



**School Counseling Program
Eastern University**

2024

HANDBOOK FOR STUDENTS

TABLE OF CONTENTS

INTRODUCTION	3
OUR MISSION AND PHILOSOPHY	3
PROGRAM GOALS	3
DEGREE REQUIREMENTS	5
PA Certification Requirements	Error! Bookmark not defined.
Full-Time/Part-Time	5
LPC and LBS Requirements	5
ADMISSION REQUIREMENTS	6
TEACHING METHODS	6
GRADUATE ASSISTANTSHIPS	6
PRACTICUM AND INTERNSHIP	7
Practicum:.....	7
Internship:.....	7
POLICY ON PROFESSIONAL LIABILITY	8
STUDENT PROGRESS REVIEW.....	8
Professional Behavior Standards.....	8
Faculty Review Policy	9
POLICY FOR STUDENTS DELAYING PRACTICUM AND INTERNSHIP	11
SCHOOL COUNSELING PROGRAM OF STUDY	122
Full-Time.....	122
Part-Time.....	132
COURSE DESCRIPTIONS.....	134
ACADEMIC POLICIES	166
Time to Complete Graduate Degree.....	166
Satisfactory Academic Progress.....	166
Academic Probation	166
Dismissal	166
Academic Appeals Policy	166
Other Academic Policies	166
GRADUATION	17
ATTACHMENT A (PORTFOLIO).....	19
PROGRAMS OF STUDY	21

The SCHOOL COUNSELING PROGRAM at EASTERN UNIVERSITY

Introduction

This handbook serves to guide matriculated students in the Master of Education and CAGS programs in School Counseling at Eastern University. In addition to this document, students should also review the [Graduate Catalog](#) for a complete understanding of all University requirements and policies.

Our Mission and Philosophy

Eastern University offers a Master of Education degree in School Counseling, training students to become successful school counselors in PreK-12 school settings. A Certificate of Advanced Graduate Studies program is also offered and trains students who already have a graduate degree in a closely related field. Both programs prepare graduates for certification as school counselors with the Pennsylvania Department of Education. Together with a Christian perspective and Christian faculty, our program is distinctive in many important ways. Students gain a solid foundation in research-based counseling skills and theories to function as advocates for the successful academic, social, and emotional development of children and adolescents. Students can also choose their own practicum and internship sites that are available in schools in their surrounding communities.

The **mission** of the School Counseling Program at Eastern University is to train a diverse body of students to be competent and ethical practitioners who apply knowledge and skills gained from thoughtful integration of the Christian worldview and empirically supported best practices in educational settings. Eastern University's School Counseling program **mission** is designed to equip master's level students to 1) collaborate with teachers, families, and administrators to support student learning, mental health wellness, and social-emotional learning, 2) provide career, college and academic advising at all grade levels, 3) develop, conduct, assess, and evaluate classroom guidance programming and school-wide positive intervention programming, 4) implement prevention services that promote student growth, 5) monitor intervention programs through effective research and evaluation practices, and 6) promote culturally competent services that promote the public good. This program is designed for students who are interested in obtaining the School Counseling Certification (PK-12).

The School Counseling Program **philosophy** is to educate graduate students to integrate scientifically-based knowledge with practical experience. Our broad training creates school leaders who serve students and their families in diverse settings by functioning as advocates for the successful academic, social, and emotional development of children and adolescents within the context of their cultural, educational, and familial worldviews. Students are trained to promote mental well-being and facilitate learning in all students from grades pre-K to 12. Implementing ethical decision-making and practices is of utmost importance. We train school counselors in their various areas of expertise.

Diversity Statement

Eastern University recognizes that diversity and inclusiveness are essential in establishing a prosperous and productive campus community. Having a diverse faculty and staff community creates energy and insight while also establishing cultural awareness and shared differences among our community as we seek to follow our mission of Faith, Reason, and Justice.

Therefore, having a diverse campus is a primary initiative at Eastern. All members of our community are encouraged and empowered to achieve their personal, educational, and career goals while learning about different cultures.

Our [Diversity, Equity, and Belonging](#) Executive Team works to implement the mission and goals of diversity, equity, and belonging at Eastern University. Our mission responds to the needs of our students and the entire Eastern community, with a particular focus on supporting underrepresented populations.

Program Goals

The School Counseling Program at Eastern University is designed to ensure that the graduate student who completes our program is trained in specific competency areas established by the Pennsylvania Department of Education (PDE) and those set by the American School Counseling Association (ASCA). Upon completion of the program, all students will have met the educational and field placement requirements for the PreK-12 grade school counseling certification, as set by the PDE.

Students are encouraged to develop a portfolio to demonstrate competence in the ASCA and PDE competencies (see Appendix A) when seeking employment in the field. The ASCA and PDE competencies and their descriptions are listed below:

Foundation of School Counseling:

Responsibilities and duties of School Counselors and School Counseling program

Delivery Services:

Guidance Curriculum: Guidance curriculum consists of structured developmental lessons designed to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The guidance curriculum is infused throughout the school's overall curriculum and is presented systematically through PreK-12 classroom and group activities.

Individual Student Planning: School counselors coordinate ongoing systematic activities designed to individually assist students in establishing personal goals and developing future plans.

Responsive Services: Responsive services, which are the traditional duties of a school counselor, consist of activities meeting individual students' immediate needs, usually necessitated by life events or situations and conditions in the students' lives. These needs require counseling, consultation, referral, peer mediation or information.

Systems Support: Like any organized activity, a school counseling program requires administration and management to establish, maintain, and enhance the total counseling program.

Management:

Use of Data: Demonstrate the use of data to affect change within the school system and show that each activity implemented in a program developed by the trainee underwent careful analysis of students' needs, achievement, and/or related data.

Action Plans: Demonstrate an Action Plan developed for a program implemented during practicum/internship. Each plan might contain:

- competencies addressed
- description of the activity
- data driving the decision to address the competency
- timeline in which the activity is to be completed
- who is responsible for the delivery
- means of evaluating student success
- expected results for students

Accountability:

Formative and summative assessment practices

Student Diversity in Development & Learning:

Work with students and families of various cultural backgrounds; work with children who have special needs or disabilities

Prevention, Crisis Intervention & Mental Health:

Work in all areas with competency and proficiency

Home/School/Community Collaboration:

Collaborative outreach, consultation and services to families, school personnel, and community

The School Counseling Program trains students in various areas of expertise. The **goals of the program** are to educate graduate students to:

- Find the best solution for each student and situation, use various strategies to address diverse student needs, and improve school and district-wide support systems.
- Collaborate and consult with teachers, parents, and administrators to implement solutions for learning, behavior, and social problems, as well as help others to understand child and adolescent development and its effect on behavior and learning.
- Provide evidence-based interventions for students who struggle with academic skills, social-emotional and behavioral issues, and students impacted by trauma.
- Provide psychological counseling, work directly with students through classroom guidance lessons and with students' families to resolve difficulties in adjustment and learning, and help schools manage crises.
- Develop prevention services and deliver intervention services that promote student growth and adjustment and collaborate with school staff and external agencies to support a healthy student environment.
- Conduct program monitoring through effective research practices.
- Promote culturally competent services that promote the public good.

Degree Requirements

Students may choose to attend full-time, part-time, or for CAGS. Full-time enrollment requires at least nine credits (3 courses) per semester, and part-time enrollment is anything less than nine credits per semester. Full-time students are expected to complete the MEd program in 2 years. Part-time students are expected to complete the MEd program in 3 years. CAGS students are those who already hold a Master's or Doctoral Degree in a related field and wish to take courses to become PA certified as a School Counselor. CAGS students have individualized programs of study, therefore time from enrollment to completion of the program varies (see below for more information about the CAGS program). All students have a maximum of 7 years to complete the program (see the [Graduate Programs](#) catalog for more information).

All students who complete the program will be eligible for PDE certification (see requirements below).

PA Certification Requirements

In addition to the Eastern University requirements for the MEd in School Counseling, applicants must also meet the requirements of Pennsylvania State Law (Chapter 354) in order to be eligible for certification. Prior to certification, Chapter 354 regulations require that MEd and CAGS candidates:

- *have earned either an overall GPA of 3.0 or a GPA of 3.0 in the last 48 credits of graduate level academic work*
- *have successfully completed the PRAXIS II exam (new number as of Aug 2022: 5422 – new passing score 159)*

For the Program to recommend a student for PDE certification the following requirements and conditions must be met:

1. All coursework must be completed, and grades awarded
2. The following documents and test results must be submitted to the Program University Supervisor:
 - a. Copy of all graduate transcripts (cumulative GPA 3.0 or above)
 - b. Copy of School Counselor [PRAXIS](#) (5422) exam score report (score must be passing - 159 – see [PA requirements](#))
 - c. Internship logs showing documentation of required hours
 - d. Final Supervisor Internship Evaluations

Full-Time/Part-Time

Completion of the program requires 16 three-credit Core Courses, which includes a one semester (3 credits) practicum experience and two semesters (6 credits) of internship experiences. Successful completion of the program requires 48 credits.

Licensed Professional Counselor and Licensed Behavioral Specialist Requirements

The M.Ed. in School Counseling program prepares students with the required coursework and practicum and internship experiences for the Licensed in Professional Counselor (LPC) and the academic coursework requirements for PA Licensed Behavior Specialist (LBS).

Admission Requirements

To be admitted to the school counseling graduate program, an applicant must submit the following materials:

- An official transcript showing completion of a bachelor's degree in any field from a regionally accredited college or university (and masters and/or doctoral level transcripts for Certification Only candidates). If the bachelor's degree was awarded outside of the United States, the program of study must be equivalent to a four-year U.S. baccalaureate degree program.
- A complete application and application fee.
- GPA 2.8 with particular importance placed on the last two years of the undergraduate record. An applicant with a lower GPA may submit GRE or MAT scores to strengthen the application. *Six credit hours of behavioral science courses (e.g., psychology, educational psychology, social work, etc.).*
- For applicants who hold a Pennsylvania Department of Education School Certificate, a copy of the certificate is required.
- A current resume.
- Two (2) completed recommendation forms: one professional (i.e.: work place supervisor)/one educational (i.e.: College Professor) source.
- A personal interview with the Program Director.
- A writing sample to be completed after the personal interview via Zoom. GRE scores can replace this.
- A completed program of study (upon completion of your file and interview).
- Please note, at least 4.5 credits must be taken per semester to qualify for financial aid.

EASTERN UNIVERSITY IS AN EQUAL OPPORTUNITY INSTITUTION

Eastern is committed to providing Equal Educational and Employment Opportunities to all qualified persons regardless of their economic or social status and does not discriminate in any of its policies, programs, or activities on the basis of sex, age, race, handicap, marital or parental status, color, or national or ethnic origin.

Graduate Assistantships

Every winter/spring, the Department awards a limited number of Graduate Assistantships. These are highly competitive working grants that involve research. Prospective students who are applying for a Graduate Assistantship must meet the spring deadline for application submission (see the [Graduate Education Assistantships](#) website for further information). The applications for the Graduate Assistantships will be posted on our website in January.

Teaching Methods

Our goal is to equip students with a strong theoretical foundation, practical skills, and the ability to apply evidence-based practices in diverse educational settings. Methods of instruction in the School Counseling Program include: classroom teaching/lecture, role-playing strategies, read and reflection on critical theories and strategies, Media reflection (e.g., reflect on counseling sessions conducted by experts or past graduate students), content area quizzes and tests, student presentations, counseling sessions with volunteers using software (e.g., GoReact) for self-assessment accompanied by instructor assessment, hybridized course delivery with content pushed out to students, engaging with the institution's learning management system, Brightspace, independent reading and research, and field placements in the appropriate educational setting.

Since the School Counseling profession requires the effective use of self in the helping process, students in our programs are required to participate in learning experiences of a personal nature. This may include: role play in classrooms, group therapy, and written assignments that include personal disclosure and reflection.

In the School Counseling programs students will encounter coursework that is presented from a Christian worldview in fulfillment of the university's mission. This may include activities such as: instructor led prayer/scripture reflection in the classroom, discussions/written assignments centered on spiritual topics related to coursework, and readings that explore Christian perspectives on class content.

Practicum and Internship

Practicum:

The professional application of skills to appropriately meet the educational, cultural, and familial needs of children in a school setting is enhanced by a spring semester on-site practicum experience: Practicum in School Counseling (SCNL634). This three credit course exposes students to a variety of professional roles within a public school setting, allowing students to practice school counseling skills with a diverse population of students and families. The practicum experience involves a minimum commitment of seven (7) hours a week for fifteen (15) weeks at one location, for a total of 100 hours. Students who work in a school setting may work at their place of employment under the supervision of an experienced school counselor.

In the fall semester before the practicum course in the spring, students need to research and attain a practicum site. All students will be provided with a practicum handbook and a list of past school counseling sites and supervisors with accompanying contact information. It is the responsibility of the student to find an appropriate site and supervisor, while the Degree Coordinator gives final approval of the site. The practicum contract (located in the Practicum Manual—see Attachment C) needs to be completed and signed by the student, school counseling supervisor, and practicum instructor by the end of the fall semester prior to the spring practicum course.

During practicum, consultation with parents and schools, counseling with children and adolescents, and a wide range of guidance programming and intervention activities are undertaken. As professional confidence and skills increase, students take on more individual responsibilities for these activities but are still under close supervision (at least ½ hour of supervision each week). Students must display adequate skills, receive a positive evaluation from supervisors, complete various other course assignments, and earn a “*B or Better*” grade to qualify for an internship placement the following semester.

All students must submit signed contracts to the Coordinator prior to the commencement of Practicum and Internship. Students must also secure a school site and begin logging hours prior to the drop/add date. If a firm agreement/contract is not able to be secured between the student and the potential school site, the student will be advised to withdraw from the Practicum or Internship course. This subsequently would result in delayed graduation.

The following activities are recommended for the practicum student:

- Consulting: Opportunity to refine consulting skills with teachers, parents, and other staff members through participation and/or observation. If possible, this would include: (1) developing academic and behavioral intervention plans for students (2) career planning and transition plans for secondary school students.
- Parent Contact: Opportunity to meet with and participate in meetings with parents or legal guardians.
- Meetings: Attendance at a variety of team and child support meetings, e.g., MTSS, IST, SAP, CST, MDT, IEP, administrative, departmental meetings, etc.
- Network/Staff Development: Opportunity to interact with a variety of professional and support staff, such as teachers, social workers, school counselors, administrators, both within the school system, and to the extent possible, with outside personnel (e.g., therapists, private and public agencies, etc.). Attendance at and/or participation in staff development activities (in-service training, workshops, seminars, etc.) is also encouraged.
- Counseling: Opportunity to practice or observe individual and group counseling skills.
- On-site Supervision: Supervision by a Certified School Counselor for a minimum of one half hour of supervision per week.

Internship:

The school counseling internships (SCNL638/SCNL639) are field-based experiences that involve working two to three days a week during the entire fall and spring semesters. The internship component of the program is a culminating experience for the certification program during which the student functions under the direct supervision of a certified school counselor with five (5) or more years of experience. The supervisor is required to meet with the student for at least one hour per week.

Internship requires a 600 hour commitment to the internship sites. In order to complete these hours, the intern will need to work approximately 2 to 3 days a week throughout the final fall and spring semesters. Students must obtain two different internship sites that focus on different developmental levels (i.e. elementary, middle, or high school). A minimum of 150 hours must be completed at each site during each semester of internship. Some internship sites do provide minimal stipends, but for most interns, there is no monetary compensation.

As in practicum, it is the responsibility of the student to complete the signed internship contract (in Appendix C of the Internship Manual). Before contracting with an internship site, the site must be approved by the Coordinator. The signed internship contract is due before the end of the spring session prior to the first internship semester.

All sites must provide experiences related to school-based issues. The student functions in a carefully supervised but relatively independent manner, as the student progressively assumes the role and functions of a school counselor. Students can work in urban, rural, and/or suburban settings, but must be exposed to students from multiple developmental ages, to students with diverse disabilities, and to children and families with diverse cultural backgrounds.

Direct training is provided in weekly classes held via Zoom one night a week. Each intern must pass the internship classes (SCNL638/SCNL639). Each course requires the submission of various assignments. Students who are at the end of their internship experience, and who do not demonstrate adequate professional and clinical competence by earning at least a passing grade, will be asked to withdraw from the program (see Student Progress Review below).

Note to Pennsylvania Certified Educators:

Since certified educators in Pennsylvania are required to complete 420 student teaching hours at an educational site prior to certification, Eastern University allows certified educators in our school counseling program to complete a reduced number of practicum and internship hours. Certified educators can elect to complete a 75 hour practicum and 300 hour internship (75 of these 300 hours must be completed at a second developmental level). **Please note:** those students electing to complete these reduced hours in their field placements *do not* meet the practicum/internship hours required for PA Licensed Professional Counselor.

The following activities are recommended for the internship student:

- Student contact: Experience across as wide an age range of children as possible. It is preferable that interns are able to interact with children at various developmental levels and in different settings. Work with special needs students, students from a variety of cultural and ethnic backgrounds, and students in special programs (e.g. learning support, emotional support, mentally gifted classes) is strongly recommended.
- Counseling: Individual counseling (academic, personal, career), group counseling, case studies, crisis counseling, college and Career counseling, and course selection work.
- Consulting: Opportunity to refine consulting skills with teachers, parents, specialists and other staff members. Intern participation in developing counseling referrals and coordination activities, in course selection meetings, in staff and agency meetings, child study teams, SAP teams, etc.
- Parent Contact: Opportunity to observe and participate in giving feedback, answering questions, attending conferences, Open House meetings, development of workshops, etc.
- Program Development and Evaluation: Participation in development of guidance curriculum and program outcome evaluation studies; exploration of record-keeping systems, resource materials, school policies, procedures, forms, etc; awareness of legal and ethical practices, experience with the use of technology
- Testing and Assessment: Observation and participation in the administration of standardized testing instruments used across the curriculum and understanding of the uses and limitations of these tests.
- Meetings: Attendance at a variety of team and child support meetings.
- Network/Staff Development: Opportunity to interact with a variety of professional and support staff, such as teachers, social workers, counselors, psychologists, and administrators, both in the school system and to the extent possible with outside personnel (e.g. therapists, private and public agencies, etc.). Attendance at staff development activities is encouraged.
- Other activities relevant to the internship may be required by the school or the on-site supervisor and should be approved by the internship instructor.
- On-site supervision: Supervision by a certified school counselor for a minimum of one hour of one-to-one supervision per week is required.

Policy on Professional Liability

Throughout enrollment in the graduate program, students are required to maintain current criminal record checks and liability (malpractice) insurance when completing practicum and internship experiences.

Student Progress Review

Professional Behavior Standards

In addition to the mastery of various areas of formal course content, students are also expected to demonstrate professional, ethical, and interpersonal behavior in keeping with the professional standards of school counseling. Professional conduct expectations are

based on the following guidelines established by the American School Counseling Association (ASCA) *Professional Conduct Manual for School Counseling (2000)*:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one’s group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with nondominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

Faculty Review Policy

In keeping with its charge of monitoring student progress in professional development, the Department of School Counseling and School Psychology reserves the right to request that a student’s program of study be put on probation, temporarily deferred, or discontinued should there be unsatisfactory progress toward the degree. Unsatisfactory progress may be evidenced by a grade point average (cumulative or course-based) that does not meet minimum criteria and/or by a failure to demonstrate the interpersonal skills requisite to program competence. These skills may include, but are not limited to, behavior identified either by a faculty member or a field site supervisor suggestive of a significant deficit in the areas of professional presentation and decorum, ethical behavior, and/or technical skill.

Student Progress Review

The faculty members in the School Counseling Program use multiple methods to conduct both formative and summative assessments to monitor student progress. These regular assessments also allow the program to evaluate its own efficacy and compliance with state and national standards. These assessments are used to inform the program’s goals, outcomes and competencies and to assess student readiness to proceed with subsequent steps in the program. These assessments also inform data-based decision-making to promote program development and improvement. As a group, graduate faculty members formally review student performance with regard to both academic and professional behavior standards on the following schedule:

First Formal Student Review	<ul style="list-style-type: none"> • SPP-S forms completed by faculty members • Summary of SPP forms shared with the student after first academic year in the program • Advisor develops a summary letter that is shared with the student and placed in student permanent file • A meeting with advisor will be scheduled if significant deficiencies are noted and a remediation plan developed
Second Formal Student Review	<ul style="list-style-type: none"> • Student applies for acceptance into the internship program • Faculty from the Graduate School Counseling and School Psychology Department review student progress then either approve, defer or discontinue student progression to internship
Ongoing Monitoring	<ul style="list-style-type: none"> • Instructors may file an “incident of concern” report or a plan for remediation if a student demonstrates significant deficiencies in professional skills, presentation, decorum or grade point average (cumulative or course-based) during their program of study

Ongoing Monitoring

At any time during a student’s program of study, instructors may file an “Incident of Concern” report if the student’s interactions demonstrate significant deficit in the areas of professional presentation and decorum or ethical behavior. The student will receive a copy of the Incident of Concern report and may respond in writing. Any “Incident of Concern” reports and student response(s) will be placed in the student file and considered in the review processes described above.

The following section identifies specific details about student assessments procedures and the responsibility of students and faculty members.

Course Grades

Course grades reflect the instructor's evaluation that the student has mastered the content and skills of the course. Satisfactory grades fall within the A to C- range with most courses requiring a passing grade of B (83%) or better. Students who repeat a course due to earning a grade below requirements may only repeat it once, must repeat the course as soon as it is offered again, and cannot take the course elsewhere. The overall performance of students needing to repeat a course are reviewed by the School Counseling faculty members. Remediation plans may be developed by the student's advisor who then reviews the plan with the student and then tracks the student's progress.

School Counseling students must achieve a minimum 3.0 cumulative GPA once 12 credits are earned. Students who fail to achieve the required grade-point average after 12 credits are placed on probation and therefore have one semester or term in which to return to good academic standing. Students with two or more incomplete grades may be placed on probation when normal progress toward graduation is in jeopardy. Graduate students in School Counseling who are placed on Academic Probation will be limited to two courses of any kind (graduate or undergraduate), or a maximum of 6 credit hours, until they return to good academic standing. Students placed on probation are automatically reviewed by the faculty advisor. The student and faculty advisor develop a remediation plan that is then reviewed and approved by graduate faculty members. If the student has a cumulative GPA below 3.0 for two consecutive semesters, the student is subject to dismissal from the program after graduate faculty review.

First Formal Student Review

There is a formal review of student progress after completion of the first academic year of the program. Instructors in each of the courses complete the *Student Progress Profile form (SPP-I)* based on their observations of students' progress in their first year. The faculty advisor analyzes the feedback and provides a summary of the SPP results to the student as a formal review of overall progress. A summary letter of this process is placed in the student file. If a significant area of improvement is identified, a meeting between the student and their advisor would be held. A remediation plan is developed by both the advisor and student, which would be included with the summary letter in the student file. The student is given a copy of the summary letter and plan for review prior to signing this agreement. At this review point, the School Counseling program reserves the right to request that a student's program of study be put on probation, temporarily deferred, or discontinued should there be unsatisfactory progress toward the degree.

Pre-Approval to Enter the Internship Program

A second formal review of student progress will be completed at the time that the student applies for acceptance into the internship program. Acceptance into the internship program is not guaranteed. Students must apply and receive approval from the School Counseling Program to enter the internship phase of training. At this review point, the School Counseling program reserves the right to request that a student's program of study be put on probation, temporarily deferred, or discontinued should there be unsatisfactory progress toward the degree. Students may be asked to complete a remediation plan to address identified weaknesses in order to be approved. Students will be notified by the Field Placement Coordinator of any special concerns. Final approval to enter internship is completed at the end of March, during the spring semester prior to internship. Acceptance into the internship is not automatic. The list of requirements is below.

1. Include your EU academic record (official transcript not needed, instead, a PDF file of your unofficial transcript is needed)
2. Write a three-page letter to the faculty. Please address the following three topics, using them as subheadings in your letter:
 - a. Reflection upon the mission statement of the School Counseling Program:
 - i. "The mission of the School Counseling Program at Eastern University is to train a diverse body of students to be competent and ethical practitioners who apply knowledge and skills gained from thoughtful integration of the Christian worldview and empirically supported best practices in educational settings."

Describe how you have been impacted by training in a program with this particular mission. For example, how has the training program increased your knowledge and skills for practice in school counseling? How has the Christian distinctive of the program influenced your understanding of social justice and responsibility, and human potential/transformation? Please Note: you do not have to identify as Christian or other faiths/belief systems, rather please discuss how Eastern's mission has impacted and/or influenced you in the areas mentioned above.

- b. Reflection on your academic preparedness for internship
 - i. Describe your academic strengths and weaknesses observed in the training program, and discuss their implications for the internship phase. Note academic difficulties (if any) experienced in the program (e.g., academic probation, skill deficits noted in your initial review meeting)--and what you did to address them.

- c. Reflection on your personal preparedness for internship
 - i. Address the issue of your personal growth and why you believe you are personally ready to enter the internship. Discuss the steps you have taken to carve out time for your internship hours and responsibilities. Comment on how the program or other life experiences have fostered personal growth (e.g., work experience, readings beyond course materials, workshops, and personal therapy). Note if any personal development issues were raised in your initial review meeting—and how you have addressed these.

Scoring for Pre-Approval Submission Items:

Submission Items	Not Acceptable	Acceptable	Exceptional
GPA	Below 3.0	3.0 – 3.3	3.4 – 4.0
Essay	Below 3.0	3	4
SPP Mean of Total Scores	Below 2.0	2.0-2.5	2.6-3.0

*Students need to reach Acceptable and/or Exceptional on all three items for Pre-Approval

Final Approval to Enter the Internship Program

Following acceptance into the Internship Program, students will be responsible for selecting possible sites, gaining site approval, and applying directly to the site for an internship position. Consultation with the Field Placement Coordinator is recommended to help match your interest with possible settings. Eastern University’s Career Development Office is available for assistance in resume preparation, interview strategies, and other valuable aids in job placement.

When a site is found, it is advisable for the student to meet with the Field Placement Coordinator before proceeding any further. Acceptance of any internship site is not guaranteed. The Field Placement Coordinator must approve each placement. Because the internship is such an important part of the degree and certification experience, every effort will be made to ensure a good fit. Please note: Students should not make any contract with a site (verbal or written) before the site has been approved by the Field Placement Coordinator.

Upon identifying an appropriate school or agency, the student must submit a contractual agreement to be filled out by all the student's supervisors. It is helpful if the school site supervisor can submit a copy of their school counseling certification documentation. The contract form must be returned and approved by Eastern University supervisors before the internship may begin.

All students must submit signed contracts to the director prior to the commencement of Practicum and Internship. Students must also secure a school site and begin logging hours prior to the drop/add date. If a firm agreement/contract is not able to be secured between the student and a potential school site, the student will be advised to withdraw from the Practicum course and/or Internship course. This subsequently would result in delayed graduation. All forms and contracts (including professional liability insurance) must be on file and approved by the Field Placement Coordinator before the first day of class in the Fall Semester (or September 1), whichever occurs first. Students must communicate with the Field Placement Coordinator regarding their intended placement (even if all paperwork is not finalized) before the end of the Summer I Semester.

Application for Certification in School Counseling

The main goal for students in the School Counseling Program is to earn recommendation to the Pennsylvania Department of Education (PDE) from the department for Educational Specialist I Elementary & Secondary School Counselor PK-12. The Program provides coursework and field experience that meet and often exceed PDE requirements of the certification. When students have completed their academic and field experience requirements, the Program reviews their progress then makes the recommendation for certification to our College of Education Certification Office.

For the Program to recommend a student for PDE certification the following requirements and conditions must be met:

1. All coursework must be completed, and grades awarded
2. The following documents and test results must be submitted to the Program University Supervisor:
 - a. Copy of all graduate transcripts (cumulative GPA 3.0 or above)
 - b. Copy of School Counseling Praxis Exam results
 - c. Internship logs showing documentation of at least 600 hours

- d. Final Supervisor Internship Evaluations from both placements

Alumni Feedback and Assessment

In addition to the various methods used to monitor student progress noted above, we also monitor our alumni feedback using the “School Counseling Alumni Feedback Survey” that is disseminated to students one year after program completion and for four consecutive years thereafter.

Policy for Students Delaying Practicum and Internship

Students may find it necessary to delay the normal progression of their coursework due to unforeseen conditions (financial, health, job demands, extenuating personal circumstances). When a student has not registered for coursework for over one year, the student must apply for re-admission into the School Counseling Program (see the Graduate Education Programs website for the re-admission checklist) and be approved for reentry into the program. **If a School Counseling student has not registered for coursework one year prior to their practicum or internship semester, the student must follow these additional procedures outlined below:**

In the *summer or winter break* before the intended return to either the Practicum or Internship course, a student must:

- 1) Conduct a counseling session with a child or adolescent volunteer. This session will need to be audio-taped so that the practicum/internship instructor can review the student’s counseling skills (please ask the volunteer and their parents to sign the assessment consent forms distributed in the SCSP601 course).
- 2) Write a reflection paper using the grading rubric developed and distributed in the SCSP601 course.
- 3) Send the audio-taped administration session to the Coordinator, Jennifer Cipollone.
- 4) If the work is satisfactory, the Coordinator will send written notification that the student may reenter the program. If the student’s work requires remediation, a remediation plan will be developed.

School Counseling Program of Study

FULL-TIME

FALL YEAR I

- SCSP 500** Introduction to Counseling Theory, Schools and Family (3 Credits)
- SCSP 503** Introduction to Special Education and Inclusion Practices (3 Credits)
- SCSP 511** Lifespan Development (3 Credits)

SPRING YEAR I

- SCNL 519** Foundations of School Counseling (3 Credits)
- SCSP 601** Introduction to Child and Adolescent Counseling and Intervention (3 Credits)
- SCNL 634** School Counseling Practicum (3 Credits)

SUMMER YEAR I

- SCSP 575** Research Design/Statistics (3 Credits)
- SCSP 620** Advanced Child and Adolescent Counseling and Intervention (3 Credits)
- SCSP 507** Groups for Children and Adolescents (3 Credits)
- CPSY 570** Consultation and Positive Behavior Strategies (3 Credits)

FALL YEAR II

- SCSP 611** Introduction to Assessment (3 Credits)
- SCSP 545** Career Development Theory and Practice (3 Credits)
- SCNL 638** School Counseling Internship I (3 credits)

SPRING YEAR II

- SCSP 520** Multicultural Issues in School Settings (3 Credits)
- SCSP 514** School Law, Ethics and Professional Practice (3 Credits)
- SCNL 639** School Counseling Internship II (3 Credits)

Total: 48 Credits

PART-TIME

FALL YEAR I

SCSP 500 Introduction to Counseling Theory, Schools and Family (3 Credits)

SCSP 511 Lifespan Development (3 Credits)

SPRING YEAR I

SCSP 514 School Law, Ethics and Professional Practice (3 Credits)

SCSP 601 Introduction to Child and Adolescent Counseling and Intervention (3 Credits)

SUMMER YEAR I

SCSP 575 Research Design/Statistics (3 Credits)

SCSP 620 Advanced Child and Adolescent Counseling and Intervention (3 Credits)

FALL YEAR II

SCSP 503 Introduction to Special Education (3 Credits)

SCSP 611 Introduction to Assessment (3 Credits)

SPRING YEAR II

SCNL 519 Foundations of School Counseling (3 Credits)

SCNL 634 School Counseling Practicum (3 Credits)

SUMMER YEAR II

CPSY 570 Consultation and Positive Behavior Strategies (3 Credits)

SCSP 507 Groups for Children and Adolescents (3 Credits)

FALL YEAR III

SCSP 545 Career Development Theory and Practice (3 Credits)

SCNL 638 School Counseling Internship I (3 Credits)

SPRING YEAR III

SCSP 520 Multicultural Issues in School Settings (3 Credits)

SCNL 639 School Counseling Internship II (3 Credits)

Total: 48 Credits

JANUARY START (Part-time and full-time)

SPRING YEAR I

SCSP 514 School Law, Ethics and Professional Practice (3 Credits)

SCNL 519 Foundations of School Counseling (3 Credits)

SUMMER 1 YEAR I

SCSP 575 Research Design/Statistics (3 Credits)

SUMMER 2 YEAR I

SCSP 507 Groups for Children and Adolescents (3 Credits)

FALL YEAR I

SCSP 500 Introduction to Counseling Theory, Schools and Family (3 Credits)

SCSP 503 Introduction to Special Education and Inclusion Practices (3 Credits)

SCSP 511 Lifespan Development (3 Credits)

SPRING YEAR II

SCSP 601 Introduction to Child and Adolescent Counseling and Intervention (3 Credits)

SCNL 634 School Counseling Practicum (3 Credits)

SUMMER 2 YEAR II

SCSP 620 Advanced Child and Adolescent Counseling and Intervention (3 Credits)

CPSY 570 Consultation and Positive Behavior Strategies (3 Credits)

FALL YEAR III

SCSP 611 Introduction to Assessment (3 Credits)

SCSP 545 Career Development Theory and Practice (3 Credits)

SCNL 638 School Counseling Internship I (3 credits)

SPRING YEAR III

SCSP 520 Multicultural Issues in School Settings (3 Credits)

SCNL 639 School Counseling Internship II (3 Credits)

Total: 48 Credits

Course Descriptions

SCSP500 - INTRODUCTION TO COUNSELING THEORY, SCHOOLS AND FAMILY

An introduction and overview of the prominent theoretical approaches to counseling will be provided, including the presentation of personality conceptualization underlying various approaches. Each theoretical model will be reviewed in terms of therapeutic process, client/therapist relationship, as well as specific goal and techniques. Theoretical approaches will be critiqued from a Christian perspective. This course is predominantly lecture based with emphasis on student dialogue. Grade of "B" or better required.

SCSP503 – INTRODUCTION TO SPECIAL EDUCATION

This course provides an overview of the ten categories of exceptionality, including current research and legislation. Students will examine current practices in the field, including classifications/definitions, patterns of behavior, learning, and assessment. Intervention and instructional strategies for inclusion of exceptional and divergent learners will be emphasized.

SCSP507 - GROUPS FOR CHILDREN AND ADOLESCENTS

This course will teach research-based interventions and techniques for planning and implementing groups for children and adolescents in both school and clinical settings. Specific areas explored are topic-focused group counseling, group guidance, group process, outcome evaluation and ethics of group counseling. Each student is required to plan and conduct several group counseling experiences.

SCSP511 – LIFESPAN DEVELOPMENT

This course will review current research in human development across the lifespan. It is a study of the developmental changes that occur from conception to death. Special emphasis is given to significant developmental milestones that impact the counseling relationship.

SCSP514 - SCHOOL LAW, ETHICS AND PROFESSIONAL PRACTICE

This course will explore school law, regulations and ethical issues with an emphasis on ethical decision-making. An overview of the philosophy of educational counseling and psychological services will be addressed as well as an exploration of other service delivery models in pupil services that address the needs of divergent learners. Further topics include the organizational structure of schools, increasing parental/caretaker involvement and inclusion practices.

SCNL519 - FOUNDATIONS OF SCHOOL COUNSELING

This course provides a comprehensive overview of educational counseling services. Professional orientation, design and delivery of curriculum including developmental guidance curricula, the analysis of program progress and effectiveness, technology for counselors, inclusion practices and contemporary issues also are addressed. Course also includes developing referral resources, learning school conference techniques, and building strong relationships with administration, staff, parents/caregivers and students. Grade of "B" or better is required.

SCSP520 – MULTICULTURAL ISSUES IN THE SCHOOL SETTING

This course is designed to introduce students to a critical examination of the issues, perspectives, and challenges involved in a multicultural and diverse school setting. An examination of human differences will be discussed, including racial, ethnic, cultural, socioeconomic, religious, sexual orientation, disability issues, and gender differences. Particular emphasis will be placed on identifying the instructional needs of English language learners in the schools.

SCSP545 - CAREER DEVELOPMENT THEORY AND PRACTICE

A survey of theories and practices relating to career development with children, adolescents, and adults in the context of changing economic, psychological, social, and educational contexts. Students examine multiple resources and tools for career exploration and apply these to their own career development. Students also practice conducting career exploration interviews, administering, scoring, and interpreting career assessment instruments, and integrating findings in written reports and/or feedback sessions. (Pre-requisite: SCSP 500)

SCSP575 - RESEARCH DESIGN/STATISTICS

Analysis of major types of social science research, familiarization with biographical sources and literature survey procedures; evaluation; implication and application of research; basic statistics; survey of computerized statistical programs; and practice in common statistical and research procedures.

SCSP601 - INTRODUCTION TO CHILD AND ADOLESCENT COUNSELING AND INTERVENTION

This course introduces the theory and practice of brief and long-term research-based counseling interventions with children and adolescents. Students will demonstrate counseling skills with child and adolescent volunteer clients recruited by the student. Learning to build effective partnerships with caretakers, school personnel and other mental health professionals to promote success in the lives of children and adolescents will be addressed. Grade of "B" or better required. (Prerequisite or Co-requisite: SCSP 500)

SCSP611 - INTRODUCTION TO ASSESSMENT

This course surveys the major concepts in assessment, including the social, legal, and ethical issues involved in construction, selection, administration, scoring, and interpretation of psychological tests. Students will be introduced to the major categories of assessment instruments and to representative instruments in each category. Materials fee applies.

CPSY570 - CONSULTATION AND POSITIVE BEHAVIOR STRATEGIES

This course introduces the theory and practice of consultation, behavior, social and learning support in the schools. Students demonstrate consultation skills, learn applied behavior analysis, practice progress monitoring, develop behavior intervention plans, use research-based intervention strategies, and observe and critically review classroom environments and instructional approaches for diverse student populations. (Prerequisites: SCSP 500, 503, 511)

SCSP620 - ADVANCED CHILD AND ADOLESCENT COUNSELING AND INTERVENTION

This course is the second of two courses designed to equip students with the skills and knowledge they need to provide effective counseling interventions for children and adolescents. This course focuses on advanced, research-based counseling strategies applied to specific mental health problems that are common to school-aged populations. Students will demonstrate counseling skills with child and adolescent volunteer clients recruited by the student. Grade of "B" or better required. (Prerequisite: SCSP 601)

SCNL634 - SCHOOL COUNSELING PRACTICUM

This course is designed to prepare students for field placement. Students will observe and participate in a variety of educational counseling experiences. Students with a background in education are to complete the required 100 hours of assigned pre-practicum experiences. Appropriate documentation of all assigned experiences is required. Grade of B or better required. (Prerequisites: SCSP 503; Co-requisite: SCSP 519)

SCNL638 - SCHOOL COUNSELING INTERNSHIP I

In order to be eligible for this course, the student must have the approval of the department and be in Good Academic Standing. Internship I is a 300-hour supervised experience in an approved school setting(s) that emphasizes skills relevant to educational counseling. Group and individual supervision is provided. Ethical considerations are reviewed. (Prerequisite: SCSP 634).

SCNL639 - SCHOOL COUNSELING INTERNSHIP II

In order to be eligible for this course, the student must have the approval of the department and be in Good Academic Standing. Internship II is a 300-hour supervised experience in an approved school setting(s) that emphasizes skills relevant to educational counseling. Group and individual supervision is provided. Ethical considerations are reviewed. (Prerequisite: SCSP 638).

Academic Policies

Time to Complete Graduate Degree

All requirements for a graduate degree, including courses, practicum, and internships must be completed within seven (7) years of enrollment as a degree candidate.

Satisfactory Academic Progress

Graduate students must achieve a minimum 3.0 cumulative GPA once 12 credits are earned.

Academic Probation

Students who fail to achieve the required grade-point average for their level of credits are placed on probation and have one semester or term in which to return to good academic standing. Students with two or more incomplete grades may be placed on probation when normal progress toward graduation is in jeopardy. Graduate students in School Counseling who are placed on Academic Probation will be limited to two courses of any kind (graduate or undergraduate), or a maximum of 6 credit hours, until they return to good academic standing.

The School Counseling Program reserves the right to request that a student's program of study be probationed or temporarily deferred or discontinued should there be unsatisfactory progress toward the degree. Unsatisfactory progress may be evidenced by a grade point average (cumulative or course-based) that does not meet program competence, including failed courses or courses where a B or better is required but not obtained. The Graduate Catalog states: "A student who has received a grade of 'F' in a required course cannot graduate unless this deficiency is corrected. This course must be repeated the next time it is offered in the regular academic year. The course must be repeated at Eastern." **The School Counseling Program further specifies that students in its graduate programs may not take additional coursework until the deficiency is corrected.** Thus, students who receive an F will have their program of study halted until the semester in which the course is offered again, at which time they will be permitted to repeat the course. This repeat policy may also apply also to Counseling Psychology courses where a B is required to progress in the program. These situations will be reviewed by the faculty and decided on a case by case basis.

Dismissal

Students may be dismissed from Eastern for failure to maintain the required cumulative grade-point averages, for ethical misconduct, or for failure to complete graduate degree requirements within the allowed period of seven years. There is no provision for re-admission following dismissal for ethical or academic reasons once the appeal process has been exhausted. The dean makes dismissal decisions when it is highly unlikely for the student, under present circumstances, to complete the requirements for graduation. Students receiving one or more failing grades in a session or semester will have their cases reviewed. The dean has the option to require immediate withdrawal regardless of prior academic performance when there is little or no likelihood of success following two or more failing grades. Particularly at a Christian institution such as Eastern University, professional and moral behavior is expected. A violation of integrity and honesty is a serious offense, considered sufficient basis to terminate enrollment.

Academic Appeals Policy

The Eastern University [Graduate Catalog](#) contains specific information about grade and dismissal appeals policies.

Other Academic Policies

The following is not intended as a comprehensive restatement of the academic policies and procedures of the Eastern University. Some material is excerpted from longer statements printed in the [College Catalog](#) and the Catalog includes policies not noted here. The student and instructor are referred to the Catalog for college-wide policies and to Student and Instructor Handbooks of the programs or departments in which this course is offered for supplements or context-specific definitions of those college-wide policies.

1. Student Disability Policy: Notice to students with Physical or Learning Disabilities: In order to be entitled to disability accommodations at Eastern University, students must submit a written request to the Cushing Center for Counseling and Academic

Support (CCAS) and be found eligible for accommodations. In order to make an accommodation for this course, the professor must receive a written request from CCAS. Disability accommodations are not retroactive and will not be implemented until a request from CCAS is received. All accommodations must be reactivated by the student prior to the beginning of each new academic session. For further information, please go to: [Disability Accommodations](#)

2. Class Attendance Policy: Courses consists of at least 14 hours of equivalent instructional time for each credit awarded (e.g. 42 hours for a 3 credit course). Instructional time may include formal classroom instruction, virtual classroom sessions, online discussion boards, small group activities, one-on-one interactions between a student and the instructor, among other methods. Attendance at all scheduled sessions is considered a critical element in the accomplishment of learning outcomes. Furthermore, attendance records are maintained and are essential to comply with government regulations for recipients of financial aid and assistance programs, as well as accreditation standards.

Class attendance for an online or hybrid course is defined as an online presence demonstrated by active participation in all learning activities as required by the instructor. Failure to fulfill requirements within the parameters of each session will result in the student being marked absent.

3. Copies of Course Assignments: Students are responsible for retaining a copy(ies) of all materials submitted for grading. If a paper or project is misplaced or lost in transition, the student must provide a substitute copy upon request.

4. Academic Dishonesty: The student is responsible to become familiar with acceptable standards for research and documentation and to abide by them. The definition of academic dishonesty and its penalties are defined and articulated in the Catalog.

5. Emergency and Crisis Information: In the case of an emergency event, we ask that all community members use their best judgment. We also recommend that each member of this community become familiar with emergency procedures. Call Eastern's Public Safety department at 610-341-1737 for emergencies on the St. Davids campus or building security or call local police at other locations.

6. School Closing Information: When there is a concern or threat of inclement weather the University reserves the right to implement its weather emergency procedure. *Should the University open late, close early, or cancel classes all affected classes are to transition to online sessions, unless otherwise specified by the instructor.* Please use caution and allow ample time for travel and delays when travel becomes dangerous during inclement weather. See school closing policies and procedures at [School Closing Information](#).

7. Office of Talent & Career Development: The Office of Talent and Career Development specializes in assisting Eastern University undergraduate and graduate students as they consider their plans for the future in the following ways: discovering God-given talents; choosing a major/minor; developing resumes, cover letters, and application materials; gaining experience through internships/practicums; and enhancing networking, job search, and professional skills. More information, resources, and our career event calendar are available at [Center for Career Development](#). To set up an appointment with a career counselor, please email careers@eastern.edu or stop by Walton 202. Log in to Eastern's online exclusive internship and job board, Handshake, at eastern.joinhandshake.com.

8. Sex Discrimination: Eastern University is committed to complying with all State and Federal laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 and its implementing regulations, which prohibit discrimination on the basis of sex and will act to protect student and employees from the negative outcomes of harassment, discrimination and assault and will take action as needed to make Eastern University a safe place to work and learn. The Title IX coordinator responsible for Title IX compliance at Eastern University is Interim [Title IX Coordinator, Joseph Vincent, M.L.S.](#) Partner, TNG Consulting, LLC (610) 993-0229, ext. 1022 joseph.vincent@tngconsulting.com

9. Nondiscrimination: Eastern University is committed to the principles of equal opportunity as defined under federal and state law, and does not discriminate unlawfully on the basis of race, gender, sexual orientation, color, creed, disability, national/ethnic origin, age, disabled veteran/Vietnam-era, Genetic Information and Nondiscrimination Act (GINA), or veteran status in its admission policy, program, or activities, educational policies, scholarship and loan programs, athletic and other University-administered programs, or employment practices and programs.

Graduation

It is the responsibility of the student to notify the Registrar's Office of his/her intention to graduate. Notification must be given six months in advance of the anticipated graduation date. It is the student's responsibility to make sure that all transfer credits are recorded on the transcript prior to submitting a notification of intent to graduate. In order to receive a diploma, the student must have completed

all requirements for the degree and must have a minimum grade point average of 3.0. Diplomas are issued to graduates on May 31 and December 31 of each year. Diplomas are withheld from graduates who have unpaid bills or other obligations. Commencements are held at the close of regular academic semesters in May. Students who receive diplomas in August are included in Commencement exercises the following May. Students must be registered for and plan to complete all required coursework by May 31st to be eligible to participate in the May graduation ceremony.

Attachment A

Developing Your School Counseling Portfolio

The School Counseling Program at EU recommends that students maintain an electronic portfolio for future employment opportunities. This portfolio allows the student to document attainments as they progress through the program. Consequently, regularly updating the portfolio is essential. The student should include the following items in the portfolio:

- Resume
- Certificate (or copy of certificate application)
- Updated Clearances (Child Abuse, Criminal Record, FBI Fingerprinting)
- Examples of class work (e.g., Group plans from SCSP507; Guidance Lessons from SCSP519; Research Proposal from SCSP575; Reflection papers from SCSP601/SCSP620; K-BIT & PPVT Report from SCSP611, behavior management project/paper from SCSP617; Papers from SCNL634; other papers and projects as appropriate)
- Examples of professional recognition/awards, scholarships, publications, presentations
- Information pertaining to relevant work experience (e.g., TSS work, summer camp for children with special needs) including employment letter/brochure, training materials, etc.
- Professional activities undertaken as a graduate or teaching assistant, including work on grants, research, participation in presentation or article writing
- Practicum and Internship experiences –with work sample
- Professional memberships (including leadership positions) and conferences attended
- List of references

A portfolio of your work is important to the job search. Because you may choose to share the portfolio with potential employers, it is important **to redact all identifying information.**

In organizing examples of classwork in the portfolio, students should access the standards developed by the American School Counseling Association (ASCA). Students should organize the portfolio items according to these standards. Some products in your portfolio will represent more than one standard. Examples of portfolio items and the corresponding ASCA standard are as follows:

ASCA Standard	Examples of Portfolio Items
Foundation	Knowledge about the responsibilities and duties of School Counselors and School Counseling programs (e.g. interview with School Counselor in SCSP514)
Delivery	<p>Papers and projects illustrating:</p> <p>Guidance Curriculum: The guidance curriculum consists of structured developmental lessons designed to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The guidance curriculum is infused throughout the school’s overall curriculum and is presented systematically through K-12 classroom and group activities.</p> <p>Individual Student Planning: School counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.</p> <p>Responsive Services: Responsive services, which are the traditional duties of a school counselor, consist of activities meeting individual students’ immediate needs, usually necessitated by life events or situations and conditions in the students’ lives. These needs require counseling, consultation, referral, peer mediation or information.</p> <p>Systems Support: Like any organized activity, a school counseling program requires administration and management to establish, maintain and enhance the total counseling program.</p>

<p>Management</p>	<p>Use of Data: Demonstrate your use of data to effect change within the school system and show that each activity implemented in a program you developed was developed from a careful analysis of students' needs, achievement and/or related data.</p> <p>Action Plans: Demonstrate an Action Plan developed for a program implemented during practicum/internship. Each plan might contain:</p> <ul style="list-style-type: none"> • competencies addressed • description of the activity • data driving the decision to address the competency • timeline in which activity is to be completed • who is responsible for the delivery • means of evaluating student success • expected results for students
<p>Accountability</p>	<p>Demonstrate your collection of formative and summative assessment skills (e.g., pre/post tests for group counseling)</p>
<p>Student Diversity in Development & Learning</p>	<p>Work with students and families of various cultural backgrounds; work with children who have special needs or disabilities</p>
<p>Prevention, Crisis Intervention & Mental Health</p>	<p>Products from counseling courses and practicum</p>
<p>Home/School/Community Collaboration</p>	<p>Documents reflecting work with parents, community agencies, etc.</p>
<p>Information Technology</p>	<p>PowerPoint presentation for a class, knowledge of Whiteboards, work on a web page, web-based searches (e.g. for college scholarships).</p>

Programs of Study

MEd in SCHOOL COUNSELING – Pre-K – 12 Certification [Full-Time]

[Subject to Change]

Name: _____

Student ID: _____

Signature: _____

Date: _____

Degree Director: _____

"By my signature above, I verify that this is my intended program of study. If this program does not match what is written on my application, I grant permission to the Office of Admissions that it may be changed to match this program."

COURSE			Number of Credits
FALL YEAR I			
	SCSP 500	Introduction to Counseling Theory, Schools and Family <i>[Grade of B or Better Required]</i>	3
	SCSP 503	Introduction to Special Education and Inclusion Practices	3
	SCSP 511	Life Span Development	3
SPRING YEAR I			
	SCNL 519	Foundations of School Counseling <i>[Grade of B or Better Required]</i>	3
	SCSP 601	Introduction to Child and Adolescent Counseling and Intervention <i>[Prerequisite or Co-requisite: SCSP 500] [Grade of B or Better Required]</i>	3
	SCNL 634	School Counseling Practicum* <i>[Prerequisites: SCSP 503] [Co-requisite: 519] [Grade of B or Better Required]</i>	3
SUMMER 1 - YEAR I			
	SCSP 620	Advanced Child and Adolescent Counseling and Intervention <i>[Prerequisite: SCSP 601] [Grade of B or Better Required]</i>	3
	SCSP 575	Research Design/Statistics	3
SUMMER 2 - YEAR I			
	SCSP 507	Groups for Children and Adolescents	3
	CPSY 570	Consultation and Positive Behavioral Interventions <i>[Prerequisites: SCSP 500, 503, 511][Requirement previously met by CNSL 617]</i>	3
FALL YEAR II			
	SCSP 611	Introduction to Assessment	3
	SCSP 545	Career Development Theory and Practice <i>[Prerequisite: SCSP 500]</i>	3
	SCNL 638	School Counseling Internship I* <i>[Prerequisite: SCNL 634] [Graded Pass/Fail]</i>	3
SPRING YEAR II			
	SCSP 520	Multicultural Issues in School Settings	3
	SCSP 514	School Law, Ethics and Professional Practice	3
	SCNL 639	School Counseling Internship II* <i>[Prerequisite: SCNL 638] [Graded Pass/Fail]</i>	3
Note: 4.5 credits are required for Financial Aid. You will need to adjust accordingly.			48

Please note: Advanced clinical/testing courses are open only to students in the corresponding programs.

***Certified educators can elect to complete a 75 hour practicum and 300 hour internship (75 of these 300 hours must be completed at a second developmental level). Please note: those students electing to complete these reduced hours in their field placements *do not* meet the practicum/internship hours required for PA Licensed Professional Counselor. Copy of current certification required.**

MEd in SCHOOL COUNSELING – Pre-K - 12 Certification [Part-Time]

[Subject to Change]

Name: _____

Student ID: _____

Signature: _____

Date: _____

Degree Director: _____

"By my signature above, I verify that this is my intended program of study. If this program does not match what is written on my application, I grant permission to the Office of Admissions that it may be changed to match this program."

COURSE			Number of Credits
FALL YEAR I			
	SCSP 500	Introduction to Counseling Theory, Schools and Family <i>[Grade of B or Better Required]</i>	3
	SCSP 511	Lifespan Development	3
SPRING YEAR I			
	SCSP 514	School Law, Ethics and Professional Practice	3
	SCSP 601	Introduction to Child and Adolescent Counseling and Intervention <i>[Grade of B or Better Required]</i> [Prerequisite or Co-requisite: SCSP 500]	3
SUMMER 1 - YEAR I			
	SCSP 575	Research Design/Statistics	3
SUMMER 2 - YEAR I			
	SCSP 620	Advanced Child and Adolescent Counseling and Intervention <i>[Grade of B or Better Required]</i> [Prerequisite: 601]	3
FALL YEAR II			
	SCSP 503	Introduction to Special Education and Inclusion Practices	3
	SCSP 611	Introduction to Assessment	3
SPRING YEAR II			
	SCNL 519	Foundations of School Counseling <i>[Grade B or Better Required]</i>	3
	SCNL 634	School Counseling Practicum* <i>[Grade B or Better Required]</i> [Prerequisites: SCSP503; Co-requisite: SCNL 519]	3
SUMMER 2 - YEAR II			
	CPSY 570	Consultation and Positive Behavior Strategies [Prerequisites: SCSP 500, 503, 511, 514] [Requirement previously met with CNSL 617]	3
	SCSP 507	Groups for Children and Adolescents	3
FALL YEAR III			
	SCSP 545	Career Development Theory & Practice [Prerequisite: SCSP 500]	3
	SCNL 638	School Counseling Internship I* <i>[Grade B or Better Required]</i> [Prerequisite: SCNL 634]	3
SPRING YEAR III			
	SCNL 639	School Counseling Internship II* [Prerequisite: SCNL 638] <i>[Graded Pass/Fail]</i>	3
	SCSP 520	Multicultural Issues in School Settings	3
Note: 4.5 credits are required for Financial Aid. You will need to adjust accordingly.			48

Please note: Advanced clinical/testing courses are open only to students in the corresponding programs.

*Certified educators can elect to complete a 75 hour practicum and 300 hour internship (75 of these 300 hours must be completed at a second developmental level). **Please note:** those students electing to complete these reduced hours in their field placements **do not** meet the practicum/internship hours required for PA Licensed Professional Counselor. Copy of current certification required.

MEd in SCHOOL COUNSELING – Pre-K - 12 Certification [Part-Time – January Start]
[Subject to Change]

Name: _____

Student ID: _____

Signature: _____

Date: _____

Degree Director: _____

"By my signature above, I verify that this is my intended program of study. If this program does not match what is written on my application, I grant permission to the Office of Admissions that it may be changed to match this program."

COURSE			Number of Credits
SPRING YEAR I			
	SCSP 514	School Law, Ethics and Professional Practice	3
	SCNL 519	Foundations of School Counseling [Grade B or Better Required]	3
SUMMER 1 - YEAR I			
	SCSP 575	Research Design/Statistics	3
SUMMER 2 - YEAR I			
	SCSP 507	Groups for Children and Adolescents	3
FALL YEAR I			
	SCSP 500	Introduction to Counseling Theory, Schools and Family [Grade of B or Better Required]	3
	SCSP 503	Introduction to Special Education and Inclusion Practices	3
	SCSP 511	Lifespan Development	3
SPRING YEAR II			
	SCSP 601	Introduction to Child and Adolescent Counseling and Intervention [Grade of B or Better Required] [Prerequisite or Co-requisite: SCSP 500]	3
	SCNL 634	School Counseling Practicum* [Grade B or Better Required][Prerequisites:SCSP503; Pre/Co-requisite: SCNL519]	3
SUMMER 2 - YEAR II			
	SCSP 620	Advanced Child and Adolescent Counseling and Intervention [Prerequisite: 601] [Grade of B or Better Required]	3
	CPSY 570	Consultation and Positive Behavior Supports [Prerequisites: SCSP 500, 503, 511, 514] [Requirement previously met by CNSL 617]	3
FALL YEAR III			
	SCSP 611	Introduction to Assessment	3
	SCSP 545	Career Development Theory & Practice [Prerequisite: SCSP 500]	3
	SCSP 638	School Counseling Internship I* [Grade B or Better Required] [Prerequisite: SCNL634]	3
SPRING YEAR III			
	SCNL 639	School Counseling Internship II* [Prerequisite: SCNL 638] [Graded Pass/Fail]	3
	SCSP 520	Multicultural Issues in School Settings	3
Note: 4.5 credits are required for Financial Aid. You will need to adjust accordingly.			48

Please note: Advanced clinical/testing courses are open only to students in the corresponding programs.

*Certified educators can elect to complete a 75 hour practicum and 300 hour internship (75 of these 300 hours must be completed at a second developmental level). **Please note:** those students electing to complete these reduced hours in their field placements **do not** meet the practicum/internship hours required for PA Licensed Professional Counselor. Copy of current certification required.

**Certificate of Advanced Graduate Studies (CAGS) in
SCHOOL COUNSELING (Pre-K –12) [Subject to Change]**

Name: : _____

Student ID: _____

Signature: _____

Date: _____

Degree Director: _____

"By my signature above, I verify that this is my intended program of study. If this program does not match what is written on my application, I grant permission to the Office of Admissions that it may be changed to match this program."

Semester		COURSE	Credits	How Requirement is or will be met (see below)*
	SCSP 500	Introduction to Counseling Theory, Schools and Family <i>[Grade of B or Better Required]</i>	3	
	SCSP 503	Introduction to Special Education and Inclusion Practices	3	
	SCSP 507	Groups for Children and Adolescents	3	
	SCSP 511	Lifespan Development	3	
	SCSP 514	School Law, Ethics and Professional Practice	3	
	SCNL 519	Foundations of School Counseling <i>[Grade of B or Better Required]</i>	3	
	SCSP 520	Multicultural Issues in School Settings	3	
	SCSP 545	Career Development Theory and Practice [Prerequisite: SCSP500]	3	
	SCSP 575	Research Design/Statistics	3	
	SCSP 601	Introduction to Child & Adolescent Counseling and Intervention [Prerequisite or Co-requisite: SCSP 500] <i>[Grade of B or Better Required]</i>	3	
	SCSP 611	Introduction to Assessment	3	
	CPSY 570	Consultation and Positive Behavior Strategies [Prerequisites: SCSP 500, 503, 511, 514] [Requirement formerly met by CNSL617]	3	
	SCNL 634	School Counseling Practicum [Prerequisites: SCSP 503; Co-requisite: SCSP 519] <i>[Grade of B or Better Required]</i>	3	
	SCSP 620	Advanced Child & Adolescent Counseling and Intervention [Prerequisite: SCSP 601] <i>[Grade of B or Better Required]</i>	3	
	SCNL 638	School Counseling Internship I [Prerequisite: SCNL634] <i>[Graded Pass/Fail]</i>	3	
	SCNL 639	School Counseling Internship II [Prerequisite SCNL638] <i>[Graded Pass/Fail]</i>	3	

*EU = course to be taken at Eastern University *WAIVE= course waived by equivalent graduate course

*FOLIO = course waived by formal portfolio evidence

*Certified educators can elect to complete a 75 hour practicum and 300 hour internship (if previous certification in a field other than school counseling, 75 of these 300 hours must be completed at a second developmental level). Copy of current certification required.