SCHOOL COUNSELING—MA

This clinical program prepares counselors to offer specialized services in elementary and secondary schools that would enhance students’ academic, career, personal, and social development. It also provides counselors with the essential knowledge and skills to work collaboratively with principals, teachers, and other school professionals, parents, and community leaders, to ensure that the students receive the support they need to become productive members of society.

Counselors are also trained to address the developmental needs of at-risk and special-needs students. Nine core areas are incorporated in all instructional activities of the program. These are: (1) Professional Counseling Identity; (2) Ethical Practice; (3) Social and Cultural Diversity; (4) Human Growth and Development; (5) Career Development; (6) Helping Relationships; (7) Group Work; (8) Assessment; and (9) Research and Program Evaluation.

POINTS OF DISTINCTION

- Accredited by the National Council for Accreditation of Teacher Education
- Accredited by the Council for Accreditation of Counseling & Related Educational Programs
- Based on a Christian worldview and philosophy of learning and teaching
- Small classes provide a favorable student-teacher ratio and easy teacher accessibility
- First-year students who enroll in the fall are eligible to begin practical training in the second semester (when they register for Practicum in Counseling)

PROGRAM LENGTH

This program typically takes two full years (including summers); however students are given up to four years for completion.

ELIGIBILITY REQUIREMENTS

- Baccalaureate degree from an accredited United States institution (or non-U.S. equivalent)
- Minimum undergraduate GPA of 2.60 (Applicants with a lower GPA may be admitted)
upon consideration of the composite profile.)

- **English proficiency**—students whose language of education is not English must take the TOEFL or MELAB exam

### ADMISSION REQUIREMENTS

- Official transcripts of post-secondary coursework
- Recommendations from two professionals
- Resume describing employment, research or special projects
- GRE score from exam taken within five years prior to admission
- Statement of Purpose explaining your objectives in seeking a graduate degree

### INTERNATIONAL STUDENT REQUIREMENTS

- Transcripts—official literal English translations are required for transcripts from institutions where English is not the language of instruction
- Summary of Educational Experience form
- I-20 form—after academic acceptance and financial approval, Andrews University issues an I-20 form, which is required for obtaining a visa
A WORLD OF OPPORTUNITIES
At Andrews University, the vigorous pursuit of academics, guided by committed spirituality, opens doors to a world of opportunities.

OUR ACADEMIC RESOURCES EQUIP YOU FOR SUCCESS IN YOUR STUDIES.
- The James White Library, hosting an extensive collection of print and electronic materials
- Well-equipped research laboratories
- Well-funded research programs
- Ministry and mission opportunities

OUR UNIQUE INTERNATIONAL DIVERSITY ADDS PRICELESS VALUE TO YOUR EDUCATION.
- When you enroll at Andrews University, you join a worldwide professional and academic network
- Faculty and students on the Berrien Springs campus represent nearly 100 countries
- Off-campus programs are hosted in nearly two-dozen countries around the world

The Office of Graduate Enrollment Management reserves the right to request additional documents.

More information is available online at www.andrews.edu/grad

ENROLLMENT & ADMISSION
Phone: 855-428-4723 or 269-471-6321
Email: graduate@andrews.edu
Web: andrews.edu/grad

DEPARTMENT OF GRADUATE PSYCHOLOGY & COUNSELING
Phone: 800-471-6210
Email: gpc@andrews.edu
Web: andrews.edu/sed/gpc

Andrews University prepared me well for the school counselor position I have in South Carolina. The professional training in the classroom, the practicum, and the internship, provided me with the knowledge and skills needed for accomplishing my work-related tasks. With the assistance of the professors and the relationships I built with my cohorts, I gained valuable knowledge.

Kimberly Dawes, 2011