

# COUNSELING SERVICES (M.A.)

## Program Overview

The Master of Arts in Counseling Services (school counseling concentration) is a 60-credit program that prepares students for school counseling positions in elementary and secondary public and private schools. This program meets the educational requirements for state certification as a school counselor in New Jersey; via an interstate agreement between NJ and PA, individuals who first attain NJ school counselor certification can subsequently attain PA school counselor certification (for PA school counselor certification, a PA praxis exam is also required).

In addition, the program prepares students for the eight core content areas of the National Counselor Exam (NCE) (<https://www.nbcc.org/exams/nce/>), required by the National Board of Certified Counselors (NBCC) in order to become a National Certified Counselor. Students completing this program will also have met the educational requirements for the Board Certified Coach (BCC) (<https://www.cce-global.org/BCC/>) and, depending on elective course choices, for a NJ-specific certificate, the Student Assistance Coordinator (SAC) CEAS. (<https://www.nj.gov/education/certification/edsrvs/endorsementsedsrvs/3461S.shtml/>)

Students take three elective courses in this program, based on individual interests. Students can, for example, take courses in clinical mental health counseling, addictions, play therapy, trauma, advanced psychopathology, supervision, body image and disordered eating, and creativity in counseling. Depending on the specific elective options a student takes in this program, the coursework may also meet the educational requirements for licensure as a Licensed Professional Counselor (LPC) in New Jersey (<http://www.njconsumeraffairs.gov/pc/Pages/default.aspx>) and Pennsylvania (<https://www.pacodeandbulletin.gov/Display/pacode/?file=/secure/pacode/data/049/chapter49/chap49toc.html&d=reduce>). Students should consult with their faculty advisor on appropriate course selection to meet their licensure and career goals.

In keeping with the University's core mission, this program is student-centered. Courses are offered in the evenings with full-time and part-time enrollment options available to meet the needs of returning and professional students with busy lives. Cutting-edge instruction, hands-on practice in schools, and supportive faculty who are dedicated to mentoring students are core program components. Students may attain specialized training and/or take coursework in areas such as play therapy, addictions, trauma, advanced psychopathology, creativity in counseling, and disordered eating.

**Accreditation Information:** The Counseling Services program (school counseling concentration) has been accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) (<https://www.cacrep.org/>) since 1999. The program is accredited until March 31, 2031.

## Curriculum Overview

All students in this area of study are required to complete 60 credits of coursework. Students complete an elementary school counseling or secondary school counseling practicum and two internships. These practicum and internships require 700 hours of fieldwork in preparation for professional practice. Fieldwork placement occurs through close collaboration with Rider's clinical coordinator and

is supervised by both practitioners in the field and professors in the classroom.

All degree candidates must purchase student professional liability insurance once they enter the field.

## Degree Offered

- M.A. in Counseling Services

## Contact

**Terry Peruit, Ph.D.**

Associate Professor and Director, School Counseling  
Bierenbaum Fisher Hall 218D

609-895-5449

[tpertuit@rider.edu](mailto:tpertuit@rider.edu) ([jbuser@rider.edu](mailto:jbuser@rider.edu))

**Program Website:** Counseling Services (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/counseling-services/ma-counseling-services-school-counseling-concentration/>)

**Associated Department:** Department of Graduate Education, Leadership, and Counseling (<https://www.rider.edu/academics/colleges-schools/college-education-human-services/graduate-programs/>)

## Related programs

- Clinical Mental Health Counseling (M.A.) (<http://catalog.rider.edu/graduate/colleges-schools/education/programs-certificates/clinical-mental-health-counseling/>)
- Student Assistance Coordinator Certificate (<http://catalog.rider.edu/graduate/colleges-schools/education/programs-certificates/student-assistance-coordinator/>)
- Life and Career Coaching (<http://catalog.rider.edu/graduate/colleges-schools/education/programs-certificates/life-career-coaching/>)
- School Psychology Ed.S. (<http://catalog.rider.edu/graduate/colleges-schools/education/programs-certificates/school-psychology-eds/>)

## Counseling Services (School Counseling Concentration) Program Requirements

(60 credits)

Refer to Counseling Services Handbook for course sequence and prerequisites.

Code	Title	Credits
<b>Courses Required Before Practicum</b>		
CNPY 502	Theories of Counseling and Helping Professions	3
COUN 503	Group Counseling	3
CNPY 514	Psychopathology	3
CNPY 518	Counseling Children, Adolescents and Families	3
or COUN 555	Introduction to Play Therapy	
COUN 500	Introduction to Counseling and Helping Professions	3
COUN 530	Legal and Ethical Issues in Counseling and Psychotherapy	3
COUN 550	Counseling and Helping Techniques Laboratory	3
EDSO 501	Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs	3

EDSO 502	Applied Counseling & Consultation Models in Educational Settings	3
<b>Courses Required Prior to or Concurrent with Practicum</b>		
COUN 504	Vocational/Career Development in Educational Settings	3
EDPS 520	Measurement, Tests and Assessments in Counseling	3
COUN 520	Multicultural Counseling and Relationship Development	3
<b>Practicum</b>		<b>3</b>
Select one of the following:		
CNSC 580	Elementary School Counseling Practicum and Student Assistance Coordinator Practicum	
CNSC 581	Secondary School Counseling Practicum and Student Assistance Coordinator Practicum	
COUN 580	Elementary School Counseling Practicum	
COUN 581	Secondary School Counseling Practicum	
<b>Courses Required at the End of the Program</b>		
COUN 590/CNSC 590	Internship in Counseling I	3
COUN 591/CNSC 591	Internship in Counseling II	3
<b>Courses that May Be Taken at Any Time</b>		
EDPS 503	Human Growth and Development	3
EDUC 500	Introduction To Research	3
<b>Elective Credits</b> <sup>1</sup>		<b>9</b>
Select courses from the following list to complete nine credit hours; students should reference the Counseling Program Handbook and consult with their faculty advisor about elective choices.		
CNPY 516	Advanced Psychopathology	
COUN 502	Prevention and Intervention for Body Image and Disordered Eating	
COUN 508	Foundations of Clinical Mental Health Counseling	
COUN 510	Approaches to Family Counseling	
COUN 512	Disaster Response, Trauma, Crisis, and Grief Counseling	
COUN 515	Substance Abuse Counseling <sup>2</sup>	
COUN 516	Strategies in Addiction Counseling <sup>2</sup>	
COUN 521	Cultivation and Implementation of Trauma-Informed Counseling in Community & Educational Settings	
COUN 525	Gender Issues in Counseling	
COUN 528	Introduction to Creative Arts and Specializations in Counseling	
COUN 535	Holistic Wellness Counseling	
COUN 556	Parent-Child Play Therapy	
COUN 600	Independent Study and Research in Counseling Services	
COUN 660	Counseling Supervision: Issues, Concepts and Methods	
COUN 690	Internship in Counseling Speciality I	

**Total Credits****60**

<sup>1</sup> Some elective courses have prerequisites and/or may need permission from the program advisor.

<sup>2</sup> For students seeking the Student Assistance Coordinator (SAC) certificate, either COUN 515 or COUN 516 must be completed prior to SAC fieldwork.

## Accelerated BA / MA

(15 credits)

Highly qualified undergraduate psychology majors are eligible to apply in their junior year for the accelerated BA-MA program. This program enables students to take graduate courses during their senior year that count toward both the bachelor's and master's degrees.

Applicants for this accelerated program must have a GPA of at least 3.0 and must meet the same admission requirements as all other applicants. Students must apply by February 1 of their junior year. Those admitted must maintain a 3.0 GPA throughout the bachelor's part of the program.

In addition, performance in graduate-level courses is subject to all academic policies and requirements of the Department of Graduate Education, Leadership, & Counseling.

Students accepted into the School Counseling accelerated program who would like to complete the BA/MA will take the following 15 credits\* of graduate courses\*\* during their senior year, in addition to the necessary undergraduate courses:

Code	Title	Credits
COUN 500	Introduction to Counseling and Helping Professions	3
CNPY 502	Theories of Counseling and Helping Professions	3
COUN 503	Group Counseling	3
COUN 550	Counseling and Helping Techniques Laboratory	3
EDSO 501	Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs	3

\* Undergraduate students who would like to take fewer than 15 graduate credits during their senior year are also eligible to apply for the accelerated program. Taking fewer than 15 courses as an undergraduate student may mean that it will take longer to complete the BA/MA.

\*\* Graduate program directors may suggest different graduate courses than the 5 listed above for accelerated students. Students should also consult with their undergraduate advisor on the choice of graduate courses.

Following successful completion of the undergraduate program, students will automatically be matriculated into the MA Counseling Services degree program, where they will complete the remaining MA-level coursework.

## Courses and Descriptions

### **CNPY 502 Theories of Counseling and Helping Professions 3 Credits**

Introduces the theoretical constructs of the primary theories being used in counseling and other helping professions, such as coaching. The theoretical constructs will be explored for use in self-reflection and self-development and to serve as the basis for development of psychological maps for understanding purposes of clients' behaviors.

**Prerequisite(s):** COUN 500 with a minimum grade of D or concurrent enrollment.

### **CNPY 514 Psychopathology 3 Credits**

A survey of the study of abnormal psychology. Includes classification, assessment, and treatment and prevention of psychopathology. Characteristics of healthy psychological functioning are examined. Biological, psychological, and sociocultural bases of well-adjusted and maladjusted behavior patterns are considered. Stress, anxiety, and milder forms of psychopathology are considered, as are more severe psychopathological conditions.

### **CNPY 518 Counseling Children, Adolescents and Families 3 Credits**

This course will emphasize counselor and consultant behaviors that facilitate the helping process with children, adolescents, and their families. Information and activities will be provided that address age, ethnic, and developmental considerations in counseling children and adolescents. Issues and practices related to crisis intervention will be explored.

### **CNSC 580 Elementary School Counseling Practicum and Student Assistance Coordinator Practicum 3 Credits**

This course provides students with a 100-hour supervised experience in counseling, collaboration, and consultation in an elementary school setting. Students will obtain a minimum of forty (40) contact hours with clients. The course will also provide an historical overview of the school counseling function. Current practices for assessing, organizing, implementing and evaluating school counseling services will be reviewed. The relationship of the school counseling program to academic objectives will be reviewed. Students will develop knowledge and skills in developmental, preventive, and crisis interventions designed to promote the academic and social development of students of elementary school age. Role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel will be discussed in the class and experienced at the site. Students apply knowledge and skills developed in pre-practicum experiences in addressing the needs of elementary students. Students must be supervised by a Student Assistance Coordinator (SAC).

**Prerequisite(s):** COUN 515 or COUN 516.

### **CNSC 581 Secondary School Counseling Practicum and Student Assistance Coordinator Practicum 3 Credits**

This course provides students with a 100-hour supervised experience in counseling, collaboration, and consultation in a secondary school setting. Students will obtain a minimum of forty (40) contact hours with clients. The course will also provide an historical overview of the school counseling function. Current practices for assessing, organizing, implementing and evaluating school counseling services will be reviewed. The relationship of the school counseling program to academic objectives will be reviewed. Students will develop knowledge and skills in developmental, preventive, and crisis interventions designed to promote the academic and social development of students of secondary school age. Role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel will be discussed in the class and experienced at the site. Students apply knowledge and skills developed in pre-practicum experiences in addressing the needs of secondary students. Students must be supervised by a Student Assistance Coordinator (SAC).

**Prerequisite(s):** COUN 515 or COUN 516.

### **CNSC 590 Counseling Internship I 3 Credits**

An internship that provides 300 hours of on-the-job experience, including all activities that a regularly employed staff member would be expected to perform. The internship placement is selected on the basis of the student's career goals. School counselors, student assistance coordinators (SACs) and agency counselors who supervise interns determine the structure and the content of the internship in cooperation with the Rider supervisor. The approval and cooperation of the student's superintendent, principal, or other appropriate administrative personnel must be obtained the semester before the counselor candidate's internship is scheduled. Students must be supervised by an SAC.

**Prerequisite(s):** COUN 585 OR COUN 580 OR COUN 581 OR CNSC 580 OR CNSC 581. All other required course work must be completed or in progress and permission of the Rider supervisor must be obtained; any exceptions must be approved by the instructor.

### **CNSC 591 Counseling Internship II 3 Credits**

The continuation of an internship that provides a 300-hour field experience including all activities that a regularly employed staff member would be expected to perform (n.b., a regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring). The internship placement is selected on the basis of the intern's career goals. School counselors, Student Assistance Coordinators (SACs), and agency counselors who supervise interns determine the structure and the content of the internship in cooperation with the faculty supervisor. Students must be supervised by a SAC. The approval and cooperation of the intern's field supervisor must be obtained the semester prior to the actual placement.

**Prerequisite(s):** COUN 590 or CNSC 590 and all other required course work must be completed or in progress and permission of the faculty supervisor must be obtained; any exceptions must be approved by the faculty supervisor.

### **COUN 500 Introduction to Counseling and Helping Professions 3 Credits**

Educational, social, and psychological foundations of counseling services. Basic theories, principles, and techniques of counseling and related helping professions, such as coaching, and their applications to professional services. Emphasizes self-awareness as related to becoming a facilitator of helping skills. The team approach to counseling services and the contribution of the various specialties within the total counseling services program are stressed.

**COUN 503 Group Counseling 3 Credits**

Analyze the historical development of group treatment methods, theories, practices, methods for appraising outcomes of treatment, and review research findings. Each class member will be a group member and a leader in an actual group counseling experience.

**Prerequisite(s):** COUN 500 and CNPY 502.

**COUN 504 Vocational/Career Development in Educational Settings 3 Credits**

This course provides a comprehensive and practical approach to career counseling, coaching, and curriculum design in Kindergarten through postsecondary settings. Theories of vocational development and decision making form the foundation for designing career counseling curriculum. The problems and techniques of using college and career information, assessment tools, educational and vocational goal setting, conflict management strategies, and individual and organizational change processes are stressed. Concepts of career/life planning and the interrelationships among life roles, family, ecosystemic influences, and work in a diverse and changing society are explored.

**COUN 530 Legal and Ethical Issues in Counseling and Psychotherapy 3 Credits**

Examines and analyzes the legal, ethical, and professional parameters of counseling and psychotherapy. Discusses legal liabilities and malpractice cases arising from constitutional, tort, contract, family, privacy, and criminal laws. Examines client rights and counselor duties and responsibilities. Explores legal, ethical, and professional implications of third party payment, informed consent, medication, case documentation, client termination and abandonment. Advertisement of counseling services, crisis and case management, consultation and supervision, "duty-to-warn" and court appearances of an expert witness will be explored. Special attention will be given to child abuse reporting issues, dual relationships and to regional legal and ethical developments.

**COUN 550 Counseling and Helping Techniques Laboratory 3 Credits**

This is a laboratory course, which provides opportunities for both the observation and practice of counseling and professional helping skills. The purpose of this course is to provide students with their initial training in counseling and helping skills under closely supervised conditions. The focus of this course is the development of initial client interviewing and basic counseling and helping skills through an emphasis on techniques (basic and advanced listening and helping skills), strategy (the counseling and helping process), and self-development (the student as counselor and helper) grounded in theories of counseling and related helping professions.

**COUN 580 Elementary School Counseling Practicum 3 Credits**

This course provides students with a 100-hour supervised experience in counseling, collaboration, and consultation in an elementary school setting. Students will obtain a minimum of forty (40) contact hours with clients. The course will also provide an historical overview of the school counseling function. Current practices for assessing, organizing, implementing and evaluating school counseling services will be reviewed. The relationship of the school counseling program to academic objectives will be reviewed. Students will develop knowledge and skills in developmental, preventive, and crisis interventions designed to promote the academic and social development of students of elementary school age. Role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel will be discussed in the class and experienced at the site. Students apply knowledge and skills developed in pre-practicum experiences in addressing the needs of elementary students.

**COUN 581 Secondary School Counseling Practicum 3 Credits**

This course provides students with a 100-hour supervised experience in counseling, collaboration, and consultation in a secondary school setting. Students will obtain a minimum of forty (40) contact hours with clients. The course will also provide an historical overview of the school counseling function. Current practices for assessing, organizing, implementing and evaluating school counseling services will be reviewed. The relationship of the school counseling program to academic objectives will be reviewed. Students will develop knowledge and skills in developmental, preventive, and crisis interventions designed to promote the academic and social development of students of secondary school age. Role, function, and professional identity of the school counselor in relation to the roles of other professional and support personnel will be discussed in the class and experienced at the site. Students apply knowledge and skills developed in pre-practicum experiences in addressing the needs of secondary students.

**COUN 590 Internship in Counseling I 3 Credits**

An internship that provides 300 hours of on-the-job experience, including all activities that a regularly employed staff member would be expected to perform. The internship placement is selected on the basis of the student's career goals. School and agency counselors who supervise interns determine the structure and the content of the internship in cooperation with the Rider supervisor. The approval and cooperation of the student's superintendent, principal, or other appropriate administrative personnel must be obtained the semester before the counselor candidate's internship is scheduled.

**Prerequisite(s):** COUN 580 or COUN 581 or COUN 585 or CNSC 580 or CNSC 581. All other required course work must be completed or in progress and permission of the Rider supervisor must be obtained; any exceptions must be approved by the instructor.

**COUN 591 Internship in Counseling II 3 Credits**

The continuation of an internship that provides a 300-hour field experience including all activities that a regularly employed staff member would be expected to perform (n.b., a regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring). The internship placement is selected on the basis of the intern's career goals. School and agency counselors who supervise interns determine the structure and the content of the internship in cooperation with the faculty supervisor. The approval and cooperation of the intern's agency or school field supervisor must be obtained the semester prior to the actual placement.

**Prerequisite(s):** COUN 590 or CNSC 590 or concurrent enrollment. All other required course work must be completed or in progress and permission of the faculty supervisor must be obtained; any exceptions must be approved by the faculty supervisor.

**EDPS 503 Human Growth and Development 3 Credits**

Provides an overview and broad understanding of life span developmental theories and research applied to counseling services with special emphasis on developmental processes, individual differences and mental health. Includes strategies for working with developmental issues across the life span.

**EDPS 520 Measurement, Tests and Assessments in Counseling 3 Credits**

The primary goal of this course is to provide an understanding of the role of tests in a counseling relationship and of ways to select, administer, and interpret assessments for a wide variety of purposes. Students must first master some elementary statistical concepts due to their importance in understanding assessment. The basic measurement concepts of validity and reliability will be introduced and used to help students understand their role in selection of tests. Other selection criteria, administration, scoring methods, and test interpretation will enable students to evaluate, employ and interpret tests and other assessment procedures.

**EDSO 501 Foundations of Counseling in Edu Settings: Referral Sources for Stdnts and Stdnts With Special Needs 3 Credits**

The course provides an overview of the foundations of counseling in educational settings, including the historical roots; current and future trends, and functions in multicultural schools and higher education settings. Students examine the roles and responsibilities of professional school counselors to facilitate student success through the development of a comprehensive school counseling program as an integral component of the total education system. Basic principles and processes for building school-family-community partnerships are also explored through the investigation of community agencies, organizations and resources.

**EDSO 510 Sociological and Cultural Foundations of Education 3 Credits**

The American public school as a social organization which influences and is influenced by local, national and international cultural evolution. An exposition and analysis of the vibrant multicultural issues that sometimes determine the outcome of public education. An exploration of contemporary educational problems and challenges resulting from changing social and cultural conditions. A perceptive and reflective placement of these changes in a historical context to enable students put the future in perspective.

**EDUC 500 Introduction To Research 3 Credits**

This course will provide students with the tools to evaluate the claims and uses of research related to teaching, counseling, and psychology. Students will learn how to find and critique the literature, and will be able to conduct some of their own basic evaluative research to assess the efficacy of their practice and programs. At the conclusion of the course, students will have developed an understanding of rigorous research and evaluation design, and will have skills in data analysis and interpretation.