

RUTGERS

Graduate School of Education

Program in  
School Counseling

Student Handbook

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**Rutgers, The State University of New Jersey  
Program in School Counseling  
Student Handbook**

**Purpose**

The purpose of this handbook is to provide master's students in the Program in School Counseling with concrete, specific information about Program requirements. Trainees' development as a professional school counselor is a focus of the Program. The program of study is designed to impart the principles, values, attitudes, and skills which are at the core of the profession of school counseling. Individualized guidance and advisement is available and encouraged through consultation with your assigned School Counseling faculty advisor.

**Role of the Professional School Counselor**

Professional counselors assist people with personal, family, educational, mental health, and career concerns and decisions. Counselors' specific duties depend on the individuals they serve and the settings in which they work. Professional school counselors help students to understand and deal with social, behavioral, and personal problems. Professional school counselors are licensed/ certified in the state in which they work.

Professional school counselors at the elementary, middle and high school levels serve as important members of the educational leadership team and provide assistance to all students. Professional school counselors may interact with students individually, in small groups, or with entire classes. They consult and collaborate with parents, teachers, school administrators, school psychologists, medical professionals, and social workers. Professional school counselors emphasize preventive and developmental counseling to provide students with the life skills needed to deal with problems before they occur and to enhance students' academic achievement, personal-social development and career development.

The American School Counselor Association (ASCA) National Model: A Framework for School Counseling Programs (ASCA) provides the national standards by which school counselors design, coordinate, implement, manage and enhance comprehensive, developmental and systematic school counseling programs that promote success for all students.

**School Counseling Mission Statement**

The mission of the School Counseling program is to prepare culturally competent professional school counselors for the roles and responsibilities of school counseling in the twenty-first century. In response to the increasingly diverse demographic landscape of the United States and New Jersey in particular, the School Counseling program has a multicultural programmatic focus dedicated to empowering all students, increasing parent engagement, and eliminating the

achievement gap. To this end, faculty members will effectively train professional school counselors who are culturally sensitive to the diverse and changing needs of youth in pre-kindergarten through 12<sup>th</sup> grade, their families, the schools that they attend, and communities in which they live. The program curriculum provides a wide range of didactic and experiential learning opportunities emphasizing the preparation of school counselors as leaders, advocates, and consultants. Graduates of the program will be proficient and excel in developing and implementing comprehensive school counseling programs and support services based on data-driven and ethical decision making models that promote academic achievement, personal-emotional development, and career development for all students.

### **Program Objectives**

Faculty members offer a variety of didactic and experiential courses and activities to prepare culturally competent professional school counselors. Consistent with the program mission and the common core areas identified by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), the following **13** objectives were developed to ensure that program graduates achieve school counseling competencies needed to work with pre-K through 12 students in a culturally diverse society.

Graduates will:

1. Develop a professional identity as a counselor as demonstrated by knowledge and skills in the foundations of school counseling, contextual dimensions of school counseling, knowledge and skill requirements for school counselors, and clinical instruction;
2. Possess the attitudes, knowledge and skills in their roles as leaders, advocates, and consultants to help students focus on academic, personal, social and career development to achieve school success;
3. Demonstrate capacity and skills for empowering all students, increasing parent engagement, and eliminating the achievement gap;
4. Demonstrate knowledge of and adherence to the ethical and legal standards of ACA and ASCA;
5. Demonstrate an understanding of the nature of helping relationships, cultural factors that may influence help-seeking, access, and utilization, and appropriateness of counseling interventions;
6. Demonstrate skills for developing and implementing accountable school counseling programs and support services based on data-driven and ethical decision making models;
7. Demonstrate an understanding of how to conduct counseling research and to use research to inform counseling practice;
8. Demonstrate an understanding of home-school-community partnerships and cultural barriers that may impede student learning and development;
9. Demonstrate attitudes, knowledge and skills needed to perform a range of school counselor responsibilities (i.e., counseling, coordinating, consulting) over the four domains of comprehensive school counseling programs (foundation, management, delivery, and accountability);

10. Demonstrate the ability to design and deliver services appropriate to the developmental stages of their clients including students, parents/guardians, teachers; community members and organizations;
11. Demonstrate knowledge of group work approaches that include a theoretical framework, group counseling methods and dynamics and intervention skills;
12. Demonstrate knowledge of and skills in assisting students with career development and associated life factors that influence career decision making process;
13. Demonstrate knowledge of individual and group approaches to testing, assessment and evaluation that adhere to ethical codes and standards.

### **Program Plan**

The Program in School Counseling was developed according to the 2001 professional training standards of CACREP and New Jersey (NJ) state certification requirements for school counselor. The 48- credit program in school counseling will qualify students for New Jersey School Counselor Educational Services Certification (NJ School Counselor Certification). The program prepares school counselors to perform school counseling services in preschool through 12<sup>th</sup> grades. These duties include services such as study and assessment of individual pupils with respect to their status, abilities, interest and needs; counseling with administrators, teachers, students and parents regarding personal, social, educational and vocational plans and programs; and developing cooperative relationships with community agencies in assisting children and their families.

The school counseling curriculum consists of coursework and clinical instruction which is completed over a minimum of two academic years of full-time study. As part of the 48 credits, all students complete a practicum requirement, and an internship requirement. Training is sequential and all course work and related experiences are designed to prepare students for the culminating training experience of internship. Practicum is completed under supervision. Students are encouraged to complete their practicum placements in an approved pre-K through 12 public school setting, however an alternative practicum placement site may be approved by the core faculty. Alternative settings must be able to provide practicum students with opportunities to practice helping skills under supervision of a licensed professional. The internship experience must be completed in an approved pre-K through 12 public school setting under the supervision of a school counselor.

In developing a professional identity as a school counselor, students participate in training that extends beyond course work and clinical instruction. Participation in the American Counseling Association (ACA), the American School Counselor Association (ASCA) and other affiliated organizations is expected. Also, in developing a cohort group and a counselor professional identity, students will participate in planned meetings designed to promote these outcomes. These activities will be arranged by the school counseling faculty.

## **Curriculum**

A sample curriculum provided in this handbook may be used to assist students in planning course work over the two years. The sample curriculum includes two summer courses. This schedule is designed to provide students with the time to complete course work while engaging in the internship experience during the last year of study.

The Program in School Counseling curriculum consists of curricular experiences and demonstrated knowledge in eight common core areas and is required of all students. Curricular experiences and demonstrated knowledge are integrated throughout the coursework and training experiences. Each area is identified below along with the courses and experiences that are designed to provide the knowledge base required in each of the common core areas.

### 1. PROFESSIONAL IDENTITY

- Introduction to Counseling and Skill Development (297:501)
- Group Counseling: Theory and Practice (297:505)
- Multicultural Issues (297:507)
- Family: Systems Development (297:508)
- Career Counseling and Development (297:510)
- Resources for School Counseling Programs (297:512)
- Professional Ethics (297:604)
- Theories of Counseling (297:613)
- School-Based Practicum (297:627)
- School-Based Internship (297:629)

### 2. SOCIAL AND CULTURAL DIVERSITY

- Introduction to Counseling and Skill Development (297:501)
- Group Counseling: Theory and Practice (297:505)
- Multicultural Issues (297:507)
- Family: Systems Development (297:508)
- Career Counseling and Development (297:510)
- Resources for School Counseling Programs (297:512)
- Professional Ethics (297:604)
- Theories of Counseling (297:613)
- Introduction to Child Psychology: Infancy through Adolescence (295:512)
- Psychology of Learning (295:580)
- Psychometric Theory (291:515)
- Program Evaluation: An Introduction to Methods and Practice (291:520)
- School-Based Practicum (297:627)
- School-Based Internship (297:629)

### 3. HUMAN GROWTH AND DEVELOPMENT

- Introduction to Counseling and Skill Development (297:501)
- Group Counseling: Theory and Practice (297:505)
- Family: Systems Development (297:508)
- Multicultural Issues (297:507)
- Career Counseling and Development (297:510)

- Resources for School Counseling Programs (297:512)
- Professional Ethics (297:604)
- Theories of Counseling (297:613)
- Introduction to Child Psychology: Infancy through Adolescence (295:512)
- Psychology of Learning (295:580)
- School-Based Practicum (297:627)
- School-Based Internship (297:629)
- 4. CAREER DEVELOPMENT
  - Multicultural Issues (297:507)
  - Career Counseling and Development (297:510)
  - Resources for School Counseling Programs (297:512)
  - School-Based Practicum (297:627)
  - School-Based Internship (297:629)
- 5. HELPING RELATIONSHIPS
  - Introduction to Counseling and Skill Development (297:501)
  - Group Counseling: Theory and Practice (297:505)
  - Family: Systems Development (297:508)
  - Multicultural Issues (297:507)
  - Career Counseling and Development (297:510)
  - Resources for School Counseling Programs (297:512)
  - Professional Ethics (297:604)
  - Theories of Counseling (297:613)
  - School-Based Practicum (297:627)
  - School-Based Internship (297:629)
- 6. GROUP WORK
  - Group Counseling: Theory and Practice (297:505)
  - Multicultural Issues (297:507)
  - Family: Systems Development (297:508)
  - Resources for School Counseling Programs (297:512)
  - Professional Ethics (297:604)
  - Theories of Counseling (297:613)
  - School-Based Practicum (297:627)
  - School-Based Internship (297:629)
- 7. ASSESSMENT
  - Family: Systems Development (297:508)
  - Multicultural Issues (297:507)
  - Career Counseling and Development (297:510)
  - Resources for School Counseling Programs (297:512)
  - Professional Ethics (297:604)
  - Theories of Counseling (297:613)
  - School-Based Practicum (297:627)
  - School-Based Internship (297:629)
  - Psychometric Theory (291:515)
  - Program Evaluation: An Introduction to Methods and Practice (291:520)
- 8. RESEARCH AND PROGRAM EVALUATION
  - Statistical Methods in Education I (3 credits)

Program Evaluation: An Introduction to Methods and Practice (3 credits)  
School-Based Practicum (297:627)  
School-Based Internship (297:629)

### **Completion of a Planned Program of Study**

Students must complete a planned program of study with their advisor prior to completion of twelve semester hours of graduate study. The process for completing the planned program of study is that the student's advisor will contact the student as completion of the first 12 program credits approaches. Each faculty advisor will meet with advisees to discuss the student's experience in the program thus far and complete the Planned Program of Study Form (see Appendix A). If the student has been successful in the Program in School Counseling thus far, she/he will be encouraged to attend the Practicum/Internship Readiness meeting and register for 15:297:627 School-Based Practicum. In the event that the student does not appear ready to continue with additional coursework, is not ready for Practicum, or is having difficulty in the Program in general, the student's advisor will meet with Program faculty to discuss next steps. Upon review of the Planned Program of Study Form between advisor and advisee, both parties will sign the form. The form will subsequently be placed in the student's file.

### **Standards for School Counseling Program**

In addition to demonstrated knowledge and skills in the eight common core curricular experiences, all students are required to demonstrate knowledge and skills in the Standards for School Counseling Programs. These areas include:

- A. Foundations of School Counseling
- B. Contextual Dimensions of School Counseling
- C. Knowledge and Skill Requirements for School Counselors
  1. Program Development, Implementation, and Evaluation
  2. Counseling and Guidance
  3. Consultation
- D. Clinical Instruction (includes a 100 clock hour practicum and a 600 clock hour internship occurring in a school counseling setting under supervision)

### **Clinical Instruction**

#### **Requirements**

Students must receive approval from the faculty before registering for clinical instruction. All clinical instruction experiences are arranged by the Program/Clinical Coordinator and in conjunction with the Office of Academic Services (OAS). Students are not permitted to arrange or change clinical instruction placements on their own. Practicum students and interns are expected to adhere to all of the expectations of the placement site as well as the CACREP standards for School Counselors.



## **School-Based Practicum** **15:297:627**

Practicum provides the opportunity to develop helping skills, to become better acquainted with the culture of schools, or other counseling training site, and to begin to develop school counseling and guidance skills under the direct supervision. **A total of a minimum of 100 clock hours (with a minimum of 40 hours of direct service), on-site supervision, and return to campus for group supervision are required.** Practicum includes the following components:

i.	Direct Service	40 hours
ii.	Indirect Service	15 hours
iii.	Individual Supervision	15 hours
iv.	Group Supervision	20 hours
v.	<u>Related Activities</u>	<u>10 hours</u>
	<b>Total Hours</b>	<b>100 hours</b>

\*With permission of the faculty, students may complete the practicum experience in a setting other than school-based. The requirements of an alternate setting include the opportunity to practice helping skills with clients under the supervision of a licensed professional in an educational setting (i.e. higher education setting). All placements must be approved in advance by the Program/Clinical Coordinator. All practicum students will receive one hour of individual supervision by a program faculty supervisor.

### ***Practicum Learning Goals:***

Trainees will:

1. Demonstrate effective helping skills.
2. Demonstrate the ability to develop counseling relationships with clients.
3. Develop knowledge and counseling skills specific to the training site.
4. Develop and maintain effective working relationships with staff, peers, and supervisors.
5. Demonstrate openness to feedback and an ability to incorporate feedback.
6. Demonstrate openness to diversity as part of the on-going development of counselor cultural competence.
7. Demonstrate an understanding of community referral sources and an ability to utilize these resources.
8. Demonstrate a commitment to the counseling profession.
9. Demonstrate an understanding of ethical and legal issues in the practice of counseling.

### **Practicum Training Site Requirements**

The practicum training site must offer the following requirements:

- An accredited preK-12 school setting (or other pre-approved educational setting),
- The availability of private and adequate space to conduct counseling and videotaping,
- The opportunity to observe and participate in relevant training experiences designed to foster counseling skills.

**School-Based Internship**  
**15:297:628**

Internship is the culminating experience of professional school counselor education and training, and is completed in the final year of the program. Internship provides an opportunity to gain experience in a range of activities of the professional school counselor. Students receive supervised practical experience in providing school counseling services such as study and assessment of individual pupils with respect to their status, abilities, interest and need; counseling with students, administrators, teachers and parents regarding personal, social, educational, and vocational plans and programs, and developing cooperative relationships with community agencies in assisting children and families. **A total of a minimum of 600 clock hours, 240 of which are direct clinical hours is required.** On site individual supervision and return to campus for group supervision also are required. Internship placements for school counseling must be in a school setting and includes the following components:

i.	Direct Service	120 hours
ii.	Indirect Service	110 hours
iii.	Individual Supervision	15 hours
iv.	Group Supervision	20 hours
v.	<u>Related Activities</u>	<u>35 hours</u>
	<b>Total Hours</b>	<b>300 hours</b>

***Internship Learning Goals:***

Trainees will:

1. Participate as a school counselor (in-training) in an approved pre-k through 12 school internship setting for 600 clock hours.
2. Acquire exposure to the various school counselor roles and a variety of 21<sup>st</sup> century school counseling strategies (leadership, advocacy, collaboration and accountability).
3. Demonstrate an ability to work with diverse populations, recognizing personal biases and assumptions in developing cultural competencies.
4. Demonstrate individual and group counseling skills, family interventions, and case management based on the needs of students.
5. Demonstrate knowledge of legal and ethical issues involved in the practice of counseling, with a specific emphasis on legal and ethical standards of practice for school counselors.
6. Become familiar with referral resources and have knowledge concerning when and how to make appropriate referrals and consult with other professionals.
7. Demonstrate an understanding of school culture and its personnel.
8. Link counseling research with practice in developing appropriate interventions to address the social and cultural needs of students and their families.
9. Refine personal theory of counseling.

## **Internship Training Site Requirements**

The Internship Training Site ***must*** offer the following requirements:

- An accredited preK-12 public school setting,
- One hour of weekly individual supervision on-site by a licensed/certified school counselor with at least two years of professional experience as a school counselor,
- The availability of private and adequate space to conduct counseling and videotaping,
- The opportunity to observe and participate in relevant training experiences designed to foster a professional counselor identity and to develop culturally sensitive school counseling activities to promote academic, career and social-emotional development among all students.

## **Taping Guidelines**

A consent form for audio/videotaping must be signed by the client and/or by minor students' parent or guardian. Minor students must also sign their assent. The student should be told that tapes (a) may be listened to by the course instructor and supervisors, (b) may be reviewed in class for instruction purposes only, (c) will remain confidential, and (d) will be destroyed after reviewed. Some placement sites will have their own taping consent forms. A Rutgers University AUDIO/VIDEOTAPE RECORDING CONSENT FORM is included in Appendix H of this manual. To facilitate the use of audio/videotaping, students **must** consider the following:

- Check with the supervisor regarding technology that both practicum student/intern have access to.
- Get necessary forms signed prior to taping, students can also attain verbal assent on the tape at the start of the session.
- Check technology before recording to avoid mechanical difficulties.
- Place audio/videotape recorder in a place conducive for taping without being intrusive to the client(s).

## **Practicum and Internship Site Requirements**

### *Immunizations and Fingerprinting*

All students' immunizations need to be up-to-date prior to starting practicum/internship. A copy of the student's immunization record is important for the school site. Some school placements will require fingerprinting. Since fingerprinting procedures differ depending on the school district, the practicum student/intern is to consult with the school district or the Program/Clinical Coordinator for additional information about this process.

### *Liability Insurance*

Consistent with CACREP Standards, students enrolling in practicum or internship are covered by professional liability insurance included by endorsement in the General Liability coverage

through the Rutgers Office of Risk Management. As students go on practicum and internship, they are to join ASCA or ACA and obtain professional liability insurance as part of student membership in ASCA. Students are encouraged to consult with the Program/Clinical Coordinator for specific requirements regarding liability insurance and CACREP requirements. Students are welcome to consult with the Program/Clinical Coordinator for specific requirements regarding liability insurance.

### **Recommendations for Practicum and Internship**

The following are considerations to keep in mind as students embark on the practicum and internship process:

- Internship applicants are not required to interview prior to obtaining their internship site assignment. However, some sites may request an interview at which point the student is encouraged to do so if required by the internship site. In the event of an interview, the applicant is encouraged to talk to his/her advisor about the interview process.
- It is recommended that Internship applicants contact students in the program who are currently enrolled in the experience. This communication provides the applicant with information about the nature of the Internship, types of learning experiences provided, and populations with which one works. In addition, students are encouraged to visit Internship sites of interest prior to making a formal commitment to the site. These informational visits allow the student to gain a better understanding of work completed at the site in the role of practicum student/intern, the school environment, and the populations served by the school.
- It is recommended that students complete their Practicum and Internship placements at different sites. The rationale for this recommendation is that the student receives a broader range of experience, both clinical and supervisory, through work in different sites. Unique exceptions to this recommendation include a student's work schedule (i.e., a teacher in a school who is completing practicum hours when s/he is not teaching).
- It is also recommended that Practicum and Internship not be completed at the school where the graduate student applicant was a student (i.e., being an Intern at one's former high school). The rationale here is that it is important for graduate students to be exposed to new experiences as professionals in training rather than re-visiting the place where they were students.

### **Program Evaluation Procedures**

Systematic formal evaluations of student progress are an important part of the Program in School Counseling. Student must receive faculty approval before registering for practicum or internship. Students approved for internship have progressed toward effective self-evaluation by demonstrating competence in course work and practicum.

Students in the Program in School Counseling will receive a formal evaluation after the first year of study assessing performance based on CACREP curricular experiences and common knowledge in the eight common core areas (see section on coursework). In addition, all students

will be evaluated on their demonstrated knowledge and skills on the CACREP standards for School Counseling Programs in their final year of the Program.

### **Frequently Asked Questions**

**The following are questions that are frequently asked by students as they prepare for their clinical experiences:**

***How am I assigned my school-based practicum?*** All clinical instruction experiences are arranged by the faculty in conjunction with the Office of Academic Services (OAS) from a list of pre-approved practicum and internship sites. Students are not permitted to arrange or change clinical instruction placements on their own.

***What do I do on the school-based internship?*** Internship is the culminating experience of professional school counselor education and training, and is completed in the final year of the program. Internship provides an opportunity to gain experience in a range of activities of the professional school counselor.

***How do I decide on a practicum/internship site?*** The practicum provides a supervised clinical experience that allows for the development of basic counseling skills and professional development. The internship is a post-practicum experience that builds on this foundation. A first consideration is the age and developmental level the student wants to engage. For instance, students interested in working with adolescents are encouraged to seek out middle and high school placements. Another consideration concerns the student's interest in application of certain skills. For instance, a bilingual student interested in working with a bilingual population will want to seek that out during the practicum/internship selection process. In general, students are encouraged to find a good fit between their clinical/professional interests and those provided at the site.

***What experiences will help me grow as a counselor/school counselor?*** As a future practicing community agency counselor/school counselor the experiences that will help you grow into your professional role begins with your training program. It will be important for you to establish a solid awareness, knowledge and skill foundation of principles, standards and competencies offered during your didactic, experiential, and applied training at Rutgers. Equally, it will be important for you to maintain a self-reflective and self-assessment of your developing range of experiences and skills in working with culturally diverse populations in a community agency and/or school setting. In addition, it will be beneficial to take an active role and engagement with professional organizations, conferences, and journals in your specialty area. You may consider joining the American Counseling Association including the American School Counselor Association, and/or the American Psychological Association including the Society of Counseling Psychology both as a masters' student and as a professional upon graduation.

***Is the program in school counseling accredited?*** The Ed.M. program in School Counseling meets all New Jersey state requirements for the New Jersey School Counselor and Educational Services Certification. The Ed.M. program in School Counseling is currently undergoing review for accreditation by the Council for Accreditation of Counseling and Related Educational

Programs (CACREP). CACREP is a specialized accrediting body that has been organized by professional associations such as the American Counseling Association (ACA).

***What is the difference between direct and indirect service in school counseling?*** Both practicum and internship provide opportunities to perform direct and indirect services under supervision. Direct services refer to activities in which the counselor trainee is in direct contact with clients providing counseling services. Direct services are individual counseling, group counseling, assessment, and classroom guidance. Indirect services indirectly affect the client and are activities related the work of the professional school counselor. Indirect services are guided by the American Counseling Association and the American School Counselor Association Code of Ethics. Indirect services include consultation services, in-services training, collaboration, advocacy, and program development.

### **Program Standards**

Program faculty members have an obligation to the counseling profession to prepare and only recommend for certification caring, competent school counselors. If a student has not met a satisfactory level of performance on a program standard, faculty review may recommend remediation. Remediation may include, but is not limited to additional course work or clinical experiences under direct supervision to address the standard in need of improvement. In rare circumstances, the faculty identifies a student who does not meet our definition of a given standard. Remediation or retention of the student is not considered an option. In such a case, a student is asked to leave the program. Any of the following violations may cause a student's removal from the Program:

- Violations of the Rutgers Policy on Academic Integrity
- Violations of the University Code of Student Conduct (<http://www.rci.rutgers.edu/~polcomp/judaff/ucsc.shtml>)
- Failure to adhere to or inconsistencies with the CACREP Standards

Failure to adhere to any of the expectations or unsatisfactory performance evaluations may result in the removal of a student from the Program. Appeal or grievance procedures are available in the Graduate School of Education Catalog.

### **Application Requirements**

Applicants for admission to the 48-credit Program in School Counseling must hold a bachelor's degree from an accredited college/university. A complete application consists of the application (available online), a \$65 application fee, two official transcripts, three letters of recommendation, a personal statement and current Graduate Record Exam (GRE) test scores. GRE scores no older than 5 years are required for admission. A minimum cutoff score is 1000 (verbal and quantitative combined). The application deadline is February 1.

Pending completion of all program requirements, student complete the certification application form available in the OAS along with payment. After graduating, the OAS then submits forms to the Office of Licensing and Credentialing in the NJ Dept. of Education. Graduates normally receive their NJ School Counselor Educational Services Certificate from the State within 4-6 weeks.

When students need recommendations for employment they are encouraged to contact their advisors or program faculty. The University also has an Office of Career Services that assists students with career placement.

### **Endorsement Policy**

Only graduates of the program in school counseling are recommended to the state of New Jersey for certification in school counseling.

### **Admissions Policy**

*Effective Fall 2010 all students admitted to the School Counseling Program will be expected to complete the Curriculum Planner within 2 years.*

The School Counseling Program ascribes to a full-time graduate cohort admissions model. To this end, all graduate trainees will be admitted as full-time students who are expected to complete the school counseling curriculum planner as designed within 2 years. Only under extreme and dire circumstances will any student be granted permission to modify the 2 year school counseling curriculum planner. In such event, the currently enrolled program student is required to submit a formal request prior to deviating from the 2 year curriculum planner to the School Counseling Program Coordinator. The formal request will be presented to School Counseling Program faculty for consideration and review. Any rendered decision regarding the formal request requires full support from school counseling program faculty.

### **Program in School Counseling Core Faculty**

Caroline S. Clauss-Ehlers, Ph.D., Teachers College, Columbia University, Associate Professor

Peter C. Donnelly, Ph.D., Teachers College, Columbia University, Visiting Assistant Professor

Michael Mobley, Ph.D., The Pennsylvania State University, Associate Professor

Saundra M. Tomlinson-Clarke, Ph.D., Florida State University, Associate Professor

### **Program in School Counseling Adjunct Faculty**

Linda Remolino, LPC, NCC, M.A., Kean University (NJ School Counseling Certification)

Chonita Spencer, Ed.D. LPC, Rutgers, The State University of New Jersey (NJ School Counselor Certification)

Kathleen Williams-Biddulph, Ph.D., LPC, Seton Hall University

### **Departmental Faculty**

Joseph Boyle, Ph.D., University of Kansas, Special Education

Gregory Camilli, Ph.D., University of Colorado, Educational Statistics, Measurement, and Evaluation

Chia-Yi Chiu, Ph.D., University of Illinois at Urbana-Champaign, Educational Statistics, Measurement, and Evaluation

Clarke A. Chinn, PhD., University of Illinois at Urbana-Champaign, Learning, Cognition, and Development

Jimmy de la Torre, Ph.D., University of Illinois at Urbana-Champaign, Educational Statistics, Measurement, and Evaluation

Susan L. Golbeck, Ph.D., Pennsylvania State University, Learning, Cognition, and Development Program

Toni Kempler Rogat, Ph.D., University of Michigan, Learning, Cognition, and Development

Lorraine D. McCune, Ed.D., Rutgers University, Learning, Cognition, and Development

Cindy E. Hmelo-Sliver, Ph.D., Vanderbilt University, Learning, Cognition, and Development

Matthew J. Mayer, Ph.D., University of Maryland, Special Education

Angela M. O'Donnell, Ph.D., Texas Christian University, Learning, Cognition, and Development

Douglas A. Penfield, Ph.D., University of California at Berkeley, Educational Statistics, Measurement, and Evaluation

Stanley J. Vitello, Ph.D., University of Connecticut, Special Education



## **Professional Affiliations**

### **[American Counseling Association \(ACA\)](#)**

The American Counseling Association is a not-for-profit, professional and educational organization that is dedicated to the growth and enhancement of the counseling profession. Founded in 1952, ACA is the world's largest association exclusively representing professional counselors in various practice settings.

By providing leadership training, publications, continuing education opportunities, and advocacy services to nearly 55,000 members, ACA helps counseling professionals develop their skills and expand their knowledge base.

ACA has been instrumental in setting professional and ethical standards for the counseling profession. The association has made considerable strides in accreditation, licensure, and national certification. It also represents the interests of the profession before congress and federal agencies, and strives to promote recognition of professional counselors to the public and the media.

Contact Information:  
American Counseling Association  
5999 Stevenson Ave.  
Alexandria, VA 22304-3300  
Telephone: 703.823.9800  
Fax: 703.823.0252

### **[American School Counselor Association \(ASCA\)](#)**

The American School Counselor Association is the national organization with a membership of more than 12,000 school counseling professionals that represents the profession of school counseling. ASCA focuses on providing professional development, enhancing school counseling programs, and researching effective school counseling practices. Their mission is to promote excellence in professional school counseling and the development of all students.

Through a strong government relations program, thoughtful documents have been articulated such as the Role Statement: The School Counselor, Ethical Standards for School Counselors, Position Statements, the recent release of The National Standards for School Counseling Programs, and many other publications and services. ASCA advocates for the school counseling profession.

Since its founding in 1952, ASCA has provided publications, educational programs and conferences, professional development workshops, and other programs for school counselors in public and private pre-kindergarten, elementary, middle/junior high, secondary, and post secondary schools.

ASCA has been instrumental in developing and recommending strong professional and ethical

standards for the school counseling profession. ASCA assists counselors in delivering more effective services by providing the means and information to enhance skills, to support self-evaluation, and research to measure counselor effectiveness. ASCA speaks for school counselors at the national level through strong government relations programs and activities.

ASCA publishes The Professional School Counseling Journal five times during the school year. It also provides its members with a newspaper, The ASCA Counselor, published five times each year.

Contact Information:  
American School Counselor Association  
801 North Fairfax Street, Suite 310  
Alexandria, VA 22314  
Telephone: 703.683.2722  
Toll-free: 800.306.4722  
Fax: 703.683.1619  
Email: [asca@schoolcounselor.org](mailto:asca@schoolcounselor.org)

#### [Association for Counselor Education and Supervision \(ACES\)](#)

The Association for Counselor Education and Supervision emphasizes the need for quality education and supervision of counselors in all work settings. Through the accreditation process and professional development activities, ACES strives to continue to improve the education, credentialing and supervision of counselors.

The association strives to encourage publications on current issues, relevant research, proven practices, ethical standards and conversations on related problems. Persons who are engaged in the professional preparation of counselors will find leadership through ACES. The ultimate purpose of the Association, in accordance with the purpose of ACA, is to advance counselor education and supervision in order to improve the provision of counseling services in all settings of society.

Contact Information:  
American Counseling Association  
5999 Stevenson Ave.  
Alexandria, VA 22304-3300  
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Fax: 703.823.0252

#### [Association for Multicultural Counseling and Development \(AMCD\)](#)

The Association for Multicultural Counseling and Development seeks to develop programs specifically to improve ethnic and racial empathy and understanding. Its activities are designed to advance and sustain personal growth and improve educational opportunities for members from diverse cultural backgrounds.

AMCD is charged with the responsibility of defending human and civil rights as prescribed by law. It encourages changing attitude and enhancing understanding of cultural diversity. Provisions are made for in-service and pre-service training for members and for others in the profession. Efforts are made to strengthen members professionally and enhance their ability to serve as behavioral change agents. Operationalization of Multicultural Counseling Competencies by AMCD represents a benchmark for the counseling profession and the American Counseling Association.

Contact Information:  
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5999 Stevenson Ave.  
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**Appendix A: Ed.M. School Counseling Program  
Planned Program of Study Form**

Name \_\_\_\_\_ RUID# \_\_\_\_\_

E-Mail Address \_\_\_\_\_ Review Date \_\_\_\_\_

Advisee Signature \_\_\_\_\_ Advisor signature \_\_\_\_\_

<b><u>Counseling (18 credits)</u></b>	<b><u>Course Number</u></b>	<b><u>Credits</u></b>	<b><u>Semester</u></b>	<b><u>Year</u></b>	<b><u>Grade</u></b>
Introduction to Counseling & Interview Skills	15:297:501	3			
Group Counseling: Theory & Practice	15:297:505	3			
Family: Systems Development	15:297:508	3			
Career Counseling and Development	15:297:510	3			
Theories of Counseling	15:297:613	3			
Professional Ethics	15:297:604	3			
<b><u>Testing (3 credits)</u></b>	<b><u>Course Number</u></b>	<b><u>Credits</u></b>	<b><u>Semester</u></b>	<b><u>Year</u></b>	<b><u>Grade</u></b>
Psychometric Theory I	15:291:515	3			
<b><u>Psychology (6 credits; i.e., 2 of 3 courses)</u></b>	<b><u>Course Number</u></b>	<b><u>Credits</u></b>	<b><u>Semester</u></b>	<b><u>Year</u></b>	<b><u>Grade</u></b>
Psychology of the Exceptional Child	15:293:525	3			
Intro to Child Psychology: Infancy through Adolescence	15:295:512	3			
Psychology of Learning	15:295:580	3			
<b><u>Sociological and Cultural Foundations (6 credits)</u></b>	<b><u>Course Number</u></b>	<b><u>Credits</u></b>	<b><u>Semester</u></b>	<b><u>Year</u></b>	<b><u>Grade</u></b>
Multicultural Issues	15:297:507	3			
Resources for School Counselors: Program Planning	15:297:512	3			
<b><u>Statistics and Research (3 credits)</u></b>	<b><u>Course Number</u></b>	<b><u>Credits</u></b>	<b><u>Semester</u></b>	<b><u>Year</u></b>	<b><u>Grade</u></b>
Statistical Methods I (previously 16:960:531)	15:291:531	3			
<b><u>Program Evaluation (3 credits)</u></b>	<b><u>Course Number</u></b>	<b><u>Credits</u></b>	<b><u>Semester</u></b>	<b><u>Year</u></b>	<b><u>Grade</u></b>
Program Evaluation: An Intro to Methods & Practice	15:291:520	3			
<b><u>Supervised Counseling Practicum (3 credits)</u></b>	<b><u>Course Number</u></b>		<b><u>Semester</u></b>	<b><u>Year</u></b>	<b><u>Grade</u></b>
School-Based Practicum	15:297:627	3			
<b><u>Supervised Counseling Internship (6 credits)</u></b>	<b><u>Course Number</u></b>	<b><u>Credits</u></b>	<b><u>Semester</u></b>	<b><u>Year</u></b>	<b><u>Grade</u></b>
Internship: School Counseling	15:297:628	3			
Internship: School Counseling	15:297:628	3			
	Total Credits	48			

## PROGRAM IN SCHOOL COUNSELING-48 CREDITS

### Sample Curriculum for Full-Time Study

#### FALL

#### SPRING

#### SUMMER

#### First Year:

15:297:501 Counseling and Interview Skills  
 15:297:508 Family: Systems Development  
 15:291:531 Stat. Methods in Education I  
 15:295:512 Intro. to Child Psychology

15:297:505 Group Counseling  
 15:297:510 Career Counseling & Dev.  
 15:297:613 Theories of Counseling  
 \*15:297:627 School-Based Practicum

15:295:580 Psychology of Learning  
 15:291:515 Psychometric Theory

**or**

15:293:525 Psychology of the Exceptional Child

#### Second Year:

15:297:507 Multicultural Issues  
 15:291:520 Program Evaluation  
 \*15:297:628 Internship: School Counseling

15:297:512 Resources for School Counselors  
 15:297:604 Professional Ethics  
 \*15:297:628 Internship: School Counseling

**\*Note.** To meet Standards for School Counseling Programs of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), students complete supervised practicum experiences that total a minimum of 100 clock hours, followed by a supervised internship of 600 clock hours.

### **Pre-requisite for Curricular Experiences**

The following curricular experiences have pre-requisite knowledge required:

- Theories of Counseling- pre-requisite-297:501
- Practicum- pre-requisite 297:501, 295:512  
297:508, 297:505, 297:510, 297 613 295:512 must be completed or taken concurrently with practicum
- Psychometric Theory –prerequisite 591:531
- Program Evaluation- pre-requisite 291:531
- Resources for School Counselors- prerequisites 297:501, 297:505, 297:507; 297:508, 297:510; 297:613, 295:580
- Professional Standards and Ethics-prerequisites: 297:501, 297:505, 297:507, 297:508, 297:510; 297:613, 295:580
- Internship- prerequisites: 297:501, 297:505, 297:507, 297:508, 297:510, 297:613, 295:627, 295:512; 295:580, 291:515  
297:507, 291:520, 297:512, 297:604 may be taken concurrently with internship.

\*Internship is completed in the last year of the program.