

SCHOOL COUNSELING INFORMATION SHEET
Department of Psychology, Counseling, & Special Education
Texas A&M University-Commerce Commerce, TX 75429 903/886-5637

Required (46 semester hours—all are 3 credit hour courses except COUN 549, which is 1 credit hour):		
COUN 501*—Intro to Coun Prof COUN 510*—Coun Th & Tech COUN 512—Career Development COUN 514—Schl Coun & Dev COUN 516*—Pre-Practicum COUN 517—Assessment in Coun	COUN 522—Coun Diverse Populations COUN 528*—Grp Proc Coun & Dev COUN 534—Coun Ch & Adolescents COUN 539—Introduction to Play Therapy COUN 545—Dev Iss & Strat in Coun	COUN 549—Ethics in Prof Coun (1 hr) COUN 551—Practicum COUN 552—Internship COUN 552—Internship (continued) COUN 595—Research Lit & Tech
Elective (3 semester hours) One course in addition to those above, typically from the following:		
COUN 513—Comm in Marriage COUN 530—Community Couns COUN 539—Intro to Play Th COUN 560—Crisis Int: Th & Prac COUN 564—Fam Crises & Res	COUN 580—Chem Dependency in Persp COUN 581—Assmt/Tmt of Chem Dep COUN 590—Legal Iss in Col St Aff COUN 606—St Aff Serv in Higher Ed COUN 607—The Contemp Coll Student COUN 611—Intro Mar & Fam Coun	EDAD 554—Principalship SPED 520—Intro to Excep Child HED 579—Hist & Prin of Voc Ed HED 531—Career Investigation PSY 503— Abn Psy & Dev Psychopathology

*Admission to Candidacy requires grades of B or higher in COUN 501, 510, 516, & 528. Admission to Candidacy status is prerequisite for COUN 551.

The courses above do not include all course requirements for counselor licensure (LPC) in Texas. Licensure requires PSY 503 and one course from COUN 513, 564, or 611 and additional post-degree supervised experience. Regarding courses, the school counselor who also desires the LPC should complete School Counseling master's degree, selecting the elective and an additional course to meet LPC course requirements. The additional course need not be included on the student's master's degree plan in order to count toward licensure.

An advisor in the department will assist students with the selection of an elective course that will best meet the individual student's needs.

Counseling Program Mission Statement: The Department exists to promote the highest professional counseling standards at the master's and doctoral levels in educating exemplary counselors, student affairs professionals, counselor educators, researchers, and leaders.

School Counseling Program Objectives

Students in the school counseling program will identify, describe, explain, and/or apply knowledge of:

1. the foundations of professional school counseling including (a) history, philosophy, and trends and current issues in school counseling; (b) relationship of the school counseling program to academic and student services and to other professional and support personnel; (c) the school setting and curriculum plus strategies for enhancing the learning environment; (d) legal and ethical considerations related to school counseling; (e) the impact of diversity on the school environment, students, and the counseling program; (f) opportunities and barriers that affect student development; (g) the effective use of technology in a school counseling program; and (h) professional organizations for school counselors;
2. how to collaboratively plan, implement, evaluate and advocate for a comprehensive developmental counseling program that includes the four components (a) Guidance Curriculum, (b) Responsive Services, (c) Individual Planning, and (d) System Support. They will identify, describe, and/or explain how to collaborate with others to determine the relevant balance among

the four components to meet student and community needs.

They will demonstrate understanding of the methods of organizing personnel, physical resources, and activities in relation to defined needs, priorities, and objectives in order to maintain the school counseling program's contribution to the total educational program;

3. how to apply proactive measures, through a guidance curriculum and individual planning, to assist all students to develop and apply skills for educational, career, personal, and social growth during school years and beyond;
4. how to provide individual and group counseling to those students whose developmental needs, personal concerns, or problems affect their continued educational, career, personal or social development;
5. how to advocate for students and to function as a consultant in providing professional expertise to help faculty, staff, administrators, parents, and other community members understand individual behavior and human relationships. School counseling students will be able to interpret relevant information to these persons concerning the development and needs of students;
6. how school counselors as coordinators can bring together people and resources in the home, school, district, and community to support students' optimal academic, career, personal, and social development; and how to work with students' parents or guardians, and/or school personnel, to facilitate referrals appropriately to other resources;
7. how to interpret standardized test results and other available student assessment data to promote sound decision making among students and others involved in students' development. They also demonstrate the knowledge necessary to promote understanding of ethical and legal uses and limitations of assessment; and
8. the importance of professionalism (e.g., following and/or improving professional rules, policies, and regulations; increasing inclusiveness in the school environment; maintaining collaborative inter-professional relationships; applying professional work habits; and continuing professional development) and demonstrate this understanding in their practicum and internship placements.