

SCHOOL  
**COUNSELING  
PROGRAM**

**Student Handbook**

**June 1, 2004**

**GRADUATE STUDIES**

**UNIVERSITY of WISCONSIN - RIVER FALLS**  
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## INTRODUCTION

The Counselor Education Program at the University of Wisconsin-River Falls prepares counselors for K-12 school settings. Initiated in 1968, the program includes four full-time faculty and approximately 70 full and part-time students. The program exists 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 UW-RF Counselor Education 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 UW-RF 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.

## VISION STATEMENT

It is the vision of the UWRF School Counseling program to provide knowledge, training experience, and skills that will lead to the development and preparation of highly effective school counselors. School Counselors for the 21<sup>st</sup> century must be prepared to meet a host of new challenges in education and society. School Counselors must be prepared to function in a knowledgeable, skilled, and ethical manner in a school setting.

The School Counseling program is designed to develop practitioners in the field who are adaptable and flexible in respect to the many demands and expectations, as well as, the changing face of school counseling practice. As such, the program provides a balance between didactic learning, experiential practice, fieldwork and observation, research, evaluation and accountability skills, and supervised clinical practice, leading to the following areas of knowledge, skill and expertise:

1. The school counselor is a specialist in respect to prevention, early intervention, and at-risk services.
2. The school counselor is an active collaborator in school teams and with community services and has strong consultation skills.
3. The school counselor provides effective individual and small group educational interventions.
4. The school counselor is actively engaged in promoting diversity and multicultural awareness and appreciation.
5. The school counselor is an active proponent of K-12 comprehensive developmental guidance programs based on school needs and national standards.
6. The school counselor actively engages in data collection and evaluation to determine the effectiveness and efficacy of school counseling programs in building student competency in academic, personal/social and career domains.
7. The school counselor engages in a wide variety of classroom guidance activities.
8. The school counselor actively seeks to serve as an advocate for ALL students and especially for those students and their families who have historically been underserved in schools.
9. The school counselor acknowledges and understands the impact of multiple systems on student development.
10. The school counselor is actively engaged in school and community issues of social justice.
11. The professional school counselor actively engages in professional development.

## **PROGRAM OVERVIEW**

The following 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 the Counselor Education Program requires a minimum of 40 credits with a Thesis option as currently recognized by Graduate Studies.

The school counseling program prepares counselors for licensure for elementary, middle and secondary levels in Wisconsin or Minnesota.

Wisconsin Department of Public Instruction has approved the UW-RF Counselor Education 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. The post-Master's internship is neither an option nor a requirement for Minnesota school counseling licensure after 2001. Though it is no longer required, the Internship is still one route to licensure for non-teachers in Wisconsin.

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 the application fee of \$45 and official transcripts for all undergraduate work, the following criteria must be met and received in 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
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 "e" 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 November 1<sup>st</sup> or February 1<sup>st</sup> 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 November 1<sup>st</sup> or February 1<sup>st</sup>.

Students should check the status of their application files by contacting the Graduate Studies Office at (715) 425-3843 prior to November 1<sup>st</sup> or February 1<sup>st</sup>.

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 semester 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 Education 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 754 – Family 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 Counselor Education 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 a 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. It is recommended that students investigate the backgrounds of each of the professors to find an advisor experienced in the area of the student's specialization. The advisor generally serves as the chairperson of the student's graduate committee, 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, they should then finalize a Tentative Degree Plan form outlining their course selection and chosen research option. 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 Counselor Education 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.

## 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.

<b>INITIAL CORE COURSES – Required</b>	
Counseling <b>610</b> : Introduction to Counseling	Counseling <b>612</b> : Developmental Counseling
Counseling <b>615</b> : Social and Cultural Foundations	
<b>Assessment one follows completion of these initial core courses; see Assessment of School Counseling Students.</b>	
<b>ADDITIONAL CORE COURSES – Required</b>	
Counseling <b>620</b> : Career Counseling	Counseling <b>720</b> : Techniques of Appraisal
Counseling <b>732</b> : Group Counseling	Counseling <b>753</b> : Counseling Theories & Skills
Teacher Ed. <b>750</b> : Adv Educational Psychology	Teacher Education <b>760</b> : Methods of Research
<b>Assessment two follows completion of core courses and prior to Practicum; see Assessment of School Counseling Students.</b>	
<b>RECOMMENDED COURSES – Some Directed Electives for School Counseling</b>	
Counseling <b>754</b> : Family Counseling	Counseling <b>776</b> : Supervised Field Work
Counseling <b>781</b> : Seminar in Child & Adolescent Psych	
School Psych <b>769</b> : Psychoeducational Consultation	
<b>OTHER COURSES - Students not holding a Valid Teaching License</b>	
Counseling <b>781</b> : K-12 Curriculum	Psychology <b>530</b> : The Exceptional Child
<b>All students must take or have taken a course in K-12 Curriculum (COUN 781) &amp; PSYC 530 – The Exceptional Child.</b>	
<b>HUMAN RELATIONS EXPERIENCE:</b> documentation forms are on the COEPS homepage under "Required Forms". Consult Advisor for details.	
<b>PRACTICUM - FIELD EXPERIENCE</b>	
COUN <b>771</b> - Elementary School Practicum	COUN <b>772</b> - Middle School Practicum
COUN <b>773</b> - Secondary School Practicum	COUN <b>781</b> –Seminar in School Counseling
<b>CAPSTONE OPTIONS – Required: One</b>	
<b>Plan A:</b> COUN 799 – Thesis, 2 credits (Quantitative/Qualitative Research Project)	
<b>Plan B:</b> Electronic Portfolio	

## 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.

Assessment of Skills and Abilities. Students will complete preliminary portfolio assignments including:

a. Current VITA,

b. Professional Disclosure Statement:

(1) 4-5 pages to include Professional Background/School Counselor's Multiple Roles in a Comprehensive Guidance Program/Domains of Counselor Activities

(2) 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.

2. 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 in writing regarding their program status at this point in the program and, whether or not, they are approved for practicum.

3. During the Practicum Seminar students will complete and present the Portfolio indicating their knowledge and application of the DPI Standards for Professional School Counselors (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 seven credits of Counseling Practicum: 771,772,773. 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 October and in February. Watch for an announcement of this required meeting in the counseling area and through your classes. Students not enrolled during the semester(s) prior to practicum must contact the practicum coordinator for the date of this meeting.

A student should not contact an on-site supervisor to make arrangements for a practicum site until the student meets with the University Practicum Coordinator. The University Practicum Coordinator collaborates with the student for official contact with the prospective on-site supervisor after reviewing the following: a) student portfolio (transcript, degree plan, goals statement); b) recommendation for Practicum by the entire Counselor Education faculty; c) the appropriateness of the on-site placement; and d) documentation of membership in ACA and student liability insurance (where appropriate).

Since practicum placements are regarded as similar to employment, submission of resumes and placement interviews with on-site supervisors is a common practice. During the practicum placement, a student will spend the equivalent of two to three workdays per week in the practicum setting. For school practica, the department expects that the student will spend regular blocks of time performing school counselor activities. Typically, students spend 5 full days per week over the course of one semester for a total of 600 clock hours. These hours are divided among elementary, middle school and high school settings. A less satisfactory possibility is to spend the equivalent of slightly more than one-half day every day for the entire school year. In these cases, the practicum hours must be contiguous. Students who are teachers need to plan for some release time, since there is no way a student can teach fulltime and complete a school counseling practicum. Practicum hours during teacher preparation periods and outside school program hours will not be approved. Individual and/or group sessions, and, the university supervisor will conduct at least two on-site supervision meetings per school site. Your supervisor will need to observe you doing individual and group counseling, classroom guidance, and engaging in either parent or teacher consultation. Due to the significant decline in services in most schools and agencies 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. On-campus organizational meetings for those students registered for Practicum take place each semester during the first week of classes. For exact day and time of these meetings, the student registered for Practicum should contact the University Practicum Supervisor prior to the first week of each semester. In this meeting, students will be informed of course requirements and additional group supervision meeting times. These meeting times are cooperatively chosen to accommodate the schedules of both practicum students and the university supervisor. Practicum is completed upon demonstration of competence at the level of a beginning counselor. Upon recommendation by university and/or on-site supervisors, this may require completion of more than 600 hours of Practicum.

## **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 Practicum 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 Education 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 the faculty member listed in the Graduate Bulletin for that semester. 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. One decision pertains to your capstone option. Each student must select Plan A or B as required by the Graduate Studies Office. These options are specifically discussed in this handbook and additional information will be provided in classes and from your advisor. A decision is generally made during the second semester of your program. Another decision is selection of electives, which will best prepare you for your chosen professional area.

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 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

<b>COURSE SEQUENCE</b>
<b>Recommended beginning phase of program coursework:</b>
Counseling 610 - Introduction to Counseling
Counseling 612 - Developmental Counseling
Counseling 615 - Social and Cultural Foundations
Counseling 720 - Techniques of Appraisal
Counseling 620 - Career Counseling
Teacher Education 750 - Advanced Educational Psychology
<b>Recommended middle/final phase of program coursework:</b>
Counseling 732 - Group Counseling (Prerequisite: Counseling 610)
Counseling 753 - Counseling Theories and Skills (Prerequisite: Counseling 610)
Counseling 754 - Family Counseling (Prerequisite: Counseling 610)
Teacher Education 760 - Methods of Research
Counseling 799 - Thesis (Optional)
Electives
<b>Final phase of program would consist of the field experience:</b>
Counseling 771,772,773 – Practicum, and, Counseling 781 – Seminar in School Counseling.

## **TENTATIVE DEGREE PLAN**

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 the 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 areas 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 students will be required to complete a final oral evaluation of approximately one to two hours in duration. For those individuals choosing Plan A, the oral examination will be concerned with the student's thesis only.

The committee is composed of at least one additional faculty member from the Counselor Education Program and one member from the graduate faculty at large.

Since many students complete their orals in the final semester before graduation, it is highly recommended that you consult your advisor and establish a personal timeline no later than the first month of the semester in which you plan to do your orals (i.e., in September for December graduation, and, in January for May graduation.)

## **USEFUL WEB ADDRESSES**

American School Counseling Association: [www.schoolcounselor.org](http://www.schoolcounselor.org)

Education Trust: <http://www2.edtrust.org/>

**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.

# THE GRADUATE SCHOOL

# COUNSELING

University of Wisconsin – River Falls

NAME:	DATE:
ADDRESS:	TELEPHONE(S):
CITY:	EMAIL:
STATE, ZIP CODE:	CAMPUS ID:
TENTATIVE ADVISOR:	SSN:

## TENTATIVE DEGREE PATTERN: MSE COUNSELING

Required Courses: 36 credits

COUN 610	INTRODUCTION to COUNSELING	3 credits
COUN 612	DEVELOPMENTAL COUNSELING	3 credits
COUN 720	TECHNIQUES of APPRAISAL	3 credits
COUN 615	SOCIAL & CULTURAL FOUNDATIONS of COUNSELING	3 credits
COUN 620	CAREER COUNSELING	3 credits
COUN 732	GROUP COUNSELING	3 credits
COUN 753	COUNSELING THEORIES and SKILLS	3 credits
TED 750	ADVANCED EDUCATIONAL PSYCHOLOGY	3 credits
TED 760	METHODS of RESEARCH	3 credits
COUN 771, 772, 773*	PRACTICUM– Elementary, Middle, Secondary	7 credits
COUN 781	SEMINAR in SCHOOL COUNSELING	2 credits
	<b>Taken consecutively with Practicum 771, 772, and 773.</b>	
		36 credits

\*Example: COUN 771 (2 credits), 772 (2 credits), 773 (3 credits), for a total of 7 credits.

Directed Electives: minimum of four credits required; selected in consultation with advisor.

PSYC 530	The EXCEPTIONAL CHILD	3 credits
COUN 781	SEMINAR in <u>K-12 CURRICULUM</u> <b>(Recommend taking early in the program.)</b>	3 credits
COUN 718	ADDICTIVE BEHAVIORS	3 credits
SPSY 769	PSYCHOEDUCATIONAL CONSULTATION	3 credits
COUN 781	SEMINAR in CHILD-A DOLESCENT ISSUES	3 credits
TED 614	DEVELOPMENT of the TRANSESCENT	4 credits
COUN 754	FAMILY COUNSELING	3 credits
COUN 776	SUPERVISED FIELDWORK	1-3 credits
COUN 798	INDEPENDENT RESEARCH	1-3 credits
	HUMAN RELATIONS CONFIRMATION	No credit

**Transfer Credits:** Course Number, Title, Place Where Taken, Credits

**Transcript to be approved by Program Faculty and Graduate Studies.**

**OPTION TO BE USED**

\_\_\_\_\_ **Plan A: COUN 799 THESIS 2 credits**  
 (Plan A includes a Graduate Committee consisting of three members.\*)

**TENTATIVE TITLE of THESIS** \_\_\_\_\_

\_\_\_\_\_ **Plan B: PORTFOLIO**  
 (Plan B does not require a Graduate Committee.)

Course Selection:     1) \_\_\_\_\_  
                                   2) \_\_\_\_\_  
                                   3) \_\_\_\_\_

Student's Signature:	Advisor's Signature:
Date:	Date:

---

**\*Do not fill in this area.\***

<b>ACTION BY THE GRADUATE SCHOOL:</b>	
Accepted.	
Accepted with modifications described in letter.	
Rejected for reasons stated in letter.	
<b>Dean's Signature:</b>	<b>Date:</b>

<b>STUDENT'S GRADUATE COMMITTEE (if choosing the Thesis option)</b>
Member 1: Chairperson
Member 2:
Member 3:

**\*Students must attach a page, suggesting three Graduate Committee members; two within program, one from another department.**