

# **School Counseling Master's Degree Program Handbook**

**Emporia State University**

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## INTRODUCTION

Thank you for your interest in the School Counseling program at Emporia State University! It is certainly an exciting time to be a school counselor! National recommendations have historically called for a greatly lowered licensed school counselor to student ratio than exists in most states including Kansas. Although ASCA recommends a 250-to-1 ratio of students to school counselors, the national average is actually 400-to-1. ESU educates students on the ASCA National Model of School Counseling. Currently CACREP (our national accreditation body) has moved to the 60 hour program so that counselors will be eligible for dual license as both School Counselors and Clinical Counselors.

### *Why Emporia State University?*

**A Rich History.** The School Counseling Program at Emporia State University is one of the best in the Midwest with a rich history of developing some of the very best school counselors. Since 1947, Emporia State University has been preparing professional school counselors to work in public schools in Kansas and neighboring states. The tradition of face-to-face programs has changed since COVID and now the program is a fully online program.

**Nationally Accredited since 1997.** The program is approved by the Kansas State Department of Education (KSDE). Since 1996 the program has maintained national accreditation from the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

**A Hub for School Counseling.** The school counseling program has a long tradition of leadership and excellence within the profession. Emporia State is a hub for school counseling in Kansas. In addition to pre-professional preparation, the program also hosts an annual statewide continuing education conference every fall for practicing school counselors (the longest sustained professional development experience provided in the state for counselors of any specialization. Dr. Lloyd Stone, one of the original founders of the School Counseling program, was also a pioneer in Counseling and the formation of NBCC (National Board of Clinical Counselors), and he held License #1 for this organization.

**An Outstanding Reputation.** Our graduates are highly sought after by employers because of the quality of candidates and the reputation and quality of the program and faculty. Our faculty comes from experience as previous teachers and counselors themselves, with years of experience and knowledge. Most of our students have accepted school counseling positions before they have fully completed the degree program. Our graduates are employed throughout Kansas, in Missouri in the KC metro area, as well as in Iowa, and Oklahoma.

**Designed for Working Professionals.** Our program is designed to meet the needs of full-time students and working professionals with courses offered online, both synchronous or asynchronous.

**Value-added Opportunities.** Successful completion of this 60-hour dual program will allow you the opportunity to become dually licensed by KSDE as a School Counselor and can qualify to hold a license from the Kansas Behavioral Sciences Regulatory Board (BSRB) to practice in other settings as a Licensed Professional Counselor (LPC).

**Diverse Counseling Perspectives.** Students enrolled in the school counseling program will also have the opportunity to learn from professors and students in some of the other department programs in counseling.

<i>Links to School Counseling Information</i>	
<p><b><i>About School Counseling as an Occupation</i></b>  <a href="#">O’Net</a> (Information About School Counseling as an Occupation--Salary, employment projections, etc.)  <a href="#">Occupational Outlook Handbook</a> (Information About School Counseling as an Occupation)</p>	<p><b><i>About School Counseling in Kansas</i></b>  <a href="#">Kansas Comprehensive School Counseling Program</a>  <a href="#">Kansas Curricular Standards for School Counseling</a> (PK- 12 Students)</p>
<p><b><i>About the School Counselor and School Counseling (American School Counselor Association)</i></b>  <a href="#">The Role of the School Counselor</a>  <a href="#">The Essential Role of Elementary School Counselors</a>  <a href="#">The Essential Role of Middle School Counselors</a>  <a href="#">The Essential Role of High School Counselors</a>  <a href="#">ASCA Ethical Standards for School Counselors (2022)</a>  <a href="#">ACA Code of Ethics (2014)</a></p>	<p><b><i>Counseling Professional Associations</i></b>  <a href="#">Kansas Counseling Association (KCA)</a>  <a href="#">Kansas School Counselor Association (KSCA)</a>  <a href="#">American School Counselor Association (ASCA)</a>  <a href="#">American Counseling Association (ACA)</a></p>

### *School Counseling Candidate Population*

About 15-25 candidates in any given academic year complete the M.S. program in School Counseling. Applications into the program are approved three times during the calendar year; a typical entering group consists of approximately 90% women, and 10% men. The candidates are from a variety of racial/ethnic backgrounds, religions, political beliefs, sexual orientations, socioeconomic status and other characteristics which make for a diverse body of candidates. Individuals representative of all ages are enrolled in the program, with candidates in recent years ranging from young twenty-somethings to seniors. Candidates with the traditional teaching license are typically in their young to mid-twenties, while re-specialization candidates are typically mid-career professionals.

### *School Counseling Master’s Degree Options*

The purpose of the school counseling program is to prepare counselors to serve students at the elementary, middle, and/or high school levels. There are two main avenues to entering the school counseling program:

1. Applicants holding a professional teaching license in accord with school counselor licensure requirements in Kansas;
2. Applicants without a teaching license: Direct Entry- developed by the Kansas State Department of Education, allows applicants with a bachelor’s degree in another discipline other than teaching to enter a master’s degree program in school counseling. The requirements of an existing teaching license are waived under this legislation.

Additionally, those who have a Master’s degree in Counseling with a different specialization (Clinical, Mental Health Counseling, Rehabilitation Counseling, et. al.) may be accepted into a different Restricted Licensure program available on campus).

### *Admissions*

**SCHOOL COUNSELING MASTER’S DEGREE ADMISSION REQUIREMENTS.** Persons wishing to pursue a master's degree in School Counseling are required to make application through the Graduate School as a first step. An admissions committee composed of faculty members will consider the following criteria in deciding whether or not to recommend an applicant for admission:

1. Completed graduate school application online, at the Graduate School website;
2. Official transcripts showing an earned BS, BA, BFA, or BSE degree;
3. Undergraduate Grade Point Average (GPA) of 3.0 or higher on a 4.0 point scale or a 3.25 on the last 60

semester hours, and/or graduate GPA of 3.0 or higher; (students not meeting this requirement may still be considered);

4. Writing style and content of program application;
5. Education and employment history: Please mention any volunteer or work experience with special populations in online application;
6. Three (3) references, at least one (1) from a current or former supervisor if relevant. Reference forms are available at the Graduate School website, **however, letters are preferred**;
7. Interview with faculty. Interviews may be conducted in person or via distance technology.

All qualified applicants to Counselor Education receive equal consideration for admission, regardless of race, ethnicity, color, national origin, sex, gender, familial or parental status, marital status, sexual orientation or identity, religious or non-religious beliefs, age, disability, military or veteran status, or socioeconomic status. ESU provides accommodations to applicants with disabilities, as requested from the Office of Disability Services. People of color and persons with disabilities are encouraged to apply.

### Key Admission Steps

- 1) Complete Graduate School Application. Additionally ensure all transcripts are on file. 2) Provide three references for the program with at least one from current/recent employer-supervisor, if applicable. Written letters submitted by references are encouraged to provide a more complete view of the applicant and can be submitted to Carleen Dvorak by email at [cdvorak@emporia.edu](mailto:cdvorak@emporia.edu). Alternately, some or all of references may complete a [standard reference checklist form that is provided by link](#).
  - 3) Complete the identified program orientation, followed by interview with program faculty.
- \*The department reserves the right to waive some admission requirements

### Deadlines

All completed admission materials should be received by the following deadlines and you need to be available for an interview within the specified date range.

To Start Courses	Deadline for Materials	Interview Dates
Summer	March 1	Feb-April
Fall	July 1	July-August
Spring	October 1	October-November

### Contact Us:

For more information, please call 620-341-5220 or email [cdvorak@emporia.edu](mailto:cdvorak@emporia.edu)

### University Diversity and Inclusion Statement:

Emporia State University supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators and staff within Emporia State will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socioeconomic class, political ideology, education, primary language, family status, military experience, cognitive style, and communication style. The individual intersection of these experiences and characteristics will be valued in our community. If there are aspects of the design, instruction, and/or experiences within this course that result in barriers to your inclusion or accurate assessment of achievement, please notify the instructor as soon as possible and/or contact the office of the Assistant Dean of Students for Diversity, Equity & Inclusion.

*Program of Study*

<b>Required Courses (60 Credits)</b>					
<b>Dept</b>	<b>No</b>	<b>Course Title</b>	<b>HRS</b>	<b>SEM</b>	<b>Synchronous or Asynchronous</b>
CE	708	Multicultural Counseling	3	SP/SU	Asynchronous
CE	712	Substance Abuse in Counseling	3	SP/SU	Asynchronous
CE	732	Lifespan Develop/Disability	3	ALL	Asynchronous
CE	740	Research Design	3	SU	Asynchronous
CE	770	Relationship/Family	3	SP	Asynchronous
CE	801	Crisis/Trauma	3	SP/SU	Asynchronous
CE	810	Counseling Microskills	3	ALL	Synchronous
CE	820	Career Counseling	3	FA/SU	Asynchronous
CE	825	Counseling Theories	3	ALL	Asynchronous
CE	830	Group Process	3	ALL	Synchronous
CE	833	Diagnosis Treatment	3	FA/SP	Asynchronous
CE	893	Ethical Issues	3	SU/FA	Asynchronous
SC	700	High School	3	SP	Asynchronous
SC	705	Elementary/Middle	3	FA	Asynchronous
SC	715	Counseling Consultation/Collaboration	3	SP	Asynchronous
SC	860	Leadership & Advocacy	3	FA	Synchronous
SD	820	Assessment in Schools	3	FA	
SC	871	Practicum	3	FA/SP	Synchronous
SC	881	Internship	3	FA/SP	Synchronous
SC	881	Internship	3	FA/SP	Synchronous

\*Direct Entry Candidates (those applicants without a teaching license) must also complete an additional 70 clock- hours of field experiences in schools to meet KSDE School Counselor license requirements. Students entering the program will meet this requirement by completing 70 clock hours prearranged with program faculty while enrolled in existing program coursework (30 clock hours in a high school to be completed during SC700, 30 clock hours to be completed in an elementary school during SC705, and 10 contact hours to be completed during Supervised Practicum.

## PROGRAM STRUCTURE, LENGTH, STUDENT COURSE LOAD

Since historically most of our students maintain full-time employment while in the program (often in schools), during the Fall and Spring semesters each of our synchronous classes are scheduled one night per week, Monday- Thursday, generally after 5:00 pm. Students are free to choose how many hours they take each semester and proceed through the program based on their individual needs and decisions rather than as a cohort group. Most students choose to take between 6 and 9 hours per semester. *Five hours of courses in a degree program are required for financial aid purposes.* While the Graduate School allows up to seven years for completion of the program beginning with the first semester of course work, most school counseling candidates complete the course work, field experiences, and the required comprehensive exam within a two to four year period. Upon admission to the program every student is encouraged to create a Plan of Study, consult with their advisor to review and make revisions, and to follow the plan as closely as possible.

**Initial Coursework.** Because they provide a basic introduction into the field of school counseling, the degree program, and are identified prerequisites to other program courses, the following are to be completed with your earliest possible enrollment in school counseling courses.

- *CE810 Counseling Microskills Development*
- *SC700 Issues and Best Practices in High School Counseling (Spring only)*
- *CE825 Counseling Theories*
- *SC705 Issues and Best Practices in Elementary/Middle School Counseling (Fall Only)*

## Frequently Asked Questions

### 1. **What is Direct Entry?**

Direct Entry refers to students who want to become school counselors but do not have a current Kansas teaching license. In order to obtain the *School Specialist License* for School Counselor, Kansas license regulations require the applicant to either have a currently valid teaching license or verification of successful completion of 70 additional clock hours of field experiences during their program. All degree students complete the same core coursework. Direct Entry students must also complete the additional non-credit field experiences. Each field experience requires an approved public school placement (university placement form required) in a building with a licensed school counselor who will serve as a mentor. The field experiences are to be arranged as follows:

- 30 Clock Hours while enrolled in SC700 Issues and Best Practices in High School Counseling;
- 30 Clock Hours while enrolled in SC705 Issues and Best Practices in Elementary/Middle School Counseling;
- the remaining 10 clock hours through indirect services completed during enrollment in Supervised Practicum.

### 2. **I would like to transfer courses from another degree program. Will you accept the credits I have completed?**

The answer is that it depends. If you hope to transfer any graduate hours from another accredited institution you should inform the Program Coordinator of that as soon as possible. First, as a 60 hours program, university policy limits us in accepting transfer credits to a maximum of 15 credit hours. Only courses that closely match Emporia State University courses required for the school counseling degree program in content and student learning outcomes will be considered. Further, counseling skill development courses and professional field experiences (i.e. CE810 Counseling Microskills Development, SC871 Supervised Practicum in School Counseling, SC881 Internship in School Counseling) need to be completed within our program and not as hours accepted for transfer. In addition to a copy of your transcript, in some cases the university course description and actual course syllabus may also be needed for review before a determination on transfer hours is made.

### 3. **I already have a Master's Degree in Social Work and am licensed as a Social Worker (LCSW). What additional coursework would I need to be licensed as a school counselor?**

We often field questions from those who already hold a license to practice in a different mental health profession such as Social Work, Psychology, Marriage and Family Therapy, and others. We are pleased to welcome those who have reassessed best career fit, and are willing to pursue preparation, accept, and finally replace one's existing professional identity with that of a counselor! If you are willing to do that, we are excited to help mold you into a counselor! Several recent admissions to our program hold degrees and licenses in other mental health fields.



In order to obtain the initial KSDE *School Specialist License* as a School Counselor, Kansas Administrative Regulations (91-1-203) require “(B) verification from an accredited institution by the unit head or designee of completion of a graduate-level school specialist program;(F) if application is made for a school counselor endorsement, one of the following: (i) A currently valid professional teaching license; or (ii) verification that the applicant successfully completed additional field experiences consisting of two three-credit-hour courses or at least 70 clock-hours over at least two semesters during the approved program specified in paragraph (a)(3)(B); (G) verification of successful completion of a school specialist assessment as determined by the state board”

**Note: Thus, students from other professions must complete the Master’s degree in school counseling and complete the additional Direct Entry field experience requirements during the program.**

**4. I have a Master’s degree in Clinical Mental Health Counseling and have a license as an LCPC. What additional coursework would I need to be licensed as a school counselor.**

There are two different situational categories to consider for those who do not hold a license as a teacher, but already hold a Master’s degree in one of the other specializations in the counseling profession (such as Clinical/Mental Health Counseling, Rehabilitation Counseling, College Student Personnel Counseling, Marriage and Family Counseling, etc). However, the key to qualifying for either of these categories is that the major must specifically be in Counseling, not in another professional field such as Psychology, Marriage and Family Therapy, Social Work, or other professional fields.

- A. **ESU Counseling Degree.** This category involves those who have already received their Master’s degree in Counseling from Emporia State University. If this applies, a review of the coursework on the transcript would occur. The next steps would involve applying for admission as a non-degree seeking student, completing the program application, and completing the coursework and other requirements that remain. Generally speaking, that would be a) completing the school counseling specific courses, b) the direct entry field experiences required by the KSDE, and finally c) successfully completing the Comprehensive Exam. This would include SC700 Issues and Best Practices in High School Counseling 3 hrs; SC705 Issues and Best Practices in Elementary and Middle School Counseling, 3 hrs; SC715 Counseling Consultation and Collaboration, 3 hrs; SC860 Leadership and Advocacy, 3 hrs; Internship in School Counseling, 6 hrs; and completing the KSDE additional field experiences. Additionally, students within our program leading to initial licensure as a school counselor must successfully complete the Comprehensive Examination which requires the student to demonstrate they can meet 6 of the 8 KSDE license standards for School Counselor.
- B. **Alternate Route.** This category involves a separate *restricted licensure* as a school counselor program handled within the Licensure and Field Experiences Office in the Teachers College at ESU and is not within Counselor Education. To qualify for this program the prospective student must: a) hold master’s degree in a counseling profession specialization (Clinical Mental Health Counseling, Rehabilitation Counseling, College Student Personnel Counseling, Marriage and Family Counseling, etc.) from a regionally accredited college, b) hold a professional counseling license (LPC/LCPC), c) be able to show verification of a minimum of 3 years of clinical experience in that counseling specialization and, d) have been hired by an accredited school district to fill a position as a school counselor.

**5. I do not want a degree or to add licensure as a school counselor, I just want to take a couple of classes. Can I do this?**

Yes. The University Catalog states: “Students with at least a baccalaureate degree from a regionally accredited institution who desire to enroll in graduate course work but are not seeking a degree or certificate are classified as non-degree or licensure students. Non-degree enrollment status is designed for students who wish to take courses but do not plan to pursue a degree. Non-degree students do not qualify for financial aid. Enrollment as a non-degree student does not guarantee admission to the University as a degree-seeking student. Non-degree seeking students are not exempt from any course prerequisites. Students are required to pay an application fee and submit proof of baccalaureate degree (copy of unofficial transcript,) from a regionally accredited institution prior to application being processed. Course term limits and transfer courses for licensure programs are to be decided by the respective programs. Faculty reserve the right to decide on the applicability of course work taken prior to formal admission into a degree program. A non-degree or licensure student, who wishes to enter a degree program at a later date, must submit a new application and go through the admission review process. A maximum of 12 approved hours earned under this status may be applied to a degree program. Students should check the graduate degree listing or contact the Teacher Licensure Coordinator in the Teachers College (620-341- 5412)

for specific licensure programs offered at ESU. Some departments do require official transcripts from licensure applicants.”

**6. I previously graduated with a 48 hour program degree, and want to pursue the LPC, Can I do that?**

Yes, absolutely! A number of our students who previously graduated from the 48 hour degree program inquire about earning licensure in Professional Counseling applicable in other settings and are pursuing this licensure as well. The Kansas Behavioral Sciences Regulatory Board (BSRB) regulates professional counseling in other settings. As a CACREP accredited program, the required degree coursework from the 48 already meets the BSRB categorical course requirements. Students who so choose may pursue the additional credits to meet the 60 hour requirements for the Licensed Professional Counselor (LPC) by completing an additional 12 hours in department courses beyond the requirements of the current 48 hour program during or after completion of the school counseling program, and passing a national exam (the National Counselor Exam).

**7. What is an LPC in KS, and how do I pursue it?**

In Kansas there are two levels of professional counseling: the initial LPC and a more advanced independent practice clinical level (Licensed Clinical Professional Counselor -LCPC). The LCPC qualifications include first earning the LPC license then completing 3000 hours of clinical practice while on a BSRB approved supervision plan, and passing the National Clinical Mental Health Counseling Exam. The 60 hour CACREP degree plan meets the requirements for initial LPC licensure in KS.

## WELCOME

Welcome to Counselor Education at Emporia State University and more specifically to the School Counseling Program! This handbook is designed to initially acquaint prospective students with the school counseling program and as a reference to increase students’ awareness of expectations and available resources. This handbook should inform students of the important requirements for the master’s degree in School Counseling, some applicable procedures and practices and policies related to the degree program, policies and procedures for non-degree seeking- licensure only options. The handbook provides an overview of the school counseling program and serves as a means for keeping track of the student’s individual program plan. This handbook was created to 1) help those interested in the program to understand basic aspects of the profession and our program, and 2) help guide admitted students and candidates toward completion of the Master of Science degree in School Counseling. Although we will work diligently to update this document, information and or sources at times may change, and it is important for you to check the sources included throughout this document in order to ensure their accuracy. Please feel free to contact your advisor to clarify questions you might have.

### *Counselor Education Mission*

Counselor Education at Emporia State University is committed to excellence in the preparation and continuing development of professionals in the counseling field. The program provides graduate students with the knowledge, skills, and dispositions critical for effective counseling, advocacy, and leadership in addressing the diverse demands of the counseling profession. Specifically, the program prepares counselors with the specialized knowledge and skills required for placement in Art Therapy, Mental Health, Rehabilitation, and School Counseling settings. Consistent with this mission are the goals of graduating students who have:

- knowledge of basic counseling theory and practice;
- competencies in essential counseling services;
- skills necessary to evaluate relevant research;
- personal commitment to evaluating their counseling interventions; and
- an ongoing effort to evolve through professional development activities.

### *School Counseling Program Mission*

The mission of the School Counseling program is to prepare highly competent professional counselors with the knowledge, skills, dispositions, and experiences to assume leadership, advocacy, collaborative, and consultative roles. Our program will prepare professionals to utilize a trauma informed social justice lens to develop and manage a comprehensive program delivering counseling services that addresses the diversity of PreK-12 students in an ever-changing society.

### *Program Description and Overview*

The Master of Science in School Counseling at Emporia State is a 60 credit hour degree program in which students complete core course training in counseling and in the school counseling specialization. The degree program prepares candidates for the *Professional School Specialist License: School Counselor* through the Kansas State Department of Education. In addition, candidates are eligible for LPC through the KSRB. There are two paths to school licensure: one for individuals who have a current professional teaching license, and a second, Direct Entry, is for individuals who do not have a current professional teaching license. In order to meet state regulations for the license, direct entry students must complete additional school field experiences during the program.

### *Program Objectives*

1. Promote the field of School Counseling by providing an intensive program of study so counseling candidates are prepared to move into the ever-changing environment of today's schools and implement and manage a comprehensive counseling program.
2. Maintain the high standards ESU's counseling program has had since 1947 by continuing to meet both state and national standards of excellence and accreditations.
3. Support and advocate for the counseling profession through faculty involvement in state and national organizations and through encouraging students to become advocates for their profession as well.
4. Continue to seek diversity in counseling candidates to address the needs in today's diverse school population.

### *Program Philosophy and Values*

The school counseling program faculty have established program curricula and processes that place essential priority on the following principles, beliefs, and values:

- Respecting individual dignity, demonstrating empathy, caring, and commitment to the well-being of others
- Understanding of and respectfulness toward individual perspectives and diversity
- Open-mindedness and objectivity regardless of a person's characteristics, diversity, or issue/concern presented, and the ability to recognize and set aside one's own beliefs and preferences in order to provide quality counseling services to every individual or category of individuals
- Promoting fairness, equity, justice, equality, and interdependence
- Self-awareness, continuous self-reflection, and self-care to maintain personal wellness, reduce stress, trauma, and avoid burnout
- Appropriate dispositions, judgement, and behavior. In order to satisfactorily complete the program and receive the program faculty's endorsement and recommendation for practicum, internship, professional credentialing, and/or employment, it is not sufficient to have merely completed the academic requirements; the candidate must consistently demonstrate identified dispositions, open-mindedness to client characteristics, situations, and concerns, display mature judgement, and conform to legal and ethical practice standards throughout all aspects of the program. Decision making and behavior must follow the American School Counselor Association Ethical Standards for School Counselors (2022), and the American Counseling Association Code of Ethics (2014).
- Ensuring proficiency. Program faculty will hold each student to a target or acceptable standard on each assignment, activity, exam, or assessment. Weak or unacceptable levels will result in remediation efforts that continue until such time that the student demonstrates attainment of an acceptable or target performance level.
- Critical thinking, creative planning, and effective practice in meeting the developmental needs of students in an ever changing and diverse society.
- Maintaining a developmental perspective and in approaching prevention and counseling interventions that apply clinical skills adapted to the school setting.
- Commitment to career-long professionalism (active involvement in and service to professional associations)
- Advocacy for client needs, comprehensive programs, oneself as professional, as well as the larger profession
- Use of technology increases efficiency and effectiveness of practice and services provided.

- Individual autonomy and self-determination. Ensuring the freedom to choose one's own direction within their own social and cultural framework, making their own choices, accepting control of one's own life and accepting responsibility for the consequences of their own behavior,
- Although individuals may initially be unable to resolve conflicts, recognize options and choices, make decisions and set and achieve personal goals for change for themselves by themselves, a belief in the potential of each individual to make positive effective changes by recognizing and relying on one's own resourcefulness and resilience.
- Recognizing that when systems function to maintain themselves at the expense of individual needs, although complex, systems also have the capacity to grow, adapt, and change.

### Student Learning Outcomes

Students who successfully complete the program will possess and be able to demonstrate the knowledge, skills, professional judgement, and dispositions needed by the professional school counselor (KSDE):

1. Demonstrate knowledge of the philosophical, historical and social foundations of contemporary education and counseling practice; and preparation standards, professional credentialing practices, legal and ethical behaviors.
2. Possess the knowledge and skills to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program.
3. Understand and demonstrate appropriate counseling skills to address the needs of individuals throughout the stages of human development, possess knowledge of related human behavior at all developmental levels and in multicultural contexts and the impact of the stages and behaviors on learning and family dynamics.
4. Understand the major theories of individual and group counseling and demonstrate appropriate skills, techniques, and the use of technology in implementing individual and group counseling and classroom lessons designed to promote academic, career and social/emotional development of learners.
5. Understand and demonstrate legal and ethical use of assessment, evaluation and research in multicultural contexts.
6. Have knowledge of career development and apply a multi-tier approach for counseling all learners through their developmental stages.
7. Understand the significance and demonstrate the skills of teaming and consultation, collaboration and coordination in developing programs to facilitate the positive interaction between learners and their environment.
8. Understand social and cultural diversity across developmental stages and can identify appropriate counseling practices.

### ACCREDITATION

The School Counseling program at Emporia State University has maintained national accreditation of the counseling profession since 1996 and is currently accredited through 2024. Accreditation is the recognition of a formal program through the approval of a professional organization. National accreditation in the field of counseling is granted by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). CACREP is an independent council that was created to implement standards for the profession in counselor education and related programs of preparation. Its purpose is to work with colleges and universities offering these programs so that they might achieve full accreditation status through rigorous and objective judgment of the quality of professional preparation. To become accredited the counselor education program must fulfill specific standards regarding the institutional learning environment including structure and processes to support the instructional program, program governance and self-evaluation, as well as its mission, objectives, content, practicum experiences, student selection and advising, and faculty qualifications and workload. Accredited status provides recognition that the content and quality of the counseling preparation program has been evaluated and meets the standards set by the counseling profession. In addition, the School Counseling Program maintains Council for the Accreditation of Educational Preparation Programs as part of the Teachers College Licensure Programs and as

required by KSDE.

## ADVISEMENT

Upon acceptance into the Graduate School, you will have a faculty advisor assigned to you with a permanent advisor assigned upon admission into the program. Be aware that your advisor is co-responsible for your successful completion of the course work and the comprehensive exam. Once your Plan of Study has been discussed, advisors will do their best to keep you informed about any changes that might affect you (e.g., a previously scheduled course not being offered next semester when you had planned to take it and to inform you of pre-enrollment dates, etc). The university has adopted a system that allows graduate program candidates to enroll themselves with a PIN, provided by your advisor. However, it's also a good idea to keep your advisor posted as to the courses you plan to take each semester and make sure to ask if you have questions.

In making decisions about what courses to take in a given semester, candidates sometimes consider only the immediate semester choices and fail to consider all of the information that may impact their future options. However, wise decision making requires the consideration of current course options within the context of the whole program, where you are within the program, and the characteristics and context of the courses remaining in the program (identified in the following sections of this document). Failure to take this significant information into account often results in being unable to take a future course when wanted or needed or even taking longer to complete the program than you anticipated. So at all decision making points you need to understand and keep in mind both long range and short range considerations.

## COURSE SEQUENCING, PREREQUISITES, OTHER REQUIREMENTS & COURSE LOAD

Some courses are offered less frequently than others, so it is important to enroll in those when they are available. For example, some courses in the program are offered only one semester per year or on a rotational basis; you must plan and make decisions accordingly. If you do not take those courses at the earliest opportunity they are offered, you may find key coursework will be delayed, or that your anticipated program completion date will be extended. If you choose to take a course out of sequence, realize that it will be a little more complicated (although not impossible) to catch up with other candidates who are "on track." Most students have realized that taking coursework in the summer creates flexibility and can speed degree completion.

**Synchronous Coursework.** Even though much of the coursework is offered in an asynchronous format, the following are synchronous:

1. CE810 Counseling Microskills Development (3)
2. CE830 Group Processes in Counseling (3)
3. SC860 Leadership & Advocacy (3)
4. SC871 Supervised Practicum in School Counseling (3)
5. SC881 Internship (6)

**Prerequisites.** After careful consideration of the content, process, and progression of coursework needed for successful completion of the program, the school counseling program faculty established course prerequisites to ensure each student's background knowledge, experience, or skill readiness to complete coursework competently and master the associated standards at the level of program expectation. You must have successfully completed all prerequisites identified for a course in order to be permitted to take that course. As you plan your coursework, you need to make certain that you recognize and satisfy the prerequisites before you need them. Sequencing exceptions are made only for a truly uncommon, unique, and unusual situation such as transfer courses. An exception will not be permitted just because you haven't yet completed the prerequisite and want to move forward more quickly.

- CE810 is a prerequisite for CE820, CE825, CE830, S871, and SC881.
- SC700 and SC705 and 15 hours in program are prerequisites for SC860
- Supervised Practicum Prerequisites: include SC700; SC705; SC715; CE708; CE810; CE825; CE893; and an approved application received by the identified deadline the semester prior.
- Internship: These courses are intended to be capstone classes and you must have completed all other courses required for the degree and have an approved application for placement.

### **Other Sequencing Issues**

If you hope to take a course out of the established sequence, or otherwise deviate from the program requirements, you may write and submit a petition detailing the request, the unique circumstances that justify it, and requesting consideration. The members of the school counseling program committee, with the consultation of the program lead, will read this petition carefully. We will inform you as soon as possible as to the results of our decision.

### **Course Load**

Most of our students will carry 6-9 credits per semester, but every student's situation is different. For students seeking financial aid, you will want to consult with the office of Financial Aid for implications related to fulltime status and course load.

## DIVERSITY

During course work, candidates in the School Counseling degree program are exposed to a variety of experiences designed to equip them to work effectively with students in a multicultural, ethnically diverse and global society. Candidates, some of whom come from rather nondiverse settings, are required to complete course work that is multicultural sensitive. All candidates must participate in and complete CE708: Multicultural Counseling, a core course in which candidates are challenged to participate in a variety of activities both in-class and out of class. These assignments expose the candidate to a variety of differences in students from those that are physically challenged to those from social and cultural diverse backgrounds. Throughout all other required courses candidates are continually challenged to apply the course specific content and skills necessary to work effectively with a variety of client populations and settings.

## PRACTICUM & INTERNSHIP INFO

### *Liability Insurance*

Prior to enrolling into SC 871 (practicum), students need to purchase liability insurance. This is most easily done by joining ASCA, which upon membership, provides liability coverage. Liability is required through the completion of the program. Proof of coverage is required to enroll in both SC871 and SC881.

### *Supervised Practicum*

Candidates in the School Counseling program are required to complete core concentration courses before becoming eligible to apply for Supervised Practicum. Typically Supervised Practicum should be the next to the last course taken in the entire degree program, but for anyone pursuing a provisional licensure, practicum should be taken prior to application for provisional licensure. The practicum is focused on the application of clinical skills and knowledge adapted to the school setting, requiring 100 clock hours, in an approved school placement. This is a semester long course, regardless of hour accumulation. Candidates receive weekly individual or triadic supervision from a site-supervisor as well as group supervision from a School Counseling program faculty member. It is a synchronous course offered both Fall and Spring semester. As a result, it is recommended that extracurricular activities be limited as you process through the practicum and internship classes. A focus on the clinical aspects of school counseling and the field experience component is completed in a school setting during the school year and the regular school day. It resembles CE 810 Counseling Skills in its content and involves documenting 100 hours of which 40 hours are direct counseling sessions (individual counseling and small group counseling) with students on a small "case load" and 60 hours in providing indirect services to those students on their pre-arranged case-load such as consulting with school personnel and parents. The course requirements are extensive including:

1. 1 soap note and review of case notes vs sole possession records
2. 4 audio recordings with reflections to be submitted for evaluation by instructor Theory Paper
3. 1 case conceptualization presented to class
4. Weekly reflection.
5. Log submissions at both the 8 week and 15 week marker of the course
6. Evaluation by the faculty supervisor at both the 8 week and end of semester
7. Evaluations by the site supervisor at both the 8 week and end of semester
8. 1.5 hours weekly group supervision
9. 1 hour weekly on-site supervision
10. Theory to practice paper

The class may also include other assignments, quizzes, and performance exams, and theoretical application papers. It involves weekly supervision in a group in-class with the ESU faculty supervisor and an hour weekly with a site supervisor. It is an intense semester of clinical experiences with clients, feedback and learning. Candidates must plan ahead with their advisor when practicum and internship will be taken. Students must complete their formal application by the deadline date

**Application Deadlines: March 1 and October 1** of the semester prior to the requested start of practicum. After receiving applications, and prior to permitting entrance into Practicum, faculty members must review and assess that candidate's

dispositions to determine one's readiness.

### *Supervised Internship*

Internship is a 600 hour field experience with 240 direct contact hours. Candidates in the School Counseling program are eligible to take Internship in Counseling (6 credit hours) after successful completion of Supervised Practicum and all other courses in the degree program. If Direct Entry, this requirement would also apply to all field experience hours. The intern is under weekly group supervision (will attend class) with the counseling program faculty member for a minimum of 1 ½ hours, and also supervised for 1 hour/week individually on-site by a licensed school counselor with at least 2 years of post-graduate employment experience as a school counselor. Ideally, internship is designed to be completed over at least 2 school semesters. Candidates may enroll in 1, 2, or 3 hrs per semester (it should be noted that each one hour of credit = 100 clock hours with 40 hours of direct service). Completing 300 contact hours per semester is equivalent to ½ time employment during the regular school day. Completing all 600 hours in one semester would be equivalent to full-time employment in a school, and thus is possible only when already employed as a school counselor. During the 600 hours the intern will provide at least 240 clock hours of direct service to students to include individual and small group counseling and school counseling curriculum classroom lessons. Indirect services involve activities such as consultation with parents, school personnel, and other professionals in the educational community, as well as a variety of other tasks completed by school counselors. Internship requirements to be completed within the 600 hours include:

1. 4 audio recordings with reflections to be submitted for evaluation by instructor
2. 1 case conceptualization presented to class
3. 1 evaluation of classroom guidance by site supervisor, instructional coach or administrator
4. Log submissions at both the 8 week and 15 week marker of the course
5. Development and delivery of 4 ASCA lessons and submission on ASCA Lesson Plan Template
6. 12 (minimum) hours across grade levels of classroom guidance or large group presentations or other approved contact hours by instructor
7. A research paper on School Counselor burnout that includes a self-care wellness plan
8. Evaluations by the site supervisor at both the 8 week and end of semester
9. Evaluation by the faculty supervisor at both the 8 week and end of semester

Interns are evaluated on their ability to demonstrate their knowledge, skills, and dispositions in critical thinking, creative planning and effective practice by both on-site and faculty supervisor, as they work with students, teachers, and parents in an educational environment. **Application Deadlines: March 1 and October 1.**

### **PROGRAM FOCUS**

The structure and focus of the degree program follows professional expectations, best practice and standards within the school counseling specialization as identified by the American School Counselor Association (ASCA), and the standards of both the Kansas State Department of Education (KSDE), and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). All candidates are prepared to function effectively and efficiently within the structure and expectations of the American School Counselor Association (ASCA) as reflected through Ethical Standards for School Counselors (2022), Ethical Standards for School Counselor Education (ASCA, 2018), Role of the School Counselor, the National Model for School Counseling Programs (ASCA, 2019), and current Position Statements (ASCA).

Current students and recent graduates of the School Counseling program at Emporia State University fully understand the need for counselors to switch emphasis from the traditional counselor role of serving a few needy students to a program that serves 100% of the students. Research has shown that schools employing a programmatic approach have demonstrated an increase in student development including academic, career, and emotional development and academic performance and achievement (Scarborough & Culbreth, 2008).

Program graduates enter the profession with the expectation they will assume a transformational role, establish and implement a data-informed, results-focused, developmentally-based comprehensive program to serve all PreK- 12 students in the social-emotional, academic, and career developmental domains. They are ready to create and deliver a core curriculum of sequenced lessons and activities that are developmental and preventive, assist students in planning, and provide responsive counseling services and interventions within the three domains as needed. They are also ready to deliver services in consultation, collaboration, and referral.

We adhere to and promote to the standards developed by the American School Counselor Association (ASCA), which has created a model that encourages comprehensive developmental counseling programs in K12 schools. The ASCA *National Model* reflects a comprehensive approach through the structural components of the model that include a

Foundation, Management System, Delivery System, and Assessment System. The model provides the opportunity for school counselors and school counseling teams to design, coordinate, implement, manage and evaluate their programs for students' success. Program graduates fully understand, appreciate, and are ready to create and implement this program and have developed a mindset and skill base for the underlying National Model themes of leadership, advocacy, collaboration and systemic change. They are willing to be accountable for producing results and have knowledge and skills in demonstrating accountability for outcomes. ESU graduates are well prepared to enter the profession and to meet the challenges of working with a diverse population of students, teachers and other school personnel, and parents. For more information, or to order a copy of the model, go to the ASCA website <http://www.schoolcounselor.org/>.

## CREDENTIALING & LICENSURE

### *School Counselor Licensure*

School counselor licensure is issued by the state department of education. ASCA maintains licensure requirements which can be found [here](#). As a CACREP program, ESU graduates' benefit from the portability CACREP accreditation provides, but it is incumbent for students to be informed of the licensure requirements of the state in which they hope to practice. In Kansas, to be issued an Initial School Specialist license for school counseling by the Kansas State Department of Education, candidates must achieve a Kansas passing score on the state required PRAXIS examination. Application for the Kansas license is made through Emporia State University upon completion of the MS degree and passing the PRAXIS exam. Direct Entry students (those without a teaching license) will need to complete the additional 70 hours of field experience requirement.

Upon successful completion of the identified coursework, completion of the comprehensive exam, and a passing score on the Praxis II national exam: The Professional School Counselor, you will be eligible to apply for the initial two-year school specialist license from the KSDE. The KSDE regulations further require that in order to qualify for a Professional License (5-year) the school counselor initial license holder complete a two-semester post-degree internship while employed.

### **Initial Licensure Regulations**

91-1-203. Licensure requirements. (a) Initial licenses.

(3) Each applicant for an initial school specialist license shall submit to the state board the following:

1. An official transcript verifying the granting of a graduate degree;
2. verification from an accredited institution by the unit head or designee of completion of a graduate-level school specialist program;
3. verification of at least one year of recent accredited experience or at least eight semester hours of recent credit; verification of a minimum 3.25 cumulative GPA on a 4.0 scale in graduate coursework;
4. If application is made for a library media specialist endorsement or reading specialist endorsement, a currently valid professional teaching license;
5. If application is made for a school counselor endorsement, one of the following: (i) A currently valid professional teaching license; or (ii) verification that the applicant successfully completed additional field experiences consisting of two three-credit-hour courses or at least 70 clock-hours over at least two semesters during the approved program specified in paragraph (a)(3)(B);
6. verification of successful completion of a school specialist assessment as determined by the state board;
7. an application for an initial school specialist license; and
8. the licensure fee.

### **Provisional Licensure**

(1) Provisional school specialist endorsement license. Each applicant shall hold a currently valid professional license as described in K.A.R. 91-1-201 (a) (8) and shall submit to the state board the following:

- (1) Verification of completion of 50 percent of an approved school specialist program;
- (2) a deficiency plan for completion of the approved school specialist program from the licensing officer at a teacher education institution;
- (3) verification of employment and assignment in the school specialty endorsement area for which licensure is sought;
- (4) for a provisional school counselor endorsement license, verification from the employing local education agency



that a person holding a professional school counselor specialist license will be assigned to supervise the applicant during the provisional licensure period  
(5) an application for a provisional school specialist license; and  
(6) the licensure fee.

**Provisional For Direct Entry.** KSDE allows Direct Entry students to apply for provisional licensure as well. This would also include requiring completion of at least ½ of the program and at least ½ of the additional field experience contact hours, and the other stated requirements. ESU is requiring students to have their practicum experience done prior to provisional licensure and has moved the SC871 into the first 30 credits of the program.

### *LPC in Kansas*

By successful completion of the CACREP 60 credit hour school counseling program at Emporia, students are eligible for LPC in Kansas. This license is governed by the Kansas Behavioral Sciences Regulatory Board. Students will need to apply to take the NCE which is administered through the NBCC. Complete information on applying for the LPC can be found [here](#)

### *Licensure Exams*

**The Praxis Subject Exam** is the national exam required by the Kansas State Department of Education for initial licensure as a School Counselor in Kansas. It measures knowledge and skills required of the professional school counselor in relation to those developmental areas that constitute most of the work of the counselor. The best time to take this exam would be following the completion of SC860 Leadership, SC871 Supervised Practicum during your first semester of Internship when no other courses remain to be taken. The exam (ETS), **Professional School Counselor (5422)**, is structured based on the four components of the ASCA National Model. Some review and preparation for the exam will be of help to you. Individual scores are reported to ESU, and we use aggregate averages of the subscale scores as 1 of our 8 assessments reported for our continued program accreditation for KSDE.

**The National Counselor Exam** is the licensure exam for LPC in KS and many other states. Graduating students may elect to take the NCE through one of two pathways. One pathway is through the NBCC which then reports to the Kansas Behavioral Science Regulatory Board (BSRB). The second pathway is by application to Kansas BSRB. Students planning to move out-of-state will need to know the licensure requirements of the state to which they move.

### *Voluntary Professional Credentials in School Counseling*

#### **National Certified Counselor**

Certification is a voluntary professional credential. National certification for counselors may be obtained through the National Board for Certified Counselors (NBCC). The *National Certified Counselor* (NCC) credential identifies to the public that the professional has voluntarily met national standards for the general practice of counseling. After the counselor has obtained the general practice credential, the Board also offers credentialing in the specialization of School Counseling through the *National Certified School Counselor* (NCSC) credential.

#### **National Board Certified Teacher**

Although a credential offered not by the counseling profession but rather by the education profession, the National Board for Professional Teaching Standards grants the National Board Certified Teacher (NBCT) credential for Early Childhood through Young Adulthood/School Counseling. Standards detail the abilities and performance of an accomplished school counselor.

### **DISPOSITIONS**

During the process of admission to the school counseling degree program at Emporia State University, candidates are introduced to a set of personal and professional dispositions that are expected to be displayed and enhanced during the program, as well as the process that will be used to formally assess one's status pertaining to the dispositions. Dispositions are considered the values, commitments, and professional ethics mindsets that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as one's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice and others (the dispositions and rating form are identified in the Appendix of this

document). In meeting accreditation standards, the program faculty must evaluate candidates on their knowledge, skills, and dispositions throughout the program. Advisors and the chair of the department are required to review with candidates their progress on a regular basis. Instructors in the program will be assessing each candidate informally both during class and outside of class experiences. If an individual instructor believes that there is a concern about a candidate's performance in some area, the instructor may complete the Evaluation of Dispositions form and submit it to the Department Chair. Informally, faculty members take note of interactions and observations of candidate behaviors related to the dispositions. Candidates are accountable for behaviors in or outside of class that do not represent the spirit of the dispositions and upon occasion performance and progress may indicate a need for further action. School counseling students will be informed of the importance of these dispositions and the evaluation process at the time of their entry into the program as well as evaluated on a periodic basis throughout their program. The five decision points are as follows:

- **Decision Point #1** At entry into the program (Completed by your instructor during the course CE810 Counseling Skills Development;
- **Decision Point # 2:** Evaluation of skills within the initial field experience of SC 871
- **Decision Point # 3:** Evaluation of skills and dispositions within the field experience of SC 881
- **Decision Point # 4:** Completion of the Program (completed by the school counseling program committee after at the Comprehensive Exam point)
  
- **Decision Point # 5:** Inservice/Follow up (completed by employer once you have been working as a school counselor). Along the way, instructors in the department will be observing and assessing each candidate both during class and outside of class experiences.

#### STUDENT REVIEW, REMEDIATION & RETENTION PROCESS

**Review and Remediation:** Student's performance and skills development are assessed at four critical junctures throughout their tenure in the program, referred to as "decision points." In the event that a student is not meeting academic or dispositional program expectations, every attempt is made to remediate issue(s), with the goal of supporting and retaining the student. A performance contract outlining benchmarks and a timeline is developed with input from the faculty and the student. The timeline includes regular student progress reviews with the program coordinator or faculty member overseeing the contract, at which times updates and modifications can be made. Within the contract, resources such as the writing lab and disability services are provided. Successful completion of the contract by all parties by the established timeline will return the student to regular status. Faculty may initiate more than one performance contract per student at different times throughout their tenure in the program, as deemed necessary.

**Dismissal:** If a student undergoing remediation is unable to meet the benchmarks and timelines as agreed-upon in a performance contract, they will be dismissed from the program. No student may retake a failed class (one in which a B- or below has been earned) more than one time, and students may only retake up to two classes throughout their tenure in the program. Dismissal for cause is possible during a student's tenure in the program, such as: 1) Egregious or illegal behavior, in accord with Title IX and related HR policies; and 2) Dropping below a 3.0 GPA for two consecutive semesters, in accord with Graduate School policies. When a student does not meet performance or dispositional expectations as outlined in the performance contract, faculty will send a letter of dismissal to the student, Chair of Counselor Education, Dean of the College, and the Graduate School Dean. Students who believe they have been treated unfairly in terms of grading their performance retain the right to file an academic appeal regarding a specific class within one semester of their unsatisfactory grade or dismissal. Faculty will review extenuating circumstances on a case-by-case basis, as needed.

Counselor preparation programs serve as gatekeepers to the profession and promote the integrity of knowledge, skills, and dispositions of graduates from their programs in order to maintain public and student safety. In order to do so, the School Counseling program has established several decision points that students must successfully pass through in order to graduate. Students are provided with the appropriate forms and instructions and are required to complete each step with their advisor and/or other appropriate faculty. Data regarding student evaluation is collected by all faculty, staff, and peers, and can be included in the student's evaluation. Although course experiences and conversations are generally confidential, there are certain limits to this confidentiality if concerns about professional competence, impairments, and dispositions arise. These concerns may be the result of, but are not limited to, observations, assignments, exams, professional experiences, community activities, etc.

What dispositions will I need to demonstrate?

- openness to new ideas,

- flexibility,
- cooperativeness with others,
- willingness to accept and implement feedback,
- awareness of own impact on others,
- ability to deal with conflict effectively,
- ability to accept personal responsibility,
- ability to express feelings and opinions effectively and appropriately,
- attention to ethical and legal considerations, and initiative and motivation.

### ***Decision Points and Evaluation Process***

As noted above, the School Counseling program has 5 distinct decision points as applicants and counselors-in-training move through the program. Those decision points pre-graduation are:

- Decision Point # 1 Apply to the Program
- Decision Point # 2: Initial Field Experience
- Decision Point # 3: Internship Field Experience
- Decision Point # 4: Comprehensive Examination

### **EXPECTATION OF ACTIVE INVOLVEMENT IN PROFESSIONAL ASSOCIATIONS**

Continuous career-long membership, active participation, and involvement in one's professional associations is an expectation of being a professional. Members of professional organizations receive publications and professional development opportunities, keeping them abreast of the latest research and counseling trends. Membership in professional associations can provide opportunities for service, scholarship, networking, and advocacy opportunities, input into decisions that impact the local, state, and national levels, as well as providing other benefits. The counselor education faculty at Emporia State University are active and provide service and leadership in professional counseling associations at the state, regional, and national/international levels.

The school counseling faculty, accrediting organizations, and ethical standards of the profession expect every candidate to develop the habits of professionalism. Throughout enrollment in the school counseling degree program, students should attend counseling conferences, join and maintain membership and involvement in, and provide service to the profession's associations. Most associations have discounted student membership and conference rates, as well as student-focused groups and resources. Student membership in these professional organizations includes reduced-cost liability insurance coverage (required during Practicum and Internship), access to professional publications, journals, and newsletters; award and grant eligibility; networking for future employment and academic pursuits; access to member's only resources; current information regarding professional advocacy issues; and discounted conference registration rates. Please visit the website links provided to browse and find more specific information.

The ***American School Counselor Association (ASCA)***, and state branches like the ***Kansas School Counselor Association (KSCA)*** are the main two primary associations for Kansas school counselors. ***American Counseling Association (ACA)*** is the primary national professional organization for counselors across the various different settings/specializations and state branches such as the ***Kansas Counseling Association (KCA)***; within KCA there are many divisions.

### **DEGREE CANDIDACY**

Candidacy is the formal approval for pursuit of a graduate degree after it is determined that all specified preliminary requirements have been met. Procedures and requirements for admission to candidacy are determined by the department in which the student is specializing, including the following general requirements:

1. The student must have met the entrance or candidacy requirements of the major department, and the results must be on file in the Graduate School.
2. If a student was admitted on probation, a release from probation must be processed before or concurrently with degree candidacy.
3. Student must have a degree plan on file in the Graduate School (see degree plan policy below).
4. The student must have completed at least six hours of course work on the graduate program of study before being admitted to degree candidacy.

Admission to degree candidacy is based not only on the minimal standards stated above, but also includes an appraisal of the student's record and potential. The Graduate School has a responsibility to maintain a standard of excellence determined by the graduate faculty. Once those requirements have been completed, the graduate advisor must notify the Graduate School via email of the student's degree candidacy. The graduate advisor must send a notification to the Graduate

School indicating a student has been admitted to degree candidacy. The Graduate School will send a letter notifying the student of his/her admittance to degree candidacy. If a student is denied degree candidacy, the graduate advisor must send a letter to the Graduate School indicating the reasons why the student has been denied degree candidacy. The Graduate School will notify the student of this decision and attach a copy of the departmental letter to the notification. A student may be removed from degree candidacy (termination) based on academic progress. Notification of termination must come from the program that is terminating the student. The student must receive an official letter of termination with the reasons for the termination from the program lead and dean. If the student disagrees with the decision of termination, the student may appeal this decision in writing within thirty days from receipt of the letter. Certified mail is recommended, to verify student received official letter. The written appeal should be sent to the Dean of the Graduate School and Distance Education. The Dean will review the appeal and may consult with other colleagues in this review. The decision of the appeal is final. Notification to the student and his/her program will occur in writing within ten business days of receipt of the appeal request.

### **Degree Candidacy Requirements**

Candidacy is the formal approval for pursuit of the master's degree after it is determined that all specified criteria have been met. Upon completion of six to twelve hours, students should make application for Degree Candidacy through their advisor. Requirements for degree candidacy are as follows:

- Degree plan filed through student's advisor.
- Maintain a B average with no grade lower than B in core courses.

In order to receive a master of science degree from this program the student must accomplish the following:

1. Review the online orientation (Handbook) and satisfactorily complete the Orientation requirements.
2. Complete an approved program of study as developed and approved by your faculty advisor.
3. Apply for degree candidacy.
4. Pass a written comprehensive examination during the semester or summer in which one graduates OR Complete a masters level thesis.
5. Complete an Intent to Graduate form.

### **INTENT TO GRADUATE**

The semester prior to the semester in which you anticipate completing your degree requirements, you are required to complete an Intent to Graduate. Nothing will begin in the degree conferral process until you have completed the Intent to Graduate and submitted it to the Graduate School. Deadlines for receipt of the Intent to Graduate are as follows:

- Spring graduates – November 1 of the preceding Fall semester.
- Summer graduates-March 1 of the preceding Spring semester.
- Fall graduates – July 1 of the preceding Summer semester.

### **COMPREHENSIVE EXAMINATION**

Students have the option to take comprehensive exams in lieu of writing a thesis to complete requirements for a master's degree in our department. Candidates must sign up for comprehensives during the student's **last** semester of enrollment. Students are required to sign up for the exam through the Dept Admin, **at least two weeks** before the scheduled examination date. For specific details and instructions, students should consult with their advisor.

The purpose of the comprehensive exam is to assess the knowledge and skills a candidate has attained during the course of his/her graduate study in the department. As such, the comprehensive exam will require that students integrate the principles, concepts, methodologies, and understand the interplay between them as they may be applied in a real work situation. Comprehensive exam questions are developed jointly by program faculty; they are designed to allow students to demonstrate how well they have integrated the knowledge gathered throughout their studies in their program. While the questions come from content/outcome areas identified in program accreditation standards and licensure standards for school counselors, responses to them should generally reflect the application of information learned in individual classes from a student's program of study.

School counseling candidates are expected to demonstrate knowledge and application of content in the areas that follow:

- (1) knowledge of the history and evolution of the profession
- (2) development and management of counseling programs

- (3) counseling theory (including techniques used in individual counseling and small group counseling)
- (4) career counseling,
- (5) consultation and collaboration
- (6) topics and issues related to working as a counselor at the elementary/middle/high school levels

### **Evaluation of Responses**

Completed examinations are the property of Counselor Education and will not be returned to students for any reason. Faculty members attempt to evaluate comprehensive examinations within two weeks of the date on which the examinations are attempted.

If the performance of students is not satisfactory they will be informed by their academic advisor of the options for rewriting all or part of the comprehensives. Benchmarks are developed for a summative rating of Target, Acceptable, or Not Acceptable (re- write). Candidates are informed in writing of their score and if required by a rating of Not Acceptable, will have one opportunity to meet the acceptable requirement. Alternative questions may be provided; expectations are explained by the academic advisor. Students may choose to respond in writing or via oral comments to faculty. Students who are unable to satisfactorily complete comprehensive requirements on the second attempt will discuss options with their faculty advisor concerning a new attempt to pass comprehensives during a future enrollment period (semester). Candidates will be expected to complete an improvement plan developed by the faculty. This plan is monitored by the candidate's faculty advisor. The candidate may be required to re-enroll or enroll in additional coursework before taking the comprehensive exam again.

## KANSAS LICENSURE STANDARDS FOR SCHOOL COUNSELOR 2015

**\*\*”Learner(s) is defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.**

Legend: CK=Content Knowledge PS= Professional Skills

**Standard 1: The professional school counselor demonstrates knowledge of the philosophical, historical, and social foundations of contemporary education and counseling practice; and preparation standards, professional credentialing practices, legal and ethical behaviors.**

**Function 1: *The professional school counselor demonstrates knowledge of the philosophical, historical, and social foundations of contemporary education and counseling practices.***

- 1.1.1. CK The counselor understands the philosophical, social, and historical foundations of contemporary education, learning theories and counseling practices
- 1.1.2. CK The counselor understands the traditional and transformed role and function of the school counselor
- 1.1.3. PS The counselor implements a data-driven comprehensive school counseling program based on philosophical, social, legal, and historical foundations
- 1.1.4. PS The counselor utilizes appropriate strategies in articulating and disseminating information on the role and function of the counselor

**Function 2: *The professional school counselor has graduate level educational preparation based on professional standards, is licensed with professional credentialing practices and practice legal and ethical behaviors***

- 1.2.1. CK The counselor understands the ethical standards and principles and legal issues related to school counseling and how they apply to professional activities.
- 1.2.2. CK The counselor understands professional preparation standards, including credentialing and accreditation practices.
- 1.2.3. CK The counselor identifies resources and professional organizations relevant to school counselors and their professional development.
- 1.2.4. CK The counselor understands the importance of lifelong professional development, staying current in research and best practice.
- 1.2.5. PS The counselor practices legal and ethical behavior in professional activities.
- 1.2.6. PS The counselor applies knowledge of professional preparation standards for obtaining credentialing.
- 1.2.7. PS The counselor engages in relevant professional development activities and implements new skills in counseling and counselor program.
- 1.2.8. PS The counselor demonstrates current data-driven approaches and techniques for effective counseling with current needs, issues and trends

**Standard 2: The professional school counselor possesses the knowledge and skills to plan, organize, implement, and evaluate a comprehensive, developmental, results-based school counseling program.**

**Function 1: *The professional school counselor demonstrates the ability to implement a data-informed district-wide, comprehensive, developmental school counseling program based on the ASCA program components aligned with district missions and goals.***

- 2.1.1. CK The counselor understands how the counseling curriculum integrates with the overall school curriculum.
- 2.1.2. CK The counselor understands the management and consultation skills needed for program development, implementation, promotion, and maintenance.
- 2.1.3. CK The counselor is aware of additional services and referral sources that can help meet learners’ needs
- 2.1.4. PS The counselor develops and utilizes appropriate strategies for integrating other school personnel into the counseling program.
- 2.1.5. PS The counselor disseminates information for program development and implementation.
- 2.1.6. PS The counselor consults with community referral sources and uses these sources to assist learners in meeting their developmental needs.

**Function 2: *The professional school counselor demonstrates legal and ethical uses of assessment, measurement, and data to implement learner and program evaluation to enhance student learning and program effectiveness.***

- 2.2.1. CK The counselor understands the principles, practices and applications of needs assessment and program evaluation.
- 2.2.2. PS The counselor uses assessment processes to analyze counseling programs and make adjustments.
- 2.2.3. PS The counselor utilizes appropriate research data, program evaluation and other appraisal methods in continual program evaluation.
- 2.2.4. PS The counselor uses assessment of learners’ needs as a basis for program development and implementation.
- 2.2.5. PS The counselor uses data to identify and effectively address the existing gaps between and among different groups of learners.
- 2.2.6. PS The counselor accomplishes measurable program objectives demonstrating skills in promotion, implementation, integration and management of programming.

**Standard 3: The professional school counselor understands and demonstrates appropriate counseling skills to address the needs of individuals throughout the stages of human development, possesses knowledge of related human**

**behavior at all developmental levels and in multicultural contexts, and the impact of the stages and behaviors on learning and family dynamics.**

**Function 1:** The professional school counselor demonstrates theory based counseling skills to address the developmental needs of individuals across the lifespan and in multicultural contexts.

**3.1.1. CK** The counselor understands the theories of individual and family development and transition across the lifespan.

**3.1.2. CK** The counselor understands the theories of learning and personality as they relate to the developmental process

**3.1.3. CK** The counselor understands the typical needs of learners at each developmental stage.

**3.1.4. PS** The counselor applies knowledge of individual and family development in counseling learners.

**3.1.5. PS** The counselor applies techniques in individual and group counseling and classroom lesson design appropriate to the developmental stages of learners

**3.1.6. PS** The counselor applies knowledge of developmental stages in implementing programs, strategies and interventions with individual and group counseling (and classroom lesson design).

**Function 2:** *The professional school counselor implements data-informed interventions within a multi-tier approach, collaborations, and consultations to enhance school success and family transitions*

**3.2.1. CK** The counselor understands the dynamics of normal and abnormal behavior.

**3.2.2. PS** The counselor applies knowledge of the dynamics of normal and abnormal behavior in addressing the needs of all learners through the use of the multi-tier approach including counselor consultation, assessment, and referral.

**3.2.3. PS** The counselor applies data-informed programs and interventions designed to enhance learner character development and social emotional learning (e.g. include resilience, perseverance, empathy and self-discipline).

**Standard 4:** **The professional school counselor understands the major theories of individual and group counseling and demonstrates appropriate skills, techniques, and the use of technology in implementing individual and group counseling and classroom lesson design to promote academic, career, and personal/social development of learners.**

**Function 1:** *Professional school counselors demonstrate using technology as a counseling tool in individual, group and classroom counseling to promote academic, career and personal/social development of learners.*

**4.1.1. CK** The counselor understands the major theories of individual and group counseling.

**4.1.2. CK** The counselor understands the basic counseling skills and how technology can enhance the counseling program.

**4.1.3. CK** The counselor understands individual and group counseling strategies and methods

**4.1.4. CK** The counselor understands characteristics and behaviors that influence the counseling process, including age, gender, social, and cultural diversity

**4.1.5. CK** The counselor understands counseling theories and techniques for group and classroom lessons designed to promote academic, career, and personal/social development of learners

**4.1.6. CK** The counselor understands the importance of personal, cultural, and behavioral characteristics in the counseling process.

**4.1.7. PS** The counselor demonstrates skills in theoretical-based counseling interventions consistent with current best practice and professional research.

**4.1.8. PS** The counselor uses legally and ethically appropriate responsive services in the counseling process.

**4.1.9. PS** The counselor demonstrates skill of effective strategies and methods, including technology, in individual and group counseling (and classroom lesson design).

**4.1.10. PS** The counselor implements a school counseling core curriculum in the counseling program that meets the academic, career and personal/social developmental needs of learners.

**Function 2:** *The professional school counselor implements a developmentally appropriate data-informed program respectful of personal, cultural, and behavioral characteristics. (Examples of best practice interventions include multi-tiered approaches, peer helper programs, individual plans of study, career mentoring, healthy decision-making processes, and responsive services to address change, stress, transition, grief, and crisis situations.)*

**4.2.1. PS** The counselor applies the principles of the multi-tiered approach that may include, but not limited to peer helper programs, individual plans of study, career mentoring, crisis intervention, grief and bereavement counseling, and suicide prevention models responsive services to address change, stress, and transition within the context of a comprehensive school counseling program.

**4.2.2. PS** The counselor demonstrates knowledge of personal, cultural and behavioral characteristics in the counseling process.

**Function 3:** *The professional school counselor demonstrates effective communication and leadership in the school setting.*

**4.3.1. PS** The counselor demonstrates effective communication and leadership in implementation of crisis intervention, grief and bereavement counseling, and suicide prevention models.

**Standard 5:** **The professional school counselor understands and demonstrates legal and ethical use of assessment, evaluation, and research in multicultural contexts.**

**Function 1:** *The professional school counselor selects and implements best practice of using assessment, evaluation, and research to enhance the learning of all learners.*

**5.1.1. CK** The counselor understands the basic types of research.

- 5.1.2. CK The counselor understands legal, ethical, and counselor best practice procedures for interpreting and disseminating learner data.
- 5.1.3. CK The counselor understands the appropriate technology in analysis, management, and storage of data.
- 5.1.4. CK The counselor understands the ethical standards and counselor best practice for selecting, administering, and interpreting assessment instruments and techniques.
- 5.1.5. CK The counselor understands how diversity affects individual and group assessment.
- 5.1.6. PS The counselor evaluates assessment instruments to determine their appropriateness for use in counseling all learners.
- 5.1.7. PS The counselor implements traditional and digital procedures for managing, interpreting, and disseminating data obtained through assessment, research, and program evaluation.
- 5.1.8. PS The counselor utilizes appropriate programs, techniques, technology and methods of assessment in counseling learners.

**Function 2: The professional school counselor implements theory-based strategies in the counseling curriculum designed to improve the learning and achievement of all learners based on school mission and program goals.**

- 5.2.1. PS The counselor uses appropriate academic and behavioral data to implement strategies in school counseling core curriculum, individual and group counseling, classroom lessons, and closing the gap action plans.
- 5.2.2. PS The counselor uses learner and program data to design and implement action plans aligning with the school mission and school counseling program goals.
- 5.2.3. PS The counselor implements technology in conducting research and program evaluation using legal and ethical standards and counselor best practices
- 5.2.4. PS The counselor demonstrates ethical standards and best practice strategies for selecting, administering, and interpreting assessment; and evaluation instruments and techniques in counseling.

**Standard 6: The professional school counselor has knowledge of career development and applies a multi-tier approach for counseling all learners through their developmental stages.**

**Function 1: The professional school counselor implements data-informed and developmentally appropriate individual, group, and classroom career development processes and counseling.**

- 6.1.1. CK The counselor understands the relationship between academic experiences and future careers.
- 6.1.2. CK The counselor understands various career development theories
- 6.1.3. CK The counselor understands the developmental stages in career planning throughout lifespan
- 6.1.4. CK The counselor understands a variety of factors related to career development including work, employability skills, family, community, economics, diverse populations, and gender issues.
- 6.1.5. CK The counselor understands the various programs, techniques, technology, and methods of assessment for assisting learners in career planning
- 6.1.6. PS The counselor facilitates an understanding of the relationship between learning and work, career and labor market information and resources, and career information systems in assisting learners in career development.
- 6.1.7. PS The counselor utilizes various theories of career development in the counseling process based on the needs and developmental stage of the learner.
- 6.1.8. PS The counselor demonstrates skill in enhancing learner decision-making, goal-setting, personal/social, transition, and post-secondary planning.
- 6.1.9. PS The counselor collaborates with other educators to implement college and career ready, social emotional character education, and/or other curricular designed to prepare learners for post high school academic and career success.

**Standard 7: The professional school counselor understands the significance and demonstrates the skills of teaming and consultation, collaboration, and coordination in developing programs to facilitate the positive interaction between learners and their environment.**

**Function 1: The professional school counselor demonstrates leadership and conducts theory based consultation and collaboration with families, school colleagues, and community stakeholders.**

- 7.1.1. CK The counselor understands team dynamics.
- 7.1.2. CK The counselor knows that teaming involves integrating the components of the counseling program.
- 7.1.3. CK The counselor is aware of the collaborative roles in teaming and knows the function of other school personnel as consultants.
- 7.1.4. CK The counselor understands the importance of collaboration, coordination and consultation with other school personnel.
- 7.1.5. PS The counselor applies principles of team dynamics.
- 7.1.6. PS The counselor integrates the components of the counseling program to enhance learner development.
- 7.1.7. PS The counselor collaborates and consults with other school personnel in assessing and meeting the needs of learners.
- 7.1.8. PS The counselor utilizes collaboration, coordination, and consultation in the teaming process to promote change.

**Function 2: The professional school counselor facilitates the positive interactions between learners and their environment.**

- 7.2.1. CK The counselor is aware of community support services and appropriate referral procedures



- 7.2.2. **CK** The counselor utilizes community support services and makes appropriate referrals to community resources and community agencies.
- 7.2.3. **PS** The counselor serves as a leader in the school and community relations to promote and support learner success.
- 7.2.4. **PS** The counselor provides team leadership to the school and community in a crisis.
- 7.2.5. **PS** The counselor communicates and collaborates with key stakeholders to identify needs and strategies and promote learner achievement and success.

**Standard 8: The professional school counselor understands social and cultural diversity across developmental stages and is able to identify appropriate counseling practices.**

*Function 1: The professional school counselor positively influences school culture by addressing the social justice, identity development, character development and social emotional learning of all learners in a diverse world.*

- 8.1.1. **CK** The counselor is cognizant of the impact social and cultural differences may have on learning and achievement and the results driven best counseling practices for all learners.
- 8.1.2. **CK** The counselor is knowledgeable of one's own social and cultural heritage and how it affects counseling practices.
- 8.1.3. **CK** The counselor understands how social and cultural differences affect counseling practices.
- 8.1.4. **PS** The counselor develops the skills and techniques necessary to work with learners of varied social and cultural backgrounds.
- 8.1.5. **PS** The counselor identifies and addresses issues unique to specific social and cultural groups that affect the counseling process.
- 8.1.6. **PS** The counselor influences a positive school culture of respect and dignity for all learners by addressing social justice, identity development, character development, and social emotional learning of all learners.

*Function 2: The professional school counselor demonstrates cultural competency by implementing individual and group counseling interventions and classroom lessons addressing the needs of all learners*

- 8.2.1. **PS** The counselor uses appropriate techniques to address the needs of diverse populations.
- 8.2.2. **PS** The counselor creates and implements classroom lessons that recognize social and cultural diversity.

# CACREP ACCREDITATION STANDARDS 2016

## Section 2: Professional Counseling Identity

### FOUNDATION

- A. The counselor education program has a publicly available mission statement and program objectives.
- B. The program objectives (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society; (2) reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies; (3) address student learning; and (4) are written so they can be evaluated.
- C. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

### COUNSELING CURRICULUM

- A. Syllabi are available for review by all enrolled or prospective students, are distributed at the beginning of each curricular experience, and include (1) content areas, (2) knowledge and skill outcomes, (3) methods of instruction, (4) required text(s) and/or reading(s), (5) student performance evaluation criteria and procedures, and (6) a disability accommodation policy and procedure statement.
- B. Current counseling-related research is infused in the curriculum.
- C. The eight common core areas represent the foundational knowledge required of *all* entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

### 1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

### 2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

### 3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior
- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

### 4. CAREER DEVELOPMENT

- a. theories and models of career development, counseling, and decision making

- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and life-work planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

**5. COUNSELING AND HELPING RELATIONSHIPS**

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community-based resources
- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. processes for aiding students in developing a personal model of counseling

**6. GROUP COUNSELING AND GROUP WORK**

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

**7. ASSESSMENT AND TESTING**

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

**8. RESEARCH AND PROGRAM EVALUATION**

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. identification of evidence-based counseling practices
- c. needs assessments
- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs
- f. qualitative, quantitative, and mixed research methods
- g. designs used in research and program evaluation
- h. statistical methods used in conducting research and program evaluation

- i. analysis and use of data in counseling
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

## Section 5: Entry-Level Specialty Areas - School Counseling

### G. SCHOOL COUNSELING

Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs. Counselor education programs with a specialty area in school counseling must document where each of the lettered standards listed below is covered in the curriculum.

#### 1. FOUNDATIONS

- a. history and development of school counseling
- b. models of school counseling programs
- c. models of P-12 comprehensive career development
- d. models of school-based collaboration and consultation
- e. assessments specific to P-12 education

#### 2. CONTEXTUAL DIMENSIONS

- a. school counselor roles as leaders, advocates, and systems change agents in P-12 schools
- b. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies
- c. school counselor roles in relation to college and career readiness
- d. school counselor roles in school leadership and multidisciplinary teams
- e. school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma
- f. competencies to advocate for school counseling roles
- g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders
- h. common medications that affect learning, behavior, and mood in children and adolescents
- i. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs
- j. qualities and styles of effective leadership in schools
- k. community resources and referral sources
- l. professional organizations, preparation standards, and credentials relevant to the practice of school counseling
- m. legislation and government policy relevant to school counseling
- n. legal and ethical considerations specific to school counseling

#### 3. PRACTICE

- a. development of school counseling program mission statements and objectives
- b. design and evaluation of school counseling programs
- c. core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies
- d. interventions to promote academic development
- e. use of developmentally appropriate career counseling interventions and assessments
- f. techniques of personal/social counseling in school settings
- g. strategies to facilitate school and postsecondary transitions
- h. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- i. approaches to increase promotion and graduation rates
- j. interventions to promote college and career readiness
- k. strategies to promote equity in student achievement and college access
- l. techniques to foster collaboration and teamwork within schools
- m. strategies for implementing and coordinating peer intervention programs
- n. use of accountability data to inform decision making
- o. use of data to advocate for programs and students

# LICENSURE AS A PROFESSIONAL COUNSELOR IN KANSAS

## Behavioral Sciences Regulatory Board

Categories	Coursework Addressing Specific Content	LPCB
<b>Basic Licensure requirements for Licensed Professional Counselor:</b>		
At least 21 years of age		
Pass a nationally standardized competency exam (National Counselor Exam-NCE)		
LPC Requirements Masters degree in counseling which includes 60 hours, with credits distributed among the 9 core areas of professional development, and includes a supervised practicum.		
<b>Counseling Theory and Practice</b> includes courses in basic theories, principles and techniques of counseling and their applications to professional counseling settings.	CE 825 Counseling Theories (3)	
<b>The Helping Relationship</b> includes courses in philosophic basis of helping relationships; application of the helping relationship to counseling practice; and an emphasis on development of counselor and client self-awareness.	CE 810 Counseling Microskills Development (3)	
<b>Group Dynamics, Processes and Counseling Approaches and Techniques</b> including courses in theories and types of groups, as well as descriptions of group practices, methods, dynamics and facilitative skills.	CE 830 Group Processes in Counseling (3)	
<b>Human Growth and Development</b> includes courses that provide a broad understanding of the nature and needs of individuals at all developmental levels. Emphasis is placed on psychological, sociological, and physiological approaches. Also included are such areas as human behavior (normal and abnormal), personality theory and learning theory.	CE 732 Lifespan Development & Disability (3)	
<b>Career Development and Lifestyle Foundations</b> includes courses in vocational theory, the relationship between career choice and lifestyle, sources of occupational and educational information, approaches to career decision-making processes and career development exploration techniques.	CE 820 Career Counseling & Development (3)	
<b>Appraisal of Individuals</b> includes courses and training in the development of a framework for understanding the individual including methods of data gathering and interpretation, individual and group testing, and the study of individual differences.	<ul style="list-style-type: none"> <li>• CE 670 Substance Abuse in Counseling (3)</li> <li>• CE 801 Crisis Counseling &amp; Trauma Informed Care (3)</li> <li>• CE 833 Diagnosis &amp; Treatment of Mental Disorders (3)</li> <li>• SD 820 Assessment in Schools (3) OR</li> <li>• CE 835 Theory &amp; Practice of Appraisal in Counseling (3)</li> </ul>	X
<b>Social and Cultural Foundations</b> includes courses in change-processes, ethnicity subcultures, families, gender issues, changing roles of women, sexism, racism, urban and rural societies, population patterns, cultural mores, use of leisure time and differing life patterns. These courses may come from such disciplines as the behavioral sciences, economics and political science.	<ul style="list-style-type: none"> <li>• CE 708 Multicultural Counseling (3)</li> <li>• SC 860 Leadership &amp; Advocacy (3)</li> </ul>	
<b>Research and Evaluation</b> includes courses in statistics, research design, and development; development of program goals and objectives; evaluation of program goals and objectives; and, thesis preparation. A maximum of four hours may be counted for thesis.	ER 752 Analysis of Research (3) OR ER 851 Research Design & Writing (3)	
<b>Professional Orientation</b> includes courses in goals and objectives of professional organizations, codes of ethics, legal considerations, standards of preparation and practice, certification, licensing, and role identities of counselors and others in the helping professions.	<ul style="list-style-type: none"> <li>• CE 893 Ethical, Professional &amp; Legal Issues in Counseling (3)</li> <li>• SC 700 Issues &amp; Best Practices in High School Counseling (3)</li> <li>• SC 705 Issues &amp; Best Practices in Elementary/Middle School Counseling (3)</li> <li>• SC 715 Counseling Consultation &amp; Collaboration (3)</li> </ul>	
<b>Supervised Practical Experience</b> includes supervised practical experience that includes studies in the application and practice of the theories and concepts presented in formal study. Such experiential practice shall be completed under the close supervision of the instructor with the use of direct observation through one-way mirrors in a counseling laboratory through the use of video taped sessions, with audio tapes and written case notes.	CE 898 Supervised Practicum in Counseling (3) CE 899 Internship in Counseling (6)	

# Assessment Procedures for Advanced Program Candidates

## School Counseling Program

### Dispositions to be Assessed

Candidates will demonstrate a:

1. commitment to professionalism and ethical standards;
2. desire to analyze concepts and clinical practices, to experiment, and to evaluate and/or initiate innovative practices;
3. dedication to life-long learning by participating in professional organizations and keeping current with research in their field;
4. belief in having high expectations for all learners;
5. respect for cultural and individual differences by providing equitable learning opportunities for all;
6. desire to communicate with family and community members to make them partners in the educational process; and
7. commitment to collaboration with other professionals to improve the overall learning of students.

### Procedures for Disposition Assessment

At the time of application or orientation, candidates will be notified of dispositions that will be assessed and the procedures for assessment. Candidates will be provided with a copy of the Advanced Program Disposition Assessment Timeline, the Advanced Program Assessment of Disposition Assessment Procedures, and the Evaluation of Dispositions assessment form. Candidates should read the information and sign and date the ‘Candidate Notification Policy on Assessment of Dispositions’ and return to the department office.

The initial evaluation of dispositions (Decision Point # 1) takes place during CE810: Counseling Microskills Development and is completed by the instructor with consultation with the School Counseling Program Committee.

The second evaluation (Decision Point # 2) occurs prior to the candidate’s entry into field experience as the program committee validates acceptable dispositions of candidates for admission to the initial field experience: SC871: Supervised Practicum in School Counseling. If any of the seven dispositions (identified above) are rated as ‘unacceptable’, the candidate may be denied admission to practicum and/or a contract will be developed to encourage a successful field experience. Once candidates complete their field experience (Decision Point # 3) they are assessed by their on-site supervisors and the faculty instructor.

A fourth assessment of dispositions (Decision Point # 4) is completed by the program committee at program completion and the candidate is then recommended for licensure. At Decision Point # 5 the evaluation is completed by the employer once they have been working as a school counselor.

Whenever concerns or exemplary actions regarding disposition arise they will be documented by letter in the candidate’s file (form provided). Dispositions will be assessed throughout coursework and included in the candidate’s file. Concerns and exemplary actions will be discussed with the candidate. At each step, candidates may file an appeal if their progress is denied.

### Disposition Assessment Timeline

As described in the Assessment of Dispositions materials provided to all candidates when initially being accepted into the program, faculty members are required to evaluate each candidate’s dispositions at four distinct decision points within the school counseling program and at decision point # 5 when you are working as a professional counselor.

These decision points, the identified stage, and the designated evaluators are as follows:

Decision Point	Stage of Program	Evaluator(s)
# 1	Application/acceptance into the program	Instructor for CE810
# 2	Application/acceptance into field experience (practicum)	School Counseling Program Committee
# 3	Completion of field experience (internship)	On-Site Supervisor/Instructor for SC881: School Counseling Internship
# 4	Completion of program (preparation for licensure)	School Counseling Program Committee
# 5	Follow up/working as a professional school counselor	Employer/Principal



