

# Master of Education with a Major in School Counseling

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The faculty prepares students to become school counselors who are eligible for certification by the Georgia Professional Standards Commission. Students become scholars and practitioners, who think critically and apply their knowledge with skill and compassion.

## Admission and Program Information

The School Counseling Program requires a minimum of 48 hours of course work. Applicants who do not have competencies in curriculum and computer technology will be required to complete courses in those areas. In addition, certification in school counseling by the Georgia Professional Standards Commission requires the completion of a special education course. Admission to the program is not guaranteed, even though an applicant may have met the minimum admission standards.

Go to the Graduate School website (<http://www.valdosta.edu/academics/graduate-school/welcome.php>) and click on Our Programs, then click on School Counseling for information on:

- Specific School Counseling M.Ed. Program Admission Requirements
- School Counseling Program Retention, Dismissal, and Readmission Policies
- School Counseling M.Ed. Program Graduation Requirements
- Accreditation Status

## Remediation Process

Steps 1-3, below, constitute "due process." Student are advised of the areas that need improvement and the actions needed to improve these areas; are given an opportunity to correct the problems they are experiencing; and are made aware of the possible consequences of failure to make improvements in the areas in which they are experiencing difficulty.

Step 1: Faculty regularly confer about the progress of each student in the School Counseling Program. When a student is experiencing difficulties, the student's advisor gathers relevant documentation identifying any particular problems the student is experiencing. Students are informed that this information is being gathered. The written documentation gathered includes grades, coursework, semester reports, and information from the student's advisor, instructors, site supervisors, and other school personnel who have had contact with the student.

Step 2: The faculty advisor then meets with the student, summarizes the documentation gathered, and discusses the problem with the student.

Step 3: When appropriate, a written remediation plan will be approved by the advisor and two other program faculty members. This plan will clearly state:

- a. specific areas needing improvement
- b. specific changes that are expected
- c. the steps needed to make the outlined changes
- d. the time frame in which the changes must be made
- e. that failure to remediate may result in termination from the program
- f. the appeals process

## Selected Educational Outcomes

Students will:

1. demonstrate an understanding of the history, trends, ethical and legal issues, and relevant research in the counseling field and those specific to school counseling.
2. demonstrate an understanding of professional counseling organizations, credentialing, licensure, and accreditation.
3. develop counseling skills needed to be an effective professional school counselor with the ability to address concerns of students and implement evidence-based individual and group counseling interventions in the K-12 environment.
4. understand the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, gender, and sexual orientation, and equity issues in a multicultural and pluralistic society.
5. develop knowledge and understanding of community, environmental, and institutional opportunities that enhance and barriers that impede the academic, career, and emotional success of students.

6. develop knowledge and application of current career programming, including program development, career assessment interventions and issues, college and career readiness, and program evaluation.
7. demonstrate an understanding of procedures to follow in the case of a crisis, including assessment and intervention.
8. develop and evaluate a comprehensive development school counseling program, including a mission statement, objectives, lesson plans, classroom management, and differentiated instruction.
9. demonstrate an understanding of the use of data to inform decision making to advocate for students, the school counseling program, and the profession; and in evaluation.
10. demonstrate an understanding of the role of the professional school counselor as a leader, an advocate, and a system change agent.
11. demonstrate professional dispositions including integrity, openness, commitment, self-awareness, and respect.

## Examples of Outcome Assessments

Students will:

1. demonstrate content knowledge and skills through individual case studies.
2. demonstrate the ability to impact student learning through a project that requires students to use a pre-test, implement an intervention, and conduct a post-test to determine impact.
3. demonstrate their ability to effectively conduct a classroom lesson during a faculty observation.
4. demonstrate their ability to use data to develop a project that focuses on closing achievement gaps.

## Requirements for M.Ed. Degree with a Major in School Counseling

<b>Core Courses</b>		<b>9</b>
SCHC 7800	Orientation to Counseling as a Profession	3
RSCH 7100	Research Methodology in Education	3
PSYC 7020	Principles of Learning and Classroom Management	3
<b>Concentration</b>		<b>39</b>
PSYC 7030	Measurement and Evaluation	3
SCHC 7400	Counseling Theory and Practice <sup>1</sup>	3
SCHC 7420	Counseling Children and Adolescents <sup>1</sup>	3
SCHC 7450	Group Counseling <sup>1</sup>	3
SCHC 7820	Career Counseling <sup>1</sup>	3
SCHC 7900	Counseling Skills and Techniques <sup>1</sup>	3
PSYC 8250	Developmental Psychology	3
SCHC 7470	Counseling Culturally Diverse Populations <sup>1</sup>	3
SCHC 7820	Career Counseling	3
<b>Total Hours Required for the Degree</b>		<b>48</b>

<sup>1</sup> **Cross-listed with PSYC courses**

## Competency Requirements

Competency requirements in curriculum and computer usage must be demonstrated. Those not meeting the competency requirements by demonstrating skill level or completed course work will take course(s) in the following areas:

Education: Special Education (SPEC 3000) and Curriculum (CIED 7060).