SCHOOL COUNSELING PLAN OF STUDY
Counseling & Development
Department of Educational Studies

- The school counseling program is CACREP-accredited. Graduates are prepared for K-12 licensure.
- The program is a full-time cohort model in which students matriculate together as they enter the program.
- The program is a 48-hour master’s-level program, which includes no elective courses.
- All courses are 3 credit hours. Students typically take 12 hours per semester
- Currently, 75% of incoming students have had no teaching experiences in the schools. The program makes a special effort to accommodate these students and to prepare them to work in the schools.

First Year: First Semester
EDPS 50100: Introduction to School Counseling
EDPS 60000: Counseling Theories and Techniques
EDPS 60100: Counseling Theories and Techniques Laboratory
EDPS 50500: Foundations of Career Assessment and Planning

First Year: Second Semester
EDPS 50000: Group Counseling Theories and Techniques
EDPS 53300: Introduction to Educational Research Ⅰ : Methodology
EDPS 50700: Counseling Multicultural and Diverse Populations
EDPS 61000: School Counseling Practicum

Second Year: First Semester
EDPS 53200: Measuring Educational Achievement
EDPS 61100: Counseling Seminar
EDPS 62200: Systems Concepts in Counseling & Development
EDPS 69500: School Counsel Intern

Second Year: Second Semester
EDPS 59100: Counseling Children and Adolescents
EDPS 62500: Human Growth and Development
EDPS 69500: School Counsel Intern
STAT 50100: Experimental Statistics Ⅰ

Summer Options
STAT 50100: Experimental Statistics Ⅰ
EDPS 53300: Introduction to Educational Research Ⅰ : Methodology (not always available during the summer)

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.