

School Counseling Program Faulkner University

Program Mission

The purpose of the Master of Education degree in School Counseling is to prepare students to become effective K-12 professional school counselors. The program aims to promote student engagement in scholarly work, and experiential learning that upholds the mission of Faulkner University. The Master of Education School Counseling degree will prepare and produce counselors of character, who are committed to moral excellence, individual freedoms, diversity, personal, and social responsibility, and the pursuit of academic growth and professional development. Hence, Faulkner graduates will be fully equipped with the necessary knowledge and skill to promote the profession of school counseling through development and implementation of data driven school counseling programs that are designed to promote academic, personal/social, and career success of those attending the schools where Faulkner graduates serve as school counselors.

The Master of Education School Counseling Program prepares students to serve as professional school counselors. The degree is developed to meet the standards of the Alabama Department of Education and best practices of the profession outlined by the American School Counseling Association. These areas are addressed through academic course work, and experiential learning opportunities during clinical training, practicum, and internship. Through collaboration of the members of the counseling department we will strive to assist our students to meet the following program goals:

1. Demonstrate knowledge of the foundations of school counseling to include history, current trends/issues, role, functions, professional identity, leadership/advocacy strategies and laws/legislation
2. Facilitate P-12 students' growth and development within the framework of the American School Counselors Association's (ASCA) National Standards (academic development, career development, and personal/social development)
3. Utilize technology as applied to school counseling
4. Demonstrate cultural sensitivity, competency, and responsiveness with all students and their families
5. Develop, implement, and evaluate a comprehensive, data driven guidance program using the ASCA National Model
6. Demonstrate effective and meaningful individual counseling, group work, and classroom guidance with diverse students with diverse needs
7. Serve as culturally responsive and empowerment-based consultants with students, families, and school personnel concerning the developmental needs of diverse students

8. Demonstrate skills related to assessment of students, including administration and interpretation of assessment instruments to students, parents/caregivers, teachers, and administrators

Program Oversight

The Master of Education in School Counseling program is located in the Graduate Counseling Department under the College of Education. The Graduate Counseling Department Chair and the School Counseling Program Director are responsible for the administration of the program including admissions, and scheduling. Current and prospective students may contact the program at counseling@faulkner.edu.

Vice President of Academic Affairs
Dean of College of Education
Department Chair of Graduate Counseling Program

Master of Education in School Counseling Faculty

- Willingham, Heath *Chair Graduate Counseling Director of MSC Program*; B.S., Auburn University; M.A., Lipscomb University; University of South Alabama; Ph.D., Auburn University
- Jones, Christi *Assistant Professor of School Counseling*; B.S., Auburn University Montgomery; M.Ed., Auburn University; Ph.D., Auburn University
- Wilkinson, Morgan *Assistant Professor of Counseling*; B.A., Auburn University;; M.A., Richmond Graduate University; Ph.D., Auburn University
- Willingham, Shanna *Assistant Professor of Counseling*; B.S., Lipscomb University; M.Ed., Auburn University; Ph.D., Auburn University
- Norwell, Jeanell *Adjunct Professor*; B.S., Troy University; M.S., Troy University; Ph.D., Ambridge University
- Cates, Paul *Adjunct Professor*; B.A., Abilene Christian University; M.Ed., Auburn University; Ed.D., Auburn University
- Fletcher, Penny Lane. *Adjunct Professor*: B.S., University of Louisiana at Monroe; M.Ed., William Carey University; Ph.D., Amridge University
- Tidwell, Patrick, *Adjunct Professor*; B.S., Faulkner University; M.S., Amridge University; Ph.D., Amridge University

Admission Requirements

The Department of Counseling at Faulkner University seeks school counseling program applicants who hold a Class B or Class A certificate in teaching or instructional support areas. Applicants should also have two years of full time acceptable educational work experience and proof of a criminal background check. They should also have a 2.75 GPA or higher and an acceptable GRE or MAT score. Faulkner University also seeks students who will be a credit to Faulkner University through service to their communities and the school counseling profession. Admission to this program is granted by the Graduate Counseling Committee. The committee in accordance with the standards of the Alabama State Department of Education decided on the following criteria for admittance to the Masters of Education School Counseling Program:

Applications

All applicants must complete an application to the program. Applications cannot be processed until ALL required materials are received. As soon as they are received, the applicant will be notified that his/her file is complete. It is appropriate to assume that application is incomplete until such notification is received. Admission when granted, will be valid for one year after which time the student will need to re-apply. All application materials become the property of Faulkner University; none will be returned to the applicant.

Academic Credentials

Applicants of the Master of Education School Counseling Program must have a valid Class B or Class A teaching certificate or other instructional support areas, two full years of full time acceptable professional work experience, and transcripts from undergraduate/graduate degree with a minimum of a 2.75 GPA.

Criminal Background Check

Applicants must complete and provide proof of a criminal background check as part of the admissions process. This is a requirement of the State Department of Education.

Aptitude Score

Applicants are required to submit an acceptable score from one of the following: A combined verbal and quantitative score of 800 or above on the Graduate Record Examination (GRE) or a score of at least 350 on the Miller Analogies Test (MAT) to be eligible for graduate studies at Faulkner University.

TOEFL (Test of English as a Foreign Language)

A score of 500 on the TOEFL is required of all students for whom English is a second language. Official TOEFL or IELTS score reports are required for admission to the program and

may be ordered from Educational Testing Services (ETS) or IELTS. The TOEFL code number for Faulkner University is 1034. The minimum requirements for graduate admission on the TOEFL is 550 (on the paper test), 213 (on the computer based test), or 79 (on the internet based test).

Goal Statement

Applicants must submit a statement of approximately 400 words specifying personal goals for their life and how earning a Master of Education in School Counseling at Faulkner University will contribute to those life goals.

Recommendation Forms

Applications must provide recommendations from three people unrelated to the applicant. Official recommendation forms are provided online at www.faulkner.edu/counseling.

Proof of Teaching Experience

Applicants must have letter(s) from school systems/districts where they work or have worked stating their time of service with the school system. These letters are needed as evidence of qualification for certification in school counseling at the end of the program. These letter(s) should indicate a total of two years of full-time service in education.

Video Interview

Once all application materials are submitted, the acceptance committee will contact the applicants to set up an interview via video conferencing. Final determination of acceptance or non-acceptance into the program will be communicated to the applicant within one week of the completed conference interview.

Summary of Required Application Materials for Consideration for Admission

1. Application form
2. Official copy of transcript
3. Copy of Class A/ Class B teaching or educational support area certificate
4. Criminal background check
5. GRE or MAT Score Results (Official Copy)
6. If applicable TOEFL Results
7. Goal Statement
8. Three Recommendations
9. Proof of teaching experience
10. Video Conference Interview

Curriculum Requirements

The Master of Education in School Counseling degree is a 56 hour on-line and on-campus program. The program utilizes a variety of on-line resources and tools for course management, conferencing, on-line discussions, student portfolios, assessment, evaluations, etc. The majority of the courses in the program are completed in the on-line environment. The Counseling Field Experience Courses - COU 6390 Counseling Practicum, COU 6995 Internship in Counseling, and COU 6595 Clinical Training for School Counselors – are exceptions. The clinical training course, COU 6595 meets on Faulkner University's Montgomery campus for face to face skills training, supervision, and opportunities to visit local schools with effective school counseling programs. This is a five day training and school counseling program students only have to attend once during their time in the program. The two clinical experience courses, COU 6390 Counseling Practicum and COU 6595 Internship in Counseling, are designed to allow students to demonstrate practical application of their counseling knowledge and skills in the school setting. The clinical experience courses require a students to complete supervised clinical experiences at sites approved by the program coordinator. The program coordinator will seek to facilitate placement at approved schools in proximity to the student's residence. These clinical experiences are designed to provide school counseling program students with diverse experiential learning opportunities that will prepare them for their future work as professional school counselors.

Practicum Course

The practicum course, COU 6995, is designed to provide a 100-hour intensive practical experience in the school setting. School counseling students will be placed in a secondary/elementary school setting for this experience. This course provides the first opportunity for students to make application of skills learned in previous course work in an actual school setting. Practicum students will be supervised by a counselor and the course instructor. School counseling practicum students will be required to complete 100 hours of supervised experience (40 direct, 60 indirect) during the semester in which they are registered for the course. Sessions with clients will be recorded for feedback and skills development. Over the 15 weeks of the semester, students will meet in the on-line classroom, with an additional hour required for meeting with their supervisor.

Internship Course

The internship course, COU 6995, Internship in Counseling, will provide a more extensive experience and will build upon the skills learned in the practicum course. The students will be required to complete a 600 hour (240 direct, 360 indirect) internship experience, as well as participate in the internship class in the on-line classroom. Students in school counseling internship will be at their site full time during internship for the full school day, five days a week.

Program Matriculation, Time Limits, and Completion Requirements

Students must complete the School Counseling program within 5 years of their first semester enrolled in courses and meet the following criteria to become a School Counselor in the State of Alabama:

1. At least a valid Class B Professional Educator Certificate in a teaching field, a valid Class A Professional Leadership Certificate, or a valid Class A Professional Educator Certificate in a teaching field or in another area of instructional support.
2. An official transcript from a regionally accredited institution documenting an earned master's or bachelor's degree.
3. Meet Rule 290-3-3-.47(4) (b).
4. Satisfactory completion of a State-approved program with a minimum GPA of 3.0 in all courses in the Alabama State Board of Education approved program for school counseling.
5. A minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved school counseling program.
6. A Practicum of at least 100 clock hours in a school-based setting, including a minimum of 40 clock hours of supervised, direct service work in individual and group counseling with early childhood/elementary and secondary school students
7. A supervised elementary and secondary school-based internship of at least 600 clock hours, begun subsequent to the completion of the practicum and including a minimum of 240 clock hours in direct service work with early childhood/elementary and secondary school students.
8. Must meet the Praxis II requirements of the Alabama Educator Certification Assessment Program (AECAP). The Praxis must be passed before the semester of internship.

Application for Degree

Application for graduation should be made when registering for the last semester of course work and the student should notify Chair of the Graduate Counseling Department of his/her intention. The application date and form can be obtained in the Registrar's Office.

Academic Policies Pertaining to Grading, Transcripts, and Transfer Policies

Faulkner University, by its mission statement, is well known as a Christian university. Each student should know, understand, and accept the academic expectations as policies of the University. Each student is personally responsible for meeting the different requirements for

the Master of Education in School Counseling Program. Students with matters of concern should consult with the Chair of the Department of Graduate Counseling.

Transcripts

An official transcript of a student's academic record will be issued upon request of the student. Transcript fees begin at \$7.25; electronic copies are \$9.00. Requests should be directed to the Registrar's Office. Transcripts will not be issued to students whose accounts are delinquent.

Audit

Students are permitted to audit a course provided that there is room in the classroom and the number of auditors is not more than 20% of the class enrollment. A fee of \$225.00 per course is charged, but no credit is granted. With permission of the professor, a student may change his or her registration from credit to audit or audit to credit during the first three weeks of the semester. After this time, his or her options are to continue as registered or withdraw from the course.

Transfer Credits

A student who has earned a graduate credit in a Master's program for other institutions will be evaluated by the graduate counseling program committee to ascertain courses which can be applied to Faulkner's program. Students from a regionally accredited institution may transfer a maximum of 12 semester hours for four courses into the Master of Education in School Counseling program. The director of the school counseling program must approve transfer hours.

Units of Credit

The unit of credit is the semester hour. One semester hour of credit represents approximately fifteen hours of lecture /discussion activity and examinations.

Student Load

Full-time load: For academic purposes, a student enrolled for six graduate semester hours is classified as a full-time student in the master of school counseling program.

Maximum Load

Maximum Load: No student may register for more than three courses per semester unless that semester includes Clinical Training. In semesters where the student is registered for Clinical training the maximum number of hours allowed is 14 total.

Advisement

The Chair of the Graduate Counseling Program will assign an advisor to provide the student assistance with planning his or her program, with registration and with evaluation of his/her progress. The advisor should approve each semester's schedule and any changes made or for seeking written approval of any exceptions. Ultimately, it is the student who bears responsibility for directing his or her progress through the program.

Grade Point Average

Scholarship level is expressed in terms of grade point average (GPA) calculated by dividing total quality points earned by credit hours attempted. Semester and cumulative averages are recorded on the permanent academic record and on semester grade reports. Averages are used to determine honors, academic probation, and suspension, renewal of academic scholarships, and eligibility for certificates and degrees.

Grade Reports

Final grade reports will be posted on-line. The student should review low grades promptly with his or her advisor. Official notice of academic honors, probation, or suspension will be reported by the Registrar's Office.

Class Attendance

Regular class attendance is a requirement of the degree program. Because of the theoretical, experiential, and social learning that will take place in the program, students are strongly encouraged to be in the on-line classroom several times during each week of the semester. Class attendance is an academic matter and absences will result in academic penalty.

Good Academic Standing

Students must maintain a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved school counseling program.

Academic Probation and Suspension

Should the student's GPA on the first six hours of graduate work be below a 3.00 he or she will be placed on academic probation. A student on academic probation will not be able to enroll for more than six more hours during any term of the probation applies. The student on academic probation is required to achieve a 3.00 cumulative GPA by the time he or she has earned the next six hours of graduate work. Failure to do so will result in suspension for the next regular term. A course in which the student has earned a grade of C or below may not be repeated.

M.Ed. in School Counseling

Instructional Support Area: (38 hours)

Courses	Hours
COU 6310 Counseling Theories	3
COU 6311 Introduction to School Counseling	3
COU 6320 Lifespan Development	3
COU 6325 Career and Guidance Counseling	3
COU 6330 Counseling Diverse Populations	3
COU 6335 Child & Adolescent Counseling	3

COU 6350 Group Counseling	3
COU 6360 Measurement & Assessment	3
COU 6375 Legal and Ethical Issues	3
COU 6385 Substance Abuse	3
COU 6355 Crisis Intervention in Counseling	3
COU 6595 Clinical Training for School School Counseling	5

Survey of Special Education Course: (3 hours)

(If course was taken for prior level certification, another approved diversity course is required.)

Courses	Hours
PY 6325 Advanced Educational Psychology	3
FED 6342 Multicultural Education	3

Practicum for School Counseling (3 hours) and Internship: (9 hours)

Courses	Hours
COU 6390 Counseling Practicum	3
COU 6995 Internship in Counseling	9

Additional Courses: (3 hours)

Courses	Hours
FED 6380 Action Research	3

Course Descriptions for Master of Education in School Counseling

COU 6311 Introduction to School Counseling

This course is the foundation course for those planning to enter the school counseling profession. The course covers organization, planning, management, and evaluation of comprehensive school counseling programs; appropriate roles and functions of school counselors at various school levels, coordination of professional services; and professional issues such as ethics and associations as they specifically relate to school counseling are included.

COU 6310 Counseling Theories

This course of study provides a broad understanding of professional theories and application to the counseling process, including roles and functions; professional goals and objectives; professional organizations and associations; professional history and trends; ethical and legal standards; professional preparation standards; and professional credentialing for the counseling professions. Individual and systemic approaches to counseling are discussed.

COU 6320 Life Span Development

This course is an introduction to the basic principles of human development with a focus on development across the lifespan. We will consider developmental challenges and the counseling applications of human development theory and research. Human development occurs in critical contexts, such as family themes and traditions, a person's race, ethnicity, religion and factors such as poverty, loss, developmental and physical trauma and access to resources. This course provides counseling students with a foundation from which to conceptualize and apply developmental theory and research.

COU 6325 Career and Guidance Counseling

This course includes a study of career development theories and guidance models, the processes involved in career decision-making, the diverse life-roles and their interaction in educational and vocational settings for mental health and school counselors. Students will utilize technology and market information resources to assist in career choice and will participate in career and guidance inventories and the discussion of contemporary and multicultural issues in the counseling professions.

COU 6360 Measurement and Assessment

Introduction to the history and theory of measurement and assessment as it applies to mental health and school counselors. This course will be tailored to students who may interact with other professionals across a wide range of settings include schools, universities, hospitals, and community mental health centers. Norming, validity, reliability, standard error of measure and other psychometric properties are discussed.

COU 6330 Counseling Diverse Populations

This course will introduce the history and development of counseling individuals from diverse backgrounds and cultures in mental health and school settings. Identity development, issues of social justice and client advocacy in multicultural context are covered. Professional issues such as ethics, research, development and theories of counseling will also be discussed.

COU 6335 Child and Adolescent Counseling

This course prepares school and mental health counselors to address the specific needs of children and adolescents, with emphasis on developmental needs, specific therapeutic interventions, and common emotional issues. Group and individual counseling techniques and treatment planning are included.

COU 6350 Group Counseling

This course provides a graduate-level understanding of group development, dynamics and counseling theories. Leadership styles, basic and advanced methods of conducting groups in mental-health and school settings are also discussed. Including ethical and multicultural issues in the group context.

COU 6355 Crisis Intervention for the Counseling Professions

This course will teach the development of skills and knowledge for crisis intervention and management in counseling, including prevention planning, intervention strategies and evaluation. Risk factors and warning signs of students at risk for mental health and behavioral disorders are discussed. Suicide intervention and prevention will also be covered.

COU 6375 Legal and Ethical Issues

This course is an in-depth graduate-level study of the theories and principles of ethical and moral development and the impact of these upon individuals, families, communities, professional, and public decisions/policies for professional and school counselors. The study will also exam the relevant dilemmas faced in the delivery of professional behavioral, family, and social services to individuals, families, and groups in mental-health and school settings.

COU 6385 Substance Abuse

The objective of this course is to provide a comprehensive examination of substance abuse treatment and rehabilitation; focusing on various treatment approaches, treatment settings, and types of counseling to include an overview of individual, group and family techniques. The concept that alcohol abuse is a continuum from intervention through continuing care is emphasized. This course acquaints the student with evidence based theories, models, stages and functions of alcohol and drug abuse treatment. The counselor's role in treatment is addressed.

COU 6390 Counseling Practicum

This course is designed to provide a 100-hour intensive practical experience in a school setting. School Counseling students will be placed in a secondary or elementary school. Historical, philosophical, psychological, and sociological foundations of school counseling will also be discussed.

COU 6595 Clinical Training for School Counselors

This course serves as the on-campus portion of the school-counseling program. Students will engage in lecture, experiential learning, and didactic skills training. This course also includes a field experience expectation in local secondary schools.

COU 6995 Internship in Counseling

This course is a 600-hour intensive pre-professional experience designed to culminate the studies in the school-counseling program and to prepare you for working in a secondary or elementary school system. School counseling students will be placed in secondary schools.

FED 6342 Multicultural Education

This course provides an overview of culture in school learning. Candidates will examine culture and link students' cultural and experiential backgrounds to classroom instruction.

FED 6380 Action Research

This course provides the graduate students with the opportunities to review action research literature, explore both quantitative and qualitative paradigms in action research, and develop basic skills in action research methodology. Candidates will select contemporary issues in education including transforming schools, character development, and student assessment in all content areas as the basis of their research. Candidates will identify a problem, develop a strategic plan of action, implement the plan, evaluate the plan, and reflect on the results of the evaluation and research process.

PY 6325 Advanced Educational Psychology

This is an advanced study of the cognitive process and the psychological foundations of educational practice and research. Emphasis is given to the principles for the development of cognitive skills and conditions of learning.