Orientation to the School Counseling Program
The M.Ed. in School Counseling program has received an eight year accreditation from CACREP as of July 9, 2015. CACREP is an independent accreditation agency recognized by the Council for Higher Education Accreditation. The vision of CACREP is to provide leadership and to promote excellence in professional preparation through the accreditation of counseling and related educational programs. CACREP is committed to the development of standards and procedures that reflect the needs of a dynamic, diverse, and complex society.

Liberty University’s School of Education, including the M.Ed. in School Counseling Program, is nationally recognized by the National Council for Accreditation of Teacher Education (NCATE), now consolidated into the Council for the Accreditation of Educator Preparation (CAEP).
School of Education
Conceptual Framework
KNOWS Christian values, moral dimensions, and ethical implications synthesized with academic knowledge.
IMPLEMENTS skills as a gift from God, because teaching/leadership is a calling from God.
BELIEVES and practices personal integrity, social responsibility, sensitivity to the needs of others, and the betterment of humanity
<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Fruit of the Spirit</th>
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</thead>
<tbody>
<tr>
<td><strong>Social responsibility</strong></td>
<td>Love, Joy, Peace, Goodness</td>
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<td><strong>Commitment</strong></td>
<td>Longsuffering</td>
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<td><strong>Reflective practice</strong></td>
<td>Faithfulness</td>
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<tr>
<td><strong>Integrity</strong></td>
<td>Goodness</td>
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<tr>
<td><strong>Professionalism</strong></td>
<td>Gentleness, Meekness, Temperance</td>
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</tbody>
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*Galatians 5*
P-L-A-C-E

I. PURPOSE & GOALS

II. DATA COLLECTION

III. DATA ANALYSIS

IV. ACTION PLAN

V. IMPLEMENTATION

Program & Learning Assessment Cycle for Educators
School Counseling
Mission Statement

The M.Ed. in School Counseling program supports a collaborative learning environment that prepares a culturally diverse, global student body to be competent, responsible, and ethical professional school counselors in public, private, and Christian elementary, middle, and high schools. The school counseling curriculum, taught from a Biblical perspective, prepares graduates to plan, develop, implement, and evaluate comprehensive school counseling programs that are culturally sensitive and promote the career, personal, social, and academic development of children and adolescents. Our graduates are prepared to meet the holistic needs of diverse bodies of students, attending to their cognitive, affective, spiritual, and physical development with a balanced approach that promotes universal and optimal academic achievement and student health and well-being.
School Counseling Program

Objectives

1. Student enhances K–12 student learning and student personal–social, career, and academic development through appropriate application of outcome research, professional, legal, and ethical standards and an understanding of multicultural counseling theory, the academic mission of schools, the ASCA Model, and school counselor roles/functions.

2. Student demonstrates an understanding of the social and cultural foundations of counseling, obstacles to learning, advocacy for programming, policies, climate, instruction, and learning opportunities that result in K–12 student learning and personal–social, career, and academic development for all students.

3. Student demonstrates the ability to improve K–12 student learning through an understanding of the principles and theories of human growth and development throughout the life span and their implications for professional school counseling.
School Counseling Program

Objectives

4. Student applies an understanding of life span career development theories, career awareness, career exploration, career planning and career assessment tools, developing and implementing career programs, resulting in K–12 student learning and career development.

5. Student applies an understanding of counseling theory, techniques, best practices, and systems theory to enhance K–12 student learning and personal-social, career, and academic development through individual and group counseling in a multicultural society.
School Counseling
Program Objectives (con’t)

6. Student applies an understanding of consultation models, referral processes, systems strategies, leadership principles, supervision practices, systems strategies, and works with parents and teachers, collaboratively, to design a comprehensive school counseling program that results in enhanced K–12 student learning and personal–social, career, and academic development.

7. Student demonstrates an understanding of group theory, techniques, and group facilitation knowledge, skills, and processes that results in developmental group guidance, K–12 student learning, and personal–social, career, and academic development.
School Counseling
Program Objectives (con’t)

8. Student demonstrates appropriate knowledge and skills related to counseling theory, techniques, developmental issues, and creating, implementing, and evaluating programs/strategies that enhance K-12 student learning and student well-being (e.g., resiliency, crisis management, transitioning, abuse and suicide assessment, peer helping, drop-out prevention, drug, alcohol, violence programming).

9. Student uses the knowledge, skills, processes, and appropriate application of student assessment relative to school counseling practices, including individual and group assessment, resulting in K-12 student learning.

10. Student enhances K-12 student learning and personal-social, career, and academic development as well as accountability and the effectiveness of the counseling program through the appropriate application of technology, data, and research, and implementation of program evaluation.
School Counseling
Program Information

• 48-hour program
• 4 residency requirements
• 150 hour practicum completed in a non-K12 setting
• 600 hour internship completed over 2 semesters
Advising

• These PowerPoint slides are on the Advising Guide

• Advising Guide: www.liberty.edu/advisingguide

• Advisors help you
  – Answer program questions
  – Enroll in courses

• Contact at your advisor at educ@liberty.edu
Gate System

• 4 “Gates” must be passed to complete the School Counseling Program
• Each gate is a checkpoint to ensure that candidates are ready to move to the next stage
Gate 1—Admissions

• Gate 1 – Admission into Liberty University
• Once the student is fully accepted into Liberty University, Gate 1 has been passed
Gate 2—Candidacy

• Gate 2 application submitted in LiveText by candidates Upon successful completion of at least one EDUC/EDCE course (e.g., EDUC 518, EDUC 521, EDUC 600, EDUC 604, EDUC 622 and/or EDCE 501)

• Gate 2 is a checkpoint to determine if the candidate meets the requirements for the School Counseling program

• Gate 2 also includes orientation assignments to the School Counseling program
Gate 2 Requirements

• Complete 9 assignments
  – Review the School of Education Conceptual Framework, School Counseling Program Orientation PowerPoint, and Dispositions Video
  – Review the School Counseling Advising Guide
  – Review the School Counseling Program Manual and submit a writing sample
  – Attach a Degree Completion Plan audit showing at least one completed course and a minimum GPA of 2.5
  – Review the Field Experience Summary forms to be completed during the program
  – Submit a receipt of Background Check, Fingerprinting, Virginia Child Abuse submission
  – Submit Practicum and Internship plan for placement
  – Review information regarding Professional Organizations
  – Complete a Career, Values, and Personality Assessment
Gate 3–Internship

• Gate 3 application submitted in LiveText by candidates the semester before the internship semester

• The Gate 3 application is due by February 1st to be considered for a summer/fall placement and by September 1st to be considered for a spring placement
<table>
<thead>
<tr>
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<th>SPRING SEMESTER</th>
<th>FALL SEMESTER</th>
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<tbody>
<tr>
<td>First Submission</td>
<td>8/15-9/1</td>
<td>1/15-2/1</td>
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<tr>
<td>Initial Review</td>
<td>9/1-9/15</td>
<td>2/1-2/15</td>
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<tr>
<td>Revision Window</td>
<td>9/15-10/1</td>
<td>2/15-3/1</td>
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<tr>
<td>Final Status</td>
<td>10/1-10/15</td>
<td>3/1-3/15</td>
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Gate 4—Program Completion

- Completion of program
- Submit graduation application
- Licensure paperwork, if applicable
What is LiveText?

• LiveText is required for all education courses
• LiveText is used to submit benchmark assignments and create portfolios
• LiveText is purchased by each candidate only ONE TIME (from MBS or www.livetext.com)
Advantages of LiveText

• Create projects/portfolios that can be viewed by professors and prospective employers
• Receive feedback from professors
• Access standards, outcomes and competencies
• Access streaming educational videos, images, and other resources ($20 extra)
Professional opportunities

• Professional memberships required on FES (Field Experience Summary)
• SOE offers online chapters
  - ASCD
  - CEAI
  - CEC
  - KDP
Professional Organizations

- American Counseling Association
- American Psychological Association
- ACES (Association for Counselor Education and Supervision)
- American School Counselor Association
- Christian Educators Association International
Virginia Licensure Information

• School Counseling should have two years of teaching or counseling experience
  – Experience may be assistant counselor
  – Experience not required in all states
• 300 hours, including
  – 100 hours in K–6, 100 hours in 7–12
• Field experience will be completed throughout the program and tracked on Field Summary