Why a Counseling Degree from Stetson?
At Stetson, we believe counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, as well as educational and career goals. We know our students are well equipped to be successful school counselors in the field.

Stetson University is a small, private university that values your success. Students go on to not just be successful, but to be students who lead lives of significance — personally and professionally. Graduates move to mid and high-level careers within four to six years of graduation. Our rigorous academic environment produces leaders with a world of opportunities open to them.

The Program Design
The School Counseling program is designed to train individuals who aspire to be outstanding professional counselors and leaders employed in an educational (PK-12) setting. The program incorporates standards within the profession of counseling, as embodied by the American Counseling Association and the American School Counselor Association.

The goal of the program is to educate prospective school counselors for the 21st century as advocates and agents of change. The Counselor Education Program Faculty members are active practitioners and researchers who identify with the counseling profession.

While promoting lifelong learning, a comprehensive training program that integrates a core counseling curriculum — coupled with clinical experience and supervised internships — is provided. Students may take the National Counselor Examination within six months of graduation to become a Nationally Certified Counselor.

Graduates are eligible to apply for Florida certification as a school counselor after meeting FLDOE criteria. It is the responsibility of the student to keep abreast of the FLDOE requirements. Program faculty will work with the student to help them remain informed.

Mission of the Counselor Education Program
The mission of the Department of Counselor Education is to educate counseling students — including those from diverse academic,
geographic, religious/spiritual, ethnic and cultural backgrounds — preparing them to accept and demonstrate their professional counseling responsibilities with distinction. Students learn to behave ethically, become aware of their personal strengths and resiliency, and practice their professional counseling responsibilities effectively in an effort to apply these skills and self-knowledge to a culturally diverse clientele.

Outcomes
The School Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP accreditation indicates that programs have a rigorous curriculum and provide comprehensive fieldwork supervision. The regulations for certification/licensure for school counselors in many states is based on the CACREP model, and graduates of CACREP programs are better able to obtain certification/licensure when moving to other states. Some states require that applicants for certification/licensure have graduated from a CACREP accredited program.

Graduates of CACREP programs are able to apply to be a National Certified Counselor (NCC) while in the last semester of study. This can save the graduate two years of post-master’s experience.

Accomplished Faculty
Judith A. Burnett, Associate Professor
Ph.D., University of Massachusetts at Amherst
M.S., University of Massachusetts at Amherst
A.B., Brown University

Leila F. Roach, Associate Professor
Ph.D., University of Central Florida
M.Ed., Vanderbilt University
B.S., University of Tennessee

Leigh DeLorenzi, Assistant Professor
Ph.D., University of Central Florida
M.A., Rollins College
B.S., University of Miami

Page L. Thanasiu, Assistant Professor
Ph.D., University of Central Florida
M.A., University of Central Florida
B.A., University of Central Florida

Lamerial Jacobson, Brown Visting Teacher-Scholar Fellow
Ph.D., University of Central Florida
M.A., University of Central Florida
B.S., University of Central Florida

Curriculum and Courses
Sample School Counseling Track

Fall Year 1
COUN 508 Family Systems
COUN 522 Foundations of School Counseling

Spring Year 1
COUN 503 Human Relations
COUN 505 Theories of Counseling
COUN 513 Multicultural Counseling

Summer Year 1
COUN 502 Legal, Ethical and Professional Issues
COUN 507 Career Counseling
COUN 515 Statistical Analysis and Research Design

Fall Year 2
COUN 504 Group Counseling
COUN 506 Human Growth and Development
COUN 521 Counseling Children and Adolescents

Spring Year 2
COUN 509 Individual, Marital, and Family Psychopathology/Psychotherapy
COUN 514 Sexuality Counseling

Summer Year 2
COUN 534 Accountability and the School Counselor

Fall Year 3
COUN 517 Practicum
COUN 501 Evaluation and Assessment
COUN 516 Addictions Counseling

Spring Year 3
COUN 518 Internship I
COUN 524 Consultation

Summer Year 3
COUN 519 Internship II