Loyola University Maryland

School Counseling Program

Student Handbook

LOYOLA
UNIVERSITY MARYLAND

CACREP

TABLE OF CONTENTS

THE INSTITUTION **1**

Introduction and Brief History **1**

The Mission and Profile **2**

The Colleges which the University is Comprised **2**

Library **3**

Technology **3**

THE SCHOOL OF EDUCATION **3**

Mission **3**

A Brief History of the School of Education of Loyola University Maryland **3**

Academic Programs **4**

Education Specialties and the School Counseling Program **4**

Graduate Program Goals **4**

THE SCHOOL COUNSELING PROGRAM **5**

Mission of the School Counseling Program **5**

School Counseling Program Objectives **5**

Required Course Listing **6**

Descriptions of Required Courses **6**

Information Concerning Practicum and Internship **11**

Instructions for Professors and Students Regarding Video Recording of Minors **11**

Progress through the School Counseling Program **12**

Advisory Committee **12**

Accreditation **13**

Certificate of Advanced Study (CAS) **13**

Orientation **13**

Inquiries to Advisors and the Director 13

Communications between Loyola Faculty and Program Students 13

School Counseling Faculty 14

Written Endorsement 15

Commitment to Recruitment of a Diverse Student Body 15

Academic Integrity 15

Advising System 16

Advanced Standing and Transfer Credit 16

Waiving of Course Requirements 17

Grades 17

Academic Standing, Probation and Dismissal 18

Professional Assessment Form for School Counseling Students 19

Leave of Absence 20

Program Extensions 20

Re-admission Policies and Procedures 20

Registration 20

Dropping/Adding a Course 20

Waiting Lists 20

Appeal of a Grade 20

Graduate Financial Aid 21

GENERAL INFORMATION 21

Honors and Awards 21

The Father Wise Award 21

Chi Sigma Iota 22

Alpha Sigma Nu 22

Transcripts 22

Student Professional Liability Insurance 22

Bookstore 23

Computer Facilities 23

Career Development and Placement Center 23

Counseling Center 23

Disability Support Services 23

Joining Professional Organizations 23

Cancellation of Classes 24

Locations for the School Counseling Program 24
- **Timonium Graduate Center** 24
- **Columbia Graduate Center** 24

APPENDIX A PARENTAL PERMISSION FORM 25

APPENDIX B SCHOOL COUNSELING PROGRAM ORGANIZATIONAL CHART 26

The Institution

Introduction and Brief History

Founded in 1852, by Father John Early and eight other Jesuits, Loyola University Maryland is a Jesuit Catholic university that has as its mission to "inspire students to learn, lead, and serve in a diverse and changing world." It is committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. As first elucidated by St. Ignatius of Loyola, the Jesuit philosophy strives to educate men and women of compassion and competence, imbued with the desire to seek in all things the greater glory of God. At Loyola, this ideal is further underscored by the guiding belief that a Catholic university is truly Catholic only insofar as it is truly a university committed to education that looks critically at the human condition, raises fundamental questions about meaning, and promotes a love for learning and discovery. This Catholic intellectual tradition asserts that faith and reason complement one another so that questions of faith are encouraged and examined as intellectual inquiries. This approach encourages the nourishment of a community committed to an examined life of intellectual, social, and spiritual discernment and fosters the understanding that leadership and service to the world are intimately connected.

Loyola has experienced a remarkable transformation from a small male-only local college to a diverse, dynamic coeducational university providing undergraduate and graduate education to more than 6,000 students from across the nation and around the world. The University's Jesuit Catholic tradition has prompted the development and growth of student-centered education with undergraduate programs rooted in the liberal arts tradition and with graduate programs focused on professional service and leadership. Loyola's educational offerings are distinguished by emphases on academic achievement, on excellence in teaching, and on engaged, meaningful scholarship. With the emphases on both liberal arts undergraduate education and professionally oriented graduate programs, Loyola has become a comprehensive university.

In large part, Loyola attributes its remarkable expansion, development, and achievements of the past two decades to the implementation of its Strategic Plans. The broad campus input and the collaborative efforts among faculty, administrators, and staff brought the goals of these Plans to realization. The past two Strategic Plans, *Magis* (1996-2002) and *Great Resolves, Great Desires* (2002-2007), charted the course for Loyola's latest transformation. *Magis* (1996-2002) helped make Loyola a Jesuit Catholic university of national standing. *Great Resolves, Great Desires* (2002-2007) provided students with the experiences, tools, and confidence needed to inspire a passion for intellectual inquiry and to produce students, and later professionals, prepared to transform the world. Beyond these achievements, *Great Resolves, Great Desires* provided the campus community with an important and enduring resource, Loyola's Core Values Statement. This statement identifies and articulates 10 core values that define and express Loyola's Jesuit Catholic identity. The statement has been widely disseminated and embraced within the University as a standard for shaping programs and attitudes that are authentically grounded in the Jesuit Catholic tradition.

The current Strategic Plan, *Grounded in Tradition, Educating for the Future*, builds on the successes of past plans. Approved by the Board of Trustees in October 2008, after a two year planning process, the Plan sets the direction for Loyola's next period of advancement and achievement. The Plan is organized into five key areas critical to Loyola's continuing achievement: Undergraduate Education, Graduate Education, Faculty Development, Community Engagement, and Athletics. While distinct in their specific requirements, these initiatives complement one another and together will help the University advance toward its overarching goal to become the nation's leading Catholic comprehensive university.

In the increasingly complex and competitive environment in which Loyola pursues its objectives, it is more important than ever for the institution to communicate the depth and breadth of its programs accurately and completely. Loyola has been a comprehensive university with a growing array of undergraduate and graduate programs for more than 25 years. Because this identity was not reflected fully in the official designation, Loyola College in Maryland, the institution assumed a new designation, Loyola University Maryland, in August 2009. This change, while significant, does not signify a change in philosophy or direction, but rather is a more accurate reflection of the institution that Loyola has already become.

The Mission and Profile

Loyola University Maryland is a Jesuit Catholic comprehensive university that offers an education distinguished by excellent teaching and meaningful scholarship. As first elucidated by St. Ignatius of Loyola, the Jesuit philosophy strives to educate men and women of compassion and competence, imbued with the desire to seek in all things the greater glory of God. At Loyola, this ideal is further underscored by the guiding belief that a Catholic university is truly Catholic only insofar as it is truly a university educating students to look critically at the human condition, raise fundamental questions about meaning, and develop a love for learning and discovery. The Catholic intellectual tradition asserts that faith and reason complement one another so that questions of faith are encouraged and examined as intellectual inquiries. This approach nourishes a community committed to an examined life of intellectual, social, and spiritual discernment and fosters the understanding that leadership and service to the world are intimately connected. The University's Jesuit Catholic tradition has prompted the development and growth of student-centered education with undergraduate programs rooted in the liberal arts tradition and graduate programs focused primarily on professional service and leadership.

The mission of the University states:

> *Loyola University Maryland is a Jesuit Catholic university committed to the educational and spiritual traditions of the Society of Jesus and to the ideals of liberal education and the development of the whole person. Accordingly, the University will inspire students to learn, lead, and serve in a diverse and changing world.*

At Loyola, this means that the curriculum is rigorous and faculty expectations are high. In addition to academic coursework, the Jesuit mission is carried out through a variety of programs and events sponsored by various University departments, including Campus Ministry and the Center for Community Service and Justice. Loyola aims to lead students, faculty, staff, alumni, and friends forward to pursue an examined life of intellectual, social, and spiritual discernment. In pursuing these goals, Loyola asserts a bold vision: that Loyola University Maryland will be the nation's leading Catholic, comprehensive university. The standards by which we measure that achievement include the enrollment of outstanding students; the creation of a diverse and supportive community; the cultivation of a rigorous intellectual climate which distinctly prepares graduates to succeed in any endeavor they choose to pursue; the scholarly achievements of the faculty; the recognition of academic peers; the intellectual and professional attainments and generosity of spirit of the alumni.

The Colleges which the University is Comprised

Today Loyola is a university with three colleges. The school of arts and sciences continues with the name, Loyola College, and is formally called Loyola College of Arts & Sciences. The name of the business college is Sellinger School of Business and Management. The newest college is called the School of Education.

Library

In 1968, a corporation was formed by the College of Notre Dame and Loyola for the purpose of building and operating a library that would serve the two colleges. Land was deeded to the corporation by the colleges and a site at the center of the two campuses where the property of one college joined that of the other was selected for the building. The library opened on March 15, 1973 and was dedicated on May 12, 1973. In 1974 the library won a joint merit award of the American Institute of Architects, the American Library Association and the National Book Committee, and also a merit award of the Baltimore Chapter of the American Institute of Architects.

The Loyola/Notre Dame Library, opened in 1973, is a unique facility that provides information services and resources to support the educational programs and needs of both Loyola and the College of Notre Dame of Maryland. The Loyola Notre Dame Library's web site is a gateway to a wide variety of information sources, including holdings, the library catalog and over 60 citation and full-text databases, all of which are available remotely. Among others, the Loyola/Notre Dame Library subscribes to the *ERIC* database through *Cambridge Scientific Abstracts*, with links to selected full-text journals as well as full-text *ERIC* documents through *EDRS E*Subscribe*. In addition, the library provides access to *PsycINFO* and *PsycARTICLES*, *Mental Measurements Yearbook*, *Dissertation Abstracts*, and the *Social Science Citation Index*. The library is open 110 hours per week with hours until 2am Sundays through Thursdays and Saturday hours until 8pm. The library provides reference service and research consultations to students and offers instruction, by request of faculty, in information and research skills.

Technology

Our mission is to support, enrich and inspire the academic, social, and administrative experience of the Loyola community through dynamic partnerships and a focus on effective technologies in alignment with the University's mission and dedication to lifelong learning and caring for the whole person. Loyola has extensive services and support in the area of Technology. For information visit https://inside.loyola.edu/site/techservices/pages/technologyservices.aspx.

The School of Education

Mission

> *Within the Jesuit traditions of intellectual excellence, social justice, ethical responsibility, and cura personalis, the School of Education at Loyola University Maryland promotes leadership and scholarship in the development of teachers, counselors, administrators, and other educators.*

The mission of the School of Education is consonant with the mission of Loyola University Maryland, aiming to educate students "to learn, lead, and serve in a diverse and changing world." Within the Jesuit traditions of intellectual excellence, social justice, ethical responsibility, and *cura personalis*, the School of Education promotes leadership and scholarship in the development of teachers, counselors, administrators, and other educators.

A Brief History of the School of Education of Loyola University Maryland

The education program at Loyola began in 1946 as one of five majors leading to the Bachelor of Science in Social Science (BSSS) in the Evening School and Adult Education Division. This was the first unit of the College to admit both men and women to its programs. In fall 1949, through the efforts of Fr. John E.

Wise, S.J., the Evening School and Adult Education Division became the Graduate Education and Evening School of Loyola College, and offered its first graduate degree program - a Masters of Arts in Education.

The purpose of graduate study in education was to "first, further training of teachers, counselors and administrators in public and private schools; second, the preparation for further research and study in education fields" (p. 32, 1949-50 Graduate Education and Evening School Catalog). In 1971, Education became a department reporting to the College of Arts and Sciences dean. In 2008, Loyola's Board of Trustees voted to move forward with a planned School of Education. Dean Murrell was hired in the summer of 2008 and the School of Education was officially dedicated on October 14, 2009.

Academic Programs

The School of Education offers both graduate and undergraduate programs. The Undergraduate programs are: Elementary Education Major, Secondary Education Minor, Combined B.A./B.S. - MAT Program and Special Education Minor. It offers the following graduate programs: Curriculum and Instruction, Educational Leadership, Educational Technology, Kodaly Music Education, Literacy Education (Reading Specialist), Master of Arts in Teaching/MAT, Montessori Education, School Counseling and Special Education. These programs are placed in three departments. The School Counseling Program is housed within the Education Specialties Department of the School of Education.

Education Specialties and the School Counseling Program

Education Specialties department contains the following programs:

Special Education
Education Leadership
Education Technology
Curriculum and Instruction
School Counseling

Graduate Program Goals

Master Knowledge and Skills:

1. Master the skills, methods and knowledge appropriate to the discipline.
2. Synthesize knowledge using interdisciplinary approaches.
3. Acquire the tools to continue professional development and life-long learning.

Think Critically:

1. Access, analyze and evaluate information effectively.
2. Disseminate and communicate information effectively.

Manifest Leadership and Social Responsibility in the Workplace and Community:

1. Understand and value individual differences and have the skills for working effectively in a diverse and changing world.
2. Comprehend the ethical principles appropriate to the discipline, have the ability to identify ethical dilemmas, and understand the frameworks for selecting and defending a right course of action.
3. Contribute professionally and personally to the broader community.
4. Consider issues of justice in making decisions.

The School Counseling Program

The school counseling program prepares students for careers as professional school counselors who work in elementary and/or secondary settings. Throughout the course of study, students have the opportunity to develop a sound theoretical foundation and acquire effective techniques for counseling school-aged youth. Upon successful completion of the program, students are eligible for state certification as a school counselor. In addition to schools, various public and private agencies outside of the educational field are interested in obtaining the services of professional counselors.

Mission of the School Counseling Program

The mission of the School Counseling Program is to prepare professional school counselors to effectively serve and lead in preK-12 settings. Steeped in the Jesuit tradition, the Loyola school counseling program, its faculty, and its curricular experiences inspire, and transform students to learn, lead, serve, and advocate in a diverse, global society. Within this context, the education of the whole person is significant; standards-based curriculum is rigorous; faculty expectations are high; commitment to the community and social justice is paramount; and students are challenged to understand the ethical dimensions of personal and professional life and to examine their own values, attitudes, and beliefs as they prepare to create, implement, and evaluate data driven, comprehensive developmental school counseling programs aligned with National Standards, State guidelines, and district curricula.

School Counseling Program Objectives

Successful completion of the M.Ed. or M.A. in school counseling prepares students to:

1. apply the knowledge base of counseling to develop, implement, and evaluate data-driven, comprehensive developmental school counseling programs;
2. assume professional roles and functions of the professional school counselor as described by CACREP, the ASCA *National Standards*, and the ASCA *National Model;*
3. translate personality theory, learning theory, and normal and abnormal behavior into effective research-based interventions for individuals, groups, and families;
4. describe and adjust to societal changes and trends in a multicultural society;
5. develop, implement, and evaluate effective research based interventions which facilitate systemic change designed to maximize student success;
6. demonstrate the ability to form effective helping relationships with diverse individuals and groups;
7. understand the facilitative factors that influence the helping process, including effective counselor and client characteristics; racial, ethnic, and sexual identity factors that might bear on the success of the helping process; collaborative/consultation skills; and philosophical and theoretical frameworks that undergird the process;
8. translate group development, dynamics, leadership styles, and counseling methods and skills into effective interventions with students, parents/guardians, faculty, staff, and community stakeholders;
9. integrate an understanding of instruction and classroom management into effective classroom guidance interventions;
10. demonstrate the capability to apply educational planning, career development and decision theory, and knowledge of sources of career information to student development and aspirations;
11. use formal and informal assessment procedures to identify needs, focus interventions, and assess counseling intervention and programmatic outcomes and effectiveness;
12. understand and use counseling research and evaluation results to guide counseling practice;

13. exhibit professional and personal behaviors, skills, and attitudes associated with competence in the core areas specified by CACREP Standards;
14. demonstrate ethical behavior based on the ethical standards for ACA and ASCA, and understand the legal issues relevant to school counseling;
15. exhibit the professional leadership and social advocacy skills necessary to serve as an effective change agent and educational leader; and
16. advocate for oppressed, marginalized, or underrepresented groups, parents/guardians, and students in order to close the academic achievement gap.

The course of instruction involves the successful completion of 48 credits of study on the graduate level, including a practicum of 100 hours and an internship of 600 hours. Students must take a minimum of six (6) elective credits in counseling, and all electives must be approved by the adviser.

Required Course Listing

The required program of study for the M.Ed. in school counseling includes

GC600 Research and Evaluation in Counseling
GC606 Tests and Measurements
GC700 Introduction to School Counseling
GC701 Techniques of Counseling
GC703 Lifestyle and Career Development and Decision-Making
GC704 Theories of Counseling
GC706 Group Counseling in Schools
GC708 Cross Cultural Counseling
GC712 Human Development through the Life Span
GC755 Marriage and Family Counseling
GC791 School Counseling Practicum (100 hours)
GC792 Professional Issues and Ethics in Counseling
Internship (600 hours; GC722, GC723, GC728, GC730, GC731)
Electives (6 credits)

Students seeking the Master of Arts in School Counseling must substitute six of the elective credits for thesis credits.

The school counseling program has been approved by the Maryland State Department of Education using recognized state or national standards. The program is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Descriptions of Required Courses

GC600 Research and Evaluation in Counseling (3.00 cr.)
Examines various approaches to research methodology, statistical analysis, and program evaluation in counseling. The methodological focus is on qualitative, quantitative, single-case designs, action research, and outcome-based evaluation. Methods for enhancing program effectiveness and decision-making using needs assessment and program evaluation are emphasized. Research aimed at improving counseling effectiveness as well as opportunities, challenges, ethics, and legal issues in research and evaluation are considered.

GC606 Tests and Measurements (3.00 cr.)
Surveys and discusses the major concepts involved in psychological and educational testing and measurement. Exposes students to a variety of educational and psychological tests. Emphasis is on those aspects important to the counselor as a consumer and administrator of testing information.

GC700 Introduction to School Counseling (3.00 cr.)
Studies the specialized knowledge and skills requisite to both elementary and secondary counseling including foundations of school counseling, its history and philosophy, and the role and function of the professional school counselor. Introduces contextual dimensions of school counseling and consultation, and diversity issues relevant to the professional practice of school counseling. Also includes a systematic, programmatic approach to practice, as well as ethical standards and guidelines of the American School Counselor Association and the American Counseling Association.

GC701 Techniques of Counseling (3.00 cr.)
Prerequisite: GC704 (may be taken concurrently). Focuses on the helping relationship including: interviewing, application of counseling and consultation skills, and basic change strategies. Considers verbal and nonverbal behaviors and characteristics in both client and counselor. Discusses diversity and ethical considerations.

GC703 Lifestyle and Career Development and Decision-Making (3.00 cr.)
Prerequisite: GC700, GC701, GC704. An introduction to the principal theories of career development and decision-making and the counseling procedures appropriate to each theoretical position. Acquaints students with the various kinds of educational and occupational information sources for obtaining this information and the means for imparting it. Considers assessment and computer-based systems as well as the needs of special populations.

GC704 Theories of Counseling (3.00 cr.)
Emphasizes counseling and consultation theories, both from individual and systems perspectives. Presents the philosophical underpinning of theories of personality and the theories incorporated in counseling practice. Discusses client characteristics, behaviors, and multicultural considerations that influence the counseling process.

GC706 Group Counseling in Schools (3.00 cr.)
Prerequisite: GC700, GC701, GC704. An introduction to the theories and techniques of group procedures in school counseling. Emphasizes the understanding of concepts, as well as the development of group leadership skills for effective school counseling in a cultural context. Presents research in the field of group counseling and its methods. The roles of group leaders and group members are clearly delineated as are selection criteria.

GC708 Cross Cultural Counseling (3.00 cr.)
Prerequisite: GC700, GC701, GC704. An exploration of ethnic groups and subcultures. Emphasizes effective cross cultural communication between the counselor and client. Presents ethical dilemmas related to cross cultural counseling.

GC712 Human Development through the Life Span (3.00 cr.)
Studies human behavior through the life span at all developmental levels. Family, career, aging, and other processes are examined developmentally. Considers both normal and abnormal processes. Stresses strategies for facilitating development over the life span; emphasizes theories

of learning and personality development; discusses cultural consideration with regard to human developmental processes.

GC755 Marriage and Family Counseling (3.00 cr.)
Prerequisite: GC701. Designed to help counselors and other mental health workers and educators learn what makes marriage work. Students learn what makes a marriage fall apart and what binds it together. Starting with an overview of system theories, this course identifies the principles of counseling couples and families with school age children. Class members become familiar with the stages of marriage and family life cycle development. The course's main focus is on the various intervention strategies designed to help couples and families reorganize and achieve cohesion, balance, and direction for continued growth, change, and stability.

GC791 School Counseling Practicum (3.00 cr.)
Prerequisite: GC700, GC701, GC704, GC706, GC792. GC706 and GC792 may be taken concurrently. Students practice individual and group skills under the tutelage of a supervisor in a school situation. Forty hours of direct service are required. Knowledge and skills acquired in GC700, GC701, GC704, and GC706 are practiced. *A field study fee is charged.*

GC792 Professional Issues and Ethics in Counseling (3.00 cr.)
A seminar related to all aspects of professional life, including the professional association for counselors and their functions; issues of credentialing and licensure; professional development; ethics; and hot topics in counseling. Particular emphasis is placed on the Code of Ethics of the American Counseling Association, the Code of Ethics of the American School Counselors Association, and legal issues pertaining to school counseling.

GC722 Internship in School Counseling I (3.00 cr.)
Prerequisite: GC791. The culminating activity of the school counseling program which provides students with the opportunity to put into practice, in an actual school setting, the knowledge and skills learned in all previous courses. GC722 and GC723 constitute one 600-hour internship in a school setting under the supervision of a certified school counselor. Of the total, 240 hours must be in direct service which includes individual counseling, group work, developmental classroom guidance, and consultation. Students must attend one hour per week of individual supervision as well as 1.5 hours per week of group supervision. A field study fee is charged.

GC723 Internship in School Counseling II (3.00 cr.)
Prerequisite: GC791. The culminating activity of the school counseling program which provides students with the opportunity to put into practice, in an actual school setting, the knowledge and skills learned in all previous courses. GC722 and GC723 constitute one 600-hour internship in a school setting under the supervision of a certified school counselor. Of the total, 240 hours must be in direct service which includes individual counseling, group work, developmental classroom guidance, and consultation. Students must attend one hour per week of individual supervision as well as 1.5 hours per week of group supervision. A field study fee is charged.

or

GC728 Internship in School Counseling I and II (6.00 cr.)
Prerequisite: GC791. The culminating activity of the school counseling program which provides students with the opportunity to put into practice, in an actual school setting, the knowledge and skills learned in all previous courses. GC728 constitutes one 600-hour internship in a school setting under the supervision of a certified school counselor. Of the total, 240 hours must be in direct service which includes individual counseling, group work, developmental classroom

guidance, and consultation. Students must attend one hour per week of individual supervision as well as 1.5 hours per week of group supervision. *Fulfills the same requirement as GC722 and GC723 combined. A field study fee is charged.*

or

GC730 Internship in School Counseling Year I (3.00 cr.)
Prerequisite: GC791. The culminating activity of the school counseling program which provides students with the opportunity to put into practice, in an actual school setting, the knowledge and skills learned in all previous courses. GC730 constitutes the first year (300 hours, fall to spring) of a 600-hour internship in a school setting under the supervision of a certified school counselor. Of the total, 240 hours must be in direct service which includes individual counseling, group work, developmental classroom guidance, and consultation. Students must attend one hour per week of individual supervision as well as 1.5 hours per week of group supervision. GC730 is intended to be a yearlong internship and must be taken over two semesters. It may not be compacted into one semester. One final grade is given at the end of the second semester. *A field study fee is charged.*

GC731 Internship in School Counseling Year II (3.00 cr.)
Prerequisite: GC791. The culminating activity of the school counseling program which provides students with the opportunity to put into practice, in an actual school setting, the knowledge and skills learned in all previous courses. GC731 constitutes the second year (300 hours, fall to spring) of a 600-hour internship in a school setting under the supervision of a certified school counselor. Of the total, 240 hours must be in direct service which includes individual counseling, group work, developmental classroom guidance, and consultation. Students must attend one hour per week of individual supervision as well as 1.5 hours per week of group supervision. GC731 is intended to be a yearlong internship and must be taken over two semesters. It may not be compacted into one semester. One final grade is given at the end of the second semester. *A field study fee is charged.*

Elective Courses

***GC622 School Couunseling at the Secondary Level* (3.00 cr.)**
Prerequisite: GC700, GC701, GC704. Focuses on skills that school counselors need at the secondary level. Programs, activities, and techniques specific to adolescents and experienced at the secondary level are studied. Participants gain an understanding of the secondary school culture, driven by content, high stakes testing, student achievement, and social and emotional health.

GC624 Stress and Stress Management (3.00 cr.)
Prerequisite: GC700, GC701, GC704. Emphasizes the basic theories, causes, and prevention and intervention practices related to stress. Careful consideration is given to evaluating sources of stress and the acquisition of management skills for dealing with stress.

GC709 Counseling in the Elementary School (3.00 cr.)
Prerequisite: GC700, GC701, GC704. For those students who plan to function as counselors in elementary schools. Emphasizes theories and practices which are unique to guidance and counseling activities in such a setting.

GC744 Instructional Strategies for School Counselors (3.00 cr.)
Prerequisite: GC700, GC701, GC704. Focuses on skills which help school counselors who have not had formal training as a classroom teacher. Students have the opportunity to learn techniques and strategies used in classroom management, understanding student behavior, and planning presentations.

GC773 Diagnosis of Mental and Emotional Disorders (3.00 cr.)
Prerequisite: GC701. Students are expected to understand the use of diagnostic and multiaxial assessment. The DSM-IV classification system is used. Students are expected to complete multiaxial evaluations and report them using the multiaxial evaluation form of the DSM-IV.

GC774 Advanced Counseling Techniques and Treatment (3.00 cr.)
Prerequisite: GC701. Focuses on the design and implementation of advanced treatment strategies relative to diverse psychological disorder. Emphasizes the building of advanced counseling skills case studies. Demonstrations of treatment methods based on various theoretical positions are included.

GC784 Alcohol and Drug Counseling (3.00 cr.)
Prerequisite: GC701. Because children of alcoholics and drug addicts face a tremendous challenge in coping with the abuse and neglect of dysfunctional parents, success often suffers. Informed counselors and teachers can have tremendous influence and effect in supporting students and families in crisis. Reviews family literature on drug and alcohol abuse and investigates the demographic, economic, sociological, legal, and psychological data's impact on family functioning. Using family systems interventions, the class members assess student learning in school. A case study approach is implemented.

GC800 Introduction to College Counseling I (3.00 cr.)
Studies the specialized knowledge and skills requisite to college counseling, including its history and philosophy and the role of the professional school counselor. Introduces contextual dimensions of ethical college counseling relevant to the professional practice of school counseling in secondary school settings, as well as systematic, programmatic approaches to practice aligned with the guidelines and standards of the American School Counselor Association and the American Counseling Association. Implications of FERPA and the special needs of student athletes are considered.

GC801 Introduction to College Counseling II (3.00 cr.)
Prerequisite: GC700, GC701, GC703, GC704. Provides an overview of colleges, college culture, and admissions practices through in-depth tours of private and public colleges and universities in Maryland and the surrounding region. Reflection and advocacy are integral as students work individually and in groups applying the concepts of Introduction to College Counseling I (GC800) to the practical experience of this course.

GC802 College and Career Counseling (3.00 cr.)
Prerequisite: GC700, GC701, GC703, GC704. Reviews theories of career development and the counseling techniques appropriate for use with adolescents planning beyond high school. Discusses ethical counseling in these contexts and acquaints students with various educational and occupational information sources. Emphasis is given to technology and computer based systems, as well as the needs of special student populations.

Additional electives may be offered from time to time.

Information Concerning Practicum and Internship

GC791 (Practicum in School Counseling) is a 100-hour formative experience completed in a school and focusing on an orientation to the role of the professional school counselor and development of individual and group counseling skills. Prerequisites for GC791 include GC700, GC701, GC704, GC792 and GC706. GC792 and GC706 may be taken concurrently with GC791. Practicum students are required to purchase professional liability insurance. Contact your Loyola practicum supervisor for details. Placement for Practicum is arranged by the county in which the student desires to work. An Administrative Assistant assigned to the Program makes these arrangements under the aegis of the School Counseling Program Director(s). For specific information about the Practicum visit http://www.loyola.edu/schoolofeducation/programs/graduate/school_counseling/practicum/index.html.

The 600-hour internship may be completed in one semester (GC728), two semesters (GC722 & GC723) or four semesters (GC730 & GC731). Students who wish to complete the 600 hours in one semester must obtain approval from their adviser. The internship is an intensive experience that focuses on the development of skills necessary to function as a professional school counselor. It can be started immediately following successful completion of GC791 (Practicum in School Counseling), but it is a culminating experience and the student must complete all coursework for graduation by the conclusion of the internship. Interns are required to purchase professional liability insurance.
In addition to the preceding required courses, the student may select six credits of electives to fulfill the 48-credit hour graduation requirement. These electives must be counseling-related and approved by the adviser. All degree requirements must be completed within five years. All required courses are offered each semester at the Timonium Center and rotate through the Columbia Center annually. Placement for Internship is arranged by the county in which the student desires to work. An Administrative Assistant assigned to the Program makes these arrangements under the aegis of the School Counseling Program Director(s). For specific information about the Internship visit http://www.loyola.edu/schoolofeducation/programs/graduate/school_counseling/practicum/index.html.

Instructions for Professors and Students Regarding Video Recording of Minors

Permission slips must be sent to the parents or guardian if video recording is to take place. The permission slips must inform the parents or guardian if the video recording is to be used in class. In this case, confidentiality cannot be guaranteed and whoever signs the permission slip must be aware of this. At no time, should the face of the minor appear in the video recording.

Signed permission slip must be given to the instructor of the class prior to any use of the video recording. The instructor will provide all signed permission slips to the director of the counseling program, who will then secure them in the Education office.

Should a student find it impossible to obtain a signed Parental Permission Form, the student may not proceed. In such cases, arrangements must be made with the instructor of the class to evaluate the student's performance in an alternative manner; such as live observation of the counseling sessions that would have been video recorded had it been possible.

If a parent or guardian is willing to sign the permission slip, providing the video not be shown in class, the school counseling student and instructor must view the video recording privately, for instructional purposes. (See Appendix A, Sample Parental Permission Form).

Progress through the School Counseling Program

Element	Evaluator	Assessment	Schedule	Use
Admission Criteria	Graduate Admissions Team (Director of Graduate Admissions, Unit Chair, Program Coordinator, and program faculty)	Undergraduate GPA, personal essay, a Professional Reference form attesting to specific quality indicators	Admission deadlines three times annually (fall, spring and summer)	Admission material reviewed and decision based on published criteria. Aggregated results included in annual report.
Interim Assessments	Course instructors, advisers	Course grades and PAFs (Professional Assessment Form for School Counseling Students)	End of course grades assigned by instructors, GPA check at the end of each semester by adviser, PAF completed by instructor at the end of each semester on candidates of concern only	Determination of GPA (>3.00, <2 C grades and no F grades). Results of candidate progress monitored and program adjusted as needed. Cumulative results included in annual report and used to modify program.
Advancement to Internship	Loyola practicum supervisor, adviser, course instructors	Minimum GPA of 3.00 (including <2 C grades and no F grades), satisfactory completion of practicum outcome checklist, grade of B- or higher in practicum, no area of concern listed on Loyola practicum supervisor or course instructor PAF rating	Decided prior to start of internship. Adviser has the responsibility for final determination to begin internship by signature on course approval. PAF and practicum outcome checklist completed at end of practicum by Loyola practicum supervisor for all candidates.	Determines whether candidate may advance to internship and complete certification program.
Exit Evaluation	Adviser, Loyola intern supervisor	Minimum GPA 3.0 (including <2 C grades and no F grades), grade of B- of higher on internship, no area of concern on Loyola intern supervisor PAF rating. Satisfactory completion of internship outcome checklist. Students must pass the CPCE prior to graduation.	Decided prior to graduation. Advisor has responsibility for final determination by signature on graduation application. PAF and intern outcome checklist completed at end of internship for all candidates by the Loyola intern supervisor.	Determination of whether candidate has met the outcomes for internship and college/program requirements for graduation and state certification (aligned with MSDE and CACREP). Successful completion of internship and acceptable GPA (>3.00) leads to issuance of transcript with approved program stamp. Aggregated results included in annual evaluation

Advisory Committee

The School Counseling Program Advisory Committee which is strictly advisory in nature. Its purpose is to assist the school counseling program faculty by reviewing mission, activities and policies and considering the needs of students and the profession. Membership consists of the Director(s) of the school counseling program and appointed members, several of whom are past or present students.

Accreditation

The school counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). In 2007, the Education Department was accredited by NCATE and the Maryland State Department of Education (MSDE). All students who graduate from Loyola's school counseling program are eligible for certification as a school counselor by MSDE.

Certificate of Advanced Study (CAS)

Provides advanced graduate work beyond the master's degree in an organized, 30-credit program leading to a Certificate of Advanced Study (CAS). Special arrangements for course selection will be made in conjunction with a student's adviser. The catalog lists more courses than are listed above; these courses may be specific to CAS students.

Orientation

Orientation sessions for students new to the school counseling program are held annually. All students new to the school counseling program must attend. The purpose of the orientation is to convey essential information regarding the program and its requirements. Students are informed of activites that are offered to Graduate students by the Office of Student Development. Students are also informed about how to receive help from the Writing Center should they have problems producing papers. Information sessions for students interested in the School Counseling Program are held six times per year.

Inquiries to Advisors and the Director

Any inquiries from prospective students should be sent to the director(s) of the school counseling program. Inquiries from admitted students about current program policies and procedures can be directed to the student's adviser.

Communications between Loyola Faculty and Program Students

Official communication between the student and the school counseling program are conducted via US mail. Much of the information needed by students new to the program is also available on the School of Education web site http://www.loyola.edu/Graduate/School-of-Education.aspx. Enrolled students can access the internal web site http://www.loyola.edu/schoolofeducation. The web site of the School Counseling Program can be accessed directly at http://www.loyola.edu/schoolofeducation/programs/graduate/school_counseling/index.html.

Advisers ordinarily prefer e-mail or phone communications. The school counseling program currently has six primary academic advisers:

School Counseling Faculty

Dr. Bradley T. Erford, Professor of Education, B.S., Grove City College; M.A., Bucknell University; Ph.D., University of Virginia	410-617-1509	berford@loyola.edu
Dr. Kalinda R. Jones, Assistant Professor, B.A., Olivet Nazarene University, M.A., Eastern Michigan University, Ph.D., Indiana State University	410-617-1513	Krjones1@loyola.edu
Dr. Lynn E. Linde, Assistant Professor of Education; Practicum Coordinator, School Counseling, B.A., Clark University; M.A., Ed.D., The George Washington University	410-617-1657	llinde@loyola.edu
Dr. Lee J. Richmond, Professor of Education and Pastoral Counseling, B.S., Loyola College in Maryland; M.Ed., Johns Hopkins University; Ph.D. University of Maryland	410-617-1508	lrichmond@loyola.edu
Ms. Ajita M. Robinson*, Clinical Instructor, M.A., Saint Louis University in Missouri, B.A., B.S., Saint Louis University in Missouri. Post Masters Certification, George Washington University.	410-617-1530	Amrobinson1@loyola.edu
Dr. Qi Shi, Assistant Professor of School Counseling, B.A., Beijing International Studies University; M.S., Drake University; Ph.D., George Washington University	410-617-1552	qshi@loyola.edu
Dr. Jennifer S. Watkinson, Assistant Professor of Education; Internship Coordinator, School Counseling, B.A., Loyola College in Maryland; M.S., Johns Hopkins University; Ph.D., University of Maryland	410-617-1705	jswatkinson@loyola.edu

*Half-time Faculty

An organizational chart of the School Counseling Program can be found in Appendix B.

Students enrolled in an academic program are given an email account. Students can call 410-617-5555 to determine their user name and password. Students can access e-mail accounts either through on-campus computers or home computers with internet access by going to the main Loyola web site (www.loyola.edu).

Current School Counseling Affiliate*

Lisa Boarman
Deborah Brannock
Kevin Ensor
Diane Finch
Lucia Martin
Martha Milli
John Mojzisek
Richard Prodey
Darla Sinclair

*Additional affiliate faculty are added as needed.

Written Endorsement

Program faculty are pleased to write letters of recommendation for qualified students seeking employment. In most Maryland school systems such letters are unnecessary as these systems produce and distribute checklist-style forms to be completed by selected reference sources.

Commitment to Recruitment of a Diverse Student Body

The school counseling program has one of the most diverse student groups of any graduate or undergraduate program in the University. Program faculty strive to attract and retain students of diverse backgrounds and value the richness of experience such diversity brings to all students and faculty in the school counseling program and Loyola. The University's Diversity Statement included in the *Graduate Catalogue* reads:

> *Loyola University Maryland values the benefits in diversity and is committed to creating a community which recognizes the inherent value and dignity of each person. As a community, the University actively promotes an awareness of and sensitivity toward differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disabilities among students, faculty, administrators, and staff.*

Academic Integrity

Loyola is dedicated not only to learning and the advancement of knowledge but also to the development of ethically sensitive, socially responsible persons. The University seeks to accomplish these goals through a sound educational program and encourages maturity, independence, and appropriate conduct among its students and faculty within the University community. It is the responsibility of faculty and students alike to maintain the academic integrity of Loyola College in all respects.

The faculty is responsible for presenting a syllabus indicating all work in a course, the conduct of examinations, and security of tests, papers, and laboratories in connection with courses and programs of the University. Faculty remind students at the first meeting of each class of the standards of behavior and conduct to which they are expected to adhere.

The University expects every student to behave with integrity in matters relating to both the academic and social aspects of the College community.

Students assume a duty to conduct themselves in a manner appropriate to the College's mission as an institution of higher learning. The first obligation is to conscientiously pursue the academic objectives which they have set. This means that students will do their own work and avoid any possibility of misrepresenting anyone else's work as their own. "The act of appropriating the literary composition of another, or parts, or passages of his writing, of ideas, or the language of the same, and passing them off as the product of one's own mind" (Black's *Law Dictionary*, 5th Edition) constitutes "plagiarism". Avoiding plagiarism involves careful use of quotation marks, notes, and citations, which the student must provide on all written work.

The student's second obligation is not to engage in acts of cheating. "Cheating" is using unauthorized assistance or materials or giving unauthorized assistance or materials for the use of another in such a way that work or knowledge which is not the student's own is represented as being so. Avoiding cheating involves refusing to give or receive assistance from other students, books, notes (unless specifically permitted by the instructor) on tests, papers, laboratory reports or computer programs.

Whenever evidence of a possible violation of academic honesty on the part of a student is found, the course instructor shall review the evidence and the facts of the case promptly with the student. The instructor shall determine the appropriate sanction to be imposed. If the student does not accept the decision of the instructor, the student can request that the instructor communicate promptly a written charge setting forth the essential facts of the case to the Chair of the instructor's department. The Chair's decision is final.

Advising System

When a student is admitted to the school counseling program, an adviser is assigned. The adviser's name will appear in the letter of acceptance received by the student. The adviser has the following responsibilities:

1. Approval of course enrollment - Courses must be approved by an adviser each semester. This avoids costly errors and ensures that students take prerequisite courses and sequential courses in the correct order, and at the prescribed time in their program. Mail-in registrations are automatically processed through the adviser as they arrive.
2. Approval of program extensions.

Advanced Standing and Transfer Credit

Advanced standing toward a degree or certificate program may be granted for graduate courses which have been taken in other accredited graduate schools within five years of the date of admission to graduate study at Loyola. The maximum number of credits allowed for advanced standing is six (6), and the student must have a grade of at least a "B" (3.000) in each course under consideration. A written request for advanced standing and an official transcript must be submitted by the student to the adviser.

Loyola graduate students wishing to take courses at another accredited graduate school must obtain prior written approval from the adviser. No more than a total of six (6) credits from advanced standing and/or transfer will be accepted toward the degree. A grade of at least a "B" (3.000) must be received for each course transferred to Loyola. Under exceptional circumstances courses may be transferred after beginning degree work at Loyola.

Waiving of Course Requirements

Students entering the degree program with a previous Master's degree must complete the total number of credits stated in the current catalogue. However, with the adviser's permission, courses taken during the previous Master's degree do not need to be retaken. With the approval of the adviser, electives may be substituted in lieu of previously taken courses. In addition, specific course requirements may be waived by a student's adviser upon request of the student in writing. The adviser's written approval will be sent to the student and the records office. In the event a course requirement is waived, an elective course must be substituted in its place.

Grades

Loyola's official grading scale for graduate students follows:

- A Excellent. Denotes high achievement and indicates intellectual initiative beyond the objectives of the course.
- B Good. Denotes work that meets the objective for the course and intellectual command expected of a graduate student.
- C Unsatisfactory. Denotes work of inferior quality compared to the objectives of the course. It is the lowest passing grade.
- F Failure. (See Academic Dismissal)
- I Incomplete.
- W Withdrawal. Denotes authorized departure from the course without completion. It does not enter into the grade point average calculation.
- L Listener. (See Audit Policy)
- GL Grade later. Denotes the first semester is completed in a two semester course for which a full year grade is issued.
- NG No Grade. Denotes grade to be submitted later or a course for which no credit or grade is given.
- P Pass. Denotes satisfactory work, a "B" (3.000) or better, in an ungraded course.

Additional suffixes of (+) and (-) may be attached to passing grades to more sharply define the academic achievement of a student. In calculating a student's quality point average (QPA) on a per credit basis, A = 4.000; A- = 3.670; B+ = 3.330; B = 3.000; B- = 2.670; C+ = 2.330; C = 2.000; F = 0.000. The QPA is computed by multiplying the grade points for each course times the number of credits for that course, summing these points and dividing by the total credits taken. **Under no circumstances will a student be permitted to graduate unless the QPA is 3.000 or higher.** Honors are not awarded in graduate programs.

The Records Office mails official grades to the students. No grades are given in person or over the telephone. Grade reports are not released to students who have not settled all their financial obligations with the University or who have borrowed and not returned equipment and supplies such as library books and athletic equipment. Students can also access grades on WebAdvisor.

Academic Standing, Probation and Dismissal

It is the student's responsibility to make certain that the minimum QPA requirement of 3.000, which is a B average, is maintained. Students who fall below this level of achievement will be placed on academic probation for one semester. Failure to raise the cumulative QPA to 3.000 in the following semester will result in dismissal from the program. The receipt of one F (0.000) will result in dismissal from the program. In Loyola University and the School of Education the accumulation of two grades of C+ (2.330) or lower will result in dismissal from the program.

A student has the right to appeal an academic dismissal. A written request for appeal must be made within 30 working days after notice of dismissal to the chair of the Education Specialties Department. Within 10 working days of receiving the student's appeal, the chair contacts the chair of the appropriate appeal body. In Loyola University and the School of Education the review is conducted by a three-person Review Panel selected from the members of the Graduate Academic Standards Committee. The appeal body reviews information submitted by the student and meets with student as well as others whom the Panel deems to have relevant information. Third parties (such as lawyers, advisors, and family members) are not permitted to attend these meetings, which are audio recorded. The appeal body informs the student of its decision in writing, with a copy to the chair of Education Specialties Department, within 10 working days from the date of the appeal body's last meeting. The decision of the appeal body is final. At the discretion of the Dean of the School of Education, the above timeline may be extended.

In addition to academic performance, students must possess appropriate emotional maturity, professional, ethical, interpersonal, counseling and clinical skills. Faculty are bound by ethical code to insure that the quality of professionals entering the field remains high and must act to prevent unqualified, incapable or incompetent students from gaining entrance to the field. If a student does not possess professional, ethical, interpersonal, counseling and clinical skills, the faculty member who deems the student inadequate, completes the Professional Assessment Form (PAF).

The *Professional Assessment Form (PAF) for School Counseling Students* provides an opportunity for program faculty to raise a concern about academic or nonacademic student professional and personal development in order that the noted deficiency can be addressed in a developmental manner (e.g., advisement, consultation, counseling). Written deficiency warnings may be submitted by program faculty at any time. The Director of the School Counseling Program reviews all deficiencies with the student's adviser. Deficiencies reported by two or more faculty, or deficiencies in two or more areas reported by a single faculty member, mandate a program of remediation as determined by the adviser, in consultation with and approved by the Director(s). A student's failure to comply with the remediation plan or inability to make necessary progress while engaging in a program of remediation could result in dismissal. Refer to the following *Professional Assessment Form for School Counseling Students* for a listing of areas assessed.

Deficiencies reported by faculty during the Practicum or Internship could require an interim withdrawal from clinical experience until such time as a program of remediation, developed by the student's adviser and agreed to by the Director and Loyola Practicum or Internship supervisor, has been completed to the satisfaction of all involved faculty.

Professional Assessment Form for School Counseling Students

Directions to faculty: List the name of the student about whom you are concerned. Check the area in which you perceive a deficiency. Make comments as appropriate and immediately forward this form to the Director of the school counseling program.

Student's Name: _____ Date:_____

___ Sensitivity to others' needs and rights

___ Personal maturity and emotional stability

___ Ethical knowledge and behavior

___ Professional attitude and practice

___ Responsiveness to supervision

___ Practicum/Internship performance

___ Responsiveness to constructive criticism

___ Oral communication

___ Disrespectful behavior

___ Academic Performance

___ Attendance/Punctuality

___ Counseling skills

___ Interpersonal skills

___ Theoretical knowledge

___ Clinical assessment skills

___ Self-confidence/perseverance

___ Written communication

Other: _____

Comments: _____

_____

Student conduct within the classroom and at clinical sites must conform to high standards of professional conduct. Faculty have the responsibility to develop and maintain a classroom environment conducive to learning and reflective of professional dispositions and conduct. As such, faculty have the right to dismiss a student from any class for disrespectful, dishonest, dangerous, or unprofessional conduct. Furthermore, under circumstances of substantial or repeated misconduct, faculty have the right to withdraw (i.e. remove) a student from the course. Students who threaten or cause harm to a Loyola faculty member or student will be immediately dismissed from the University. Likewise, students engaged in Practicum or Internship who threaten or cause harm to a school system employee, student, or parent will be immediately dismissed from Loyola.

Leave of Absence

A student requiring a leave of absence must make a request in writing to the department chair and receive written permission for the leave of absence for a specified period of time. The terms under which the student returns are stated in a letter from the department chair or the appropriate administrator.

Program Extensions

The graduate program is expected to be completed in five years or less. In the event that personal or professional reasons do not allow this, the student may apply for a program extension of up to one year. If an extension is granted, the student is allowed to finish the program started, even if changes are made in course requirements.

Re-admission Policies and Procedures

If students fail to enroll for three consecutive semesters, they must reapply by submitting another application form and the current fee. This reactivates the student's file and alerts the adviser that the student will be re-enrolling. Students will not be permitted to register beyond the first semester after their return if the application process is not completed. Students are urged to see their advisers as soon as re-admission has been granted, because re-admission requires the student to adhere to the program of study in the catalog at the time of re-enrollment.

Registration

Early registration is begun approximately two months prior to the first day of class for each semester. Final registration is typically held one to two weeks prior to the first day of class. Your adviser must approve all course selections. Students can obtain adviser approval prior to, or after, submitting payment to the Business Office. Because spaces fill up quickly, students are encouraged to register as soon as possible after receiving registration materials in the mail. Web registration is possible for all students after being enrolled in a program of study for at least one semester.

Dropping/Adding a Course

Students who need to add or drop a course must complete the appropriate form. Forms can be obtained by contacting the Coordinator of Graduate Records at 410-617-2106. Failure to drop a class in a timely manner can lead to a forfeiture of tuition.

Waiting Lists

In the event a course is closed, students can ask to be placed on the waiting list and will be admitted to the course if space becomes available, or a new section is opened.

Appeal of a Grade

Any student who has reason to question the accuracy of a grade should request a consultation with the instructor. If a satisfactory solution is not reached, the student should request, in writing, a formal review of the grade with the instructor. This request must be received by the University no later than four months after the grade was issued. The instructor then reports to the student, in writing, the result of the grade review, normally within 30 working days of

receipt of the student's request. If the student is still not satisfied, the student should make a request, in writing, within 30 working days of receipt of the instructor's resolution for a conference with the department chair. After conferring with the student and the instructor, the chair then sends a written recommendation to the instructor and the student.

If the instructor does not accept the recommendation of the department chair, then the chair will appeal to a two-member panel to resolve the issue. The panel will consult all parties concerned with the case and then vote either for or against the recommendation of the department chair. The decision of the panel is final. If the vote of the panel is split, the original grade stands.

Graduate Financial Aid

The office of financial aid administers several types of financial assistance for graduate students from federal, state, institutional and private sources.

Subsidized and unsubsidized loan assistance is available through the federal government and private lenders. Assistantships are available through several academic and administrative departments. Additionally, individual departments offer a limited number of merit-based and need-based grants to assist students with their education expenses.

Currently enrolled students may view their financial aid and student account information by accessing the "Financial Profile" section of WebAdvisor.

Explore the Graduate Financial Aid web site for more detailed information on the types of financial assistance available to graduate students, eligibility criteria and application procedures.

Individual departments may have direct-hire employment opportunities. Contact your advisor for more information. There is also a payment plan, contact the business office of Loyola University for more information.

General Information

Honors and Awards

The Father Wise Award

The Father John E. Wise, S. J. Award is given to one graduating master's student in the Education Department each year who demonstrates the most outstanding academic performance and community, professional and religious service.

1. Nominations from the faculty are submitted in writing to the committee, using forms distributed by the committee.

2. Students who are nominated submit the following information to the committee:
   a. application form
   b. evidence of participation in religious/community/professional activity
   c. statement of their philosophy of education

3. The committee evaluates the information submitted by the student along with data related to the student's academic performance.

Chi Sigma Iota

Chi Sigma Iota is an international honor society of counseling professionals and professionals-in-training. The purpose of CSI 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 enrolled in counseling programs leading to graduate degrees and having completed at least nine credits, with a GPA of 3.500 or better on a 4.000 scale are eligible for membership. Faculty, alumni, and participating professional counselors who have given evidence of distinguished scholarship and professional service including credential and/or graduation from a CACREP approved program are also eligible for membership. Eligible students who wish to join Loyola's Alpha Iota chapter of Chi Sigma Iota should contact the chapter president or a member of the School Counseling faculty.

Alpha Sigma Nu

Alpha Sigma Nu is the international Jesuit Honorary Society. Students who demonstrate outstanding scholarly performance and dedicated service can be nominated by a faculty member for this prestigious society.

Transcripts

Students' academic records are maintained in the Records Office. Grade reports are issued at the end of each semester and the academic record is available for student inspection during regular office hours.

The transcript is a facsimile of the student's permanent academic record at Loyola. Only unofficial transcripts are given to the students; these transcripts do not receive the University Seal or the signature of the Director of Records. Official transcripts transmitted directly to another college or university or other official institution or agency receive the seal of the University and are signed by the Director of Records. Transcripts will be issued only upon the written request of the student concerned. Telephone requests to issue transcripts cannot be accepted. Transcripts should be requested well in advance of the date desired to allow for processing time and possible mail delay. Loyola University will not assume responsibility for transcripts that are delayed because they have not been requested in time or the student has an outstanding debt with the University. **Transcripts will not be faxed nor will they be issued during the last week of registration or the first week of classes.**

Transcripts of work at other institutions or test scores submitted for admission or evaluation of credit cannot be copied or reissued by Loyola University. If that information is needed, the student must go directly to the issuing institution or agency. Loyola University reserves the right to withhold a diploma and transcript if there is an outstanding debt with the University.

Student Professional Liability Insurance

Loyola College in Maryland does NOT provide professional liability insurance for any students. Practicum students and interns are required to purchase professional liability insurance. Consult your adviser or Loyola supervisor for details. Many students purchase low cost professional liability insurance from national professional organizations or private insurance companies.

Bookstore

The University Bookstore, Barnes and Noble can be found at all locations where courses are offered.

Computer Facilities

Loyola has extensive computer facilities for student use. Computer labs are found at all locations where courses are taught.

Career Development and Placement Center

The services of the Career Development and Placement Center are available to all Loyola students, graduates, and alumni/ae. Students are welcome to meet by appointment with a career adviser to explore the resources of the Placement Center located in the DeChiaro College Center, West Wing, First Floor, 410-617- 2232; e-mail: cdpc@loyola.edu; website: http://www.loyola.edu/thecareercenter Evening hours are available.

Counseling Center

The staff at the Loyola College Counseling Center offers confidential, goal-oriented group and individual counseling to help students address academic, personal-social and career exploration and decision-making concerns. Further information can be located at http://www.loyola.edu/campuslife/healthservices/counselingcenter/.

Disability Support Services

The office of disability support services (DSS) provides services for students with disabilities which ensure access to all university programs and activities.

Official documentation of disability may be required to determine whether and what kind of special aids or adaptations may be helpful. For additional information call 410-617-2062.

Joining Professional Organizations

School counseling program students are strongly encouraged to join professional associations! The following organizations welcome students at substantially discounted dues, and encourage participation in all activities:

- American Counseling Association (ACA), 5999 Stevenson Avenue, Alexandria, VA 22304, www.counseling.org or 1-800-347-6647

- The American School Counselor Association (ASCA), 1101 King Street, Suite 625, Alexandria, VA 22314, www.schoolcounselor.org or 1-800-306-4722

- Maryland Association for Counseling and Development (MACD), c/o Robert Liberto, CPA, 5430 Campbell Blvd, Suite 113, White Marsh, MD 21162, http://www.mdcounseling.org/mc/page.do;jsessionid=0837AC1E23378083C3E57A70AFE6FBED.mc1?sitePageId=77855 410-931-5010

- Maryland School Counselor Association (MSCA), http://www.mscaonline.org/

- Maryland Career Development Association (MCDA), c/o Robert Liberto, CPA, 5430 Campbell Blvd, Suite 113, White Marsh, MD 21162, http://www.mdcareers.org/mc/page.do;jsessionid=DE1AE64C1D37F52802254C0FC43737A8.mc1?sitePageId=76648, 410-931-5010

Cancellation of Classes (weather related)

In case of inclement weather, Loyola posts notice of cancellation on its web site. Students can also see alerts on local television stations or call 410-617-2000.

Locations for the School Counseling Program

Timonium Graduate Center
2034 Greenspring Drive
Timonium, Maryland 21093
410-617-1500

Take 1-83 to Exit 16A, Timonium Road East.
Make first right on Greenspring Drive.
Turn right again into Timonium Campus (approx. 100 yards).

and

Columbia Graduate Center
8890 McGaw Road
Columbia, Maryland 21045
410-617-7600

From I-95, follow 175 West toward Columbia.
Turn left onto Snowden River Parkway then make a right at the second traffic light onto McGaw Road. Follow McGaw past Apple Ford making a right into the Center's parking lot just past the Gramophone store.

Appendix A

Parental Permission Form

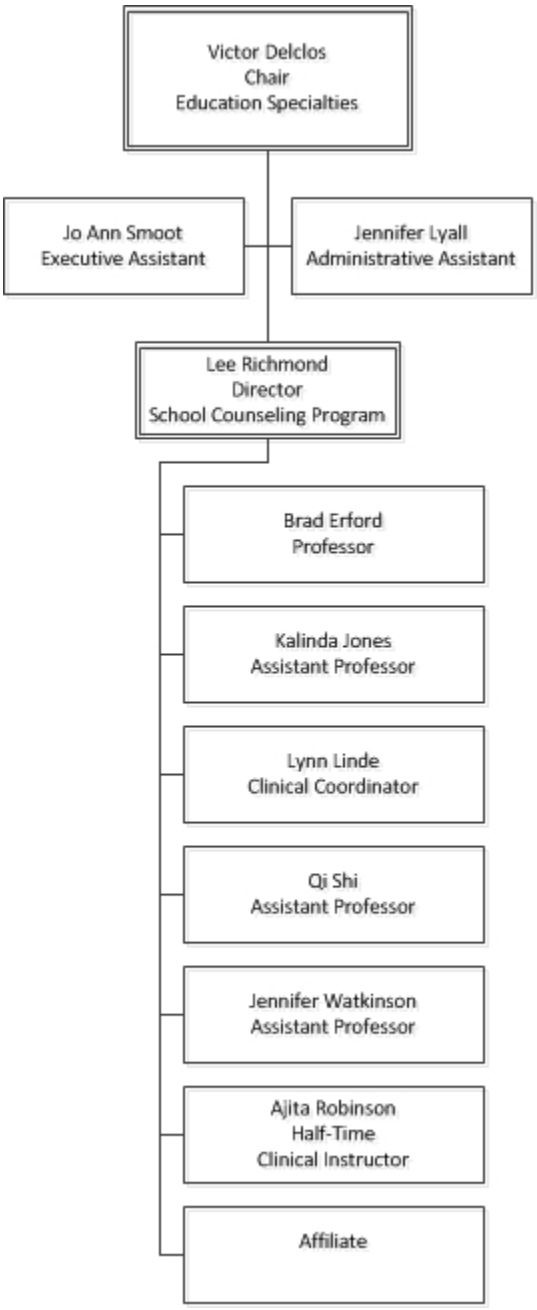
I understand that the counseling sessions provided to my child, _____
(First & Last Name)
will be recorded by his/her counselor trainee, _____,
(First & Last Name)
via audio/video recording in order to supervise and evaluate the counselor trainee. Only the counselor trainee and his/her supervisor and/or faculty instructor will have access to the recorded sessions. I understand that the recorded sessions may be reviewed by other counselor trainees for instruction purposes only. The video recording will focus on the counselor trainee's face and not my child but my child's voice will be audible.

My signature below indicates my understanding of and consent for recording sessions with my child:

_____ _____
Parent/Guardian's signature Date

_____ _____
Counselor trainee's signature Date

_____ _____
Instructor's signature Date

Appendix B

School Counseling Program Organizational Chart