

School Counseling

Master of Education School Counseling (M.Ed.)

Renée Schoening (Program Director)

This program is designed for the preparation of residency ESA certification for school counselors at both the elementary and secondary school levels. Students living beyond 50 miles of Spokane will be responsible for paying mileage fees for supervision.

Student Learning Outcomes:

- Develop, lead and evaluate a data-driven school counseling and/or behavioral health program that is comprehensive, utilizes best practices, and advances the mission of the school or agency.
- Use their knowledge of pedagogy, child development, individual differences, learning barriers and Washington state learning requirements to support student and client learning. They work effectively with other educators/staff to monitor and improve student and client success.
- Use a variety of research based counseling or intervention strategies to provide prevention, intervention and responsive services to meet the academic, personal/social and career needs of all student/clients.
- Understand cultural contexts in a multicultural society, demonstrate fairness, equity and sensitivity to every student/client and advocate for equitable access to instructional programs/therapeutic practices.
- Collaborate with colleagues, families and community members to establish and foster an inclusive, nurturing and physically safe environment for students, clients, staff and families
- Engage in continuous and professional growth and development and advocate for appropriate school and behavioral health counselor identity roles. They adhere to ethical practices and to the Washington state and federal policies, laws and legislation relevant to school counseling and behavioral health.

Certification:

- While every attempt is made to ensure that certification programs are compatible with degree study, certification requirements may go beyond degree requirements.
- Whitworth University certification programs lead to Washington state certification. For certification in another state, the applicant will need to contact the appropriate state's certification agency to determine requirements.
- Whitworth University certification programs must meet requirements instituted by the Washington Office of the Superintendent of Public Instruction and the Professional Educator Standards Board. Hence, certification requirements are subject to change upon notification by the OSPI and PESB and must be incorporated into all appropriate certification plans.
- Certification study without the pursuit of a degree is possible where appropriate.
- Only candidates in good standing will be certified. Contact the educational certification & career services office, located in Dixon Hall, at 509.777.4403 or 509.777.4405 for further details.

Services Provided by the Office of Educational Certification & Career Services:

- Certification (Teacher, Principal, School Counselor)
- WSP/FBI Fingerprinting
- Clock Hour Provider
- Career Service Information:
 - Career fairs
 - Résumé and cover letter building
 - Current job listings

Admission Policies

1. No more than nine semester credits should be taken prior to admission to the program, as there is no guarantee those credits will count toward a graduate degree.
2. Applicants must hold a bachelor's degree from an accredited college or university.
3. Complete an online application by the posted deadline found on each program's webpage.
4. There are two levels of admission, as follows:

- a. Full admission: cumulative grade-point average of 3.0 or higher, satisfaction of all prerequisites and acceptable recommendations.
 - b. Restricted admission: cumulative grade-point average of 2.7 or higher, acceptable recommendations, and conditions identified by the admissions committee.
5. The entrance-exam requirement is waived for applicants with an undergraduate GPA of 3.0 or higher. Applicants with an undergraduate GPA below 3.0 must submit official GRE or MAT scores or complete an analytical essay in lieu of GRE or MAT scores. Please see the application for the essay prompt.
 6. Prerequisites or corequisites prior to graduate study may be required where applicants lack appropriate preparation. Students whose first language is not English may be required to complete prerequisites prior to consideration for admission. These courses are determined with an advisor to improve expertise in English, math, education methods and study skills.
 7. Part of the application process to is completion of the character-and-fitness supplement. Based upon a review and documentation of items disclosed in this supplement, Whitworth may deny admission to any individual. Applicants with suspended or revoked educational certificates (teachers, counselors, principals, psychologists or others) for a program leading to state certification will not be processed for admission until such certificates have been reinstated. This includes certificates from other states as well as those from Washington.
 8. For international students, the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) and the GRE are required prior to admission. The minimum score accepted is 88 on the TOEFL or an overall score of 7.0 on the IELTS. Testing is also done in English and in math prior to the student's graduate coursework, to determine any prerequisites that need to be written into the degree plan. International applicants with diplomas from non-English-speaking universities may be required to provide a professional credential evaluation of their university transcripts from World Education Services. International students must also provide a current passport copy and proof of adequate financial resources for graduate study prior to admission.
 9. School counseling applicants will be interviewed as part of their admissions process.
 10. Graduates of the graduate studies in education and master in teaching programs at Whitworth seeking an additional master's degree may have the core classes waived if they have been completed within the previous six years. These classes include Educational Research, Milestones in Education, Curriculum Development and Psychology of Learning or course equivalents.

Note: At any given time, one or more of our programs may be undergoing revision to stay current with changing Washington State Board of Education requirements. Please consult your advisor to ensure that you have the most current information on your program.

Academic Policies for Graduate Education Programs

Academic Standards

Whitworth Graduate Studies in Education offers guided studies that may be taken on a tutorial basis. Program director approval is required. Proposals are submitted with the approvals of the faculty supervisor and the director/departments chair via the electronic guided study proposal form by the registration deadline of the term during which the study will be taken.

Admission and Expulsion

1. Students who take no courses toward the completion of their master's degree within a one-year period will be placed on inactive status, unless arrangements have been made for a hiatus. In order for a student to return to active status they must reapply and they will be responsible for any new university or program requirements.
2. Students may be suspended or expelled for failure to meet academic standards and for plagiarism, cheating, misrepresentation of background information, or violation of program requirements. Subsequent readmission follows the procedures for new admission under the catalog requirements in effect at the time of reapplication.
3. Whitworth reserves the right to withhold transcripts and diplomas until all campus debts are settled.
4. Students are prohibited from bringing children, other family members and/or guests to their classes except in an emergency and with the permission of the instructor.

General Guidelines

1. School Counseling students register themselves for courses online.
2. Check with your advisor each term for pre-registration advising and for exit requirements. Students must be cleared by their advisor prior to course registration each term.
3. Tuition is paid through student financial services located in McEachran Hall. If a student enrolls in a course that is not approved for a specific program, that class will be considered an enrichment course only; it will not count toward a graduate degree or certification program.

M.Ed. School Counseling (60)

Corequisites:

Statistics

Required Courses:

EDC 515	School, Family, and Community Systems	2
EDC 501	Introduction to Professional School Counseling	2
EDC 502	Lifespan Development	3
EDC 503	Social and Cultural Considerations in Counseling (Prerequisite before taking EDC 506)	3
EDC 504	Counseling Theories	3
EDC 505	Career Advisement & Counseling	2
EDC 506	Consultation & Collaboration,	2
EDC 507	Psychoeducational Assessment and Evaluation	2
EDC 509	Research Methods and Program Evaluation	3
EDC 511	The Counseling Process	3
EDC 512	Introduction to Group Counseling	3
EDC 517	Trauma Informed & SEL Integrated Classroom Mgmt	2
EDC 522	Role and Function of the School Counselor, School Counseling Program Development	3
EDC 523	Legal & Ethical Issues in School Counseling (to be taken concurrently with EDC 581)	3
EDC 535A	Introduction to Substance Use Disorders	2
EDC 564	Foundations & Embodiment of SEL	3
EDC 565	Complex Trauma, Crisis, & Resilience	3
Completion of the following clinical experiences:		
EDC 581	School Counseling Practicum	3
Prerequisites: (1) Successful completion of all coursework with the following exceptions: EDC 502, EDC 503, EDC 505, or EDC 506 (2) Recommendation of the Counselor Professional Education Advisory Board and FBI clearance for non-teachers		
EDC 583	Counseling Internship I: School	5
Completion of the following:		
EDC 584	Counseling Internship II: School	4
(To be taken during EDC 583 and EDC 584)		
EDC 595	Professional Seminar & Comprehensive Exams	1
Elective Courses		
EDS 520	Exceptional Learners & Inclusion	
EDU 550	Milestones in Education	
Other approved departmental elective		
EDC 598A	Graduate Thesis *	
EDC 598B	Graduate Thesis *	

*This is not a requirement of school counseling credentialing. Students complete a Capstone Action Research Project as a part of the Internship Experience and a rigorous research project in EDC 509

Master of Education Counseling Studies

This program includes 37 credits focused on counseling strategies and techniques for school-aged children. The courses include content supporting legal and ethical issues, social and cultural issues, and action research. The M.Ed. in Counseling Studies is designed for individuals who are interested in the field of working with school aged children, but who do not complete the requirements to become a certified school counselor.

M.Ed. in Counseling Studies (39)

Prerequisite:		
EDU 514	Educational Statistics *	
Required Courses:		
EDC 502	Lifespan Development	3
EDC 501	Introduction to Professional School Counseling	3
EDC 504	Counseling Theories	3
EDC 507	Psychoeducational Assessment and Evaluation	2
EDC 511	The Counseling Process	3
EDC 535A	Introduction to Substance Use Disorders	2
EDC 503	Social and Cultural Considerations in Counseling	3
EDU 550	Milestones in Education	3
EDC 506	Consultation & Collaboration,	3
EDS 520	Exceptional Learners & Inclusion	3
EDC 564	Foundations & Embodiment of SEL	2
EDC 512	Introduction to Group Counseling	3
EDC 523	Legal & Ethical Issues in School Counseling	3
EDC 509	Research Methods and Program Evaluation	3

*Prerequisite courses are not required for all students. Please contact your academic advisor for more information.

Courses

EDC 501 Introduction to Professional School Counseling	2
Provides an understanding of the roles and responsibilities of school counselors in contemporary educational settings. Offers an overview of school counseling including ethics, organizational structures, and licensing and credentialing standards. Emphasis will be placed on counselor resiliency and personal and professional growth.	
EDC 502 Lifespan Development	3
Overview of human development, life stages, normal and abnormal behaviors, personality theories, and therapeutic interventions.	
EDC 503 Social and Cultural Considerations in Counseling	3
Assists students in the development of effective multicultural counseling skills with diverse populations. The course will include exploration of ethnicity, culture, gender, socioeconomic status, disability, religious beliefs, and the impact of stereotyping.	
EDC 504 Counseling Theories	3
Introduction to ethical standards and major models of therapeutic change in the counseling profession. The basic tenets of each model including assumptions concerning personality development and functioning and therapeutic process. Techniques and procedures will be emphasized.	
EDC 505 Career Advisement & Counseling	2
Overview and application in various settings and populations of career-development theories, decision-making models, career assessment and planning, aspects of career education, and sources of occupational information and career-education materials. Focus on the career domain of the ASCA National Model.	

EDC 506A Consultation & Collaboration	2
Theories and techniques necessary to collaborate effectively with administration, staff, faculty and parents within and across schools, community agencies, and family settings. Non-counseling majors in the helping professions must have graduate standing or instructor's permission.	
EDC 507 Psychoeducational Assessment and Evaluation	2
Basic principles of psychoeducational measurement and evaluation; exploration of theoretical and statistical foundations and legal, ethical and diversity issues pertaining to appraisal of various target populations in education and counseling.	
EDC 509 Research Methods and Program Evaluation	3
Development of knowledge and skills to be effective consumers of published research findings as well as conductors of research including needs assessment and program evaluation in the helping professions. Review of potential research-related legal and ethical issues.	
EDC 511 The Counseling Process	3
Application of various theories of counseling and interviewing with emphasis on development of skills and techniques. Prerequisite: EDC 504 and EDC 501.	
EDC 512 Introduction to Group Counseling	3
Introduction to various group counseling models with an emphasis on leadership types, communication skills, ethical and legal issues, application of current research, group techniques, composition and size. Concurrent lab required. Prerequisite: EDC 504 & EDC 511.	
EDC 515 School, Family, and Community Systems	2
This course is designed to help school counselor candidates understand systems theory as it relates to schools, families, and communities. They will be equipped with the knowledge and skills to impact these systems in their professional role. This is a required course and a prerequisite to EDC 581: Practicum.	
EDC 517 Trauma Informed & Sel Integrated Classroom Mgmt	2
This course will equip school counseling students with the skills and knowledge necessary to effectively deliver trauma-informed classroom lessons and interventions. Cultural competence and inclusive practices will be integrated, along with practical SEL strategies.	
EDC 522 School Counseling Program Development Counselor	3
This course helps candidates understand the ASCA National Model and school counseling comprehensive program development including delivery, implementation, and assessment. Candidates will understand how to develop a systematic, developmentally appropriate program designed to meet the needs of diverse student populations. They will be introduced to data-informed decision making and student and professional mindsets and behavior standards.	
EDC 523 Legal & Ethical Issues in School Counseling	3
Comprehensive overview of ethical and legal issues, including recent case law impacting school counselors. This course will include a thorough study of ASCA ethical standards, with case study application in addition to school law and the implications for the school counseling profession.	
EDC 535A Introduction to Substance Use Disorders	2
Provides a basic understanding of substance use disorders and a framework for understanding the fundamental elements of addiction. This course is designed to assist helping professionals and teachers understand individuals who are suffering from use, abuse, or dependency on drugs. For School Counseling, Social and Behavioral Health students only.	
EDC 544 SEL Learning Lab	1
This application lab will equip students to develop SEL content to be utilized in relevant work environments. They will use creative methods such as visual arts, music, videos, and poetry.	

EDC 564 Critical Issues in Social and Emotional Learning 2

This course examines issues related to social emotional learning and development. It will explore contributing factors and how teachers and caring professionals can help children overcome problems that impact their motivation to learn as well as their interpersonal skills.

EDC 564A Foundations & Embodiment of SEL Learning 3

This course examines issues related to social emotional learning and development. Students will be equipped to integrate and embody the competencies of self-awareness, self-management, self-efficacy, social awareness, social management, and social efficacy. It will explore how caring professionals can help children overcome problems that impact their motivation to learn and well-being. Prerequisite is Full Admission.

EDC 565 Complex Trauma, Crisis, & Resilience 3

Students will learn critical supportive and therapeutic skills to effectively help children, adolescents and their families deal with the impact of trauma. Topics include: sources and effects of complex trauma, as well as the different types of trauma and how these experiences are manifested. Graduate level course. This is a step up course by permission of instructor. Prerequisite is full admission.

EDC 566 Strategies: SEL for School & Life 3

This course provides teachers and other professionals with strategies to promote social emotional learning in children that will enable them to be successful in school and in life. Graduate level course. This is a step up course by permission of instructor.

EDC 576 Behavioral Interventions and Community Collaboration for School Counselors 3

This course is designed to equip students within the school counseling program with the knowledge and understanding of effective behavioral interventions and strategies to support classroom and school wide behavior management in the K-12 setting. In addition, this class will expand the student's knowledge of community organizations and supports and learn how to effectively collaborate with them in order to better support students and their families.

EDC 581 School Counseling Practicum 3

This preliminary field experience offers intensive skills development necessary to function in the role of professional counselor in a school setting. Students are introduced to supervision and will gain the understanding and importance of integrating feedback from both university and site supervisor within their practice. Prerequisites: EDC 523, EDC 522; permission of program faculty; recommendation by PEAB (professional Education Advisory Board). Optional concurrent enrollment permitted in EDC 506. The student will meet for small group lab (up to 6 students) with their university supervisor for a minimum of one hour per week in addition to the practicum seminar. Spring semester.

EDC 583 Counseling Internship I: School 1-6

This experience engages students in offering a full array of counseling services in a school setting under direct individual and group supervision. Students will gain knowledge and understanding of the importance of supervision and will work with both their university and site supervisors to integrate feedback into the internship experience. Requirements include, but are not limited to meeting state competencies, completing and passing Whitworth's comprehensive exam, completing a Capstone project, completing a comprehensive portfolio, and passing the review board. Prerequisite: completion of all coursework except EDC 565.

EDC 584 Counseling Internship II: School 1-6

Field experience in a school setting under direct individual and group supervision. Students will register for EDC 583 in the fall for 5 credits and 1 credit in Jan Term. Students will register for 6 credits of EDC 584 in the Spring with an "I" grade until field experience is completed mid June. Prerequisite: completion of all coursework; grade of "B" or better in EDC 581 and EDC 523.

EDC 595 Professional Seminar & Comprehensive Exams 1

A final professional seminar devoted to preparation of portfolio requirements and comprehensive oral and written exams. Students should register to take the comprehensive exam during the semester they anticipate completion of all coursework. Fee for national exam.

EDC 596A Graduate Action Research Project	0
Project focuses on services offered by the student during internship and explores treatment needs and intervention efficacy. Fall semester.	
EDC 596B Graduate Action Research Project	0
Project focuses on services offered by the student during internship and explores treatment needs and intervention efficacy. Spring semester.	
EDC 598A Graduate Thesis	3
A major advisor (chair) and two committee advisors direct the thesis study. Approved copies, ready for binding, must be submitted to the Graduate Studies in Education Office one week before the end of the term in which the degree is anticipated. Prerequisite: advanced approval required from the academic advisor to enroll in the thesis option. Fall semester.	
EDC 598B Graduate Thesis	3
A major advisor (chair) and two committee advisors direct the thesis study. Approved copies, ready for binding, must be submitted to the Graduate Studies in Education Office one week before the end of the term in which the degree is anticipated. Prerequisite: advanced approval required from the academic advisor to enroll in the thesis option. Spring semester. Fee.	
EDC 599 Master's Oral Examination	0
Oral defense of the students Internship experience or thesis project. Exam is directed by the Program Director and Review Board Members. Fee.	