

SCHOOL COUNSELING (MS)

The Counselor Education Program prepares graduates to work with students ranging from pre-kindergarten through high school in New York State. School counselors work in both private and public school systems at the elementary, middle and high school levels.

School counselors are prepared to promote the academic, career, personal and social development of all pre-K-12 students by understanding how to design and implement comprehensive school counseling programs that include time for individual counseling, group counseling, classroom guidance, as well as family and teacher consultations within the school setting.

Upon completion of the 60 credit hour MS degree in Counseling Education, alumni will have completed all academic requirements for continuing certification in New York State and will not have to take additional coursework to meet certification requirements after the completion of one's Master's degree. The program at Canisius has a reputation for having an orientation toward practical and applied skills. In addition to learning direct counseling skills, future school counselors are prepared to work collaboratively in the roles of leadership, advocacy and consultation, allowing our graduates to influence schools on a systemic level in addition to performing the traditional counselor's role with individuals and groups.

- **Part-time status:** 3-6 credit hours per semester
- **Full-time status:** 9-12 credit hours per semester

INSTRUCTION IN CHILD ABUSE; PREVENTION OF SCHOOL VIOLENCE; DIGNITY FOR ALL STUDENTS, FINGERPRINTING

New York State requires that all persons applying for an initial or professional certificate or license in the areas of administrative or supervisory service, classroom teaching service and school service complete two clock hours of coursework or training on the identification and reporting of suspected child abuse or maltreatment. In addition, all candidates for certification must attend a mandatory two-hour course on the prevention of school violence and a six hour course on dignity for all students and submit fingerprints for law enforcement clearance.

Curriculum

Part-time status: 3-6 credit hours per semester, **Full-time status:** 9-12 credit hours per semester

Code	Title	Credits
Core Counseling Courses		
EDC 561	Trauma, Crisis, and Loss Counseling	3
EDC 570 & EDC 560	Introduction to Professional Counseling and Ethics and Child Abuse Identification and Reporting Workshop mandated by NYSED	3
EDC 571	Psychological and Educational Assessment	3
EDC 572	Career Counseling	3
EDC 573	Counseling Theories	3
EDC 574	Group Counseling	3
EDC 575	Pre-Practicum Helping Skills	3

EDC 579	Social and Cultural Issues in Counseling	3
EDC 589	Family and Couples Counseling	3
EDC 593	Lifespan Development	3
EDC 597	Psychopathology	3
EDC 615	Research Techniques	3
EDC 585	Chemical Dependency and Rehabilitation	3
School Counseling Courses		
EDC 567	Principles of School Counseling	3
EDC 576 & EDC 566	School Practicum and School Violence Prevention and Intervention Workshop	3
EDC 590 & EDC 505	Advanced School Counseling and Dignity for All Students Act	3
EDC 604	School Counseling Internship K-8	3
EDC 605	School Counseling Internship High School	3
EDC 606	Counselor Preparation Comprehensive Examination	0
Two EDC electives, or other discipline with advisor approval		6
Total Credits		60

Learning Goals and Objectives

Learning Goal 1

Candidates in the counseling program will demonstrate content, pedagogical, and professional knowledge necessary for successful performance in their field.

The Candidate:

- Demonstrates the application of career development and decision making theories within the career counseling process.
- Demonstrates knowledge of the dimensions, functions, and practices of the professional counselor.
- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.
- Identifies theories of human growth and development including factors related to optimal development and factors that challenge optimal development such as disability, psychopathology, trauma and addiction.
- Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
- Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
- Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
- Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.
- Demonstrates specific foundations of knowledge related to the student's specialization in counseling.

Learning Goal 2

Candidates in the counseling program will demonstrate professional skills and dispositions necessary for successful performance in their field.

The Candidate:

- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.
- Demonstrates the application of career development and decision making theories within the career counseling process.
- Demonstrates essential interview and counseling skills, based on knowledge of counseling theories.
- Demonstrates leadership skills for group counseling based on an understanding of the dynamics of group work including theories of group counseling.
- Demonstrates knowledge of assessment strategies used in counseling including an understanding of statistical concepts and cultural issues related to assessment.
- Identifies research methods and statistical procedures used to study human behavior and uses appropriate data based procedures for program planning and evaluation.
- Demonstrates the professional skills and dispositions to work effectively with clients.
- Demonstrates the skills and practices necessary for effective professional work in the student's specialization in counseling.

Learning Goal 3

Candidates in the counseling program will demonstrate willingness to use their skills to benefit and serve society. Within the contexts of their work, candidates promote authentic learning, social and emotional development, and a commitment to social justice in environments that foster respect for diversity and the dignity of all.

The Candidate:

- Demonstrates a commitment to eliminating bias, prejudice, discrimination and promoting social justice, based on an understanding of cultural dynamics within identity formation and social behavior.

Learning Goal 4

Candidates will demonstrate self-reflection as a habit of mind, continuously assessing and refining their professional practice as they construct a rich repertoire of research-based knowledge, skills, and attitudes for effective performance ensuring that all students and/or clients have optimal opportunities to learn and grow.

The Candidate:

- Demonstrates improved articulation and application of professional counseling skills, through self-reflection and supervision.

Learning Goal 5

Candidates will become adept at applying their acquired knowledge in the process of evaluating their own professional performance and decision-making with respect to its impact on students and/or clients, organizations, and the wider community.

The Candidate:

- Applies systematic evaluative procedures.