

SCHOOL COUNSELING PLAN OF STUDY

Counseling & Development
Department of Educational Studies

- The school counseling program is CACREP-accredited. Graduates are ready to apply for K-12 licensure.
- The program is a 48-hour master's-level program, which includes no elective courses.
- All courses are 3 credit hours. Students typically do not take more than 12 hours per semester.
- All new students are full-time students. A few courses continue to be offered only during the day. Most courses are offered during late afternoon or early evening.
- Currently, almost all students have had no teaching experience in the schools. The program makes a special effort to accommodate these students and to prepare them to work in the schools.
- The following plan of study is a typical plan of study for full-time students wishing to graduate in May of the second year and not planning to take any summer courses. It should be noted that some students elect to take EDPS 533 during the summer after the first academic year, and some students take EDPS 501 during the summer immediately following their acceptance into the program or during their final undergraduate year.

Fall, First Year

- EDPS 501:** Introduction to School Counseling
(includes 25 hours pre-practicum school-classroom hours for students without teaching background)
- EDPS 600:** Counseling Theory & Techniques
- EDPS 601:** Counseling Theory & Techniques Lab
- EDPS 622:** Systems Concepts in Counseling and Development (**alternating years with EDPS 533**)

Spring, First Year

- EDPS 505:** Career Theory & Introduction
- EDPS 507:** Counseling Multicultural and Diverse Populations
- EDPS 610A:** School Counseling Practicum (requires 8-10 hours per week in a school)
- EDPS 500:** Group Counseling Theory and Techniques

Fall, Second Year

- EDPS 695B:** School Counseling Internship (requires 20 hours per week in a school)
- EDPS 533:** Introduction to Educational Research I: Methods (**alternating years with EDPS 622**)
- EDPS 591M:** Psycho-Educational Tests & Measurement
- EDPS 591S:** School Counseling Seminar

Spring, Second Year

- EDPS 695B:** School Counseling Internship (requires 20 hours per week in a school)
- EDPS 609:** Program Development
- STAT 501:** Statistical Methods
- EDPS 591G:** Human Growth & Life Span Development

Courses Typically Offered During Summers:

- EDPS 501:** Introduction to School Counseling
- EDPS 533:** Introduction to Educational Research I: Methods
- STAT 501:** Statistical Methods

The Development and Systems courses are offered alternating years during fall semester. Both cohorts take each course together.

Program Objectives of School Counseling Option

Students are expected to interact with others with sensitivity and understanding, to listen effectively to the words and ideas of others, to communicate orally with precision and appropriateness, and to conduct themselves professionally in compliance with ACA and ASCA ethical standards. Further, upon completion of the entry-level program, students are expected to demonstrate mastery and/or satisfactory attainment of the following components:

- I. Counseling, Career Development, and Consultation
 - a. Knowledge of major counseling theories.
 - b. Skills in counseling with individuals and groups
 - c. Knowledge of career development theories and competence in career development assessment, planning, and counseling.
 - d. Knowledge of the characteristics and needs of multicultural and diverse groups, in terms of appropriate application of counseling techniques.
 - e. Skill in consultation
 - f. A minimum of 700 clock hours of supervised practice

- II. Measurement, Research, and Evaluation
 - a. Statistical knowledge sufficient to interpret test manuals, research reports, and technical bulletins and to participate in research projects.
 - b. Skill in selecting, administering, and interpreting standardized group assessment measures.
 - c. Basic computer literacy, including use of computerized career information systems and other counseling software.
 - d. Competence in evaluating counseling, consultation, and developmental, preventive and other psychoeducational individual and group interventions.

- III. Professional and Personal Development
 - a. Knowledge of professional issues and trends
 - b. Participation in relevant professional organizations
 - c. Writing skill sufficient to prepare cogent case reports, institutional research reports, and descriptions of programs and services.
 - d. Commitment to furthering self-development and life-long professional development.

Individuals who prepare to become school counselors are expected, in addition to the objectives cited above, to demonstrate mastery of the following components:

1. Knowledge of developmental processes of children and adolescents.
2. Ability to design comprehensive developmental and preventive programs that facilitate students' personal and career development and academic achievement
3. Ability to develop and activate program adjuncts such as a career resource center, curriculum units directed to enhancing student potential, training and use of peer counselors and mediators, referral procedures, placement and follow-up, and staff development.