

# **MASTER'S DEGREE IN SCHOOL COUNSELING**

*2011-2012*

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



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The professional school counselor is a licensed educator who assists students, teachers, parents, and administrators in helping students reach their educational and career goals. School counselors are employed in elementary, middle/junior high, senior high, and post-secondary schools. In their work, school counselors attend to student's age-specific developmental stages of growth. School counselors are specialists in human behavior and relationship issues and organize their work around a framework defined by a program of comprehensive counseling and guidance activities and services within 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. The School Counseling program primarily serves post baccalaureate students in the State of Utah who want to prepare themselves to provide career, academic, and counseling services in the 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 school system that currently reflects a complex and diverse society.

The faculty that make up the School Counseling Master's Program are committed and identified with the profession of school counseling and strive to provide theoretical and practical instruction 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 school setting. Our program framework is consisted with the ASCA National Model: A Framework for School Counseling Programs.

## **PROGRAM OBJECTIVES & CURRICULUM**

The course of study outlined in the School Counseling Program 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 that 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**
  - Coursework 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 Master's Program is offered as a M.Ed. degree within the Counseling and Counseling Psychology (CCP) Program in the Department of Educational Psychology. This is a non-thesis degree offering. The Department of Educational Psychology is housed within the College of Education at the University of Utah. The School Counseling program faculty teach required courses as well as serve on student supervisory committees as well as administer the comprehensive examination. Adjunct faculty are qualified professionals from the community who 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 can be 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 School Counseling Master's Program.

## COMPREHENSIVE EXAMINATION

Successful completion of the M.Ed. degree requires that students pass a master's comprehensive examination, typically conducted at the culmination of their program of study. Three faculty members

are appointed by the CCP faculty to serve on the student's supervisory committee. The examination consists of the PRAXIS School Counseling and Guidance Test. This test follows a multiple choice format and is used to meet licensure requirements for school counseling in the State of Utah. The content of the PRAXIS focuses on questions that relate to the following four categories in School Counseling: (1) counseling and guidance, (2) consulting, (3) coordinating, and (4) professional issues. In order to successfully pass your comprehensive examination and be eligible for graduation, you must receive a passing score as determined by the Utah State Office of Education in cooperation with Educational Testing Service (ETS). If you do not receive a passing score, you may retake the exam.

Students are strongly encouraged to complete the PRAXIS during the fall semester of their second year. Guidance on preparing and registering for the PRAXIS is provided as part of the Internship Class.

## ACADEMIC STANDARDS STUDENT EVALUTATION AND APPEALS

Academic Standards: Students obtaining a Master's in Educational Psychology with the School Counseling Program 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 (above a B-), 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 are evaluated in the following areas: academic performance and timeline completion; 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 School Counseling 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 the 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 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 Department Chair or College Dean then has 15 business days to respond in writing.

- ▶ If the Department Chair or College 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 CCP faculty is committed to student progress and success in the School Counseling Master's program. Students are strongly urged to maintain contact with the School Counseling Coordinator throughout the Program. If unforeseen circumstances prevent timely and successful progression through the program, please consult with the School Counseling Coordinator to explore possible solutions as early as possible.

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

The practicum in school counseling (ED PS 6709) 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 (ED PS 6900) occurs during the final year of a student's program of study. Arrangements for the internship experience need to be approved by the School Counseling internship coordinator a full semester prior to beginning the internship course. Prerequisites for enrolling in ED PS 6900 Internship course 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. Students must complete 600 clock hours of supervised work in a public school setting (there are no exceptions to this requirement).**

### **Background Check**

**Because Utah is a member of the Compact for Interstate Qualification of Educational Personnel, prior to beginning internship in school counseling (and as a pre-requisite to working in the public school setting) students must complete a background check. You will be provided with information about the process (and**

**timeline) for completing this paperwork at the beginning of your first year in the School Counseling Master's program. You can obtain more information about this process at:**

**<https://secure.utah.gov/elr/ebc/welcome.html>**

### **LICENSURE INFORMATION**

**This School Counseling Master's 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 OR 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 CCP faculty and by the Graduate School of the University of Utah.**

**Note: most counseling courses offered by the University of Utah are restricted to students matriculating in our degree-granting programs. As such, prospective applicants should not expect to be admitted to school counseling-specific courses until after they have been admitted to the program. If you are interested in completing related courses prior to your admission, you should speak directly with the Program Coordinator.**

#### **DEPARTMENT POLICIES AND FORMS**

**Students *must* be registered for a minimum of three credits per semester (with the exception of summer term) to maintain active status as a graduate student at the University of Utah. Students must complete all requirements for the degree within a four year time limit.**

**All students must file a “Request for Supervisory Committee” form with the Graduate School’s Departmental Academic Program Specialist. This form is due by the student’s second year in the graduate program. Your supervisor committee is selected for you by the CCP faculty and is the same set of committee members for all students in your cohort year. Students should also be aware that the “Application for Admission to Candidacy” form (also known as your Program of Study) must be completed the semester prior to graduation.**

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

#### **TIMELINE:**

**By Fall or Spring of Year 1:**

**Supervisory Committee Form**

**By the Beginning of Spring of Year 2:**

**Admission to Master’s Candidacy (Program of Study) Form**

## **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)

## DEPARTMENT OFFICERS AND CCP PROGRAM STAFF

### Educational Psychology

**Elaine Clark, Department Chair**  
**Michael Gardner, Associate Chair**

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### CCP Program Faculty (School Counseling, SC)

Paul Gore, PhD, Associate Professor  
School Counseling Training Director  
Jason Burrow-Sanchez, Associate Professor  
Robert D. Hill, Ph.D., Professor  
AJ Metz, Ph.D., Assistant Professor  
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Program Administration 801-581-7148; Kendra Wiebke



# ***SCHOOL COUNSELING 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

### *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 6450 (3) Child Psychopathology

ED PS 6350 (3) Group Counseling Procedures and Interventions

ED PS 6340 (3) Substance Abuse Counseling

## **III. SCHOOL COUNSELING 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 6120 (2) Organization and Administration of Counseling and Guidance Services (Comprehensive Guidance)

ED PS 6821 Professional Issues in School Counseling

ED PS 6390 (3) Interventions in the Schools

ED PS 6470 (3) Psychological and Educational Consultation

## **DEGREE REQUIREMENTS**

M.Ed. Degree

Students electing must complete the: (1) Core Requirements (18 Hours); (2) Counseling Theory and Practice (12 Hours); (3) School Counseling specialization courses (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 the (4) Master's Comprehensive Exam (or the PRAXIS) that is taken during your internship year.

# ***SCHOOL COUNSELING COURSE SEQUENCE***

## **Year 1: Summer**

- (2) EDPS 6120 Comp Guidance
  - (2) EDPS 6821 Professional Issues
  - (3) EDPS 6330 Career
- 

7 (hours)

## **Year 1: Fall 2011**

- (3) EDPS 6200 Counseling Theories
  - (3) EDPS 6210 Counseling Skills
  - (3) EDPS 6340 Substance Abuse
  - (3) EDPS 6050 Lifespan Dev: Child
- 

12 (hours)

## **Year 1: Spring 2012**

- (3) EDPS 6300 Measurement
  - (3) EDPS 6360 Multicultural Counseling
  - (3) EDPS 6390 Interventions in the School
  - (2) EDPS 6709 School Counseling Practicum
- 

11 (hours)

## **Year 2: Summer**

- (3) EDPS 6010 Statistics
  - (3) EDPS 6350 Group Counseling
- 

6 (hours)

## **Year 2: Fall 2012**

- (3) EDPS 6450 Child Psychopathology
  - (3) EDPS 6900 Internship
- 

6 (hours)

## **Year 2: Spring 2013**

- (3) EDPS 6470 Ed. and Psychological Consultation\*
  - (3) EDPS 6900 Internship
- 

6 (hours)

## **TOTAL 48 HOURS**

Notes:

\*ED PS 6400 (3): Collaborative Educational Problem Solving is an alternative to this course that can be taken in the Summer Term

Any deviation from this prescribed curriculum sequence will likely result in an additional year of study due to the structured and sequential nature of this program. Prior approval from the training director is required if you wish to extend your program or alter the sequence of courses in any way.