

# **M.A. PROGRAM IN SCHOOL COUNSELING**

## **Program Description COUNSELING PSYCHOLOGY PROGRAM**

**Department of Educational Psychology**

**Neag School of Education**

**The University of Connecticut**

**Storrs, Connecticut**

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## **M.A. Program in School Counseling**

The Master of Arts Degree in Counseling Psychology at the University of Connecticut, Storrs, is in the area of School Counseling. The program is designed to facilitate self-understanding and self-development through individual and small group activities. In addition to a common core of curricular experience, all students in the program are expected to demonstrate their knowledge and skill in the foundations of school counseling; in coordinating counseling program components as they relate to the total school community; in the practice of school counseling including program development, implementation, and evaluation; counseling and guidance; consultation; and clinical instruction (CACREP, 2001).

### **MISSION STATEMENT**

The mission of the University of Connecticut's Counseling Psychology Program is to prepare highly qualified professionals who can function independently and collaboratively in the human services field as caring and competent individuals, who are knowledgeable about the research foundations of the field, who have developed their own counseling style, who respect diversity, and have a foundation in multicultural competencies development, who recognize and practice the ethical guidelines of the field, and who serve as role models for those they serve.

The program in school counseling that leads to the Master of Arts Degree, is designed to prepare professionals to meet the needs of a diverse student population at all developmental stages. The program has integrated multicultural and gender information at all levels of training and education. The program meets/exceeds the training guidelines established by C.A.C.R.E.P. and is accredited by N.C.A.T.E. and the State of Connecticut.

### **OBJECTIVES**

The objectives of the school counseling program are intended to:

- . Reflect current knowledge and positions from lay and professional groups concerning the counseling and human development needs of a multicultural society;
- . Reflect the present and projected needs of a multicultural society for which specialized counseling and human development skills are required; and
- . Reflect the concerns and consideration of all persons involved in the conduct of the counseling psychology program including program faculty, students, and personnel in cooperating agencies.

## **PROGRAM OF STUDY**

The school counseling program's emphasis is comprised of a minimum of two (2) full academic years, defined as four (4) semesters of approved graduate-level study with a minimum of 51 semester hour credits required of all students.

To meet state<sup>1</sup> and national standards for certification as a school counselor, the core curriculum includes 10 content areas; a progression of supervised experiences in counseling and guidance, and a course of study in special education.

The 10 content areas are;

1. Human Growth and Development
2. Social and Cultural Foundations
3. Helping Relationships
4. Group Work
5. Career and Life Style Development
6. Appraisal
7. Research and Program Evaluation
8. Professional Orientation
9. Foundations and Contents of School Counseling
10. Collaborating/Consulting

## **PROFESSIONAL INVOLVEMENT**

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<sup>1</sup> Certification regulations Sec. 10-145d-701. Initial Educator Certificate Requirements, Effective July 1, 2003.

All program students are encouraged to join the American Counseling Association (ACA), as well as the subdivisions of ACA e.g., American School Counselor Association, which relate to their professional training and aspirations. Program students are encouraged to be involved in state, regional, and national conference programs and presentations as well as local and regional workshops and professional development seminars.

## **STUDENT EVALUATION**

Upon enrollment in the School Counseling Program, students will undergo process screening leading to retention (i.e., candidacy), or non-retention. Process screening occurs during the first and second semesters of full-time study, or in the case of part-time study, during enrollment in at least six (6) semester hours of coursework up to a maximum of twelve (12) semester hours of course work. Criteria for retention in the program include: satisfactory academic performance, satisfactory progress as a counselor in training, and supportive recommendations of the faculty. Implied in these criteria is the notion that some individuals may not possess the attributes or characteristics necessary for successful functioning as a school counselor.

That is, criteria for evaluation retention (candidacy) include more than satisfactory academic performance. Adherence to the American Counseling Association (A.C.A.) Code of Professional Ethics will be employed in informing, explaining, and advising those students who are not recommended for retention (candidacy) in the program due to unsatisfactory performance in regard to academic and/or non-academic criteria.

### Evaluation Criteria and Procedures

#### Satisfactory Academic Performance

In accord with Graduate School Policy, satisfactory academic performance is defined as the completion of all academic coursework with an overall 3.0, or above, Grade Point Average (G.P.A.).

The Attributes Or Characteristics Necessary For Successful Functioning As A Professional Counselor.

## **PREREQUISITES IN THE BEHAVIORAL SCIENCES**

Although flexibility in program admission is highly valued and encouraged, prerequisites in the behavioral sciences may be necessary to accommodate for individual differences in student competencies and understandings acquired prior to entering the program. Thus, students not possessing a Bachelor's degree in education, psychology, sociology, human development, anthropology, or related areas may be required to enroll in appropriate background courses in the behavioral sciences. These pre-requisite courses will not be included as part of the 51 credit hours for graduation.

## **COURSE SYLLABI**

Syllabi for all courses in the School Counseling program may be obtained by students prior to course enrollment from the course professor, and/or by contacting the departmental secretary in the Department of Educational Psychology, at 860-486-4031.

## **FACULTY**

The School Counseling Psychology program faculty include both full-time faculty and additional adjunct faculty who teach core, counseling courses in the program. Additional faculty in the Department of Educational Psychology teach core program courses related to research and evaluation, consultation, special education, ethics, individual differences, and clinical diagnosis. All faculty members in the Counseling Psychology program are productive researchers providing reference to relevant research findings in instructional experiences, supervision of student research activities, and collaborative involvement of students in program faculty research activities.

### The counseling psychology program faculty:

Dr. Robert Colbert, Assistant Professor, Educational Psychology, Ph.D., University of Wisconsin.

Dr. Orv C. Karan, Professor, Educational Psychology, Ph.D., University of Wisconsin.

Dr. James M. O'Neil, Professor, Educational Psychology and Human Development and Family Relations, Ph.D., University of Maryland.

## **THE CURRICULUM**

Curricular experiences and demonstrated knowledge and skill competence in each of the following common-core areas are required of all students in the school counseling program. The common-core areas and required courses in each area are listed below. Specific course descriptions for each of the listed courses may be found in the Graduate School Bulletin. Each of the listed courses equals 3 hours of credit. The total number of required program hours from the ten (10) common-core areas equals Thirty-Six (36). In addition, students are required to complete a course in special education and a progression of supervised experiences in counseling and guidance culminating in a 10 month full time internship. Upon the completion of these requirements amounting to 51 total credits the student is eligible to receive an initial educator certification endorsement in School Counseling. “The school counseling endorsement is required for a person serving in the employ of a board of education as a school counselor in early childhood, elementary, and secondary school settings” (Sec. 10-145d-700).

1. HUMAN GROWTH AND DEVELOPMENT: 3 credit hours required in this area. Other courses may be selected in consultation with your major advisor:

EPSY 334 - Individual Differences

2. SOCIAL AND CULTURAL FOUNDATIONS: 3 credit hours required in this area - to be selected from:

EPSY 325 Gender Role Conflict Issues for Helping Professionals

or

EPSY 429 Cross-Cultural Counseling

3. HELPING RELATIONSHIPS: 6 credit hours required in this area - to include:

EPSY 316 Counseling Theory and Practice

and

EPSY 416 Counseling: Advanced Practice

4. GROUP WORK: 3 credit hours required in this area - to be selected from;

EPSY 302 Group Processes in Counseling

or

EPSY 304 Group Dynamics

5. CAREER AND LIFESTYLE DEVELOPMENT: 3 credit hours required in this area - to include:

EPSY 312 Principles of Career Development in Counseling

6. APPRAISAL: 3 credit hours required in this area - to be selected from:

EPSY 358 Applied Behavioral Analysis

or

EPSY 314 Studies in Clinical Diagnosis (Pupil Behavior)

7. RESEARCH AND PROGRAM EVALUATION: 3 credit hours required in this area - to include:

EPSY 341 Principles and Methods in Educational Research

8. PROFESSIONAL ORIENTATION: 6 credit hours required in this area - to include:

EPSY 315 Pupil Personnel Work

and

EPSY 395 Ethics in Education and Professional Psychology

9: FOUNDATIONS AND CONTENTS OF SCHOOL COUNSELING: 3 credit hours required in this area to include;

EPSY 305 Introduction to Counseling Psychology

10. SPECIAL EDUCATION REQUIREMENT (mandatory requirement for school counselors): 3 credit hours required in this area - to include:

EPSY 308 Instruction for Students with Special Needs in the Mainstream

11. COLLABORATING/ CONSULTING: 3 credit hours required in this area - to include:

EPSY 430 Consultation Theories & Practices

12. SUPERVISED EXPERIENCES: 6 credit hours required in this area to include: (3 credit hours Fall Semester and 3 credit hours Spring Semester). This requirement is met during the student's final two semesters of academic course work.

EPSY 447 Practicum in Counseling ( Fall and Spring Semesters)

\*Note. EPSY 447 may be taken for two (2) consecutive semesters (Fall and Spring Semesters) for 3 credit hours each semester. In addition to an on-campus, practicum-seminar requirement each student is expected to complete a progression of field experiences directly supervised by a certified school counselor, in collaboration with the preparing institution, in elementary and secondary public school settings, with students of different ages, cultural and linguistic backgrounds and exceptionalities. The practicum provides for application of knowledge and mastery of counseling skills (Sec.10-145d-701). Individual, weekly supervision by the field placement supervisor and/or practicum professor (a minimum of one-hour per week) is also expected during the student's enrollment in EPSY 447. The requirements meet the State of Connecticut's 2003 standards for certification as a school counselor. States other than Connecticut may have different requirements.

INTERNSHIP REQUIREMENT: For those students who have not had 30 school months of successful teaching experience, and who wish to be certified as a school counselor in the State of Connecticut, an additional six (6) hours of credit is required. The necessary course is:

EPSY 448 School Psychology and Counseling Internship

\*Note. EPSY 448, and the internship experience, is intended to meet the 2003 certification requirements for a school counselor in the State of Connecticut. The internship requirement is a

10 month, full time school counseling residency in a public school, which includes a ten-week guided teaching experience using a developmental guidance curriculum, under the direct supervision of a certified school counselor, and the preparing institution (SEC. 10-145d-701). States other than Connecticut may have additional and/or differing standards and requirements to address the teaching experience criterion for school counselors.

## **REQUIRED PLAN OF STUDY**

Course offerings for the school counseling program are provided in a systematic manner to insure that students may complete their program plan of study within a two (2) academic year, or four (4) semester time period. Limited course offerings are also provided during the summer semester. Following acceptance to the school counseling program, some students elect to begin their studies during the summer semester, however, most students begin their program of study during the fall semester following acceptance to the program in April or May.

### The courses typically offered during the fall semester include;

EPSY 302	EPSY 308	EPSY 394
EPSY 305	EPSY 312	EPSY 430
EPSY 315	EPSY 341	EPSY 447
EPSY 316	EPSY 358	EPSY 448

### The courses typically offered in the spring semester include;

EPSY 314	EPSY 395
EPSY 416	EPSY 447
EPSY 429	EPSY 448
EPSY 334	

### The courses typically offered during the summer semester include;

EPSY 305

EPSY 341

EPSY 358

EPSY 325

The sequence of the coursework and the educational experiences of the curriculum are developed as a plan of study designed in consort with each student's advisory committee (i.e., major advisor and two associate advisors) and in accord with the standards and criteria established by:

1. Criteria for Program Accreditation of the "Council for Accreditation of Counseling and Related Educational Programs" (CACREP) of the AMERICAN COUNSELING ASSOCIATION 2001.
2. National Board of Certified Counselors (NBCC), Criteria for Counselor Certification, AMERICAN COUNSELING ASSOCIATION, 2000.
3. State of Connecticut Certification Regulations for School Counselors effective July 1, 2003.

### **ENVIRONMENTAL AND SPECIALTY STANDARDS FOR SCHOOL COUNSELING**

Embodied in the school counseling program philosophy, curriculum, and content of its course offerings is a focus and emphasis on environmental and specialized studies that include:

- A. The study of the school setting in which the counselor plans to practice; and
- B. A developmental approach in the delivery of counseling services, in the areas of
  1. Organization and Administration
  2. Counseling-Coordination-Consultation
  3. Appraisal
  4. Placement-Follow up-Referral
  5. Program Planning-Management-Evaluation
  6. Professional Ethics, Growth, and Development