

# **MASTER'S IN SCHOOL COUNSELING**

## *2008-2009*



### **PROFESSIONAL SCHOOL COUNSELOR**

The professional school counselor is a licensed educator who assists students, teachers, parents, and administrators in helping students reach their educational goals. School counselors are employed in elementary, middle/junior high, senior high, and post-secondary schools. Their work is differentiated by attention to student's age-specific developmental stages of growth. School counselors are human behavior and relationship specialists who organize their work around a framework of delivering a program of comprehensive counseling and guidance activities and services within public schools.

### **MISSION STATEMENT**

The mission of the University of Utah's Department of Educational Psychology School Counseling Specialization is to prepare pre-service counselors for work and leadership roles in K-12 educational settings. It primarily serves post baccalaureate students in the State of Utah who want to prepare themselves to provide career, academic, and counseling services in the public schools.

Located in the largest metropolitan area in the intermountain West, the Educational Psychology School Counseling Specialization program at the University of Utah has been accredited by the Northwest Commission on Colleges and Universities (NWCCU) since 1933. NWCCU is a body that is recognized by the Council for Higher Education Accreditation (CHEA). The program is currently approved by the Utah State Office of Education (USOE) for training school counselors. Graduates in our program meet the educational requirements of the State of Utah and are prepared to function effectively as school counselors within the Utah public school system that currently reflects a complex and diverse society.

The faculty that make up the School Counseling Specialization strive to provide theoretical and practical foundations in the following areas: foundational knowledge in counseling; counseling and career education for K-12 students; organization and administration of school counseling and guidance services; and the integration of professional and ethical practices in school counselor identity development.

### **PROGRAM PHILOSOPHY**

The program philosophy underscores the importance of a learning environment where the ability of every student is recognized and adheres to the American Counseling Association (ACA) and the American School Counselor Association (ASCA) ethical guidelines and standards. Through didactic and applied learning, students are instructed of the role and function of the public school system and school counselor. This includes a mandatory internship that occurs in a public school setting. Our program framework is consistent with the ASCA National Model: A Framework for School Counseling Programs.

### **PROGRAM OBJECTIVES & CURRICULUM**

The course of study outlined in the School Counseling Specialization is adapted directly from The Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards. These standards are intended to foster development of students' abilities to meet the following objectives:

- ▶ **PROFESSIONAL IDENTITY** - an understanding of all aspects functioning as a professional school counselor.
- ▶ **SOCIAL AND CULTURAL DIVERSITY** - an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society.
- ▶ **HUMAN GROWTH AND DEVELOPMENT** - understanding of the nature and needs of individuals at all developmental levels.
- ▶ **CAREER DEVELOPMENT** - an understanding of career development and related life factors.
- ▶ **HELPING RELATIONSHIPS** - an understanding of counseling and collaboration processes.
- ▶ **GROUP WORK** - theoretical and experiential understandings of group purpose, development, and dynamics.
- ▶ **ASSESSMENT** - understanding of individual and group approaches to assessment and evaluation.
- ▶ **RESEARCH AND PROGRAM EVALUATION** - an understanding of research methods, statistical analysis, needs assessment, and program evaluation.

With respect to School Counseling, CACREP standards that are specific to the public schools are underscored:

- FOUNDATIONS OF SCHOOL COUNSELING –an understanding of history and trends in school counseling, ethical and legal issues, and roles and functions of the professional school counselor.
- CONTEXTUAL DIMENSIONS OF SCHOOL COUNSELING –an understanding of the systemic, interdisciplinary, and social/cultural variables within school systems.
- KNOWLEDGE AND SKILL REQUIREMENTS FOR SCHOOL COUNSELORS –coursework focuses on understanding of student development; namely, Academic/Learning, Life/Career, Multicultural, and Personal/Social. Students also learn the standards of school counseling through competency development in the Utah Model for Comprehensive Counseling and Guidance: K-12 (Utah State Office of Education, 2008).
- CLINICAL INSTRUCTION –all coursework is provided by faculty who are licensed professionals in the field; including licensed professional school counselors, licensed psychologists, former administrators, and public school teachers. Instruction follows a model of service delivery that conforms to State standards as described in the Utah Model for Comprehensive Counseling and Guidance: K-12 (Utah State Office of Education, 2008)

### **ORGANIZATIONAL STRUCTURE**

The School Counseling Specialization is offered as a M.Ed. degree within the Counseling and Counseling Psychology (CCP) Program in the Department of Educational Psychology. The Department of Educational Psychology is housed within the College of Education at the University of Utah. Program faculties teach required courses as well as serve on student supervisory committees for master's theses or comprehensive exams. Our adjunct faculty are qualified professionals from the community also serve as instructors and supervisors.

### **PROGRAM OF STUDY**

The Master's degree (M.Ed.) in Educational Psychology with a School Counseling Specialization requires a minimum of forty-eight (48) semester hours. (If students have worked three years as a licensed teacher, the credit requirement is reduced to forty-six (46) semester hours.) The program meets the Professional School Counselor requirements for

licensure with the Utah State Office of Education. Students complete the coursework and fieldwork requirements within 2-3 years of beginning the program.

Courses required for completion of the School Counseling Specialization are not offered every semester. Consequently, students should work closely with their faculty advisors to plan schedules to minimize complications that could delay graduation. Students who have taken prior graduate coursework in areas related to this program should consult with their faculty advisor to determine if any modifications to their program of study are necessary.

### **COMPREHENSIVE EXAMINATION**

Successful completion of the program also requires that students pass a comprehensive exam, typically conducted at the culmination of their program of study. Three faculty members are appointed to serve on the student's supervisory committee. The examination consists of the PRAXIS School Counseling and Guidance Test. This instrument follows a multiple choice format and is used to meet licensure requirements for school counseling in the State of Utah. The content of the test focuses on questions that relate to the following four major categories: counseling and guidance, consulting, coordinating, and professional issues. Pass rates are established by Educational Testing Service (ETS).

### **ACADEMIC STANDARDS STUDENT EVALUTATION AND APPEALS**

*Academic Standards:* Students obtaining a Master's in Educational Psychology with a School Counseling must maintain a 3.0 cumulative grade point average, sustain a minimum 3.0 grade point average each semester, and earn a B- or higher in all required courses. Grades lower than a B- must be repeated within 12 months to earn a higher grade, and all incomplete grades must be resolved with a B- or higher within 12 months. A cumulative GPA that is below 3.0 for more than one semester is grounds for program dismissal.

*Annual Evaluation:* At the end of each academic year, faculty in the Counseling and Counseling Psychology (CCP) program meet to review and evaluate student progress in the program. Students will be evaluated in the following areas: academic performance; clinical skill development; ethical/professional behavior; personal/interpersonal behavior; and multicultural competence. A copy of this annual evaluation will be provided to the student and a copy will remain in the student's departmental file. In the event that concerns are raised in the

evaluation meeting regarding a student's progress in any area, the faculty advisor and/or Training Director will consult with the student to consider what steps may be needed to remedy the concern.

Appeal Process: In some cases, students may disagree with the outcome of student evaluations, student grades, or supervisory or practicum evaluations. In these cases, the following procedures have been identified to guide students in the process of appealing such decisions.

- ▶ In the case of students who are experiencing difficulty in the program or who have received an unsatisfactory evaluation, the student will meet with her/his advisor/Training Director to follow up and establish plans for remediation.
- ▶ If the student disagrees with the evaluation of the faculty, s/he can, in consultation with her/his advisor and/or the Training Director, discuss the disagreement in order to provide clarification or request a review of the faculty's decision. Because of the timing of evaluations at the end of the semester, the faculty may not be able to meet until the beginning of the following semester; at that time, the faculty will meet promptly to consider the student's concerns.
- ▶ If the student continues to disagree with the evaluation, the student may pursue the disagreement using more formal means. The student may appeal to the Chair of the Department or the Dean of the College (or her/his designee). The student can appeal the academic action in writing within 40 business days of an unsatisfactory decision by the CCP Program faculty. The Chair or Dean then has 15 business days to respond in writing.
- ▶ If the Chair or Dean fails to respond, or if the student disagrees with the decision, or if the Program disagrees with the decision, a formal appeal may be submitted to the Academic Appeals Committee of the College of Education within 15 days of the Chair or Dean's response. Detailed information about the Academic Appeals Committee, along with specific steps to follow in an appeal, is contained in the University of Utah Student Code (<http://www.admin.utah.edu/ppmanual/8/8-10.html>).

The faculty is committed to student progress and success in the program. Students are strongly urged to maintain contact with their advisor/chair and/or Training Director throughout the Program. If unforeseen circumstances prevent timely and successful progression through the program, please

consult with your advisor and/or the Training Director to explore possible solutions as early as possible.

## **PRATICUM AND INTERNSHIP REQUIREMENTS AND PREREQUISITES**

The practicum in school counseling occurs during the first year of a student's program of study. Arrangements for the 100 hour practicum experience will be coordinated by the instructor for this course. Successful completion of ED PS 6200 Counseling Theories and ED PS 6210 Counseling Skills are prerequisites for enrolling in ED PS 6709 Practicum in School Counseling.

The internship in school counseling occurs during the final year of a student's program of study. Arrangements for the internship experience need to be approved by the internship coordinator a full semester prior to the internship. Prerequisites for enrolling in ED PS 6900 Internship in School Counseling include successful completion of: ED PS 6200 Counseling Theories, ED PS 6210 Counseling Skills, ED PS 6360 Multicultural Counseling and ED PS 6709 Practicum in School Counseling. The following courses are also required but can be taken concurrently with internship: ED PS 6350 Group Counseling, ED PS 6360 Multicultural Counseling, ED PS 6821 Professional Issues in School Counseling and ED PS 6120 Comprehensive Counseling and Guidance.

The internship experience occurs over two semesters and is approximately 20 hours per week of supervised experience beginning fall semester, which translates into 600 clock hours of supervised work or 400 clock hours for licensed educators with three years of full-time teaching experience.

## **LICENSURE INFORMATION**

This program prepares students to meet the educational requirements for Utah State Office of Education (USOE) Licensure as a Professional School Counselor. Information pertaining to licensure and application materials can be obtained from Utah State Office of Education ([http://www.schools.utah.gov/cte/guidance\\_licensing.html](http://www.schools.utah.gov/cte/guidance_licensing.html)).

## **ADMISSIONS REQUIREMENTS & PROCEDURES**

The Counseling and Counseling Psychology faculty is committed to excellence in the education and training of professional school counselors. Applications are evaluated for quality and diversity of experience and background, past academic achievement, personal statement, letters of

recommendation, and Graduate Record Examination (GRE) scores. Applicants for the School Counseling Specialization must meet the admissions requirements of the University of Utah Graduate School and demonstrate interest and commitment to the School Counseling Specialization. Applications for admission are reviewed once per year. All materials must be received by December 15. Send a completed Graduate School application to the University Admissions Office, 250 Student Services Bldg., **at least six weeks before** the department's admission application deadline.

The Graduate School allows six (6) semester hours of transfer work from other institutions. Nine (9) semester hours of graduate credit earned in a non-matriculated status at the University of Utah may be applied towards a degree. All transfer credit and credit earned in a non-matriculated status must be approved by the student's Supervisory Committee and the Graduate School of the University of Utah.

### **MISCELLANEOUS POLICIES/FORMS**

Students *must* be registered for a minimum of three credits per semester to maintain active status in the Graduate School (with the exception of summer terms when enrollment is only needed if you are completing comprehensive exams). Students must complete all requirements for the degree within a four year time limit.

All students must file Request for Supervisory Committee form with the Graduate School's Departmental Academic Program Specialist, which are due by the student's second year in the graduate program. Students should also be aware that their Application for Admission to Candidacy form (also known as the Program of Study form) must be completed the semester prior to when the student intends to graduate but no sooner than one year.

Forms are available at  
[www.utah.edu/graduate\\_school/forms.html](http://www.utah.edu/graduate_school/forms.html).

#### **TIMELINE:**

Fall or Spring of Year 1: Supervisory Committee Forms

Fall of Year 2: Admission to Candidacy (Program of Study) Form

**ADDITIONAL RESOURCES /  
LINKS FOR SCHOOL COUNSELORS**

Students and potential applicants may want to review additional information relevant to the school counseling specialization at the following links:

American Counseling Association (ACA)  
[www.counseling.org](http://www.counseling.org)

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

ACA Code of Ethics

[www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx](http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx)

ACA Insurance Trust  
[www.acait.org](http://www.acait.org)

Counsel for Accreditation of Counseling and Related Professions (CACREP)  
[www.cacrep.org](http://www.cacrep.org)

Utah School Counselor Association  
[www.utschoolcounselor.org](http://www.utschoolcounselor.org)

Comprehensive Counseling and Guidance Program  
[www.schools.utah.gov/cte/guidance\\_links.html](http://www.schools.utah.gov/cte/guidance_links.html)

**CCP Program Faculty (School Counseling, SC Specialization)**

Robert D. Hill, PhD (Training Director)

Kathryn S. Bitner, Ph.D. (SC Associate Director)

Paul Gore, jr. PhD (SC Internship Coordinator)

Jason Burrow-Sanchez, Assistant Professor

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**Program Administration**

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For information, check  
our department website:

<http://www.ed.utah.edu/>

# ***SCHOOL COUNSELING SPECIALIZATION CURRICULUM***

## **I. CORE REQUIREMENTS (18 Hours)**

### Statistics and Research Design (3 Hours Required)

ED PS 6010 (3) Introduction to Statistics and Research Design

Advanced courses in statistics or qualitative research can substitute for ED PS 6010

### Assessment and Measurement (3 Hours Required)

ED PS 6300 (3) Introduction to Measurement

Advanced courses can substitute for ED PS 6300

### Developmental Theory (6 Hours Required)

ED PS 6330 (3) Career Development and Assessment

ED PS 6050 (3) Life Span Development: Childhood and Adolescence

### Human Diversity (3 Hours Required)

ED PS 6360 (3) Multicultural Counseling

Program faculty recommends additional course work in diversity.

### Counseling Theories (3 Hours Required)

ED PS 6200 (3) Counseling Theories & Procedures

## **II. COUNSELING THEORY AND PRACTICE (12 Hours)**

ED PS 6210 (3) Counseling Skills

ED PS 6250 (3) Family Counseling

ED PS 6350 (3) Group Counseling Procedures and Interventions

ED PS 6340 (3) Substance Abuse Counseling

## **III. SPECIALIZATION COURSES**

### **(16-18 Hours)**

ED PS 6709 (2) Practicum in School Counseling

ED PS 6900 (6) Internship in School Counseling

\* (4) Internship (only for those with licensed teaching for 3 full years)

ED PS 6821 (2) Professional Issues in School  
Counseling

ED PS 6120 (2) Organization and Administration of Counseling and Guidance Services (Comprehensive  
Guidance)

ED PS 6390 (3) Interventions in the Schools

Choose one of the following:

ED PS 6400 (3) Collaborative Educational Problem Solving

ED PS 6470 (3) Psychological and Educational Consultation

## **DEGREE**

M.Ed. Degree

Students electing must complete the: (1) Core Requirements (18 Hours); (2) Counseling Theory and Practice (12 Hours); (3) Specialization Requirements (16-18 Hours) for a total of **48 hours** of graduate work (**46 hours** for educators with three or more years of licensed teaching experience); and (4) Master's Comprehensive Exam.

## **COURSE PLANNING SHEET**

**NOTE: This is only a course planning guide; it is recommended that students consult with the program advisor to determine their specific course of study.**

<b>Year One - Fall 2008</b>			<b>Spring 2009</b>		
EDPS 6200	Counseling Theories	3	EDPS 6709	Practicum in School Counseling	3
EDPS 6210	Counseling Skills	3	EDPS 6300	Measurement	3
EDPS 6010	Statistics	3	EDPS 6360	Multicultural Counseling	3
EDPS 6340	Substance Abuse Counseling	3	EDPS 6821	Professional Issues in SC (Term 1)	2
			EDPS 6120	Comprehensive Guidance (Term 2)	2
<i>Total Credits</i>		12	<i>Total Credits</i>		13

<b>Year Two - Fall 2009</b>			<b>Spring 2010</b>		
EDPS 6350	Group Counseling	3	EDPS 6390	Interventions in the Schools	3
EDPS 6050	Child/Adolescent Development	3	EDPS 6330	Career Development	3
EDPS 6250	Family Counseling	3	EDPS 6470	Consultation	3
(EDPS 6900 Internship)		(3)	(EDPS 6900 Internship)		(3)
<i>Total Credits</i>		9 (12)	<i>Total Credits</i>		9 (14)

<b>Year Two or Three - Fall Semester</b>			<b>Spring Semester</b>		
EDPS 6900	Internship	3	EDPS 6900	Internship	3
					3
<i>Total Credits</i>		3	<i>Total Credits</i>		6

\*EDPS 6470 Collaboration (This course can be taken instead of EDPS 6400 and is typically offered in the summer).