the program until they are granted Admission to Candidacy. The qualifications for Admission to Candidacy are:

1. Unconditional Admission to the M.Ed. School Counseling Program.
2. Completion of at least 12 semester hours of graduate study at Southeastern.
3. Completion of Module I of the Advanced Certificate Portfolio and checklist filed with the Program Coordinator
4. An approved Plan of Study (Degree Plan) signed by the Program Coordinator and the Dean of the School of Graduate Studies and filed with the School of Graduate and University Studies.
5. A GPA of 3.00 or better on all graduate work taken toward the Master’s Degree.

**Comprehensive Examination**

Candidates for the Master of Education Degree in School Counseling must perform satisfactorily on a Comprehensive Examination administered after completion of all but nine hours of the degree program requirements. Further, candidates must have completed at least nine hours in a specialty area of study before taking the Comprehensive Examination. The comprehensive examination is offered around midterm of each semester. The time, date, and place of the examination are posted on the Department of Behavioral Sciences website. Timeline for the comprehensive exam will be one day for four hours. Applications for the comprehensive examination are due no later than three weeks prior to the testing date requested.
The purpose of the comprehensive examination is for the student to demonstrate the ability to discuss and to apply concepts and skills from his or her program to situations representative of the leadership roles for which the student is preparing. To qualify to take the comprehensive examination, students must:

1. Complete all but nine hours of their program
2. Have copies of all checklists for modules 1 and 2 on file with the Program Coordinator

The comprehensive examination is comprised of 5 essay questions, one from each of five courses selected at random from the completed courses on the student’s program of studies. Comprehensive examination questions are graded holistically on a scale of zero (0) to five (5). A composite score of 15 points is required for passing. Any response that receives a score below 2 must be rewritten. In the case of a composite score below “15,” each question with a score below 3 must be repeated. Prior to rewriting comprehensive examination questions, it is recommended that the student confer with the graduate faculty member who scored the unacceptable response to determine why the student’s response was not acceptable. If a candidate is not successful on the second attempt, policy requires the student to take an oral examination before a panel of graduate faculty members over the question not passed. If the student performs unsatisfactorily on the oral examination, additional requirements shall be added to his or her degree program. Requirements may include but are not restricted to assigned papers, auditing portions of or entire courses, and taking an additional course(s) for credit.

Comprehensive examination questions are scored on a scale of zero (0) to five (5) based on the following holistic rubric.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>5</td>
<td>All parts of the question are answered completely utilizing an outstanding level of analysis/application. The response is very strong mechanically. This response is well above average.</td>
</tr>
<tr>
<td>4</td>
<td>All parts of the questions are answered utilizing basic levels of analysis/application. The response is strong grammatically. This is an above average response.</td>
</tr>
<tr>
<td>3</td>
<td>At least one part of the question is not answered. A basic level of analysis/application level is present. The response has minor mechanical errors. This is an average response.</td>
</tr>
<tr>
<td>2</td>
<td>More than one part of the question was not answered. The analysis/application level is poor. There are noticeable mechanical errors. This is a below average response.</td>
</tr>
<tr>
<td>1</td>
<td>Several parts of the question were not answered. Little evidence of analysis/application is apparent. There are multiple mechanical errors. This response is well below average.</td>
</tr>
<tr>
<td>0</td>
<td>Did not attempt to answer the question.</td>
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Oral Comprehensive Examination Policy

Oral examinations will only be administered following approval by the School Counseling Program Committee. Each situation will be evaluated on a case-by-case basis.

Certification Examination

School Counseling

Students who wish to work as counselors in Oklahoma public schools are required to hold advanced certification. Certification as a school counselor requires:

1. completion of a certified graduate program in school counseling (Southeastern’s program is certified)
2. a passing score on the OSAT for school counseling certification.

Application for certification should be made through the office of Teacher Education Services, 105 Morrison Hall. Further information is available at the following websites:

Test Registration and Schedules: http://www.ceoe.nesinc.com

Students who complete the M. Ed. in School Counseling may also choose to pursue School Counseling certification in Texas. For current information concerning requirements for Texas certification, contact the following sources:

Certification Requirements: State Board for Educator Certification http://www.sbec.state.tx.us

Alternative Certification

Alternative certification in some areas is available in Oklahoma and in Texas. Students interested in exploring or pursuing alternative routes to certification are urged to contact Susie Wilson, SOSU Certification Officer, 105 Morrison Hall, at 745-2176 for further information. Contact Dr. Reba Criswell, Program Coordinator, for information about alternative certification in School Counseling.

IMPORTANT NOTE: Oklahoma statute (70 O.S. § 3-104 and § 3-104.1) states that no person shall receive a certificate for instructional, supervisory or administrative position in an accredited school of this state who has been convicted of a felony, any crime involving more turpitude or a felony violation of the narcotic laws of the United States or the State of Oklahoma, provided the conviction was entered within the preceding ten-year period.

Alternative Certification

Alternative certification in some areas is available in Oklahoma and in Texas. Students interested in exploring or pursuing alternative routes to certification are urged to contact Susie Wilson, SOSU
Certification Officer, 105 Morrison Hall, at 580-745-2652 for further information. Contact the School Counseling Program Coordinator for information about alternative certification.

**Graduation**

During the semester in which the candidate will complete the requirements for his or her degree, plans for graduation must be finalized. Before a master’s degree can be conferred (awarded), the Certification for Graduation form must be completed, signed by the student’s advisor, and submitted to the School of Graduate Studies. Completion of this form certifies that all requirements have been or by the end of the semester will be met for the degree sought.

Completion of an advanced degree is a major accomplishment. Public acknowledgement of this accomplishment occurs at commencement when the Dean of the School of Graduate Studies presents the candidate with his or her academic hood. All students are urged to participate in commencement exercises to allow family, friends, and faculty to publicly participate in celebrating this milestone. Southeastern holds commencement exercises each spring (May) and each fall (December). Students completing degrees during the summer are invited to participate in the following fall commencement. It some circumstances, a student may be permitted to participate in commencement exercises prior to completion of his or her degree.
APPENDIX A

Application to the M.Ed. School Counseling Program

Application for Admission to Candidacy

Application for Comprehensive Exam
### INSTRUCTIONS:
Return completed form by mailing to: Dr. Reba Criswell, M.Ed. Program Coordinator, Department of Behavioral Sciences, SOSU, Box 4010, Durant, OK 74701-0609, deliver to Dr. Criswell’s office in M007, fax to (580)745-7421, or submit via e-mail, rcriswell@se.edu. You will be notified by mail of the Admissions Committee’s decision.

### LEGAL NAME OF APPLICANT:

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### LIST ALL FORMER NAMES THAT MAY APPEAR ON ACADEMIC RECORDS

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### SOCIAL SECURITY NUMBER: ___________________________ Gender: M F (circle one)

### PERMANENT ADDRESS:

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<th>(Mailing)</th>
<th>Street/Route/Box</th>
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<th>State</th>
<th>Zip</th>
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### HOME TELEPHONE: ___________________ E-MAIL: ___________________

### WORK TELEPHONE: ___________________ PROPOSED MAJOR ___________________

### DEGREE(S) EARNED

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### OTHER COLLEGES/UNIVERSITIES ATTENDED:

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GPA: ___________________ 

### GRE SCORES:

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Last 60 Hours ___________________ 

IMMEDIATE EDUCATIONAL GOAL: Certification Master’s Degree
For office use only:

_______ Admitted Unconditionally; Advisor ________________________________

_______ Admitted Conditionally; Reason ________________________________

_______ Admission Denied; Reason ________________________________
Statement of Personal/Professional Goals

M.Ed. Degree in School Counseling
Southeastern Oklahoma State University

On a separate piece of paper, please provide a typed statement which sufficiently addresses the following three content areas:

1.) Provide an overview of your understanding of the role of the professional school counselor (in your own words).

2.) Identify your career goals and objectives and their relevance to the professional practice of school counseling.

3.) A large portion of your development as a school counselor in training involves a willingness to look inward as you seek to help others through professional counseling. Discuss your openness to self-examination and personal and professional self-development.
Southeastern Oklahoma State University

Master of Education Degree School Counseling Program

Durant, OK 74701-0609

Letter of Recommendation

Note:  The Family Education Rights and Privacy Act of 1974 provides a student access to his/her educational record. The student retains the right to waive access to specific documents in his/her record.

___ I do waive my rights to access this document and many supplementary letters or comments.

___ I do not waive my rights to see this form.

Signature of Applicant__________________________________________

Applicant __________________________________________________________________________

(Please Print)  Last Name                                             First                                             Middle                  Social Security Number

The person completing this form cannot be a relative. The recommender should be a professional who can adequately address the candidate’s suitability for pursuing an advanced degree in education.

1. How long have you known the applicant? ________________

2. In what capacity? ____ Instructor ____ Supervisor ____ Other (specify)

3. How well do you know the applicant?

___ Very Well ____ Fairly Well ____ Not Very Well ____ Do Not Know

4. Indicate your impression of the applicant on the characteristics below as compared to other applicants you have known.

| Emotional Maturity: Performance under pressure, mood stability, constancy in relationships to others | Excellent | Above Avg. | Average | Poor | No Basis |
| Self Awareness: knows own strengths and weaknesses |
| Ability to work with others: sensitive to others’ needs |
| Reliability: dependability, conscientiousness |
| Industry: Perseverance, endurance |
| Integrity/Trustworthiness |
| Judgment: Common Sense |
5. Additional Comments: Please provide a description of the applicant’s strengths and weaknesses. The most important information you can provide about this applicant is information that is not reflected in the applicant’s transcript and test scores. Attach a separate letter or additional page if necessary.

6. Does this applicant have any psychological or social characteristics or habits which are undesirable in a professional educator or which may interfere in his/her ability to succeed in a graduate program in education. If so, please explain.

7. Recommendation:
I feel this person’s grades ____ do ____ do not reflect his/her ability level

If you have or were to have a master’s program in this student’s area of application, how would you view this person’s application to your program?

____ Admit  ____ Admit with hesitation  ____ Reject

Signature ________________________________________
Title ____________________________________________ Date __________________________
Name (please print or type) _______________________________________________________
Address _____________________________________________________________________________
______________________________________________________________________________

Your time in completing this is form greatly appreciated. Please submit this form with the rest of your application materials. Recommendations should be placed in a sealed envelope with the recommender’s signature over the seal.
SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

Master of Education: School Counseling

Application for Admission to Candidacy

INSTRUCTIONS: Complete the application form, sign, and submit to Dr. Reba Criswell after completing 12 semester hours of graduate study.

Mail to: SOSU, 1405 N. 4th, PMB 4010, Durant, OK 74701, OR
Fax to: 580-745-7421, OR
Deliver to: SOSU, Morrison Building, Room 007

DATE OF APPLICATION: ______________________________________________________

NAME OF APPLICANT:  _______________________________________________________

STUDENT ID NUMBER: ________________________________________________________

MAILING ADDRESS: __________________________________________________________
____________________________________________________________________________

TELEPHONE (HOME): __________________________ WORK: ________________________

E-MAIL ADDRESS: ____________________________________________________________

CHECK LIST: (Return the Application for Admission to Candidacy after all the following requirements have been met).

_______ I have completed at least 12 semester hours of graduate study at SOSU.

_______ I have completed Module I of the Advanced Certificate Portfolio and filed an appropriate checklist with the Program Coordinator.

_______ I have filed an approved Plan of Study (Degree Plan).

_______ I have completed at least 12 semester hours of graduate study at SOSU

_______ I have at least a 3.0 GPA on all work counting towards my Master’s Degree.

_______ I have been “Unconditionally” admitted to the M.Ed. School Counseling Program.
LIST ALL APPLICABLE TRANSFER WORK:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course Number</th>
<th>Name of Course</th>
<th>Grade</th>
<th># of Hours</th>
<th>Semester Completed</th>
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</thead>
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</tbody>
</table>

LIST ALL COURSEWORK COMPLETED WITH SOUTHEASTERN WHICH WILL BE APPLIED ONLY TO YOUR GRADUATE PROGRAM:

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Name of Course</th>
<th>Grade</th>
<th># of Hours</th>
<th>Semester Completed</th>
</tr>
</thead>
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</tbody>
</table>

SIGNATURES:

___________________________________________________  __________________
Candidate       Date

___________________________________________________  __________________
Program Coordinator, M.Ed. School Counseling    Date

___________________________________________________  __________________
Dean, School of Graduate and University Studies    Date
SOUTHEASTERN OKLAHOMA STATE UNIVERSITY
MASTER OF EDUCATION
SCHOOL COUNSELING
APPLICATION FOR COMPREHENSIVE EXAMINATION

INSTRUCTIONS: Return completed form by mailing to Southeastern Oklahoma State University, Dr. Reba J. Criswell, 1405 N. 4th Ave., PMB 4010, Durant, OK 74701-0609, or deliver to the Department of Behavioral Sciences, Morrison Building 007, or fax to (580) 745-7421. You will be notified by e-mail of the time and place of the administration of the Comprehensive Examination. YOU MUST INCLUDE A CURRENT TRANSCRIPT, FOR THIS APPLICATION TO BE PROCESSED.

NAME OF APPLICANT: ____________________________________________________________
(Last) (First) (Middle)

STUDENT ID NUMBER: ____________________________________________________________

PERMANENT ADDRESS: __________________________________________________________________________
(Street/Route/Box)
(City) (State) (Zip Code)

HOME TELEPHONE NO: ________________________________

MAJOR_________________________________ MAJOR ADVISOR__________________________

Module II Portfolio Checklist (must be on file before this application can be processed):
______yes _______no

Date/Semester started: ________________________ Credit hours completed: __________________

Applicant Signature: __________________________ Application Date: ______________

==================================================================

For Office Use Only:

Score: _____________ Status: __________________

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APPENDIX B

Degree Plan
### Degree Plan

#### Master of Education in School Counseling

**Southeastern Oklahoma State University, Durant, Oklahoma**

**Name________________________________________ Phone_________________________________ ID#____________________**

**Mailing Address_____________________________ City______________________ State_______ Zip___________________**

Graduate of:________________________________________

<table>
<thead>
<tr>
<th>college or university</th>
<th>degree</th>
<th>major</th>
<th>date received</th>
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</thead>
<tbody>
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</tbody>
</table>

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**SOSU Course & Title**

**Semester Taken**

**Grade**

**Credits**

<table>
<thead>
<tr>
<th>Counseling Core Components (24 hours):</th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 5403 Principles and Administration of Guidance Services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COUN 5243 Lifespan Development</td>
<td></td>
<td></td>
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<tr>
<td>COUN 5283 Assessment in Counseling</td>
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<td></td>
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<tr>
<td>COUN 5323 Career Guidance through the Life Span</td>
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<tr>
<td>COUN 5443 Theories of Counseling</td>
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<tr>
<td>COUN 5483 Counseling Diverse Populations</td>
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<tr>
<td>COUN 5523 Group Processes</td>
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<td></td>
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<tr>
<td>COUN 5863 Research in Counseling</td>
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</tbody>
</table>

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**School Counseling Specialization Components (9 hours)**

| COUN 5383 Advanced Abnormal Psychology   |   |       |   |
| COUN 5583 Developmental School Counseling and Guidance |   | |   |
| ELECTIVE (Consult with graduate advisor.) |   | |   |

---

**Practicum/Internship (6 hours):**

<p>| | | | |</p>
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</thead>
</table>

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| **COUN 5423 Techniques of Counseling*** | | | |
| | *Permission required to enroll. | | | |
| | | | | |
| | | | | |
| **COUN 5543 Counseling Practicum*** | | | |
| | *Permission required to enroll. | | | |
| | | | | |
| | | | | |
| **TOTAL CREDIT HOURS** | | | |

==========================================================================================================

________________________________________  ________  __________________________________________  _________
Advisor Date Program Coordinator Date

________________________________________
Graduate Dean Date
APPENDIX C:

Advisement Checklist
Advisement Checklist

Master of Education in School Counseling

Southeastern Oklahoma State University

Student’s Name: ___________________________________________________________________________________

Student ID: ___________________________ First Semester of Classes: _________________________

<table>
<thead>
<tr>
<th>Task To Be Completed And Required Documentation</th>
<th>Date Completed</th>
<th>Advisor’s Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission to the School of Graduate Studies (need copy of letter from Office of Academic Affairs; Student obtained copy of Graduate Bulletin).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approved degree plan (signed by Advisor, School Counseling Program Coordinator, and Dean of Graduate School).</td>
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<tr>
<td>Verification of teaching certificate (student must provide one of the following by the end of his or her second semester of classes):</td>
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</tr>
<tr>
<td>1. A copy of student’s valid teaching certificate.</td>
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<tr>
<td><strong>OR</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A copy of student’s letter from the State Department of Education stating eligibility for the Alternative Placement Program --<strong>PLUS</strong>-- A copy of the student’s OGET results and OSAT results in his or her undergraduate major--<strong>PLUS</strong>-- A copy of the student’s recommendation from the Teacher Competency Review Panel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Original documentation of student’s GRE scores</td>
<td></td>
<td></td>
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<tr>
<td>Completion of Module I of Graduate Portfolio (to be reviewed upon completion of 12 graduate credit hours; need signed copies of Module I General Competencies Checklists and Credentials Checklist).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission to Candidacy in the School Counseling Program (to be completed once all of the above tasks have been accomplished and verified; need copy of letter from Office of Academic Affairs to verify admission to candidacy).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successful completion of COUN 5863 (Research in Counseling) during first 30 credit hours of study.</td>
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<tr>
<td>Completion of Module II of Graduate Portfolio (to be reviewed upon completion of all but 9 graduate credit hours; need signed copies of Module II General Competencies Checklists).</td>
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<tr>
<td>Successful completion of Comprehensive Examination (need copy of letter from M.Ed. Coordinator).</td>
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<tr>
<td>Completion of Counselor Preparation Comprehensive Examination (CPCE)</td>
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<tr>
<td>Completion of Module III of Graduate Portfolio (to be reviewed when student files for graduation; need signed copies of Module III General Competencies Checklists).</td>
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<tr>
<td>Completion of Final Application for Graduation (need copy on file once reviewed and signed by School Counseling Coordinator).</td>
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</tbody>
</table>
APPENDIX D:

Teacher Education Unit Conceptual Framework
The conceptual framework of the Teacher Education Unit of Southeastern Oklahoma State University establishes the shared vision that directs the preparation of candidates to work effectively as professionals in P-12 schools. The intent and function of the conceptual framework is to provide direction for the programs courses, instruction, candidate performance, service, and accountability for the Teacher Education Unit.

The conceptual framework is consistent with the mission of the University and is based upon research about best practices in education. The fifteen Oklahoma competencies, the INTASC Standards, NBPTS principles, and the standards of various national learned societies provide the context for establishing candidate learning outcomes.

The revised conceptual framework represents a commitment to the knowledge, skills, and dispositions established in the previous versions with updates that have occurred as a result of new knowledge and conceptualizations in the profession of teacher education. The overall theme of “Teacher: Manager of Learning” in the previous conceptual framework has been replaced by the new theme Professionals for the 21st Century: Competent, Committed, and Ethical. In the knowledge component, the importance of knowledge in the specific uses of technology in the candidate’s content area was added. In addition in the skills component, the emphasis of educators having strong and current technology skills was included. The prior conceptual framework encompassed the four dispositions of integrity, professionalism,
competence, and commitment to education for all students. In the revised conceptual framework, the unit will seek to develop candidates who are competent, committed and ethical.

**Southeastern Oklahoma State University Vision 2010**

Southeastern will be a leader and innovator in higher education. Strong academic and student life programs with a solid liberal arts and sciences foundation will characterize the University. Areas such as diversity, globalization, uniqueness, and cultural richness will be distinctive features of the institution. In addition, Southeastern established strategic goals in the areas of academic excellence, facilities, funding, multicultural competence, and recruitment and retention.

**University Mission Statement**

Southeastern Oklahoma State University provides an environment of academic excellence that enables students to reach their highest potential. By having personal access to excellent teaching, challenging academic programs, and extra curricular experiences, students will develop skills and habits that promote values for career preparation, responsible citizenship, and lifelong learning.

**Teacher Education Unit Vision**

The Teacher Education Unit at Southeastern Oklahoma State University strives to be an exemplary provider of high quality teacher education programs in southeastern Oklahoma and northern Texas for the development of educational practitioners.

**Teacher Education Unit Mission**

The mission of the Southeastern Oklahoma State University’s Teacher Education Unit is to produce graduates who demonstrate academic and practical excellence in their respective fields. Through quality instruction grounded in current research and supported by diverse field and clinical experiences and technology usage, graduates will develop the professional competencies necessary to become lifelong learners who are competent, committed, and ethical practitioners.

**Unit Philosophy, Purpose and Goals/Outcomes**

**Philosophy**

The unit’s philosophy begins with the fundamental belief that all students can learn, however, students learn in different ways and at different rates. Therefore, educators must be knowledgeable about the content they teach and be committed to utilizing a variety of instructional strategies and approaches appropriate to the diverse learning needs of all students. The educational needs of all students should be provided in a caring, non-discriminatory and equitable manner.

Another major component of our philosophy is the belief that candidates and other school professionals must have the knowledge and skills to utilize technology in order to assist all students in achieving their full potential as learners and citizens of the world. Schools and classrooms must have teachers who are equipped with technology resources and skills and who can effectively teach the necessary subject matter content while incorporating technology concepts and skills (ISTE, 2008, p. 3)


**Purpose**

The purpose of the Teacher Education Unit is to train competent, committed and ethical teachers and other school professionals to teach, counsel, administer, and lead in P-12 schools.

**Goals**

The Teacher Education Unit has established the following five unit goals which are aligned with University’s strategic goals:

1. The Teacher Education Unit will have highly regarded programs in education that meet the changing demands of the 21st century with an emphasis on technology.

2. The Teacher Education Unit will provide a nurturing environment, and education programs that attract and retain faculty, staff, and candidates from diverse backgrounds to work with diverse learners in a changing world.

3. The Teacher Education Unit will make progress in providing up-to-date facilities and technology for education candidates in order to meet the learning goals of the unit.

4. The Teacher Education Unit will increase its resources obtained from private funding sources, grants, and contracts and collaboration/partnerships with external constituents.

5. The Teacher Education Unit will increase its enrollment by optimizing recruitment/retention strategies and by expanding its services area through alternative delivery formats and new delivery sites.

**Candidate Learning Outcomes/Institutional Standards**

**KNOWLEDGE**

1. Educators have broad knowledge of liberal arts/general education.

2. Educators know the content appropriate to their major subject area.

3. Educators acquire pedagogical knowledge appropriate to his/her specialty area.
4. Educators know the specific uses of technology in their discipline.

**SKILLS**

1. Educators demonstrate effective communication skills with peers, colleagues, and families.
2. Educators have strong and current technology skills.
3. Educators apply a variety of instructional strategies and materials to promote critical thinking in students.
4. Educators plan instruction that is appropriate for a diverse student population.
5. Educators use a variety of methods to deliver instruction.
6. Educators motivate students to learn.
7. Educators use multiple assessment tools to monitor student learning and modify instruction.

**DISPOSITIONS**

Based on the vision, mission, philosophy, purposes, goals/outcomes, the unit is committed to preparing school practitioners who will demonstrate the following dispositions:

1. Educators who are competent:
   a. possess the knowledge, skills, and dispositions needed to perform their role and responsibilities in the classroom.
   b. promote positive learning outcomes for all students.
   c. know how to use self-reflection to learn from their experiences and improve their effectiveness.
   d. know how to secure and use various technological resources to enhance student learning, communication, and management task.
   e. embrace cultural diversity and accommodate the needs of diverse learners.
   f. value the role of the family in the child’s education and know how to work cooperatively with parents and the community for the child’s benefit.

2. Educators who are committed:
   a. support learning for diverse learners in a caring, non-discriminatory and equitable manner.
   b. establish high standards for all students.
   c. set high standards for themselves by being personally invested in their own professional work and career development.
   d. are proud to serve their communities as educational leaders and advocate for the profession in all interactions.
   e. engage in service to the profession and community.

3. Educators who meet high ethical standards of practice:
   a. respect and value all students and others for their diverse talents, abilities, and contributions.
   b. are sensitive to community and cultural norms.
c. are timely, respectful, and responsible in meeting expectations.
d. model ethical and democratic principles in all relationships.
e. use sound judgment and display confidence in practice.
f. are honest in communications and interactions with others.
g. maintain confidentiality.


Individuals with Disabilities Education Act of 2004 – 20 U.S.C. 1145:1401 et seq:

34 C.F.R.


