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

Curriculum

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Core Counseling Courses</td>
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<tr>
<td>EDC 561</td>
<td>Trauma, Crisis, and Loss Counseling</td>
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<tr>
<td>EDC 570</td>
<td>Introduction to Professional Counseling and Ethics and Child Abuse Identification and Reporting Workshop mandated by NYSED</td>
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<tr>
<td>EDC 571</td>
<td>Psychological and Educational Assessment</td>
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<td>EDC 572</td>
<td>Career Counseling</td>
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<td>EDC 573</td>
<td>Counseling Theories</td>
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<td>EDC 574</td>
<td>Group Counseling</td>
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<td>EDC 575</td>
<td>Pre-Practicum Helping Skills</td>
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<tr>
<td>EDC 579</td>
<td>Social and Cultural Issues in Counseling</td>
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<td>EDC 589</td>
<td>Family and Couples Counseling</td>
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<td>EDC 593</td>
<td>Lifespan Development</td>
<td>3</td>
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<td>EDC 597</td>
<td>Psychopathology</td>
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<td>EDC 615</td>
<td>Research Techniques</td>
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<tr>
<td>EDC 585</td>
<td>Chemical Dependency and Rehabilitation</td>
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<tr>
<td>or EDC 586</td>
<td>Physiological and Psychological Aspects of Substance Abuse and Chemical Dependency</td>
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<tr>
<td>School Counseling Courses</td>
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<tr>
<td>EDC 567</td>
<td>Principles of School Counseling</td>
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<td>EDC 576</td>
<td>School Practicum and School Violence Prevention and Intervention Workshop</td>
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<tr>
<td>EDC 590</td>
<td>Advanced School Counseling</td>
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EDC 604            | School Counseling Internship K-8 & DASA                              | 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       |

Beginning Spring 2023 EDC 505 DASA will taken as a corequisite to EDC 590.

**Learning Goals & 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.