**School Counseling Orientation Handbook**

The Master of Education in school counseling prepares individuals who wish to serve as school counselors in P-12 settings. Individuals holding teaching certificates and individuals without teaching certification but with baccalaureate work in psychology or a closely-related field are eligible for program admission, and the curriculum satisfies school counselor endorsement by the Louisiana Department of Education for individuals from either background.

**BECOMING A PROFESSIONAL SCHOOL COUNSELOR: DISCOVER THE LEADER IN YOU**

The Department of Graduate Professions at McNeese State University is pleased to offer a Master’s degree in Education with a concentration in School Counseling. This is a 48 hour degree program consisting of 42 credit hours of coursework and 3 credit hours each for the practicum and internship, respectively.

Upon completion of the program, students are qualified to serve as professional school counselors in grades K-12 in the state of Louisiana. Additionally, some students continue their educational aspirations by pursuing licensure and becoming a licensed professional counselor.

School counselors facilitate students in academic, career and personal/social domains in an effort to aid them in reaching their full potential. Collaboration and consultation are two foundational pillars of the school counseling profession. School counselors work closely with students, parents, teachers, administrators, community members and other school counselors to provide excellence in education. School counselors are educational leaders and agents of change who advocate for all students in a pluralistic society.

McNeese State University is here to help you to realize your professional career aspirations; apply today and start building your future as a professional school counselor!

***McNEESE STATE UNIVERSITY: EXCELLENCE WITH A PERSONAL TOUCH!***

**Requirements for Entrance into the School Counseling Program**

**School Counseling (M.Ed.) Curriculum**

**School Counseling 48 Hour Degree Plan**Requirements for Admission to the  
 M.Ed. in School Counseling

In addition to the general requirements for admission to Graduate School, applicants for admission to the Master of Education in School Counseling program must meet the following requirements:

1. A minimum of 18 semester hours (graduate or undergraduate) in professional education or behavioral studies (psychology, sociology, criminal justice, social work). OR
2. An undergraduate degree in Education.
3. An acceptable GRE score, which is determined by the following formula:  
   Undergraduate GPA X 150 + GRE (verbal+ quantitative) score must equal a minimum of 1200.

| **Total Credit Hours for School Counseling Degree** | |
| --- | --- |
| COURSEWORK | CREDIT HOURS |
|  |  |
|  |  |
| PSYC 639 - Human Growth and Development | 3 |
| COUN 600 - Counseling Techniques | 3 |
| COUN 601- Research and Program Evaluation | 3 |
| COUN 605 - Counseling Theories | 3 |
| COUN 610 - School Counseling and Consulting | 3 |
| COUN 615 - Assessment in School Counseling and Guidance | 3 |
| COUN 637 - Legal, Ethical, and Professional Issues | 3 |
| COUN 626- Multicultural Counseling in Schools and Communities | 3 |
| COUN 631 - Group Counseling | 3 |
| COUN 635 - Counseling Children and Adolescents | 3 |
| COUN 651 - Substance Abuse Counseling | 3 |
| COUN 659 - School Crisis Intervention and Prevention | 3 |
| COUN 640 - Career Counseling and Development | 3 |
| COUN 684 -Principles & Administration of School Counseling Programs | 3 |
| COUN 687 - School Counseling Practicum | 3 |
| COUN 697 - School Counseling Internship | 3 |
| **Total Credit Hours for School Counseling Degree** | **48** |

**Academic Advisement**

Upon entrance to the school counseling program, students are assigned an advisor who will facilitate their progression through the school counseling program.

Students’ advisors are available during office hours and through email and phone contact. Students are encouraged to communicate with their advisors in a consistent and timely manner. It is important to share your academic goals, extended responsibilities and time constraints when discussing your degree plan and projected graduation dates.

Your advisor is here to assist you in making your academic stint productive and successful.

You should direct questions concerning the program to Dr. Christine Anthony, [manthony@mcneese.edu](mailto:manthony@mcneese.edu)

We look forward to serving you.

**How to Claim Your Financial Aid Award**

To Claim Your Financial Aid Award- Beginning Fall 2013, view your financial aid awards, log into [Banner Self Service](http://www.mcneese.edu/node/665). Click on the *Financial Aid*tab and then click on *Award, Award Display/Accept,*and then*Award Overview.*To view instructions on how to accept, reduce, or decline your loan or job awards, go to the *General Information* tab.

1. **Complete and submit your**[**Financial Aid/Scholarship Authorization**](http://www.mcneese.edu/f/c/471e8e36/Financial_Aid_Authorization_Form.pdf). All Financial Aid recipients must sign a financial aid authorization each semester to allow the Business Office to use their financial aid awards to assist in covering expenses. The authorization must be signed each semester, even if you have a zero ($0) balance on your statement of account. You can electronically sign your financial aid authorization on [Banner Self Service](http://www.mcneese.edu/bannerselfservice/)  by clicking on the *Student*tab, then *Registration*, then *Financial Aid/Scholarship Authorization*.
2. **If you are awarded the Federal Direct Stafford Loan/Federal Unsubsidized Stafford Loan:**

* NEW (Beginning Fall 2013): Accept, reduce, or decline your loan awards electronically by following the instructions on the *General Information* tab on [Banner Self Service](http://www.mcneese.edu/node/665).
* First time borrowers must complete the [Entrance Counseling](https://studentloans.gov/myDirectLoan/index.action) on the Internet -AND- electronically sign a [Master Promissory Note](https://studentloans.gov/myDirectLoan/index.action) (MPN) with the U.S. Department of Education. You must complete the online Entrance Counseling and E- sign a MPN before any loan disbursements can be made.

*Helpful Hint: You must view the HTML version in a separate browser and then go back to the MPN to click continue. If you do not do this properly, your MPN will not go through as completed and you will need to go through this process again. If you have any questions about the MPN process or need assistance please call our office at*(337) 475-5065*or MPN Hotline*1-800-557-7394.  
   
All students must be enrolled in at least six credit hours each semester to be considered for Federal Student Loans.  
   
All Graduate students seeking a master's degree must be enrolled in six credit hours of Graduate level courses**.**Awards will be disbursed to student accounts in Banner, and then refunded based on the preference selected with [Higher One](http://www.mcneese.edu/node/2821).

1. **If you are awarded the Federal Perkins Loan:**

* NEW (Beginning Fall 2013): Accept your loan awards electronically by following the instructions on the *General Information* tab on [Banner Self Service](http://www.mcneese.edu/node/665).
* First time borrowers must complete Entrance counseling at the Financial Aid Office during scheduled times.
* Must sign your Promissory Note at the Financial Aid Office during specified times.

All Students must be enrolled in at least six hours each semester to be considered for Federal Student Loans*.*  
   
Awards will be disbursed to student accounts in Banner, and then refunded based on the preference you selected with [Higher One](http://www.mcneese.edu/node/2821).

1. **If you are awarded the Federal Pell Grant, FSEOG, LEAP and GO Grant:**

Awards will be disbursed to student accounts automatically, and then refunded based on the preference you selected with [Higher One](http://www.mcneese.edu/node/2821). Financial aid is initially awarded based on full time enrollment for the fall and spring semesters (half time for the summer semesters) and will be adjusted to your actual enrollment, once enrollment is final for that term.

1. **If you are awarded a Work-On-Campus job:**

* NEW (Beginning Fall 2013): Accept your job electronically by following the instructions on the General Information tab on [Banner Self Service](http://www.mcneese.edu/node/665).
* First time Student Employees must complete New Hire paperwork with the Office of Student Employment. No student employee will be permitted to begin working, if this requirement has not been met.
* Your Work Authorization will be emailed to you, before the first day of class.
* Report to the specified department on the work assignment to arrange your work schedule.

Student employees must be enrolled in at least six credit hours, to work during the fall, spring or summer semesters.  
Student Account Information  
Questions concerning fees or your bill should be addressed to the Cashier's Office at (337)475-5098.  
**Financial Aid Refunds**The Administrative Accounting Office will process all financial aid awards that have been disbursed to your student account in Banner. If you have a credit balance, the Administrative Accounting Office will send your refund to Higher One for them to distribute to you.  Higher One will refund credit balances according to the preference you have selected on the [McNeese Choice Card](https://mcneesechoicecard.higheroneaccount.com/) website.

* Prospective Fall Graduates: If you are a prospective Fall graduate, your Federal Student Loan award will be prorated and your disbursement will be issued in two (2) disbursements during the semester you are graduating. Please refer to your disclosure statement to note your disbursement dates or contact the [Office of Financial Aid](http://www.mcneese.edu/node/514). For a more detailed explanation and dates you may refer to the Financial Aid section in the registration [class schedule](http://www.mcneese.edu/node/412).

**Financial Aid**

|  | **09-10** | **10-11** | **11-12** | **12-13** |
| --- | --- | --- | --- | --- |
| Unduplicated Count of Students | 10,358 | 10,428 | 10,189 | 9,759 |
| Unduplicated Count of Undergraduate Students | 8,785 | 9,027 | 8,927 | 8,664 |
| Unduplicated Count of Graduate Students | 1,641 | 1,466 | 1,329 | 1,159 |
| **Total Amount of Aid** | **$56,222,376** | **$61,373,179** | **$63,719,179** | **$63,599,415** |
| Students Receiving Aid | 7,793 | 8,091 | 8,059 | 7,784 |
| % of Students Receiving Aid | 75.24% | 77.59% | 79.10% | 79.76% |
| Average Amount of Aid | $7,214 | $7,585 | $7,907 | $8,171 |
| **Amount of Undergraduate Aid** | **$49,455,309** | **$54,345,715** | **$56,009,435** | **$56,609,140** |
| Undergraduate Students Receiving Aid | 6,934 | 7,330 | 7,343 | 7,172 |
| % of Undergraduates Receiving Aid | 78.93% | 81.20% | 82.26% | 82.78% |
| Average Amount of Undergraduate Aid | $7,132 | $7,414 | $7,628 | $7,893 |
| **Amount of Graduate Aid** | **$6,767,067** | **$7,027,464** | **$7,709,744** | **$6,990,275** |
| Graduate Students Receiving Aid | 894 | 804 | 751 | 614 |
| % of Graduates Receiving Aid | 54.48% | 54.84% | 56.51% | 52.98% |
| Average Amount of Graduate Aid | $7,569 | $8,741 | $10,266 | $11,385 |

**Fall 2011 Full-Time First-Time UG Students Receiving Aid (IPEDS)**

| **TYPE OF AID** | **% RECEIVING AID** | **AVERAGE AMOUNT** |
| --- | --- | --- |
| Grants/Scholarships | 89% | $5,970 |
| PELL Grants | 43% | $4,352 |
| Federal Student Loans | 37% | $4,846 |

**McNeese State University School Counseling Mission Statement**

The mission of the School Counseling Program at McNeese State University is to prepare graduates to function as professional school counselors with the knowledge, skills, and dispositions specified by current preparation standards in the school counseling profession. Students are prepared to meet the academic, career, and personal/social needs of diverse student populations through a comprehensive delivery system. Students understand the importance of consulting, collaboration, advocacy and the promotion of social justice in their role as educational leaders for elementary, middle and secondary schools. Program faculty expect all school counseling students to be devoted to the program’s mission and to the process of personal and professional development.

**McNeese State University School Counseling Objectives**

Objective 1: Graduates will develop identities as professional counselors and will recognize the importance continued professional development.

Objective 2: Graduates will demonstrate an understanding of the cultural context of relationships, issues, and trends in a multicultural society.

Objective 3: Graduates will have knowledge of human growth and development, and will be able to apply personality and learning theories to facilitate change and growth in individuals and family systems.

Objective 4: Graduates will have knowledge of career development theories and methods and be apple to apply career counseling

Objective 5: Graduates will have knowledge of essential interviewing and counseling skills

Objective 6: Graduates will have a theoretical and experiential understanding of group purposes, development, dynamics, theories, and methods, and will be able to apply these skills to facilitate group processes.

Objective 7: Graduates will have knowledge of individual and group approaches for assessment and evaluation and will be able to apply these skills to facilitate the helping process.

Objective 8: Graduates will have knowledge of research and program evaluation and will be able to apply basic quantitative and qualitative research skills.

**McNeese State University School Counseling Admission Procedures**

* [Admissions Package](#_Appendix_D:_School_2)
* [School Counseling (M.Ed.) Program](#_IV.U.4_School_Counseling_2)

**McNeese State University School Counseling Appeal Policy**

* [Grade Appeals Procedure](#_IV.U.26_Academic_Appeals_1)

**McNeese State University School Counseling Orientation Policy**

* [MSU School Counseling Orientation Packet](#_Appendix_E:_McNeese_1)

**McNeese State University School Counseling Program Faculty**

* [Dr. M. Christine Anthony](#_IV.A.1___4), Program Coordinator
* [Dr. Gwendolyn Duhon](#_IV.A.2__Gwendolyn_2)
* [Dr. Veronica Faye White](#_IV.A.5_Veronica_Faye_10)
* [Dr. Neil](#_IV.A.3__Dustin_3) Faulk
* [Dr. Dena Matzenbacher (Smith)](#_IV.A.4__Dena_3)

**The Role of the Professional School Counselor**

Professional school counselors are certified/licensed educators with a minimum of a master's degree in school counseling making them uniquely qualified to address all students' academic, personal/social and career development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. Professional school counselors are employed in elementary, middle/junior high and high schools; in district supervisory positions; and counselor education positions.

Professional school counselors serve a vital role in maximizing student success (Lapan, Gysbers, &Kayson, 2007; Stone & Dahir, 2006). Through leadership, advocacy and collaboration, professional school counselors promote equity and access to rigorous educational experiences for all students. Professional school counselors support a safe learning environment and work to safeguard the human rights of all members of the school community (Sandhu, 2000), and address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program (Lee, 2001). The American School Counselor Association recommends a counselor-to-student ratio of 1:250.

**The Professional School Counselor's Role**

Professional school counselors have a minimum of a master's degree in school counseling, meet the state certification/licensure standards, and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards of ASCA and other applicable professional counseling associations, and promote the development of the school counseling program based on the following areas of the ASCA National Model: Foundation, delivery, management and accountability.

***Foundation***

Professional school counselors identify a philosophy based on school counseling theory and research/evidence-based practice that recognizes the need for all students to benefit from the school counseling program. Professional school counselors act on these philosophies to guide the development, implementation and evaluation of a culturally relevant and comprehensive school counseling programs.

Professional school counselors create a mission statement supporting the school's mission and collaborate with other individuals and organizations to promote all students' academic, career and personal/social development.

***Delivery***

Professional school counselors provide culturally competent services to students, parents/guardians, school staff and the community in the following areas:

* School Guidance Curriculum - This curriculum consists of structured lessons designed to help students achieve the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The school guidance curriculum is delivered throughout the school's overall curriculum and is systematically presented by professional school counselors in collaboration with other professional educators in K-12 classroom and group activities.
* Individual Student Planning - Professional school counselors coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans.
* Responsive Services - Responsive services consist of prevention and/or intervention activities to meet students' immediate and future needs. These needs can be necessitated by events and conditions in students' lives and the school climate and culture, and may require any of the following:
* Individual or group counseling
* Consultation with parents, teachers and other educators
* Referrals to other school support services or community resources
* Peer helping
* Psycho-education
* Intervention and advocacy at the systemic level

Professional school counselors develop confidential relationships with students to help them resolve and/or cope with problems and developmental concerns.

* System Support - System support consists of management activities establishing, maintaining, and enhancing the total school counseling program. These activities include professional development, consultation, collaboration, supervision, program management and operations. Professional school counselors are committed to continual personal and professional development and are proactively involved in professional organizations promoting school counseling at the local, state and national levels.

***Management***

Professional school counselors incorporate organizational processes and tools that are concrete, clearly delineated, and reflective of the school's needs. Processes and tools include:

* Agreements developed with and approved by administrators for each school year addressing how the school counseling program is organized and what goals will be accomplished
* Advisory councils include: students, parents/guardians, teachers, counselors, administrators and community members to review school counseling program goals and results and to make recommendations
* The use of student data to effect systemic change within the school system so every student receives the benefit of the school counseling program
* Action plans for prevention and intervention services defining the desired student competencies and achievement results
* Allotment of the professional school counselor's time in direct service with students as recommended in the ASCA National Model
* The use of annual and weekly calendars to keep students, parents/guardians, teachers, administrators, and community stakeholders informed and to encourage active participation in the school counseling program.

***Accountability***

Professional school counselors develop and implement data/needs-driven, standards-based and research supported programs, and engage in continuous program evaluation activities. They also create results reports that demonstrate immediate, intermediate, and long-range effectiveness of comprehensive school counseling programs. Professional school counselors analyze outcome data to guide future action and improve future results for all students. The performance of the professional school counselor is evaluated using an instrument based on the School Counselor Performance Standards found in the ASCA National Model, and the ASCA School Counselor Competencies. These standards of practice are expected of professional school counselors when implementing a school counseling program.

**Summary**

Professional school counselors are certified/licensed educators with the minimum of a master's degree in school counseling and are uniquely qualified to address the developmental needs of all students through a comprehensive school counseling program addressing the academic, career and personal/social development of all students.

**NATIONAL SCHOOL COUNSELING STANDARDS**

***Academic***

**Standard A. Effective learning (school/lifespan)**

***1. Improve academic self-concept***

Feelings of competence

Interest in learning

Pride in work and achievement

Accept mistakes

Behaviors for successful learning

***2. Skills* to *improve learning***

Time and task management

Role of effort and persistence

Ask for help

Consider learning styles

***3. Achieve school success***

Self-responsibility

Work: independently and cooperatively

Range of interests and abilities

Dependability, productivity, initiative

Share knowledge

**Standard B. Complete School**

***1. Improve learning***

Motivation

Critical thinking skills

Academic success

Information and support from significant others

Organize and apply academic information

Self-directed, independent learner

**Standard C. Link between academics and work, home and community**

***1. School to life experiences***

Balance school, after school, and family

Involvement in activities beyond school

Link between learning and work

Value lifelong learning

Role school success for after school transition

Role school success for career opportunities

***Career Development***

**Standard A. Link world of work and self**

***1. Career awareness***

Use of career information

Learn about occupations

Personal abilities, interests, and motivation

Work in teams

Decision-making

Goal-setting

Planning

Competency in interest areas

Avocational interests

Work and leisure balance

***2. Employment readiness***

Employability skills: teamwork, problem-solving, organized

Job seeking skills

Understand changing workplace

Rights and responsibilities of employees and employers

Respect uniqueness of individuals at workplace

Write a resume

Positive attitude

Job maintenance skills

Time and task management

**Standard B. Strategies to achieve future goals**

***1. Acquire career information***

Apply decision-making skills

Identify skills, interests, and abilities

Career planning process

Occupational classification

Obtain career information

Use Internet for career planning

Describe traditional and nontraditional occupations

Influence of economic and societal needs on employment trends

***2. Identify career goals***

Education and training needed for career goals

Link between educational plan and career goals

Use employability and job readiness skills

Select coursework related to career interests

Career planning portfolio

**Standard C. Relationship between self, education and world of work**

***1. Acquire knowledge to achieve career goals***

Relationship between academic achievement and career success

Work leads to personal success and satisfaction

Personal preferences & interests

Changing workplace requires lifelong learning

Effect of work on lifestyles

Equity and access in career choice

Work means of personal expression

***2. Apply skills to achieve career goals***

Relationship between interests, abilities, and achievement to social, educational, and career goals

Use conflict management skills

Work cooperatively as a team member

Academic and employment readiness skills

***Personal/ Social Development***

**Standard A. Understand and respect self and others**

***1. Self-knowledge***

Positive attitude toward self

Identify values, attitudes and beliefs

Goal setting process

Understand normalcy of change

Identify and express feelings

Distinguish between appropriate and inappropriate behaviors

Personal boundaries, rights and privacy needs

Self-control

Cooperative group behavior

Personal strengths and assets

Changing personal and social roles

Changing family roles

***2. Interpersonal Skills***

Everyone has rights and responsibilities

Alternative points of view

Accept and appreciate individual differences

Accept and appreciate ethnic and cultural diversity

Respect various family configurations

Effective communication skills

Communication: speaking, listening, and nonverbal behavior

Make and keep friends

**Standard B. Decision-making and goal-setting and achievement**

***1. Self-knowledge applications***

Decision-making and problem-solving model

Consequences of decisions and choices

Alternate solutions to problems

Coping skills

Seek help for problem solving and decision-making

Conflict resolution

Individual and cultural differences

Peer pressure (influences on decision making)

Long and short-term goals

Persistence and perseverance

Action plan for goal achievement

**Standard C. Safety and Survival Skills**

***1. Acquire personal safety skills***

Knowledge of personal information

Relationship between rules, laws, safety and individual's rights

Appropriate and inappropriate physical contact

Assert boundaries, rights and personal privacy

Peer support situations vs. adult professional help situations

Resource people in school and community

Problem-solving & decision-making leading to safe and healthy choices

Emotional and physical dangers of substance use and abuse

Peer pressure

Managing stress and conflict

Coping skills

References

Lapan, R. T., Gysbers, N. C., &Kayson, M. A. (2007). Missouri school counselors benefit all students.

Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

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Sandhu, D. S. (2000). Alienated students: Counseling strategies to curb school violence. Professional School Counseling, 4, 81-85.

Stone, C. B. &Dahir, C. A. (2006).The transformed school counselor. Boston, MA: Houghton Mifflin Company. *Revised, 2009*