

UNIVERSITY OF WISCONSIN—RIVER FALLS

SCHOOL COUNSELING GRADUATE PROGRAM

Student Handbook **2008-2009**

UNIVERSITY of WISCONSIN - RIVER FALLS
Walker D. Wyman Education Building
410 South Third Street
River Falls, WI 54022-5001

Department Telephone: (715) 425.3889
Campus Web Address: www.uwrf.edu
Department Web Address: www.uwrf.edu/csp/





Counseling and School Psychology • 257 Wyman Education • Phone (715) 425-3889 • Fax (715) 425-3242 • www.uwrf.edu/csp

Please print this page. After reviewing the entire handbook, please sign and date the form and return it:

I have read and understand the contents of the UWRF School Counseling Handbook.

Student Signature

Date

Name (please print)

Return this form to your advisor, or to the program counseling office in room 257 WEB.
You may mail the form to this address:

UWRF Counseling Program
257 WEB
410 South 3rd St.
River Falls, WI 54022

Welcome to The University of Wisconsin-River Falls!

Dear School Counseling Student:

Welcome to the School Counseling Program at the University of Wisconsin–River Falls (UWRF). We are committed to working with you to help you achieve your goal of becoming a school counselor with comprehensive skills and knowledge. School counseling is a profession about which we are very excited, and one that offers an opportunity for you to provide a wide range of services to help children and adolescents, their parents and families, and teachers, administrators, and other school personnel.

The School Counseling training program at UWRF has incorporated national training standards, as well as the school counseling and pupil services standards established by the Wisconsin Department of Public Instruction (DPI). Throughout the program, an emphasis is placed on addressing issues of cultural and linguistic diversity, preparing the student to work with a diverse student population in a culturally-sensitive and responsive manner. We believe you will find the program to be exciting, comprehensive, challenging, and rewarding.

This handbook contains important information about our program as well as student expectations. It also represents the official policies and procedures associated with the school psychology program at the UW-RF.

A description of how students are evaluated and all related forms are also included. Other sources of information related to services and policies for graduate students can be found in the UWRF Graduate Catalog (see <http://www.uwrf.edu/ogs/gs/gs-index.php/gs-catalog/21/gs>). Please, review these documents carefully and consult with faculty about any questions you may have.

Again, we want to extend to you a warm welcome to the School Counseling Program at UWRF. We look forward to working with you.

John LeCapitaine, Chair
Jean Lundholm, Ph.D.
Mark Gillen, Ph.D.

Table of Contents

i.	Table of Contents	4
ii.	Preface.	5
I.	Introduction	6
II.	Mission Statement	6
III.	Program Overview	7
IV.	Admission to Graduate Program in Counseling	8
V.	Non-candidate for Degree (NCD) – Counseling	9
VI.	Advising	9
VII.	Program Requirements	11
VIII.	Assessment of School Counseling Students	12
IX.	Counseling Practicum.	13
X.	Other Critical Program Components Supervised Fieldwork Independent Research	14
XI.	Program Planning	15
XII.	Tentative Degree Plan	16
XIII.	Portfolio Considerations & WI School Counseling Standards	16
XIV.	Oral Examination	16
XV.	Useful Web Addresses	16
Appendix A	Tentative Degree Pattern Form	17
Appendix B	Wisconsin Department of Public Instruction Standards for School Counselors	19
Appendix C	Recommended Course Sequence.	20

PREFACE

DEPARTMENT MISSION STATEMENT

“Programs within the Department of Counseling and School Psychology prepare individuals to enter professional roles in school and mental health settings. The Department is unified by common goals of providing graduate education to prepare our students to be thoughtful, involved, and responsive professionals, particularly in meeting the needs of children, their families, and others in a collaborative and problem-solving fashion. Members of the Department collaborate to insure that students develop expected proficiencies in their respective fields of study, consistent with expected proficiencies in their respective fields of study, consistent with state and national standards. Programs within the Department adhere to the highest standards of the professionals in the fields of counseling and school psychology.

Graduates from our programs will develop both the knowledge base of their respective professions and interpersonal professional skills to work directly with children, and closely with parents, teachers, administrators, other school specialists, and community professionals, to provide support for learners with many needs. Graduates from our programs will value diversity and individual differences, and follow a commitment to lifelong learning and professional development.”

INTRODUCTION

The Counseling Program at the University of Wisconsin–River Falls prepares counselors for K-12 school settings. Initiated in 1968, the program includes three full-time faculty and approximately 70 full and part-time students. The program resides, along with the School Psychology Training Program, within the Department of Counseling and School Psychology. Completion of the program leads to a Master of Science in Education (M.S.E.) with an emphasis in School Counseling. The UWRF Counseling Program is founded on the basic assumptions about a multifaceted role for school counselors:

1. School counselors are professionals who engage in the central mission of schools, i.e., academic, and career and personal/social success for ALL students.
2. School counselors understand the importance of designing, implementing and evaluating well-organized comprehensive school counseling programs in schools.
3. School counselors understand the importance of team building and active leadership in educational systems.
4. School counselors understand the value of data driven accountability practices.

Consequently, the purpose of the UWRF graduate program is to prepare competent, professional school counseling practitioners. The objectives of this handbook are to assist students in planning and implementing their graduate program and to provide the necessary information for successful matriculation.

COUNSELING PROGRAM MISSION STATEMENT

“The primary mission of the Counseling Program is to prepare effective professionals as they attain the M.S.E. degree in School Counseling. Utilizing the Reflective Practice model, the faculty provides a rigorous curriculum in which students’ knowledge base, skill acquisition, and personal development are thoroughly integrated. In addition to content, this curriculum includes experiential classroom and fieldwork experiences, individual and group-designed projects and supervised practice.

Faculty priorities for students and themselves are the respect for human dignity and cultural diversity in the broadest sense, excellence in counseling practice, and lifelong commitment to personal and professional growth. The process of personal and professional growth evolves by gaining knowledge and self-awareness while integrating theoretical, clinical, legal and professional information. Counselors-in-preparation also participate in supervised counseling experiences which move developmentally from structured to more independent experiences.”

PROGRAM OVERVIEW

The Counseling Program was designed to ensure the quality of our counselor education preparation and preserve the competitive success of our graduates in the counseling job market. The degree of counseling competence now required for functioning effectively in educational settings, increased requirements for credentialing, and the necessity for extensive preparation of school counselors, have resulted in the present counseling program. The M.S.E. in Counseling requires a minimum of 40 credits with a comprehensive exam and professional portfolio as currently recognized by the University of Wisconsin–River Falls Graduate Studies office.

The School Counseling Program prepares counselors for K-12 licensure in Wisconsin and/or Minnesota.

The Wisconsin Department of Public Instruction has approved the UWRF Counseling Program. Therefore, core courses and practicum experiences required are appropriate for school licensure. The final authority regarding licensure rests with the state departments. Consequently, whenever there is a question regarding licensure, the student is asked to get approval in writing from the state department. Students interested in school licensure should become familiar with licensure requirements in their respective states.

Wisconsin and Minnesota offers K-12 certifications only. Both states require background verifications (including fingerprinting) to assure that persons certified to work in schools have not been convicted of crimes judged to be harmful to students.

Not every state grants school counselor certification to applicants lacking teaching certification and/or experience. Students who plan to seek employment as school counselors in states other than Wisconsin are advised to contact the agency in that state which licenses school personnel. Students should inquire about counselor certification requirements specific to that state. You may contact these agencies by consulting directory assistance in the capitol city of any state and asking for the number of the personnel licensing agency for educational personnel.

ADMISSION TO GRADUATE PROGRAM IN COUNSELING

In addition to completing the application for admission to Graduate Studies, which includes an application fee and official transcripts for all undergraduate work, the following criteria must be met and documentation received by the Graduate Studies office:

1. Letter of intent which addresses the following areas:
 - a. Service to the community
 - b. Volunteer work
 - c. Commitment to others
 - d. Work and professional goals
 - e. Areas, which the applicant considers to be his/her strengths and weaknesses
 - f. Experiences working with youth
2. Grade Point Average of 2.75 or above. (Students with a 2.25-2.74 GPA could be admitted on probation.)
3. Three letters of reference which address areas "a" through "f" listed in number "1." above
4. Resume
5. In compliance with the Graduate Studies Handbook:

"Competency in the English language, as established by the results of a standardized English examination, is required of all international students from non-English-speaking countries. Except in unusual circumstances, proof of proficiency must be established before the College of Outreach and Graduate Studies makes a decision on admission."

Please send the above information by October 1st or February 1st to:

**COLLEGE of OUTREACH and GRADUATE STUDIES
UNIVERSITY of WISCONSIN-RIVER FALLS
410 SOUTH THIRD STREET
RIVER FALLS, WI 54022-5001**

It is the responsibility of the applicant to ensure a complete file by October 1st or February 1st. Students should check the status of their application files by contacting the Graduate Studies Office at (715) 425-3843 prior to November 1st or February 1st. Only **completed** files will be considered for admission.

NON-CANDIDATE FOR DEGREE (NCD) - COUNSELING

Individuals taking courses under the provisional or pending admission status may enroll under the following conditions:

1. Not more than **one** three-credit course may be taken per semester.
2. Not more than nine credits may be taken pending an admission decision. Credits taken beyond the allowed nine will not be counted toward a degree when you are admitted on a regular status.
3. Credits taken are not a factor in the admission process and may not be used toward a degree in counseling at UWRF if you do not gain regular admission to the Counseling Program.
4. Only the following courses may be taken prior to regular admission:

Counseling 610 - Introduction to Counseling	Counseling 612 - Developmental Counseling
Counseling 615 - Social Cultural Foundations	Counseling 620 - Career Counseling
Counseling 720 - Techniques of Appraisal	

Once a candidate for the MSE in Counseling degree, students must take a minimum of 31 semester credits. Transfer credits and credits taken prior to being officially admitted as a candidate for a degree do not count toward these 31 semester credits. Please refer to the Graduate Bulletin regarding the transfer of credits into graduate programs.

ADVISING

After being admitted to the Counseling Program, students will be assigned a temporary advisor. Students should consult this advisor prior to registering for courses for their first semester and to outline the Tentative Degree Plan. Once a student has completed a degree plan and as he/she becomes acquainted with the background and interest areas of the counseling faculty, the student may seek advice and assistance from any of the faculty members. The advisor generally assists in program clarification and planning, recommends transfer credits and course substitutions to the Graduate School for approval, and assists in selection, planning, and review of research options. Plan to meet with your assigned advisor within the first semester following admission to the program.

Upon completion of the first semester of graduate study, each student should select a permanent advisor. Working in conjunction with their advisor, he or she should then finalize a Tentative Degree Plan form outlining their course selection. This form should be submitted to the Dean of the College of Outreach and Graduate Studies for approval. The responsibility for selecting a major advisor and initiating the completion of a tentative degree plan rests with the student. Acceptance of the tentative degree plan by the Graduate Studies Office represents official admission to the Counseling Program. The Tentative Degree Plan must be submitted within the first semester following admission and must be approved before a student will be permitted to register for the following semester.

OUTSTANDING STUDENT IN SCHOOL COUNSELING

Each year in the spring, UW-RF recognizes an outstanding student from each program. School counseling students can be nominated by a faculty member, a student peer, or they may submit their own name for consideration. Students who receive this award are generally recognized for their leadership, scholarship, and/or involvement in service to others. The nomination process begins in January each year. Please, submit nominations to the director of the school counseling training. The school counseling faculty will review all nominations and determine collaboratively the award recipient each year.

SCHOLARSHIPS

One scholarship applying to students in the Department of Counseling and School Psychology is the Mary J. Crownhart Scholarship (\$1,700 in 2008). The Crownhart Scholarship is awarded one time each year to one student enrolled at UW-RF in a graduate program for counseling or school psychology. The student must have a cumulative GPA of 3.0 or higher and she or he must exhibit leadership qualities through involvement in professional or other organizations. The application deadline for this scholarship is typically in early February. Please, check the program webpage for specific dates and other scholarship information (www.uwrf.edu/csp/scholarships.htm). Also, refer to the financial assistance office scholarship information web page (<http://www.uwrf.edu/financial-assistance/scholarships.htm>) for more information. Applications are available online, or from the Office of Financial Assistance, 315 North Hall. Late applications will not be accepted.

GRADUATE ASSISTANTSHIPS

The school counseling training program currently offers one graduate assistantship each year. Duties may include, but are not limited to, research assistance. The Graduate Assistant is paid with a stipend (\$5,400 for two semesters of service in 2007-2008) and health insurance is also available. Fifteen work hours a week, *on average*, can be expected between September and May. Interested students may request additional details from the program director and complete the Graduate Assistantship Application on-line at (<http://www.uwrf.edu/csp/Graduate%20Assistant%20Application.pdf>).

WSCA STUDENT REPRESENTATIVE

Each year one school counseling student is chosen as student representatives for the Wisconsin School Counselor Association (WSCA). Any student from any Wisconsin school counselor training programs may express interest. If interested, you are encouraged to speak with the director of the program at UW-RF and with the WSCA President (see <http://www.wscaweb.com/> for contact information). Student representatives participate in WSCA board meetings, provide student perspectives to the board, help lead student panels and student gatherings at WSCA conference, and gain insight on school counseling in Wisconsin and nationally.

PROGRAM REQUIREMENTS

Below are program requirements of core courses, required courses in specialty areas, and research options. A minimum of forty semester credits will be required.

1. All core courses are three credits each.
2. A total of 27 core course credits is required.
3. A minimum of four directed elective credits is required.
4. A total of 40 credits is required for a degree.

INITIAL CORE COURSES – Required	
COUN 610: Introduction to Counseling	COUN 612: Developmental Counseling
COUN 615: Social and Cultural Foundations	
Assessment one follows completion of these initial core courses; see Assessment of School Counseling Students.	
ADDITIONAL CORE COURSES – Required	
COUN 620: Career Counseling (core *)	COUN 720: Techniques of Appraisal *
COUN 732: Group Counseling *	COUN 753: Counseling Theories & Skills*
TED 750: Adv Educational Psychology	TED 760: Methods of Research
Assessment two follows completion of core courses and prior to Practicum; see Assessment of School Counseling Students.	
RECOMMENDED COURSES – Some Directed Electives for School Counseling	
COUN 776: Supervised Field Work	COUN 781: Seminar in Child & Adolescent Psych
SPSY 769: Psychoeducational Consultation	
OTHER COURSES - Students not holding a Valid Teaching License	
COUN 770: K-12 Curriculum for Counseling	
All students must take or have taken a course in K-12 Curriculum (COUN 770) & SPED 530 – The Exceptional Child.	SPED 530: The Exceptional Child
PRACTICA – Prior to practica, the student needs to successfully complete the Comprehensive Counseling Exam	
COUN 771 - Elementary School Practicum	COUN 772 - Middle School Practicum
COUN 773 - Secondary School Practicum	COUN 781 –Seminar in School Counseling
ELECTRONIC PORTFOLIO	
Required for all students: Electronic Portfolio	
Additional Option: COUN 799 – Thesis, 2 credits (Quantitative/Qualitative Research Project)	
Students also have the opportunity to complete a thesis (COUN 799, 2 credits: Quantitative or Qualitative Research Project.	

ASSESSMENT OF SCHOOL COUNSELING STUDENTS

Each student will be evaluated on a number of factors to include oral and written expression, self-directed learning abilities, interpersonal skills, personal and professional ethics, and commitment to diversity, self-awareness and self-regulation.

1. At the completion of COUN 610, 612, and 615 all students will be reviewed by the school counseling program faculty.
2. Assessment of Skills and Abilities. Students will complete preliminary portfolio assignments including:
 - a. Current VITA,
 - b. Professional Disclosure Statement:
 - i. 4-5 pages to include Professional Background/School Counselor's Multiple Roles in a Comprehensive Guidance Program/Domains of Counselor Activities
 - ii. Related Programs and Practices/Ethical Guidelines related to Confidentiality and Comprehensive Program Mission Statement. Students will be informed of areas of strength, weakness and either ability to continue in the program or need for further professional development.
3. At the completion of all core courses, COUN 610, 612, 615, 620, 720, 732, 753, there will be a written examination. These exams will be scheduled one time per semester and a passing grade will be required before gaining admittance to Practicum. All students applying for Practicum must have completed all core courses and satisfactorily passed the written exam. Students will be notified regarding their program status at this point in the program and, whether or not, they are approved for practicum.
4. During the Practicum Seminar students will complete and present their Portfolio indicating their knowledge and application of the DPI Standards for Professional School Counselors and the DPI Seven Teaching Standards (see page 14 of this handbook or the program's web page for a list of the standards). Guidelines for the print and electronic portfolios will be available in class, from your advisor and on the program web site. Completion of the Practicum is dependent upon the program faculty approval of the portfolio.

COUNSELING PRACTICUM

Each student is required to take a minimum of six credits of Counseling Practicum (771,772,773) and three credits of Practicum Seminar (781). You may only take Practicum following the completion of all core courses.

Admission to practicum is by permission only. A student must contact the University Practicum Coordinator prior to beginning arrangement of a practicum experience. A pre-practicum meeting will be held in September and in February. This required meeting is announced on the counseling list serv.

A student should not contact an on-site supervisor to make arrangements for a practicum site until the student attends the pre-practicum meeting with the University Practicum Coordinator. The University Practicum Coordinator collaborates with the student for prospective sites and supervisors after reviewing the following: a) student transcript; b) recommendation for Practicum by the entire Counselor Education faculty.

Since practicum placements are regarded as similar to employment, submission of resumes and placement interviews with on-site supervisors is a common practice. For school practica, the department expects that the student will spend regular blocks of time performing school counselor activities. When completing all three practica in one semester students spend 5 full days per week over the course of the UWRF semester for a total of 600 clock hours. These hours are divided among elementary, middle school and high school settings. Students need to plan early in their coursework in order to complete this full time requirement. Practicum hours during outside school program hours will not be approved. The university supervisor will conduct at least two on-site supervision meetings per semester. Due to the significant decline in services in most schools during summer months, as well as university staffing practices, Practicum will not be offered during summer session.

Once a student has located a practicum site, in collaboration with the University Practicum Coordinator, registration for Counseling Practicum: 771,772, and 773, may take place.

OTHER CRITICAL PROGRAM COMPONENTS

Supervised Fieldwork - COUN 776, 1-3 credits

Supervised Fieldwork presents a practical opportunity for students to gain fieldwork experience outside of the regular Practica requirements. The counseling candidate is placed in a counselor-aide position within a school and is supervised by the school counselor and a member of the university instructional staff. Prior to registration for Supervised Fieldwork credits, students should submit to a faculty member in Counseling Education, a fieldwork prospectus containing the following information and materials:

- 1. Name and description of fieldwork site to include:**
 - a. ADDRESS AND TELEPHONE NUMBER OF ON-SITE SUPERVISOR.**
 - b. DESCRIPTION OF CLIENTELE SERVED & GENERAL NATURE OF SETTING.**
- 2. Letter (on school or agency letterhead) from the on-site supervisor indicating the nature of your involvement in the school/agency activities and a willingness to provide at least one hour of face-to-face supervision for every 15 hours of service.**

The final product will be a professional field experience journal. The content and structure can be decided on in consultation with your on-campus faculty advisor. In addition, we request a field visit by a faculty advisor approximately halfway through the field experience and a letter of evaluation from your on-site supervisor at the conclusion of the field experience. The field experience should provide an opportunity to gain knowledge, skills and experience outside of current job experience and anticipated or completed practicum. Approximately 30 hours of effort is required for 1 semester credit, and a total of 3 semester credits can be earned through Supervised Fieldwork activities. Supervised Field Work in a school is highly recommended for school counseling students without a teaching background.

Independent Research - COUN 798, 1-3 credits

Independent Research is an opportunity to pursue an area of study, exploration and research in Counseling apart from the regular structure of course offerings. The content of an Independent Study opportunity is diverse and varied, and represents an opportunity for students to work closely with faculty members in an area of special interest and concern to the student. Students may choose to work with any graduate faculty member in preparation of an Independent Study proposal and for the study itself. Prior to beginning the Independent Research project the student presents a proposal to the faculty project advisor:

- 1. COVERSHEET INCLUDING:**
 - a. TOPIC TITLE**
 - b. NAME OF STUDENT AND FACUTLY ADVISOR FOR PROJECT**
 - c. APPROXIMATE DATES OF START AND COMPLETION**
 - d. SHORT ABSTRACT (50-75 WORDS)**
- 2. BACKGROUND AND PURPOSE OF THE STUDY**
- 3. METHODS AND PROCEDURES**
- 4. ANTICIPATED FINAL PRODUCT**
- 5. PRELIMINARY BIBLIOGRAPHY**

Such proposals are brief, 3-4 pages, and are reviewed with the project advisor, and a copy is given to that faculty member. A second copy is given to the program coordinator. A total of three credits counted toward degree requirements can be gained through Independent Research. One credit equals approximately 30 hours of effort.

PROGRAM PLANNING

Program planning requires that you make basic decisions in consultation with your advisor. Students should plan to meet with an advisor before starting coursework. You will need to complete a Tentative Degree Plan, at this time, and decide upon your selection of electives, which will best prepare you for your chosen professional area and/or specialty(ies). For more information on potential course sequences, see appendix C.

In planning your degree program, you should keep in mind that the courses in the core, specialty areas, and electives, should precede those in the Practicum experience phase. Specifically, the following prerequisite sequence must be adhered to:

Counseling 610 - Introduction to Counseling, **is a prerequisite to:**

- Counseling 732 - Group Counseling
- Counseling 753 - Counseling Theories and Skills
- Counseling 754 - Family Counseling

All Required Core Courses (seven, see below) Must Be Completed and are Prerequisite to:

- Counseling 771 – Practicum: Elementary School Counseling
- Counseling 772 – Practicum: Middle School Counseling
- Counseling 773 – Practicum: Secondary School Counseling

COURSE SEQUENCE
Recommended beginning phase of program coursework:
Counseling 610 - Introduction to Counseling (core)
Counseling 612 - Developmental Counseling (core)
Counseling 615 - Social and Cultural Foundations (core)
Counseling 720 - Techniques of Appraisal (core)
Counseling 620 - Career Counseling (core)
Teacher Education 750 - Advanced Educational Psychology
Recommended middle/final phase of program coursework:
Counseling 732 - Group Counseling (Prerequisite: Counseling 610) (core)
Counseling 753 - Counseling Theories and Skills (Prerequisite: Counseling 610) (core)
Teacher Education 760 - Methods of Research
Counseling 799 - Thesis (Optional)
Electives
Final phase of program would consist of the field experience:
Counseling 771,772,773 – Practicum, and, Counseling 781 – Seminar in School Counseling.

TENTATIVE DEGREE PLAN (See Appendix A)

Prior to the completion of the first semester following admission, the student must submit to his or her advisor a Tentative Degree Plan; and the signed form on this plan, denoting that they have read the Handbook and have agreed to be responsible for meeting all requirements of the Program.

Upon completion of the above steps, the Tentative Degree Plan will be forwarded to the Dean of Graduate Studies for final approval. Once the plan is approved and on file in the Graduate Studies Office, the student becomes an official candidate for the degree in counseling.

PORTFOLIO CONSIDERATIONS and WISCONSIN SCHOOL COUNSELING STANDARDS

Students are encouraged to work closely with their advisors on their portfolio and to start the portfolio early in their program. Additional information will be given in COUN 610 – Introduction to Counseling, and each course will consider the specific standards covered in that course. Students are expected to have both knowledge based content as well as practicum and field experience documentation for each area of counselor competency.

ORAL EXAMINATION - Thesis Students only

Preparation for the orals must begin at least one month prior to the orals date. If graduating, orals must be completed no later than two weeks prior to graduation. At least two weeks before the scheduled oral exam, the student must contact the Graduate Studies Office and complete the necessary paperwork. This means contacting committee members and arranging the place and date of the oral. All thesis students will be required to complete a final oral evaluation. The committee is composed of at least one additional faculty member from the Counseling Program and one member from the graduate faculty at large.

USEFUL WEB ADDRESSES

American School Counseling Association: www.schoolcounselor.org

Additional requirements:

1. At the completion of all core courses (Coun 610, 612, 615, 620, 720, 732, and 753) and prior to acceptance into the practicum, there will be a written examination. Satisfactory completion of the core courses and of the written exam is required for approval for practicum.
2. Presentation of a portfolio indicating knowledge and application of DPI Standards for Professional School Counselors is required. Completion of the practicum and of the master's program is dependent upon approval of the portfolio by the program faculty and the practicum supervisors in the field.

Student's signature

Advisor's signature

Date

Date

Graduate Studies Review

_____ Accepted

_____ Accepted with modifications stated in attached letter

_____ Rejected for reasons stated in attached letter

Date

Graduate Dean's Signature

**WISCONSIN DEPARTMENT of PUBLIC INSTRUCTION
STANDARDS for SCHOOL COUNSELORS**

1. Understands psychological and sociological foundations of human development, learning and behavior.
2. Knows how to develop, organize, administer, evaluate, and promote a comprehensive school counseling program based on the national standards and a state developmental guidance model. Knows how to do this in collaboration with other educators, families, and community services.
3. Can work with school teams to promote safe/healthy schools. Knows prevention and intervention strategies, including conflict resolution, peer mediation, crisis management.
4. Understands how diversity, inclusion, gender, and equity impacts academic achievement and personal-social and career development.
5. Has individual and group counseling skills to facilitate students' academic, personal-social, and career areas development; has consultation skills to assist teachers, parents, and others to facilitate students' development in these areas.
6. Understands PK-16 career development theories, practices, and programs and can facilitate student career development.
7. Knows appropriate developmental approaches for assisting all students and their parents at all points of educational transition (home to elementary to middle to secondary to postsecondary schooling).
8. Understands and uses relevant state/federal laws, school policies, and ethical guidelines for school counselors.
9. Can use research, student data, and institutional assessments to improve school counseling programs and make systematic changes to improve learning for all students.
10. Can use emerging technologies to assist students/families/staff to make informed academic, personal-social, and career choices.
11. Understands the need for ongoing professional development and reflection to continually evaluate and improve the school counseling program and its services.
12. Has supervised experience working as a school counselor at all developmental levels.

Appendix C

**COUNSELING PROGRAM COURSEWORK:
RECOMMENDED SEQUENCE**

MASTER OF SCIENCE IN EDUCATION (M.S.E.) = 40 CREDITS

For Students Entering Program Fall Semester:

Fall, First Semester

Course	Mon	Tues	Wed	Thurs	Arranged	Credits
COUN 610 Intro to Guidance Counseling	<input type="checkbox"/>					3
COUN 620 Career Counseling		<input type="checkbox"/>				3
COUN 612 Developmental Counseling Techniques				<input type="checkbox"/>		3
						9

Spring, Second Semester

Course	Mon	Tues	Wed	Thurs	Arranged	Credits
COUN 732 Group Counseling	<input type="checkbox"/>					3
COUN 615 Social&Cultural Foundations		<input type="checkbox"/>				3
COUN 753 Counseling Theory & Skills			<input type="checkbox"/>			3
COUN 770 K-12 Curriculum (if needed)				<input type="checkbox"/>	3	3
						12

*if student needs 770, take either 732 or 753 in the fall

Summer

Course	Mon	Tues	Wed	Thurs	Arranged	Credits
TED 750 Advanced Educational Psychology						3
TED 760 Methods in Research						3
						6

Fall, Third Semester

Course	Mon	Tues	Wed	Thurs	Arranged	Credits
COUN 720 Techniques of Appraisal		<input type="checkbox"/>				3
Necessary Electives (and take 732 or 753 if 770 needed)						3
TED 530 Emotional/Behavioral						3
						6

Spring, Fourth Semester

Class	Mon	Tues	Wed	Thurs	Arranged	Credits
Practicum (771/772/773/781)						7

Note: This sequence dovetails with the School Psychology program sequence to allow School Psychology students timely access to required Counseling classes.

For Students Entering Program Spring Semester:

Spring, First Semester

Course	Mon	Tues	Wed	Thurs	Arranged	Credits
COUN 610 Intro to Guidance Counseling	<input type="checkbox"/>					3
COUN 615 Social&Cultural Foundations		<input type="checkbox"/>				3
COUN 612 Developmental Counseling Techniques				<input type="checkbox"/>		3
						9

Summer

Course	Mon	Tues	Wed	Thurs	Arranged	Credits
TED 750 Advanced Educational Psychology						3
TED 760 Methods in Research						3
						6

Fall, Second Semester

Course	Mon	Tues	Wed	Thurs	Arranged	Credits
COUN 732 Group Counseling	<input type="checkbox"/>					3
COUN 753 Counseling Theory & Skills			<input type="checkbox"/>			3
COUN 720 Techniques in Appraisal		<input type="checkbox"/>				3
						12

Spring, Third Semester

Course	Mon	Tues	Wed	Thurs	Arranged	Credits
COUN 770 K-12 Curriculum (if needed)				<input type="checkbox"/>		3
COUN 620 Career Counseling		<input type="checkbox"/>				3
						6

Fall, Fourth Semester

Class	Mon	Tues	Wed	Thurs	Arranged	Credits
Practicum (771/772/773/781)						7