

## **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.

### **Course Sequencing for Masters Level School Counseling Students**

#### **Full-time students:**

##### **Fall 1**

EPSY 315	Professional Orientation for School Counselors
EPSY 316	Counseling Theory and Practice
EPSY 429	Cross-Cultural Counseling
EPSY 312	Principles of Career Development in Counseling

##### **Spring 1**

EPSY 302	Group Processes in Counseling
EPSY 305	Foundations & Content in School Counseling
EPSY 416	Counseling: Advanced Practice
EPSY 415	Appraisal Procedures in Counseling
EPSY 3XX	Human Growth and Development

##### **Fall 2**

EPSY 341	Principles and Methods in Educational Research
EPSY 447	Practicum in Counseling
EPSY 430	Consultation Theories and Practices

##### **Spring 2**

EPSY 308	Instruction for Students with Special Needs in the Mainstream
EPSY 447	Practicum in Counseling
EPSY 3XY	Critical Issues in School Counseling

##### **Fall 3**

EPSY 448	Internship in School Counseling
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### **Spring 3**

EPSY 448 Internship in School Counseling

### **Part-Time Students:**

*You will begin your coursework in the first two-semester by taking the following courses:*

#### **Fall 1**

EPSY 315 Professional Orientation for School Counselors

EPSY 316 Counseling Theory and Practice

#### **Spring 1**

EPSY 305 Foundations & Content in School Counseling

EPSY 416 Counseling” Advanced Practice

The courses typically offered during the summer semester include:

EPSY 305

EPSY 341

EPSY 415

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, 2001).
2. National Board of Certified Counselors (NBCC, 2000), Criteria for Counselor Certification, American Counseling Association, 2000.
3. State of Connecticut Certification Regulations for School Counselors effective July 1, 2004.

### **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. Meeting the needs of a diverse population at all levels in urban schools
- B. The American School Counseling Association’s National Model for School Counseling
- C. The National Transforming School Counseling Initiative (The Education Trust, Inc.)