

LIBERTY
UNIVERSITY
SCHOOL *of* BEHAVIORAL
SCIENCES

MASTER OF EDUCATION

School Counseling Program Manual

A Guide to:
General Program Information
Internship and Practicum
Advising and Mentoring

School of Behavioral Sciences



(Revised Fall 2018)

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Authority of the Handbook

The policies and procedures described in this handbook supersede those described in previous handbooks and replace all other communications on issues addressed herein. Particular policies and procedures are School of Behavioral Sciences/School Counseling Program specific. The policies and procedures herein apply to current and newly accepted candidates on degree completion plans 2013-2014 and later. Candidates who are currently taking master's courses in the M.Ed. in School Counseling program must adhere to these guidelines with the exception of any changes in the academic program.

Disclosure Statement

Enrollment in the M.Ed. in School Counseling licensure program does not guarantee a degree from Liberty or qualification for professional licensure. Candidates are responsible for meeting all academic and professional requirements for graduation. Further information regarding these academic and professional requirements is outlined in this Manual. Candidates enrolled the School Counseling Program are responsible for knowing the material outlined in this manual. Further, if a Candidate intends to practice in a state other than Virginia after graduation, it is the sole responsibility of the Candidate, not the program, to obtain information regarding prerequisites for licensure as outlined by their state's department of education.

Contact Information

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School Counseling Leadership Team Carter Building (For further information call 434-592-4049)		
School Counseling Program Leadership Team*	Email	Phone/Room
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* School Counseling program full-time residential faculty profiles are listed in Appendix F.

* A list of full-time, non-residential program faculty is available [here](#).

School Counseling Program Support Coordinator		
Support Staff	Email	Phone/Room
Jessica Mosteller	schoolcounseling@liberty.edu	434-582-7927 Carter 201H

From the School Counseling Program Leadership Team

On behalf of the faculty of the School of Behavioral Sciences, we would like to welcome you to the M.Ed. in School Counseling advanced licensure program. We are honored that you have chosen to pursue your graduate studies at Liberty University and consider it a privilege to serve as your gateway to the profession of school counseling.

This *School Counseling Program Manual* serves as a guide to help you better understand the program, courses, requirements, policies and procedures, and Candidate rights and responsibilities. Your program faculty consider the manual to be “required reading” for all M.Ed. in School Counseling candidates. The [Liberty University Graduate Catalog](#) and the [Graduate Student Handbook](#) are also considered required reading. Although you are assigned a faculty mentor when you are admitted to the M.Ed. in School Counseling program, it is ultimately your responsibility to know the information contained in this manual. Review this manual periodically, and if questions arise, contact your faculty mentor.

Faculty contact information is listed in this handbook and available [online](#). Since program policies and requirements may change from one year to the next, it is essential that you refer to the most current manual as you plan your graduate program, enroll in classes, and make arrangements for field placements and graduation. We will, as each year passes, honor the degree completion plan (DCP) under which you enrolled unless you break enrollment. If you break enrollment, you will be required to re-apply to the program and enroll under the DCP active at that time.

This manual is not intended to be a comprehensive listing of all Liberty University policies. In addition to this manual and talking with your faculty mentor, please review the Liberty University [Graduate Catalog](#) and the Liberty University [Graduate Student Handbook](#).

You are about to engage in the exciting process of becoming a school counselor and we are delighted that you have selected Liberty’s school counseling program. As this manual will demonstrate, the process and experiences offered at Liberty University are planned to ensure a comprehensive personal and professional educational experience. As a faculty, we feel honored to accompany you on your journey. Please contact us at schoolcounseling@liberty.edu if we can offer additional information.

May God richly bless you as you strive toward the calling the Lord has placed on your life in becoming a school counselor.

Justin Silvey, Ed.D.
Associate Professor, Program Director

Jacqueline Wirth, Ph.D., NCC, NCSC
Associate Professor, Director of Faculty Mentoring

Kerry Bowles, M.Ed.
Assistant Professor, Clinical Director

Liberty University General Information

Founded

1971

Campus

Liberty now offers 550 unique programs of study. Liberty's more than 7,000-acre campus boasts 385 buildings and structures that consist of over 6.6 million square feet of technologically advanced academic, residential and recreational space, including 215 classrooms. Additionally, our student body is highly diverse with individuals from all 50 states and more than 80 nations.

Liberty University is nestled in the foothills of the beautiful Blue Ridge Mountains and located on the south bank of the historic James River, in a region rich in history, culture, and outdoor recreational opportunities. For more information on the history, mission, and doctrine of Liberty University, visit our [website](#).

Type

Liberty University is a religiously-oriented, private, coeducational, comprehensive liberal arts institution.

Liberty University Mission and Purpose

Maintaining the vision of the founder, Dr. Jerry Falwell, Liberty University develops Christ-centered men and women with the values, knowledge, and skills essential to impact the world. Through its residential and online programs, the University educates men and women who will make important contributions to their workplaces and communities, follow their chosen vocations as callings to glorify God, and fulfill the Great Commission.

Liberty University will:

1. Emphasize excellence in teaching and learning.
2. Foster university-level competencies in communication, critical thinking, information literacy, and mathematics in all undergraduate programs.
3. Ensure competency in scholarship, research, and professional communication in all graduate programs.
4. Promote the synthesis of academic knowledge and Christian worldview in order that there might be a maturing of spiritual, intellectual, social and physical value-driven behavior.
5. Enable students to engage in a major field of study in a career-focused discipline built on a solid foundation in the liberal arts.
6. Promote an understanding of the Western tradition and the diverse elements of American cultural history, especially the importance of the individual in maintaining democratic and free market processes.
7. Contribute to a knowledge and understanding of other cultures and of international events.
8. Encourage a commitment to the Christian life, one of personal integrity, sensitivity to the needs of others, social responsibility, and active communication of the Christian faith, and, as it is lived out, a life that leads people to Jesus Christ as the Lord of the universe and their own personal Savior.

Accreditations

The University is approved by the State Council of Higher Education for Virginia, and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, bachelor, master, and doctoral degrees.

The M.Ed. in School Counseling program curriculum adheres to guidelines prescribed by the National Standards and Competencies for School Counselors, as delineated by the [American School Counselor Association](#) (ASCA). The program has been reviewed and approved by the Virginia Board of Education.



The M.Ed. in School Counseling program is accredited by the **Council for Accreditation of Counseling & Related Educational Programs (CACREP)**. CACREP is a specialized accreditation body recognized by the Council for Higher Education Accreditation (CHEA) to accredit masters and doctoral degree programs in counseling and its specialties. For further information on this accreditation, consult the agency [website](#).



The M.Ed. in School Counseling program is accredited by NCATE/CAEP. CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning. For further information on this accreditation, consult the agency website at www.ncate.org

Liberty University does not engage in unlawful discrimination or harassment because of race, color, ancestry, religion, age, sex, national origin, pregnancy or childbirth, disability or military veteran status in its educational programs and activities. Liberty University maintains its Christian mission and reserves its right to discriminate on the basis of religion to the extent that applicable law respects its right to act in furtherance of its religious objectives. The following persons have been designated to coordinate Liberty University's compliance with certain anti-discrimination laws: Coordinator of LU Online Disability Academic Support at (434) 592-5417 or luodas@liberty.edu; Director of Disability Academic Support (Residential) at (434) 582-2159 or odas@liberty.edu; Executive Director of Title IX at (434) 592-4999 or TitleIX@liberty.edu.

The M.Ed. in School Counseling Program

Overview

The graduate School Counseling program is a program within the School of Behavioral Sciences, Center for Counselor Education and Family Studies, committed to providing quality training that significantly develops candidates' knowledge, values, skills, and personal dispositions necessary for providing services to diverse populations with unique worldviews. Rigorous training in the theory and practice of counseling coupled with carefully structured practicum and internship experiences and dynamic interaction with faculty and mentors equips candidates for licensure as school counselors and the foundation for continued studies at the doctoral level.

Mission

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 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.

Commitment to Diversity

Liberty University is a school founded upon fundamental Christian values like grace, truth, and love for all persons. As believers in Christ, we must demonstrate our commitment to loving others (cf. Matthew 22:34-40; Mark 12:28-34; Luke 10:25-28). We approach school counseling as a profession that fosters holistic human growth and development in the cognitive, emotional, behavioral, relational, and spiritual domains of life. Our counseling approach also supports the worth, dignity, potential, and uniqueness of others who are made in the image of God. This means for us that all persons possess dignity and worth because they are unique subjects of Divine Creation. Our vision is focused on nurturing an academic community of diverse people and ideas and assuring that diversity enhances academic excellence and individual growth.

Our faculty and students are comprised of persons that represent various national, ethnic, spiritual, and denominational backgrounds. Learning to be respectful and to appreciate other cultures will add to each student's experience at Liberty. For that reason, we are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences.

The School of Behavioral Sciences provides an academic community for students, faculty, and staff to teach and learn from the experiences of others and to submit personal values and assumptions for reflection and critical examination. Student learning and professional and personal growth occur in a climate that encourages a deepened appreciation of differences. Therefore, [we do not discriminate](#) in our educational and counselor training programs on the bases of: race, color, creed, religion, gender, age, national/ethnic origin, sexual orientation, and physical or mental disability. Recognizing the importance of all dimensions of diversity noted above, the School of Behavioral Sciences adheres to the following initiatives:

- Through recruitment and retention measures, increase diverse representation of students, faculty, staff;
- Promote full implementation of professional standards of practice and multicultural counseling competencies across the curriculum and in specialized courses;
- To include issues of diversity across instructional programs and professional development activities;
- To develop graduate assistantships opportunities to serve diverse student groups;
- To provide departmental opportunities for students and faculty to engage in the exchange of ideas and information related to diversity; and
- To maintain ongoing educational opportunities and equality of access to our academic community.
- To equip students to ethically utilize spirituality as a force for healing when and where appropriate.

Licensure and Admissions Requirements

1.1 Licensure Requirements

The 48-hour School Counseling degree is designed to lead to professional licensure as outlined by the Virginia Department of Education. Before enrolling in the licensure program at Liberty University, candidates intending to practice in a state other than Virginia after graduation should consult the regulations regarding licensure as a school counselor for their particular state. We cannot advise candidates with regard to licensure in other states except to say that our licensure office will prepare the College Verification Form upon successful completion of our program. In many states, the verification form is the only requirement for licensure. The question graduates need to ask is, "If I complete a Virginia state-approved program, what will I need to do to qualify for licensure in the State of ___"? This is a question that should be discussed with the state's Department of Education personnel.

- The Virginia Department of Education requires submission of a social security number (SSN). If you do not have an SSN, you must apply for one.
- The Virginia Department of Education requires documentation of completion of hands-on training in emergency first aid, cardiopulmonary resuscitation (CPR), and use of automated external Defibrillators (AED) for licensure. This is not provided as a part of the M.Ed. in School Counseling program at Liberty, so please be sure to secure this training. More information on this requirement and what training is acceptable to meet this requirement is available [here](#). Resources for obtaining this training include: <https://www.liberty.edu/academics/education/graduate/index.cfm?PID=14625>. The Red Cross Website gives the students information too: <https://www.redcross.org/take-a-class/cpr>.
- The Virginia Department of Education requires completion of the [Child Abuse Recognition and Intervention Training](#), which is linked in your internship class at Liberty University as part of the required curriculum.

- Training in the recognition of mental health disorder and behavioral distress, including depression, trauma, violence, youth suicide and substance abuse. Students who have graduated from our CACREP-accredited state-approved school counseling program since January 2016 will not be required to complete additional study to meet this requirement for initial licensure since the training is included in the approved school counselor program.
- Training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board pursuant to regulations, and the evidence-based interventions and accommodations for dyslexia. This training is linked and completed as part of the curriculum in your internship course at Liberty University.

Virginia also requires a minimum of “a” and “b” noted below for licensure:

- An earned master's degree from an approved counselor education program that shall include at least 100 clock hours of clinical experiences in the preK-6 setting and 100 clock hours of clinical experiences in the grades 7-12 setting **and**
- Two years of successful, full-time, contractual teaching experience or two years of successful experience in guidance and counseling in a public or accredited nonpublic school. Two years of successful, full-time experience in guidance and counseling in a contractual position under a Provisional License may be accepted to meet this requirement.

The two years of experience noted in “b” above is NOT required for completion of Liberty’s state-approved program. Once students have completed Liberty’s state-approved program and apply for positions as school counselors in Virginia, they are often hired on a “provisional license” until serving Virginia’s required number of years for a permanent license.

Our program does not advise as to what types of experience will be accepted by the State of Virginia as appropriate experience for licensure. Upon graduation, Gate 4 and/or the prospective employing schools may submit the “Report on Experience” form, if requested and completed by the candidate, for submission to the VDOE for review for credit toward the two years of teaching experience required for licensure. The VDOE makes all decisions about whether the experience is appropriate.

Candidates need to complete Gate 4 requirements for licensure. Please follow instructions listed on the [Gate 4 website](#).

1.2 Admission Requirements

The M.Ed in School Counseling program requires that candidates pass through four [gates](#) from application to graduation (see M.Ed. in School Counseling *Gate Flow Chart* in Appendix A). The first two Gates are admission into the: 1) Graduate School of Behavioral Sciences, and 2) M.Ed. in School Counseling program.

All requirements and procedures stated in the Admissions and Academic Information sections of the Liberty University Catalog will apply unless stated to exclude the M.Ed. in School Counseling program.

Gate 1

Liberty University Graduate Admission requirements, instructions, and forms (Gate 1) are available [online](#).

Gate 2

Admission to the M.Ed. in School Counseling program (Gate 2) is a process whereby each applicant is carefully evaluated by a team of counselor educators for his or her potential as a future school counselor. The team will assess the student's compatibility with the program's goals and mission and their ability to contribute to the counseling profession. In the application review process, each candidate's academic performance, professional and personal experiences, motivation, ethics, and dispositions are considered in relation to the potential for successful graduate study. At Gate 2, candidates are provided a detailed orientation to the program.

Faculty of the School of Behavioral Sciences reserves the right to use professional judgment when conducting admission reviews and may request additional documentation to evaluate a candidate's record. In addition, if certain documentation does not meet admission standards, the faculty reserves the right to require additional documentation or coursework and/or offer admission or provisional admission to candidates based on professional judgment.

Due to advising holds, Gate 2 approval is required before a candidate is eligible to enroll in any of the school counseling program specialty courses with the exception of EDUC 518, EDUC 521, EDUC 600, EDUC 604, EDUC 622, and EDCE 501. Candidates will not be permitted to take any EDCE courses other than EDCE 501 until he or she has successfully passed through Gate 2. Gate 2 questions may be addressed to schoolcounseling@liberty.edu.

Candidates must complete at least 3 credit hours, but no more than 18 credit hours, prior to application to Gate 2. Application should be made toward the end of the first term of course work taken by the candidate at Liberty University. The process is completed using LiveText. Information and directions for completing the Gate 2 process are available on the [Advising Guide](#). Candidates must meet all requirements noted below before application can be made to Gate 2:

- Completion of all graduate admission requirements (Gate 1).
- A GPA of no less than 3.0 (effective fall 2017)
- No more than two Cs in the courses listed on the degree completion plan (DCP).
- No grade of D or F in any courses listed on the DCP. If a D or an F has been earned, the course must be repeated with a grade of C or higher prior to acceptance through Gate 2.
- A minimum of one grade posted for at least one course on candidate's DCP.
- Successful application completion requires:
 - a) Engaging in an online program orientation and reading the program manual, then successfully responding to questions related to ensuring an understanding of candidate expectations and the school counseling program requirements.
 - b) Taking the career assessment and submitting a written statement describing your professional goals and how those goals match the *mission* of the school counseling program along with what you hope to gain from graduate study. Include your reasons for seeking admission to the University's school counseling program.

- c) Submitting a one- to two-page writing sample related to group and multicultural experiences (see application for details).
 - d) Submitting three letters of recommendation (two professional; one academic or personal [not friends or family]) addressing the applicant's character, maturity, and ability to become a school counselor.
 - e) Provide an acceptable Internship Plan for Placement (IPP), demonstrating the ability to complete 300 hours during each of two semester long internships between the hours of 8:30am and 3:30pm.
- The purchase of a background check through Liberty's background check provider.

Remain mindful of the following aspects of the Gate 2 process:

- The Gate 2 application must be fully approved (no provisional approvals) in order to register for any EDCE courses on the candidate's DCP other than EDCE 501. Therefore, the Gate 2 application must be submitted prior to the course registration deadline, giving at least 6 weeks for review and the course registration process. Candidates will be notified via email of Gate 2 status.
- Failure to use appropriate grammar, spelling, and/or punctuation will result in a Gate 2 denial.
- All sections of the Gate 2 application, including required attachments, must be completed and assessable in its entirety or the application will be denied.
- At the committee's discretion, conditional Gate 2 acceptance may be offered. Examples of conditions for acceptance include passing GRST 501 or the use of the [Online Writing Center](#).

Upon acceptance through Gate 2, each candidate is notified of the required mentoring meeting with the Faculty Mentor to establish a viable Program Plan of Study (PPS). Candidates should complete this meeting within one month of acceptance through Gate 2. A link to sign up for the mentoring meeting is provided via email to candidates upon Gate 2 acceptance (See Section 2.8). At the close of the mentoring meeting, students are given a link to sign up for a meeting with the clinical director to ensure readiness and knowledge of both practicum (EDCE 698) and internship (EDCE 699) requirements.

1.3 Background Check

All M.Ed. in School Counseling candidates are required to complete the background check. Candidates are responsible for all fees associated with the background check package. These fees will be paid directly to the background check provider. Completion and clearance of the background check is required BEFORE a student can enroll in EDCE 698 and 699. Candidates will not be able to register for these courses without background check receipt and clearance. Background checks take approximately 8-10 weeks to process from the time the required materials are submitted, so get started immediately.

The School of Education facilitates the background check process for School Counseling candidates. Thus, School Counseling candidates should purchase the background check through the School of Education as offered by Castle Branch, Liberty's background check provider. Previously purchased background checks through American DataBank will be honored.

The [Advising Guide](#) provides purchasing information as well as information on convictions and findings that may result in a candidate's inability to be enrolled in a practicum and internship courses and/or result in dismissal from the program. A candidate who does not pass a background check may not be able to obtain licensure as a school counselor and/or secure a position as a school counselor.

The School of Behavioral Sciences is not responsible for a candidate's inability to complete the program and/or obtain licensure or certification due to a failure to pass a criminal background check. Questions or concerns related to background checks should be emailed to edbackground@liberty.edu.

1.4 Special Student (Non-Degree Seeking) Status

Students who are not seeking degrees but who meet the necessary academic requirements for admission to the University may enroll in master's level courses as students under "Special Student" status. Students seeking additional information related to enrollment under special student status may contact [Academic Advising \(luoadvising@liberty.edu\)](mailto:luoadvising@liberty.edu).

1.5 Notification of Admission to the Program

Program admission decisions are normally made within three weeks of receipt of all of the candidate's documentation (Gate 2). Official notification of admission, and of any conditions attached to that admission, is sent by email to the applicant by schoolcounseling@liberty.edu.

Academic Policies

2.1 Program Intent

All requirements and procedures stated in the Liberty University [Graduate Catalog](#) and the [Graduate Student Handbook](#) will apply unless stated to exclude the M.Ed. in School Counseling program. Both of these documents are considered required reading for graduate students. The M.Ed. in School Counseling program provides students with an integration of academic course work and applied learning experiences through practicum and internships. Candidates are expected to master coursework considered essential to the master's level professional preparation of licensed school counselors. Though candidates are encouraged to evaluate their own specific needs and to take advantage of available resources for personal and professional development, there are several learning outcomes applicable to all candidates. Candidates will be able to:

1. Enhance 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. Demonstrate 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 social-emotional, career, and academic development for all students.

3. Demonstrate 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.
4. Apply 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. Apply 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.
6. Apply 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. Demonstrate 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.
8. Demonstrate 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. Make use of 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. Enhance 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.

2.2 Program Requirements

The M.Ed. in School Counseling program is a 48-hour blended (online and residential) program of study. All candidates, even if taking a school counseling course as an elective MUST purchase LiveText, which is required in every course, and in many program processes outlined in this manual. Candidates must maintain a minimum of a 3.0 GPA (effective fall 2017) to remain in the program. While all course grades are averaged into the GPA, course credit toward degree completion is not granted for a grade of D or F. A candidate may petition the registrar's office for permission to repeat a course in which he or she received a grade of C or below. In addition, candidates must take the Praxis® School counselor exam or an equivalent required licensure exam in the state where the candidate wishes to obtain licensure. The Degree Completion Plan (DCP) is available on the Graduate M.Ed. in School Counseling [Advising Guide](#).

2.3 Course Requirements and Sequencing

Candidates are required to complete 12 hours of the program [in residence](#). The DCP denotes those courses that are required to be taken in residence. Information and dates related to intensive courses (in-residence) are located on the [Advising Guide](#). Each required course is listed on the DCP. Page two of the DCP provides candidates with a recommended timeline for taking

each course to aid candidates in planning. This sequencing guide is not a substitute for your Planned Program of Study (PPS) created during Gate 2 and reviewed and approved during your initial faculty mentor meeting. Should you find that you need to edit your PPS, you must work through you faculty mentor to ensure we have a documented and approved plan of study on file for you.

2.4 Program of Study

The following chart lists program courses. Course descriptions are listed in Appendix E.

M.Ed. in School Counseling (48 hours)

COURSE #	COURSE NAME	HOURS
EDUC 518	Understanding Educational Research and Assessment	3
EDUC 521	Foundations of Exceptionality	3
EDUC 600	Human Development Across the Lifespan	3
EDUC 604	Foundations of Education	3
EDUC 622	Educational Assessment and Intervention	3
EDCE 501	Professional, Ethical, and Legal Issues in Counseling	3
EDCE 504	Social and Cultural Foundations in Counseling	3
EDCE 505	Counseling Theories and Techniques	3
EDCE 512	Structured Groups	3
EDCE 522	Career Development and Counseling	3
EDCE 611	Child and Adolescent Counseling in the Schools	3
EDCE 660	Principles of School Counseling	3
EDCE 661	School Counseling Program Development and Evaluation	3
EDCE 698	Practicum (non-K-12 setting)	3
EDCE 699	Internship (K-12 setting; elementary)	3
EDCE 699	Internship (K-12 setting; secondary)	3
	Total	48

2.5 Transfer of Credits

Students may transfer credits into the M.Ed. in School Counseling program in accordance with Liberty policy. The office of transcript evaluations will process the information. Questions related to transfer of credit may be directed to the [Registrar's Office \(registrar@liberty.edu\)](mailto:registrar@liberty.edu)

2.6 Independent Studies & Directed Studies

Candidates who need specific course work unique to their state and not offered through our program are encouraged to seek these classes in their specific state. The policy of this program is that independent studies and directed studies are not offered for these circumstances.

2.7 Course Prerequisites

Candidates should plan carefully with the assistance of the faculty mentor and academic advising team. If more than one course is needed per semester to receive financial aid, candidates need to plan for this in advance for internship semesters. Only certain courses are permitted to be taken with internship (see below). Also, be mindful of the only courses you are permitted to take prior to formal admission to the M.Ed. in School Counseling program (Gate 2).

Admission to the M.Ed. in School Counseling Program (Gate 2): The only courses that candidates are permitted to take prior to admission to the M.Ed. in School Counseling program are: EDCE 501, EDUC 518, EDUC 521, EDUC 600, EDUC 604, and EDUC 622.

Practicum: EDCE 501 and EDCE 505 must be successfully completed prior to enrollment in practicum (EDCE 698). Neither course can be taken in the same semester as practicum.

Internship: All EDCE courses and EDUC 600 must be successfully completed prior to enrollment in internship. EDUC 518, 521, 604, and/or EDUC 622 may be taken with internship.

2.8 Faculty Mentoring/Academic Advising

Prior to admission to the M.Ed. in School Counseling program, candidates are assigned an academic advisor who specializes in university policy and specific programs. Questions that cannot be answered by the academic advisor are forwarded to the School Counseling Program Director. Once candidates are admitted to the M.Ed. in School Counseling Program (upon successful completion of Gate 2 requirements), they are assigned a faculty mentor. The faculty mentor is a full-time residential counselor educator, teaching in the M.Ed. in School Counseling program. Please refer to the *Faculty Mentoring Flow Chart* in Appendix B.

Required Mentoring Meeting

Following the approval of the candidate's Gate 2 application, a mentoring letter will be sent by email, providing details regarding how to sign up for the initial mentoring meeting. This initial mentoring meeting is mandatory. The mentoring meeting will take place virtually and provides a venue for discussing critical program items as well as allowing time for questions. Also during this meeting, you will work with your faculty mentor to establish a viable Program Plan of Study (PPS). Candidates will need to attend this meeting no more than one month following Gate 2 approval, as some of the items discussed during this meeting are time sensitive.

WebEx is used for mentoring meetings and candidates will sign up for the meetings using information that is provided by the mentor. The faculty mentor works with the candidate to ensure an adequate academic plan and to enhance the candidate's understanding of their Degree Completion Plan (DCP). Mentor meetings aid the candidate in successfully matriculating through the program. The faculty mentor also serves as a resource and intervenes as needed throughout the program to assess candidate academic, professional, and personal development, engaging in a Professional Development Plan (PDP) as needed (see Appendix C). Upon completion of this meeting, students are directed to a link to sign up for a meeting with the program clinical director to ensure a viable plan for internship and practicum experiences.

The candidate's academic advisor will continue to be an important part of the University experience as he or she will continue to provide support with regards to University related items while the candidate's faculty mentor will focus on program-related items. We trust that this partnership will be useful in helping to create positive experiences for candidates and ultimately the successful completion of the M.Ed. in School Counseling advanced licensure program.

Candidates are strongly encouraged to visit the [School Counseling Program Bulletin Board](#) for useful and relevant information, associations, and credentialing bodies as well as events, professional development opportunities, conferences, and more.

It is always the responsibility of the candidate to be aware of University policies and regulations and state licensing requirements affecting his or her program. Advisors cannot advise on matters pertaining to the regulations of state licensure boards.

2.9 Praxis® Professional School Counselor Examination

M.Ed. in School Counseling candidates take the Praxis® Professional School Counselor examination (0421 or 5421). Candidates may submit scores for their state's equivalency test in place of the Praxis® 0421 or 5421. If the candidate's state does not have an equivalent, then the candidate must complete the Praxis® 0421 or 5421. This comprehensive specialty examination is a requirement for Gate 3 and graduation. Candidates must provide proof that they have taken or registered to take the Praxis® exam prior to Gate 3 and enrollment in internship (EDCE 699). Candidates should consider taking the exam in the semester immediately prior to internship. Currently, there is no required minimum score for the school counseling program, but other states may have a minimum required passing score for licensure. The purpose of this exam is to assess the candidate's knowledge specific to the specialty of counseling in K-12 schools.

The timed (two hour) exam covers competencies of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP®), as defined by their School Counseling Specialty Standards for Preparation. The test is designed to mirror the four quadrants of the American School Counselor Association (ASCA) National Model. The four subtests of the Praxis® School counselor exam, which consists of 120 multiple choice items, are:

- **Foundations:** knowledge of the history and role of the professional counselor, knowledge related to human growth and development, and ethical and legal principles.
- **Delivery of Services:** individual counseling, group work, classroom guidance, school-wide interventions, consultation, and collaboration.
- **Management:** methods for developing and maintaining a comprehensive school counseling program.
- **Accountability:** program evaluation, research, and assessment.

For information, exam costs, and to register for the exam, candidates should go to <http://www.ets.org/praxis/register/>. A link to the *Praxis® Study Companion* is listed in on [School Counseling Advising Guide](#). Another good resource for preparation is *The School Counselor's Desk Reference and Credentialing Examination Study Guide* developed by Dr. Schellenberg (2018, Routledge Publishing). This is a required text for the EDCE 661 course. It covers the content needed for the Praxis® exam and other school counseling specialty exams, providing study tips, case studies, and practice exams.

2.10 Practicum

Overview

[Practicum](#) (EDCE 698) is an A-term (sixteen-week) course that takes place during the third or fourth semester of the candidate's program in a non K-12 school setting.

- Candidates are required to complete 150 hours of practicum during the academic semester. At least 40 hours must involve direct service with clients.
- Candidates are required to complete the practicum application in LiveText in order to be registered for EDCE 698 (School Counseling Practicum).

- Candidates are required to secure their own placements and are responsible to ensure that the placement meets all requirements outlined in this Manual.
- A licensed counselor such as an LPC, LCSW, or LMFT must provide supervision for the candidate during the practicum.
- Acceptable sites include, but are not limited to, private practices, group homes, non-profit organizations, colleges, and hospitals.
- Information on the practicum is available on the [Advising Guide](#).
- All hours must be completed during Liberty's [academic semester](#).
- No practicum hours may begin until the course begins; no practicum hours by continue after the course ends.
- Tips on locating potential sites and a list of sites that have been used by candidates in the past are located on the [Advising Guide](#). Placement at a site listed on this page is not guaranteed; placements are granted on an individual basis at the discretion of the site.

Purpose

The primary focus of the 150-hour practicum experience is to introduce candidates to the counseling environment and the development of clinical skills, ethics, and professionalism, exposing candidates to a counseling setting that is qualitatively different from that of the culminating internship experience in the K-12 school setting. During the practicum experience, candidates are actively engaged in counseling practices, contributing to the cooperating agency by direct service with clients and assisting approved site supervisors in carrying out many of the daily clinical activities of that agency. The purpose of the counseling practicum is to provide a preliminary supervised, field-based, work experience for program candidates.

Prerequisites

To be adequately prepared for this course, the candidate must have completed EDCE 501 and 505 with a grade of C or above. Candidates must be in good standing with a 3.0 GPA (effective fall 2017) or above with the University in order to be approved. The prerequisite courses are non-negotiable and must be completed prior to enrollment in practicum (EDCE 698). Additional prerequisites for EDCE 698 include:

- Successful [completion](#) and approval of the background check.
- Proof of membership: American Counseling Association (ACA).
- Approved practicum application.
- Approved site supervisor.
- Approved site; cannot be a K-12 school setting.
- Submission of the [Counselor Supervision Training Verification Form](#) by the site supervisor.

Application

The EDCE 698 Practicum Application is due 4 weeks prior to the [registration deadline](#) for the semester in which the candidate plans to complete practicum. A list of application deadlines for upcoming semesters is available on the [Advising Guide](#). Approval for the EDCE 698 Practicum Application requires that the candidate's site supervisor has completed the [Counselor Supervision Training Verification Form](#). If the site supervisor has not previously completed site supervision training through another means (e.g., course, degree, professional conference), the supervisor must review the Counselor Supervision Training Module prior to submitting the form

in order to be approved as a site supervisor. Practicum site supervisors must meet specific requirements (see [site supervision requirements](#) noted below).

Once the EDCE 698 application is approved, the candidate will be registered for the course. Candidates are not able to register for EDCE 698 on their own.

The application may be accessed by following these instructions:

1. Log into [LiveText](#)
2. Click on “LiveText Docs” tab
3. Click on “+New”
4. Choose “Gate Applications” from Folder list
5. Choose “Graduate Gate 2 Application for Admission to M.Ed. in School Counseling Program TEMPLATE” from Template list

Supervisor Requirements

- Candidates will have two supervisors during practicum; site supervisor and faculty supervisor.
- The faculty supervisor must be employed by Liberty University and hold licensure as a counselor.
- The site supervisor must hold a master’s degree in counseling or a related field.
- The site supervisor must hold a state-recognized license in counseling with a minimum of three years of experience.
- Acceptable licensures include, but are not limited to, Licensed Professional Counselor, Licensed Clinical Social Worker, Licensed Marriage and Family Therapist, Licensed Psychologist, and Licensed Psychiatrist.
- A school counseling license is not an acceptable license for a practicum site supervisor.
- The site supervisor must be licensed at an individual level of practice, not under supervision.
- The site supervisor must provide an average of one hour per week of individual or triadic supervision.
- The site supervisor will assess the candidate electronically via LiveText and verify the hours that the candidate completes during the practicum placement.
- The site supervisor may not be related to the candidate being supervised.
- The *Counselor Supervision Training Module* on the school counseling web page should be reviewed by potential site supervisors.
- The site supervisor must have [training in counselor supervision](#), which is provided by Liberty if the site supervisor has not previously completed site supervision through another means (e.g., course, degree, professional conference).
- The site supervisor must sign the [Information & Overview Practicum Agreement](#).
- Candidates and potential site supervisors are required to view the [Program Orientation PowerPoint](#) and this School Counseling Program Manual prior to practicum.

Course Requirements

Candidates participate in EDCE 698 Practicum Blackboard course throughout the 16-week A-term even if the 150 hours are completed earlier in the semester. Candidates are required to complete all course assignments for Practicum (EDCE 698) as outlined in the course syllabus.

Candidates participate in weekly site supervision with their site supervisor and an average of 1.5 hours of weekly synchronized group supervision with the faculty supervisor. Candidates must attend every week of group supervision with the faculty supervisor regardless of whether practicum hours were completed that week. Supervision meetings are held on WebEx and typically occur on evenings or weekends.

At the beginning of the practicum semester, the candidate will submit a [Field Experience Module \(FEM\) Form](#). Submission of this form will allow the candidate's placement information to be loaded into Field Experience Module on LiveText so that the candidate can: 1) complete the time log for placement, 2) add in the demographic information for the site, and 3) complete evaluations. Once the placement information has been loaded into FEM, an email will be sent from LiveText to the site supervisor with login information so that the site supervisor may complete the required evaluations. Questions regarding placement information on FEM should be directed to schoolcounseling@liberty.edu.

The Field Experience Summary (FES) form is submitted during the final module of EDCE 698 and used for verification of clinical hours and experiences with diverse populations. The candidate scans the form once a signature is secured and loads it to Blackboard. The candidate should read the FES early in the program to review field experience requirements for program completion. To obtain copies of these forms, please refer to the [School Counseling Advising Guide](#).

Practicum Activities

A total of 150 hours must be completed during the practicum semester. At least 40 clock hours must be delivering direct services to clients. Below are examples of what is considered to be direct and indirect hours for practicum.

Practicum Direct Hours

- Small group counseling
- Individual counseling
- Client assessment
- Client consultation
- Psychoeducational activities

Practicum Indirect Hours

- Maintaining case notes
- Consultation with counselors
- Observation
- Other professional activities in which counselors engage on a daily basis in the practicum setting.

The candidate will record (either audio or video) at least one 20-minute counseling session with a client in the practicum setting. Signed consent must be obtained prior to conducting the recorded session. The recording will be reviewed and evaluated by the candidate and the site supervisor. The faculty supervisor will review the session and assess the candidate's performance using the candidate's self-assessment.

Placement Roles and Responsibilities

The site supervisor provides the candidate with an orientation to include:

- A tour of the facility
- Introduction to all staff
- History and mission of the setting
- Office routines and regulations
- Hours of operation
- Attendance and sick policies
- Use of equipment
- Available clerical personnel
- Access to client records
- Case notes and record keeping policies/practices
- All observations are to be done in keeping with and respecting client confidentiality
- Review of taping and picture taking policies

The candidate is not required to participate in activities requiring large expenditures, nor is Liberty University responsible should the intern elect to participate. Candidates will provide services only at the location agreed upon by Liberty's Field Placement Offices and only those hours will be counted toward clinical hours accrual. Candidates will not leave the clinical site for home visits or other off-location destinations, nor is Liberty University responsible should the intern leave the site of record.

Site Supervisor Responsibilities:

- Work with the candidate to establish a work schedule and goals, and to outline duties and responsibilities.
- Provide an average of one hour per week of individual and/or triadic supervision.
- Be available to consult every two weeks with faculty supervisor-initiated communications.
- Ensure informed/signed consent procedures.
- Provide opportunities for the candidate to obtain required direct contact hours.
- Provide the candidate with a work space that allows for client confidentiality in the counseling session.
- Evaluate the effectiveness of the candidate's counseling, personal, and professional performance throughout the practicum through a formal written evaluation at the end of practicum using LiveText.
- Verify candidate logged hours in LiveText.
- Contact the faculty supervisor during the semester as needed, particularly when there are issues with the student's performance or related to the practicum placement.
- Notify the faculty supervisor as early as possible with concerns related to the candidate's performance, dispositions, etc., so that a professional development plan may be put into place. The professional development plan must include:
 - a) Requirements to be met by the candidate in order to improve performance
 - b) Date of re-evaluation and person responsible for follow up
 - c) Signatures of the candidate, site supervisor, and faculty supervisor

Faculty Supervisor Responsibilities:

- Serve as the primary point of contact for the site supervisor and candidate.
- Communicates with the site supervisor and candidate in person or via telephone, email, and/or Skype. In situations where candidates are not communicating, not turning in

forms, or performing unsatisfactorily on the preliminary evaluation, the faculty supervisor makes every attempt to communicate with the candidate. Practicum students may be contacted at the site in which they are completing their practicum.

- Documents site supervisor concerns and efforts to resolve issues/deficits related to candidate performance and involves the Clinical Director, emailing documentation to the Clinical Director.
- Faculty supervisor contacts the site supervisor at least every two weeks to find out about the progress the candidate is making in the placement; and, sends a “check-in” email to initiate the contact.
- Provide 1.5 hours of group supervision weekly with candidates.
- Email welcome letter to site supervisors at start of the clinical experience to include links to orientation presentation, counselor supervision training and verification form, and other information related to processes and forms.
- Ensure site supervisor is aware of the requirement to complete the [Counselor Supervision Training Verification Form](#).

Candidate Responsibilities:

- Establish rapport with the counselor(s) and staff.
- Become acquainted with the facilities, materials, and policies of the practicum setting
- Complete all requirements in a timely fashion.
- Maintain professional appearance (see dress code in this manual).
- Observe *American Counseling Association Ethical Code*.
- Conduct oneself in a professional manner.
- Have knowledge of federal and state law as it applies to the population served by the practicum site.
- Confer with the faculty supervisor and site supervisor as needed.
- Review the practicum setting policy and procedures manuals.

If, during the practicum, the candidate fails to successfully demonstrate any of the skills, professional behaviors, or dispositions required of a counselor-trainee, the candidate will be notified by his or her site supervisor. The site supervisor will notify the candidate’s faculty supervisor. The faculty member will document concerns in writing for review by the clinical director for the School Counseling program. The faculty supervisor and clinical director will determine the nature and reason for the lack of mastery of skills, behaviors, or dispositions. Depending on the level and severity of the deficit, the remediation process may be implemented/professional development plan may be created to monitor candidate progress during the clinical experience (see *Professional Development Plan and Remediation Processes, Remediation Process for School Counseling Candidates in Practicum or Internship* in Appendix C).

If the candidate is removed from the practicum placement (by request of either Liberty University or the site supervisor), a new placement to finish the program requirements is NOT guaranteed. Candidates may be placed on hold in the program in order to fulfill the remediation process and to create a *Professional Development Plan* to address and resolve the concerns/deficits. See section 4.6, Remediation.

Transfer Credit

Transfer credit is not offered for EDCE 698 (Practicum) regardless of the candidate's completion of other practicum courses.

2.11 Internship

Overview

[Internship](#) (EDCE 699) is an A-term (sixteen-week) course that takes place at the end of the candidate's program in a K-12 setting.

- Candidates are required to complete 300 hours of internship during each of the two internship semesters. At least 120 clock hours of each internship must involve direct service with students.
- One semester of internship must take place at the elementary level (K-6), and one semester must take place at the secondary (middle or high school; 7-12) level.
- Candidates are required to complete a Gate 3 application in LiveText in order to be registered for EDCE 699 (School Counseling Internship) each semester.
- Placements are secured by the Field Placement Office in the School of Education. Candidates must carefully adhere to the placement procedures outlined in this manual.
- As graduates of a CACREP-accredited program, the National Board for Certified Counselors (NBCC) waives the experience requirement AND offers the National Certified Counselor Exam (NCE) at a reduced rate to school counseling program students. Students sign up (voluntary) to take the exam during one of the two semesters of internship. Students are highly encouraged to take the exam in their final semester of internship, and **MUST** get their name on the list while they are still a student in our program to receive the reduced exam rate. Passage of the exam results in earning the National Certified Counselor (NCC) credential. For more information contact NCEregistration@liberty.edu.

Purpose

The primary focus of the 600-hour, two-semester internship experience is the application and continued development of counseling skills within the K-12 school setting. During the internship experiences, the candidate learns to integrate and synthesize theories and techniques learned in the classroom and apply them in a real work setting. Additionally, candidates develop personal qualities, characteristics and behaviors of a school counselor, and transition from "trainee" to "professional practitioner."

School counseling interns are adequately prepared at the time of the internship experience so as to be able to contribute to the cooperating school by assisting practicing school counselors in carrying out all counseling activities, while gaining invaluable practical training. In order for candidates to successfully pass the internship course, the candidate must demonstrate mastery of the competencies as listed on the [Advanced Competency Assessment \(ACA\)](#).

Prerequisites

To be adequately prepared for EDCE 699, the candidate must have completed EDUC 600 and all EDCE courses on the M.Ed. in School Counseling DCP with a grade C or above. Candidates must be in good standing with a 3.0 GPA (effective fall 2017) or above in the program in order to be approved. The prerequisite courses must be completed prior to the start of the Internship. Additional prerequisites for EDCE 699 include:

- Successful completion and approval of the background check.
- Proof of membership: American School Counselor Association (ASCA).
- Completion of the Praxis School counselor Exam or state equivalency exam.
- Approved Gate 3 application.

Application

Candidates are required to complete the Internship application (Gate 3) before they can be registered for EDCE 699 (School Counseling Internship). The Gate 3 application is due by September 1 for spring internship and by February 1 for fall internship. **These are non-negotiable FIRM deadlines.** Candidates are registered for EDCE 699 by the Field Placement Office upon approval of the Gate 3 application. Candidates should refer to the [Guide to Gate 3](#) for more information pertaining to internship application due dates and directions for application completion. Candidates will complete the Gate 3 application twice (once for each semester of internship) during the program.

The application may be accessed by following these instructions:

1. Log into [LiveText](#)
2. Click on “LiveText Docs” tab
3. Click on “+New”
4. Choose “Gate Applications” from Folder list
5. Choose “Graduate Gate 3 School Counseling Internship Application TEMPLATE” from Template list

Placement Requirements

- Candidates will have two supervisors during each semester of internship; site supervisor and faculty supervisor.
- Candidates complete a minimum of 300 hours in each semester of internship.
- One internship must be completed at the elementary level (K-6), and one must be completed at the secondary (middle or high school; 7-12) level.
- All internship hours must be completed during Liberty’s [academic semester](#).
- Summer school placements are not permitted. Summer internships may be completed in year-round schools only, if approved by Gate 3.
- Placements are requested and confirmed by the School of Education Field Placement Office. Placements are granted at the discretion of the school or district where placement is to be completed.
- Once a placement is confirmed by a school or district, it will not be changed.
- Placement procedures must be carefully followed and are described in the Placement Procedures section of this manual.

Supervisor Requirements

- The faculty supervisor must be employed by Liberty University and hold licensure as a school counselor.
- The site supervisor must hold a master’s degree in counseling or a related field.
- The site supervisor must hold a license in school counseling with a minimum of three years of school counseling experience.
- The site supervisor may not be related to the candidate being supervised.

- The site supervisor must provide an average of one hour per week of individual or triadic supervision.
- The Counselor Supervision Training Module should be reviewed by potential site supervisors.
- The site supervisor must have [training in counselor supervision](#), which is provided by Liberty if the site supervisor has not previously completed site supervision through another means (e.g., course, degree, professional conference).
- The site supervisor must sign the [Information & Overview Internship Agreement](#).
- Candidates and potential site supervisors are required to view the [Program Orientation PowerPoint](#) and this School Counseling Program Manual prior to internship.
- The site supervisor must provide the candidate with the opportunity to be observed on each of the competencies listed on the Advanced Competency Assessment (ACA).
- The site supervisor will assess the candidate electronically via LiveText and verify the hours the candidate completes during the internship placement.

Course Requirements

Candidates participate in EDCE 699 Internship Blackboard course throughout the two 16-week A-terms. Candidates are required to complete all course assignments for Internship (EDCE 699) as outlined in the course syllabus.

Candidates participate in weekly site supervision with their site supervisor and an average of 1.5 hours of weekly synchronized group supervision with the faculty supervisor. Candidates must attend every week of group supervision with the faculty supervisor regardless of whether internship hours were completed that week. Supervision meetings are held on WebEx and typically occur on evenings or weekends.

At the beginning of the internship semester, external candidates must submit a [Field Experience Module \(FEM\) form](#) for the field placement office to add the candidate's placement information into FEM. Local candidates will automatically have their placement information loaded to the FEM. Once the placement information is loaded, the candidate can: 1) complete the time log for placement, 2) add in the demographic information for the site, and 3) complete evaluations/assignments by the end of the internship course. Once the placement information has been loaded into the FEM, an email will be sent from LiveText to the site supervisor with log in information so that the site supervisor may complete the required evaluations. Questions regarding placement information on the FEM should be directed to schoolcounseling@liberty.edu.

The [Field Experience Summary](#) (FES) form is submitted during the final module of each semester of EDCE 699 and used for verification of internship hours and experiences with diverse populations. The candidate should read the FES early in the program to review field experience requirements with diverse populations for program completion. These forms are available on the [School Counseling Advising Guide](#).

Internship Activities

A total of 300 hours must be completed during each internship semester. At least 120 clock hours must be direct service with students, during which the candidate participates in delivering

counseling services to students. Below are examples of what is considered to be direct and indirect hours for internship. At least 240 hours (120 hours each semester) must be direct hours.

Internship Direct Hours

Small group counseling
Individual counseling
Face-to-face student assessment
Classroom guidance
Individual student planning

Internship Indirect Hours

Maintaining case notes
Consultation with relevant others
Curriculum development
Collaboration with other professionals on behalf of students
Observation
Other professional activities in which school counselors engage on a daily basis

The candidate will record (either audio or video) at least one 20-minute counseling session with a student in the internship setting. The recording will be reviewed and evaluated by the candidate and the site supervisor. The faculty supervisor will review the session and assess the candidate's performance using the candidate's self-assessment. Signed consent must be obtained prior to conducting the recorded session.

The second internship semester will require the completion of an electronic comprehensive portfolio in LiveText. Candidates should begin preparing to complete the portfolio early in the program by saving benchmark assignments for every course, preparing a resume, considering how competencies listed below will be demonstrated and supported, reflecting on personal worldview and professional growth, and reviewing the projects form in the online advising guide to consider the types of projects required during internship. Candidates may wish to provide prospective employers with the password to their portfolio for hiring consideration once completed. The portfolio requires the following:

- Introduction (with professional head shot)
- Part A – Worldview Essay
- Part B – Résumé
- Part C – Competencies
 - 1) Foundations
 - 2) Counseling Prevention and Intervention
 - 3) Diversity and Advocacy
 - 4) Assessment
 - 5) Research and Evaluation
 - 6) Academic Development
 - 7) Collaboration and Consultation
 - 8) Leadership
 - 9) Dispositions
- Part D – Professional Growth (Essay)

- Part E – Benchmark Assignments
- Part F – Culminating Projects (6 total: 3 during each internship semester)
- Part G – Field Experiences
- Part H – Test Scores and Certificates

Local Internship Placement Procedures

Candidates located in the [designated local central Virginia area](#) may not contact any school, public or private, in regard to internship placement. Candidates should carefully review the list of cities and counties which are considered to be local. On the Gate 3 application, candidates indicate local schools, private or public, where they would like to complete placement on the Local Placement Form. The Field Placement Office will request the placement from the preferred school district; however, candidates may be placed anywhere in the designated local area. After placement is confirmed, candidates are notified about placement details via email. Questions regarding local placements may be directed to field@liberty.edu.

External Internship Placement Procedures

Candidates not completing placement in a location [designated as local](#) should begin exploring placement options well before the Gate 3 deadline. Candidates should begin by reviewing the list of [districts that they may not contact](#). Candidates who would like to be placed in a district on this list may not contact the district in regards to placement. On the Gate 3 application, the candidate should fill out the External Placement Request Form with the name of the school and district preferred. The candidate should contact fieldplacementoffice@liberty.edu to obtain the correct contact information to list on the External Placement Request Form.

Candidates who would like to be placed in a district that is not on the list of districts that should not be contacted must contact the district office to obtain proper contact information for the External Placement Request Form. Candidates should call the district office and introduce themselves as a Liberty University student who needs the name and email address of the person their university should contact to request a school counseling internship placement. The candidate should also ensure that the school is either a public school or an accredited private school and is willing to accept interns from online universities. Further, the candidate should inquire if a deadline is in place for the university to submit a placement request and if paperwork or a contract is required for placement. Candidates should note that most placement requests are submitted to the district office and not directly to the school.

After placement is confirmed, candidates are notified about placement details via email. After receiving this confirmation e-mail, it is recommended that the candidate make contact with the assigned site supervisor to discuss his or her plan for meeting the internship requirements. Placements are given at the discretion of the school district; therefore, placement in a preferred school or district cannot be guaranteed. Once a placement is confirmed, it will not be changed. Questions regarding external placements may be directed to fieldplacementoffice@liberty.edu.

Placement Roles and Responsibilities

The site supervisor provides the candidate with an orientation to include:

- A tour of the facility.
- Introduction to all staff.
- History and mission of the setting.

- Office routines and regulations.
- Hours of operation.
- Attendance and sick policies.
- Use of equipment.
- Available clerical personnel.
- Access to student records.
- Case notes and record keeping policies/practices.
- Observations--all observations are to be done in keeping with and respecting student confidentiality and privacy.
- Review of taping and picture taking policies.

The candidate is not required to participate in activities requiring large expenditures, nor is Liberty University responsible should the intern elect to participate. Candidates will provide services only at the location agreed upon by Liberty's Field Placement Offices and only those hours will be counted toward clinical hours accrual. Candidates will not leave the clinical site for home visits or other off-location destinations, nor is Liberty University responsible should the intern leave the site of record.

Site Supervisor Responsibilities:

- Work with the intern to establish a work schedule and goals, and to outline duties and responsibilities.
- Provide an average of one hour per week of individual and/or triadic supervision.
- Be available to consult every two weeks with faculty supervisor initiated communications.
- Ensure informed/signed consent procedures.
- Provide opportunities for the candidate to obtain required direct service hours.
- Provide the intern with a workspace that allows for confidentiality in the counseling session.
- Evaluate the effectiveness of the candidate's counseling, personal, and professional performance throughout the internship with a formal written evaluation at the end of internship in Liberty's LiveText system using the preliminary and final ACA.
- Verify the candidate's logged hours in LiveText.
- Contact the faculty supervisor during the semester as needed, particularly if there are issues with the candidate's performance or related to the internship placement so that a professional development plan can be put in place.
- Notify the faculty supervisor as early as possible with concerns related to the internship candidate's performance, dispositions, etc., so that a professional development plan may be put into place. The professional development plan must include:
 - a) Requirements to be met by the intern in order to improve performance
 - b) Date of re-evaluation and person responsible for follow up
 - c) Signatures of the candidate, site supervisor, and faculty supervisor

Faculty Supervisor Responsibilities:

- Serve as the primary point of contact for the site supervisor and school counselor intern during internship.
- Communicate with the site supervisor and candidate via telephone, email, and/or Skype. In situations where candidates are not communicating, not turning in forms, or performing unsatisfactorily on the preliminary evaluation, the faculty supervisor makes

every attempt to communicate with the candidate. Interns may be contacted at the site in which they are completing their internship.

- Faculty supervisor makes contact with the site supervisor at least every two weeks to find out about the progress the candidate is making in the placement. Faculty supervisor initiates this communication by sending an email every two weeks.
- Provide 1.5 hours of group supervision weekly with candidates.
- Email a welcome letter to site supervisors at the start of the clinical experience to include links to orientation presentation, counselor supervision training and verification form, and other information related to processes and forms.
- Document candidate concerns and efforts to resolve issues/deficits related to candidate performance and involve the Clinical Director, emailing documentation to the Clinical Director.
- Ensure site supervisor is aware of the requirement to complete the [Counselor Supervision Training Verification Form](#).

Candidate Responsibilities:

- Establish rapport with the school counselor(s) and staff.
- Become acquainted with the facilities, materials, and policies of the internship setting.
- Complete all requirements in a timely fashion.
- Maintain professional appearance (see dress code in this manual).
- Observe professional ethics of the American Counseling Association and the American School Counseling Association.
- Conduct oneself in a professional manner.
- Have knowledge of the law (federal and state) as it applies to counseling minors in the school setting.
- Confer with the faculty supervisor and site supervisor as needed.
- Review the internship setting policy and procedures manuals.

If, during the internship, the candidate fails to successfully demonstrate any of the skills, professional behaviors, or dispositions required of a counselor-trainee, the candidate will be notified by his or her site supervisor. The site supervisor will notify the candidate's faculty supervisor. The faculty member will document concerns in writing for review by the clinical director for the School Counseling program. The faculty supervisor and clinical director will determine the nature and reason for the lack of mastery of skills, behaviors, or dispositions. Depending on the level and severity of the deficit, the remediation process may be implemented/professional development plan may be created to monitor candidate progress during the clinical experience (see *Professional Development Plan and Remediation Processes, Remediation Process for School Counseling Candidates in Practicum or Internship* in Appendix C).

If the candidate is removed from the internship placement (by request of either Liberty University or the site supervisor), a new placement to finish the program requirements is NOT guaranteed. Candidates may be placed on hold in the program in order to fulfill the remediation process and to create a *Professional Development Plan* to address and resolve the concerns/deficits. See Section 4.6, Remediation.

Transfer Credit

Transfer credit is not offered for EDCE 699 (Internship) regardless of the candidate's completion of other experiential courses.

2.12 Break in Enrollment

Candidates who discontinue course work for a period of one academic year will break enrollment. Candidates who break enrollment must re-apply to Liberty University and the M.Ed. in School Counseling program. If accepted, the candidate will be placed on the current DCP; candidates cannot return to a previous DCP. Candidates should contact academic advising with additional questions related to broken enrollment policy.

2.13 Statute of Limitations

The time limit for completing the M.Ed. in School Counseling degree is seven years. Any School Counseling courses taken at Liberty that are over seven years old will need to be retaken in order for a candidate to graduate with the M.Ed. in School Counseling degree.

2.14 Course Repeat Policy

In order to graduate from the School Counseling program, a candidate must maintain an overall GPA of 3.0 on a 4.0 scale. A course grade of "D" or "F" cannot be used to fulfill the requirements of the program. A maximum of two courses (6 hours) with a grade of "C" can count toward graduation if the candidate maintains a GPA of 3.0 (effective fall 2017). There is a maximum of two course repeats, although there is no maximum number of times a candidate can retake a course.

2.15 Attendance

Regular attendance in courses is expected throughout the length of the term/semester. The U.S. Department of Education requires that every university monitor the attendance of their candidates.

Whether in-residence (intensive) or virtual (online), attendance includes, but is not limited to, opportunities for: submitting academic assignments; taking quizzes/exams; reviewing interactive tutorials/lectures; reviewing instructions, rubrics, and announcements; attending group sessions assigned by the instructor; participating in online discussion boards; initiating contact with a faculty to ask questions and to request clarification; and fully participating in Blackboard, as required by the faculty member. Regular participation in all classes is expected of all candidates.

Online courses

Candidates are expected to participate on a regular basis in online courses using Blackboard as the virtual classroom environment. Candidates refer to the course syllabi for course requirements as well as materials listed in the Blackboard course, such as the course schedule, candidate expectations, course instructions and rubrics, etc. Candidates engage in weekly assignments and interactions (some synchronous, some asynchronous). Also see FN policy below.

Intensive courses

Intensive course work begins thirty days prior to the date of the first class meeting. Candidates must attend every day in its entirety during the days of in-residence class meetings to pass the course. Candidates are required to have all textbooks at the start of class and during each day of class during the on-campus portion of the intensive course. Not having textbooks during residency may result in a reduction in class participation grade. Candidates are required to bring a laptop to class during each day of residency.

Dates, times, and room numbers for intensive class meetings are in ASIST. Any questions related to parking should be directed to campus police. Hotels fill quickly during intensives dates, so hotel rooms are recommended to be booked early.

Failure by Non-Attendance (FN)

If a candidate stops participating in a class for a period of 21 days (e.g., no attendance, course submissions, no communications from a candidate) the instructor will assign a grade of FN.

2.16 American Psychological Association Format

The School Counseling Program requires candidates to use the most current version of the APA writing style guide for all submitted coursework. The most recent edition of the Publication Manual of the American Psychological Association is required for every candidate. It is imperative that all graduate candidates become familiar with and use this writing format.

2.17 Graduation

All degree completion requirements must be fulfilled before the university will confer the M.Ed. in School Counseling degree. All candidates must go through Gate 4 (graduation). Candidates who wish to participate in the yearly Spring Commencement program must complete the [Application for Graduation](#) in accordance with the calendar deadlines listed in ASIST and posted by the [Registrar](#). Candidates are advised to submit their applications well in advance of the due date and not later than the beginning of the final semester.

Financial Policies

3.1 Tuition and Fees

Information about tuition and fees for the M.Ed. in School Counseling program can be found on Liberty University's [website](#).

3.2 Financial Aid

All EDCE courses and EDUC 600 must be completed prior to start of internship. As such, if a candidate wishes to make use of financial aid, two EDUC courses (with the exception of EDUC 600) may need to be reserved to be taken during each internship semester in order to maintain financial aid. Candidates should check with the [Financial Aid Office](#) about this situation early in the program.

Student Expectations

4.1 Professional Organizations

A listing of professional counseling associations is provided on the [School Counseling Program Bulletin Board](#). Candidates are required to join the American Counseling Association (ACA) prior to participation in practicum (EDCE 698). Candidates are required to join the American School Counselor Association (ASCA) prior to participation in internship (EDCE 699).

Candidates should consider joining counseling association regional, state, and local divisions that allow candidates higher levels of involvement in more specific areas of interest. Most professional organizations and divisions offer reduced membership rates to students as well as the following benefits: receipt of professional publications (e.g., journals, newsletters); reduced registration fees for professional meetings, seminars, conventions, and workshops sponsored by a variety of organization; eligibility for an array of professional services (e.g., library resource use, legal defense funds and services, liability insurance); information related to activities and issues directly or indirectly pertinent to the profession such as legislative updates as well as information related to professional credentialing; and affiliation with other professionals having interests and areas of expertise similar to one's own.

4.2 Academic Honesty & Plagiarism

Liberty University holds its students to the highest standards of ethics. One significant area of integrity in academics is honesty. Students are expected to submit only their own work. Further, students are expected to neither give nor receive assistance of any kind that is not specifically permitted on graded assignments or examinations. For specific policy information, see the [Online Student Code of Honor](#).

4.3 Academic Appeal Policy

To appeal a grade or a decision regarding academic honesty, follow the policy & procedure outlined on the [Graduate Student Affairs website](#).

4.4 Faculty-Student Interaction

Faculty members interact with school counseling candidates in a teaching and supervisory capacity/role. Faculty members avoid dual relationships with students. Faculty members do not provide personal counseling, addressing student personal problems. If a faculty member perceives that a candidate is in need of counseling services, that faculty member will follow the procedures outlined in this manual to recommend that the candidate pursue professional assistance from a counselor in their community.

In the event of a student's disclosure, either verbally or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly, or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and the program director or dean. The incident and action taken will become part of the candidate's permanent record.

4.5 Professional Development

Program faculty aid candidates' development in the areas noted below, evaluating candidates in an ongoing and consistent manner in all settings in which faculty and candidates interact. This interaction can include formal and informal settings such as classroom, online communication, advising and personal conversations, as well as written communications. To successfully complete the School Counseling program at Liberty University and to be eligible for graduation, a candidate must be able demonstrate proficiency in four areas:

1. Attainment of scholastic competency in all coursework as evaluated throughout the program (see Academic Policies section of this manual).
2. Acquisition of, and ability to, apply counseling skills in a professional, ethical, and culturally sensitive manner with diverse populations and to a standard acceptable by counselors and counselor educators. This ability is evaluated by faculty throughout the program using assessments during clinical courses (i.e., EDCE 505 and EDCE 512) and by the candidate's approved site supervisors using the Practicum Evaluation of Student Performance during practicum (EDCE 698) and the Advanced Competency Assessment (ACA) during internship (EDCE 699). This is also accomplished using assessment of recorded counseling sessions during field experiences.
3. Demonstration of emotional and mental stability and maturity in interactions with others, including the ability to maintain healthy boundaries, communicate appropriately, successfully manage personal anxiety or uncomfortable feelings, work collaboratively with others and resolve interpersonal conflict. This proficiency is evaluated throughout the program in all interactions with faculty, staff, administrators, supervisors, adjuncts, and classmates, and includes both verbal and written communications.
4. Demonstration of dispositions as outlined by the *American Counseling Association's Code of Ethics*, the *American School Counselor Association Code of Ethics*, and the Liberty Graduate Student Code of Honor as well as the conceptual framework of dispositions of Social responsibility, Commitment, Reflective practices, Integrity, and Professionalism (SCRIP). These candidate characteristics are assessed throughout the program in all interactions with faculty, staff, administrators, supervisors, adjuncts and fellow candidates as well as by the candidate themselves and by their site supervisors using the *Practicum Evaluation of Candidate Performance* during practicum (EDCE 698) and the *Advanced Competency Assessment (ACA)* during internship (EDCE 699). Evaluation includes both verbal and written communications.
5. Demonstration of the ability to work within the worldview of diverse clients and integrate faith and spirituality into counseling where appropriate in an ethically competent and culturally sensitive manner.

4.6 Remediation Ethical Conduct

All students in the M.Ed. in School Counseling program are responsible for behaving in an ethical manner throughout their training, as well as in clinical and professional settings. Violations of the [American Counseling Association \(ACA\) Code of Ethics](#), the [American School Counselor](#)

[Association \(ASCA\) Ethical Standards for School Counselors](#), and/or the [Online Student Honor Code/Liberty Way](#) and/or failure to take steps to rectify violations are considered extremely serious and may result in termination from the program.

Although candidates are expected to adhere to the ACA Code of Ethics, ASCA Ethical Standards for School Counselors, the Online Student Honor Code, and the Liberty Way as a guide to their behavior throughout the program, reading these guidelines are the beginning of understanding professional ethics. Being an ethical counselor-in-training involves understanding the underlying principles and values associated with professional ethical practices. Ethical codes are inherently built upon a strong commitment to biblical principles, developing a set of beliefs that guide one's everyday practice, being able to discern potential as well as realized ethical problematic situations, and having the character to stand by these when faced with challenging situations. This is an essential component of the candidate's professional development. For behaviors that constitute a violation of the University's Honor Code, the candidate's professor will complete the Honor Code Violation form and send it to the faculty mentor, who will document the incident in the candidate's record and inform the program director, then forward the form to the Associate Dean, who may involve Liberty University Online and Graduate Student Affairs. Candidates are given an opportunity to appeal.

If, during the course of a candidate's studies, a faculty, staff, administrator, or supervisor believes a candidate lacks required skills, professional behaviors, and/or dispositions to progress in the program, that person will begin the process of remediation, which is intended to provide the candidate with information and actions to correct the impairment/deficiency. The purpose of the remediation process and resulting Professional Development Plan is to assist the candidate in correcting any deficits in counseling knowledge and skills, as well as problematic personal, interpersonal, or ethical behaviors so the candidate may successfully continue in the program. As such, remedial instruction or interventions are closely linked to the candidates' developmental growth, recognizing the relationship between the alleviation of deficiencies and the development of new competencies.

We conceptualize remediation in terms of a response continuum based upon the type and severity of the candidate's limitations, with the need to distinguish between: 1) deficient, 2) lacks competence, and 3) impaired:

- *Deficient*: Requires skill-based and/or academic approach
- *Lacks competence*: Requires additional ethical practice-based and/or conceptual approach
- *Impaired*: Requires additional intervention-based and/or therapeutic approach

The problematic behavior continuum can also be considered along lines of Academic, Clinical, and Personal, with Academic being more related to deficiencies and Personal more related to impairments. Clinical limitations may likely have both Academic and Personal involvement. Additionally, the program response can be considered along a continuum of education, formal remediation, and termination.

Deficient describes those behaviors, attitudes, or characteristics that need to be the focus of attention and change but are not considered excessive or inappropriate. Rather, they may be

important components of the candidate's learning experience. At this level, remediation likely involves instruction and feedback to address the deficit.

Lacks Competence describes a deficit in developmentally appropriate clinical competencies that are needed for ethical practice. This would include areas such as performance of counseling skills and/or professional behaviors, attitudes, or characteristics, response to supervision, and/or the application of ethical principles and codes. These behaviors are considered to be excessive or inappropriate, requiring remedial action beyond the course instructor or supervisor.

Impairment describes those behaviors that result in a significant negative impact on professional functioning. Impairment is demonstrated by one or more of the following behaviors: (a) the inability and/or unwillingness to acquire and integrate professional standards into the repertoire of professional behavior; (b) the inability to acquire professional skills to reach an acceptable level of competency; (c) the inability to control personal stress, psychological dysfunction and/or excessive emotional reactions that interfere with professional functioning.

The type and severity of limitation are considered when determining the need, if any, for remediation.

Candidate Determined to be Deficient

Inadequate knowledge base commensurate with status in program

Inadequate, but improving, counseling skills

Rudimentary ethical processing

Simplistic, narrow, or disjointed case conceptualization

Insufficient interpersonal skills and awareness, but willingness to develop

Candidate Determined to Lack Competence

Lack of awareness of ethical principles and obligations

Failure in responsibilities to site and/or supervisor

Unwillingness/inability to be effective in basic counseling techniques

Unwillingness/inability to complete appropriate documentation

Failure to function as effective member of counseling team

Candidate Determined to be Impaired (not inclusive)

Four Themes

I. Interpersonal and Personal Problems

1. Demonstrates inappropriate interpersonal skills
2. Lacks self-control (anger, impulse control) in relationships
3. Demonstrates inappropriate boundaries
4. Misleads or exploits others
5. Lacks awareness of the impact they have on others
6. Shows unwillingness to receive feedback in supervision
7. Fails to take responsibility for deficiencies and/or problems

II. Professional Competence

1. Lacks foundational counseling skills
2. Demonstrates inappropriate affect in response to clients
3. Fails to recognize limitations of expertise and competence
4. Fails to apply ethical and/or legal standards to practice
5. Lacks awareness of how their beliefs and values influence practice
6. Fails to demonstrate a respect for individual differences and culture

III. Professional Behaviors

1. Demonstrates deficits in punctuality, professional appearance, attendance, dependability
2. Fails to complete appropriate paperwork and documentation
3. Fails to adhere to the department's or clinical site's policies

IV. Professional and Personal Integrity and Maturity

1. Makes false, misleading or deceptive statements
2. Displays academic dishonesty
3. Manifests problems with alcohol/drug use or illegal activities
4. Engages in inappropriate sexual behavior
5. Refuses to consider personal counseling when recommended

Once the type and severity of limitation are determined, there are several avenues that may be pursued when determining the need, if any, for remediation. Faculty members should follow the *Remediation Process for School Counseling Candidates* or the *Remediation Process for School Counseling Candidates in Practicum or Internship Charts* (see Appendix C).

Possible Committee Recommendations/Interventions for Professional Development Plan

Personal counseling
Increased supervision
Failing Course Grade
Reduced practicum or internship
Leave of absence
Formal reprimand
Formal probation
Counseling out of the program
Dismissal from the program

Immediate Interventions

In the event of a candidate's disclosure, either verbally or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly, or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of Liberty University Police Department, appropriate state law enforcement, social services

personnel, emergency contacts, and notification of the program director, associate dean, and/or dean. The incident and action taken will become part of the candidate's permanent record.

Remediation Process for the School Counseling Program

The remediation process is designed to protect the candidate's right to **due process**, fully engaging the candidate in the process of remediation. These principles are infused throughout the program's response continuum. Once a Professional Development Plan is instituted or a course of action taken, candidate response to remediation efforts is considered when deciding candidate status in the program. All phases of this remediation process will become a part of the candidate's record documented by the faculty mentor.

Remediation for Practicum and Internship

If, during the practicum or internship, a candidate fails to successfully demonstrate the required skills in these courses and consequently receives failing evaluations or if a candidate is dismissed from a site, the site supervisor will notify the candidate's faculty supervisor, who is the professor for the course. The professor will write an incident report and send it to the Clinical Director for the M.Ed. in School Counseling Program. The Clinical Director will examine the nature and reason for the skills deficit and/or dismissal. At that point, the candidate may receive a grade F for the course and be placed on hold in the program in order to fulfill remediation initiatives aimed at addressing and resolving the verifiable deficits. For information specific to clinical courses and the remediation process (i.e., practicum and internship) see the section of this manual on Practicum and Internship.

4.7 Personal Counseling

Candidates are strongly encouraged to seek group and individual counseling as a part of the educational experience. As counselor trainees who are in the process of developing the skills, professional behaviors, and dispositions needed to become a licensed school counselor, it is imperative that candidates deal with personal issues that may interfere with their ability to work with clients in a competent and ethical manner. Moreover, experiences as a client will help the counselor better understand the client's experience in counseling.

4.8 Faculty Endorsement

Upon successful completion of the program of studies and demonstration of the requisite competencies, faculty members endorse candidates for certification and licensure. Upon request, the faculty will write letters of recommendation for employment in the candidate's area of specialization or for advanced studies (e.g., doctoral programs). Endorsement only occurs when faculty believe candidates are qualified to perform the duties associated with credentialing or employment.

In addition to credentialing and employment, faculty members endorse candidates for practicum and internship. Endorsement occurs only when candidates have successfully completed the prerequisite courses and if faculty members believe candidates are qualified to perform the duties associated with the practicum or internship. In compliance with the ACA Code of Ethics and the ASCA Ethical Standards for School Counselors, regardless of academic qualifications, faculty do not endorse candidates whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

4.9 Student Record Keeping

Copies of all class syllabi and course schedules should be kept by students for future use. Students should also keep copies of all practicum and internship time logs and supervision hours since various organizations (i.e., counseling boards) may require proof of course content and/or duties completed in placement by evidence of the course syllabus, course schedule, or official placement hours spreadsheets. Keeping copies of course syllabi, schedules, and placement hours is the student's responsibility.

Program General Information

5.1 Course Delivery Formats

The M.Ed. in School Counseling is a blended program. That is, candidates complete a combination of both residential and online courses. The following learning activities are included in both online and residential formats: lectures, counseling sessions, case studies, quizzes, discussion board postings, papers, presentations, and experiential learning.

Online Courses

Each online course is eight weeks, breaking up the traditional 16-week semester into two 8-week terms. Please go to the [Liberty Online Academic Calendar](#) for a description of the sub-terms and the dates of each sub-term. The Sub-Term Schedule located in Appendix D provides an overview of the sub-terms.

Course content is delivered through a virtual classroom experience, primarily via the Blackboard learning environment, providing a flexible structure that is personal and challenging for candidates. Weekly assignments are required to keep candidates fully engaged and participating on a regular basis in the classroom. Courses include synchronous and/or asynchronous communications. Candidates interact with other candidates taking the same course, utilize links to online resources, view supplemental streaming video clips, and receive direct feedback from their professors using this innovative means of delivery.

Residential Intensives

Residential intensive courses are offered each semester and in the summer in either a weekend or five-day format. Candidates who elect to attend the one-week (5-day) format attend five consecutive (Monday-Friday) eight-hour (8:30am – 4:30pm) class days at Liberty's campus in Lynchburg, Virginia. Candidates who select the weekend format attend three weekends (Friday, 5:00pm-9:00pm and Saturday, 8:30am-4:30pm), once a month for three consecutive months. In addition to class time, candidates are expected to complete work online both pre- and post-intensive for the duration of the 16-week course. Candidates must enroll in intensive courses by the registration deadline for A term courses for that semester or 30 days before the first day on campus, whichever comes first, gaining access to the course thirty days in advance of the intensive class meeting. During this time, candidates read the required texts and complete all pre-intensive assignments prior to the beginning of the on-campus class meetings. Grades are posted according to end of semester deadline dates issued by the registrar's office.

5.2 Graduate Assistantships

The School of Behavioral Sciences has a limited number of Graduate Assistantships (GA) positions to award on an annual basis. These assistantships are intended to support the

instructional and administrative needs of the graduate programs. Some of the responsibilities include assisting faculty, and completing administrative duties associated with management of the Department. To apply for position, candidates will need to contact the Graduate School.

5.3 Computer Needs

Each student at Liberty University is expected to demonstrate computer literacy prior to admission to the program. Each course in the M.Ed. in School Counseling program requires the candidate to use computer programs, which function in the process of course completion. In order to successfully accomplish the requirements, candidates **must** have access to a computer that has the capacity to:

- Read and write using Microsoft Office® software (Microsoft Office® is available to Liberty University students for a small charge through the Liberty's IT Marketplace).
- Access online sites including the Liberty University website.
- Send and receive email via the university-assigned email address. ***The candidate is required to use his or her @liberty.edu email address for all correspondence with the University.***
- Navigate the Internet and the University's library collections system.

For information on recommended hardware, software, and operating systems and student discounts on computers, see the [Liberty Information Technology website](#).

5.4 Email Account & Communication

Upon admission to the University each student is assigned a user account and an email address on Liberty University's system. Correspondence from the campus and the School of Behavioral Sciences will be delivered via this email address. Candidates are strongly urged to check their Liberty University email accounts daily.

Candidates are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University. Because there is no accompanying tone of voice, facial expressions, or body language, email communication is more easily misinterpreted than face-to-face communication. Emails should be courteous and well thought out to avoid knee-jerk responses that will be interpreted as unprofessional, disrespectful, or sarcastic. Candidates are encouraged to communicate concerns/complaints directly to the individual involved.

Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allowed them time to respond. Do not post a message to the class on Blackboard that is more appropriate for an individual. Avoid offensive language of any kind. Because candidates are responsible to behave in an ethical manner throughout the course of the program, continual unprofessional, discourteous communication cannot be tolerated and may result in remediation procedures up to and including dismissal from the program.

Also, please keep in mind that emails should be well-developed communications that reflect graduate level writing skills. Please treat emails as courtesy communications that are deserving of the same reflection of thought and attention to writing (e.g., grammar, punctuation, spelling,

sentence structure) as assignments. Also, please spell your professor's name correctly and address him or her professionally.

5.5 Dress Code

Liberty University trains students from all walks of life for many different professions and, most importantly, for serving as Champions for Christ. For this reason, the University has established a standard of dress for the University community, which is conducive to a Christ-like environment. Cleanliness, neatness, appropriateness, and modesty are important as guiding factors. *Candidates are expected to dress modestly at all times.*

Dress Code for Men

Hair and clothing styles related to a counterculture (as determined by the Deans' Review Committee) are not acceptable. Hair should be cut in such a way that it will not come over the ears, collar or eyebrows at any time. Ponytails for men are unacceptable. Facial hair should be neatly trimmed. Earrings and/or plugs are not permitted on or off campus, nor is body piercing.

Internship, Practicum, Field Experiences and Class Presentations:

Attire: Neat slacks; dress shirt with tie or collared shirt, golf/polo shirt or turtleneck - all shirts must be tucked in (discreet logos acceptable, no large writing or logos); dress or dressy casual shoes (no sandal-type shoes or flip-flops), socks, no headgear (hats, bandanas, etc).

Dress Code for Women

Dresses and skirts should be no shorter than the top of the knee (sitting or standing). Skirt slits should be modest; open slits should be no higher than the top of the knee, closed slits should be no higher than two inches from the top of the knee. Shoulder should not show. Anything tight, scant, backless, see-through, low in the neckline or revealing the midriff or undergarments (in any position) is immodest and unacceptable. *You should be able to bend over to assist students and stretch to reach the top of a white board without revealing any of the areas mentioned above.* Slips should be worn under thin material. Body piercing is not permitted. Earrings and plugs are permitted in ears only.

Internship, Practicum, Field Experiences and Class Presentations:

Attire: Dresses, skirts, dress pants (no jeans of any color, no overalls, no capri/cropped pants, no shorts), sweaters and/or shirts (no sweatshirts, no writing or graphics on shirts except discreet embroidered logos), dress or dressy casual shoes (no tennis, athletic, sport shoes or flip-flops), no headgear (hats, bandanas, etc).

Student Support Services

6.1 Library/Media Services

Jerry Falwell Library provides a wide range of resources and services to meet the needs of students and faculty. State-of-the-art technologies and world-class collections designed to support and enhance the University's curricula are readily accessible in a variety of formats to both residential and online students and faculty. Students have access to [databases, research guides, physical and electronic collections, and workshops](#) on a variety of topics that can be attended in person or via streaming video. Both the [Education Research Guide and the](#)

[Counseling and Psychology Research Guide](#) include School Counseling. The Library also houses an exhaustive list of books and journals related to counseling, school counseling, and counseling-related professions to include ACA journals and the ASCA journal, *Professional School Counseling*. Online students have access to Inter-Library loan, and full-text journal articles and e-books for printing. Students can link to [professional counseling associations](#), including the American Counseling Association (ACA) and the American School Counselor Association (ASCA). Both residential (434-592-3362) and online (434-582-2221) students can get help with research in a variety of ways, including via [email](#). School counseling candidates also have access to the curriculum library, which provides materials for K-12 grades (434-592-3361). Students interested in making use of the Library's resources and/or services should visit the Library's [website](#).

6.2 Technology Services

Students have access to technology support services via the Helpdesk through Liberty's [Information Technology \(IT\) HelpDesk](#). A technician will aid students in diagnosing and resolving issues related to technology. Technicians can access computers remotely, offering the same service to online students as they would to residential students. Student may also wish to use IT's self-help system, [Ask L.U.K.E](#). Ask L.U.K.E. provides quick answers related to a multitude of technology topics (e.g., wireless networks, email, installing software, Blackboard). Through IT, students may purchase software at a discount (or obtain for free), and gain training and certifications. Students interested in making use of IT resources and/or services should visit the IT [website](#) or call 434-592-7800/866-447-2869.

6.3 Counseling Services

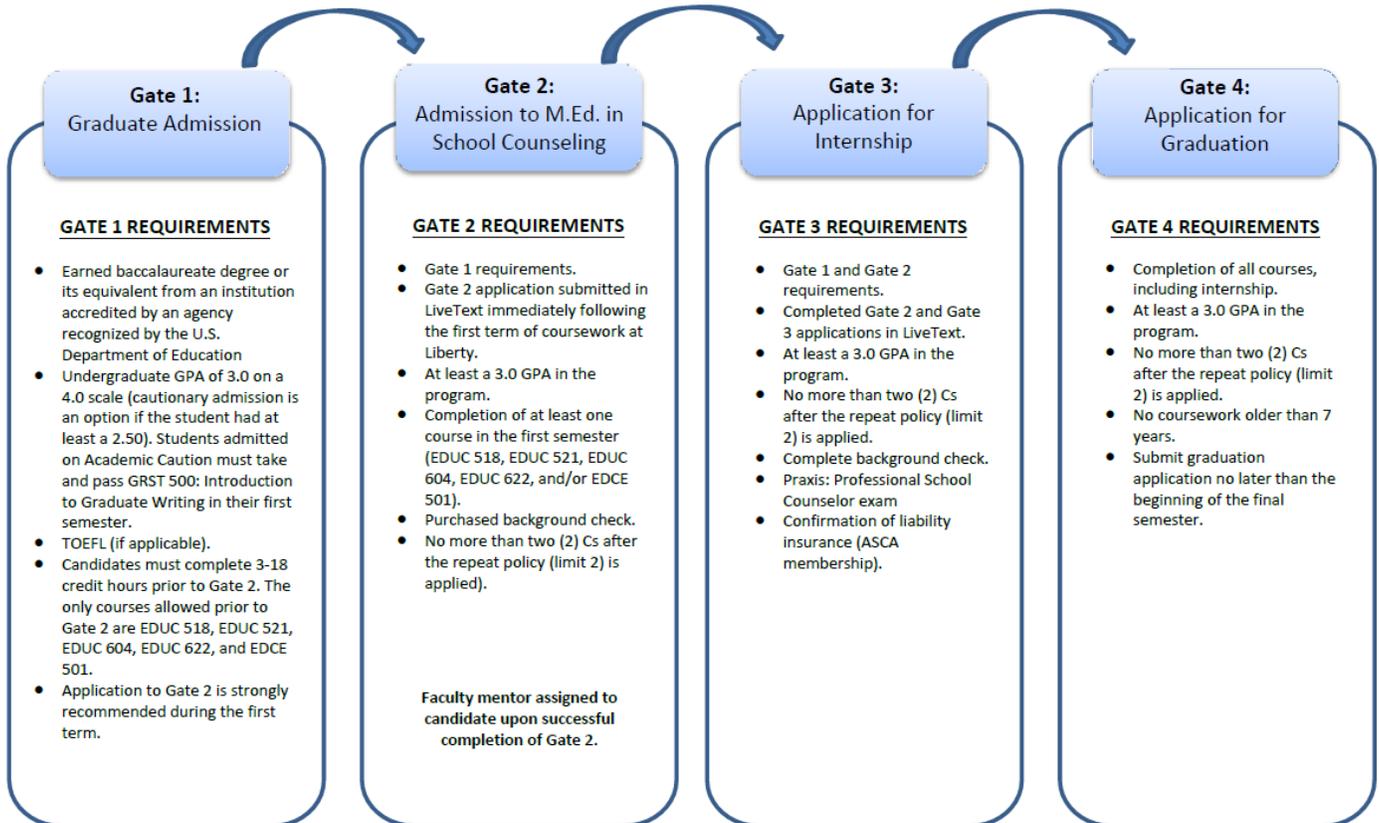
Students counseling services are available through the Student Care Office of Liberty University and include individual counseling, group counseling, crisis counseling, and referral services. Students can access a [variety of online resources](#) provided by Student Care counselors at and additional campus resource offices. Students interested in making use of Student Care resources and/or services should visit the [website](#), email studentcare@liberty.edu, or call 434-582-2651.

6.4 Career Services

Liberty's Career Center provide students with a variety of career services, including career counseling, resume writing, networking, interviewing, and assessment. Both face-to-face and phone appointments are available. Students interested in making use of the Career Center's resources and/or services should visit the [website](#), email careers@liberty.edu, or call 434-592-4109.

Appendices

Appendix A Gate Flow Chart M.Ed. in School Counseling Gates



Appendix B
Faculty Mentoring Flow Chart

**FIRST SEMESTER OF
FACULTY MENTORING**

Once approved through Gate 2 and admitted into the M.Ed. in School Counseling program, candidate is assigned a faculty mentor. Faculty mentor sends candidate the Gate 2 approval/welcome to the M.Ed. in School Counseling letter.



Initial mentoring meeting is scheduled between mentor and candidate within the six months following program admission.



Meeting occurs and mentor discusses program information, degree completion plans, course sequencing, in-residence requirements, clinical requirements, Gates, resources, and other program policies and requirements, and expectations of candidate.



Faculty mentor completes Checklist and enters meeting data into Customer Relationship Module (CRM), the University's electronic student records system.

**SUBSEQUENT SEMESTERS OF
FACULTY MENTORING**

Candidate contacts faculty mentor as needed throughout the program. If mentor observes behaviors that show evidence of struggle or impairment or is informed of potential issues by a faculty member, mentor addresses and seeks to resolve concerns with candidate.



If the issue is not resolved then the faculty mentor creates a *Professional Development Plan* with candidate and follows the remediation process.



Faculty mentor documents all in CRM.



If problem is resolved no further action is required.

If issues persist, faculty mentor continues with the remediation process.



Appendix C
Professional Development Plan and Remediation Processes

M.Ed. in School Counseling
Professional Development Plan (PDP)

Please complete this form following the processes and including applicable parties as delineated on the *Remediation Flow Chart* or *Clinical Remediation Flow Chart* below.

Candidate Name: _____ ID#: _____

I. Description of circumstances leading to professional development concerns:

II. Summary of discussion that has taken place thus far:

III. Recommendations for professional development plan:

Professional development plan recommendations must be met by: _____
Date

IV. Consequences (if recommendations are not met by specified date):

V. Signatures

Faculty Member/Faculty Supervisor: _____ Date: _____

Faculty Mentor: _____ Date: _____
(as applicable)

Program Director: _____ Date: _____
(as applicable)

Site Supervisor: _____ Date: _____
(as applicable)

Clinical Director: _____ Date: _____
(as applicable)

Dean/Associate Dean: _____ Date: _____
(as applicable)

III. Candidate Acknowledgement

I acknowledge the areas for growth in my professional development as specified above. I also acknowledge that I understand the intent of my professional development plan and the consequences if I fail to meet the items specified in the plan by the dates indicated above.

do not wish to respond

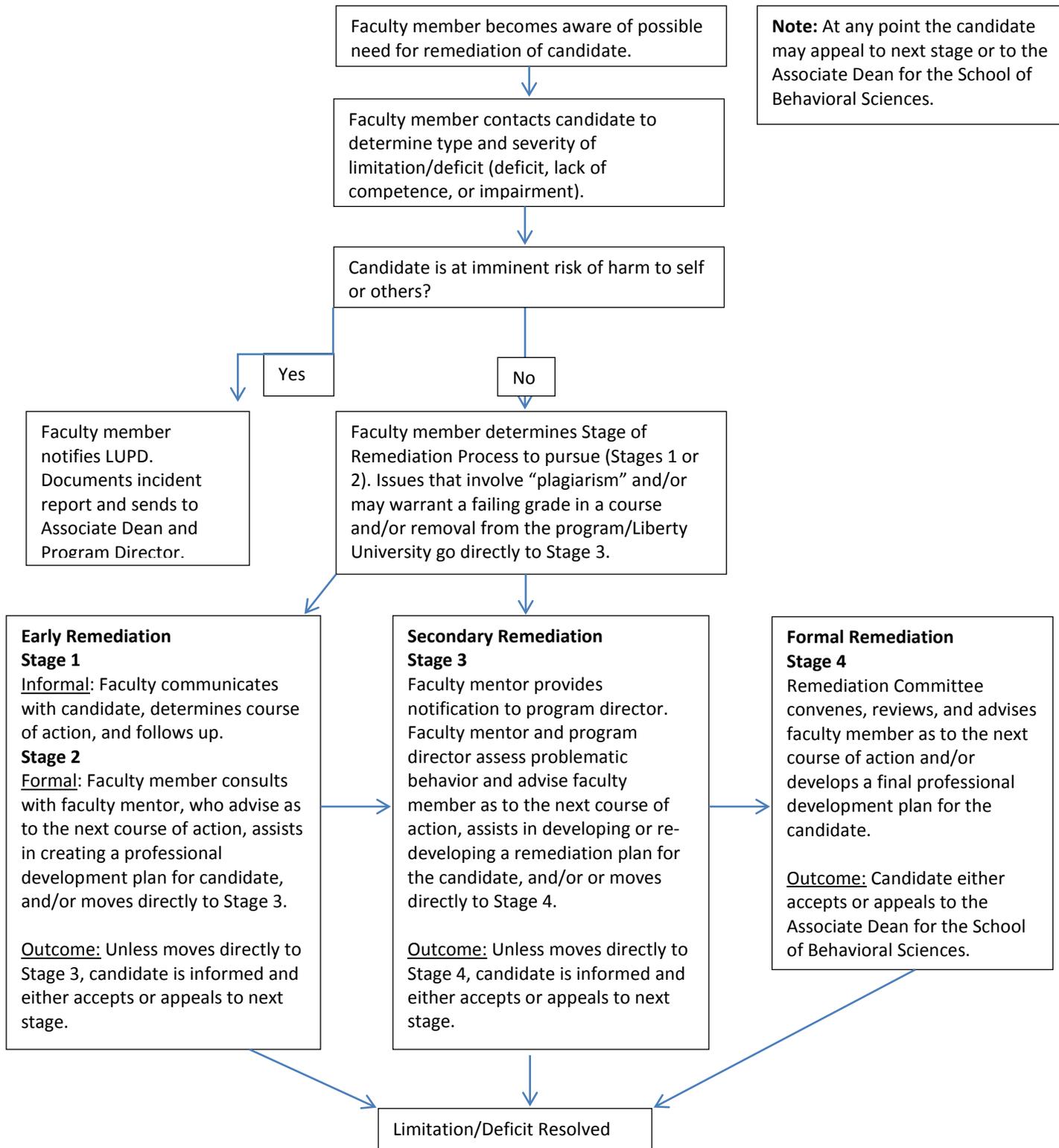
wish to respond: (Please place comments here or attach a written letter to this form)

wish to appeal

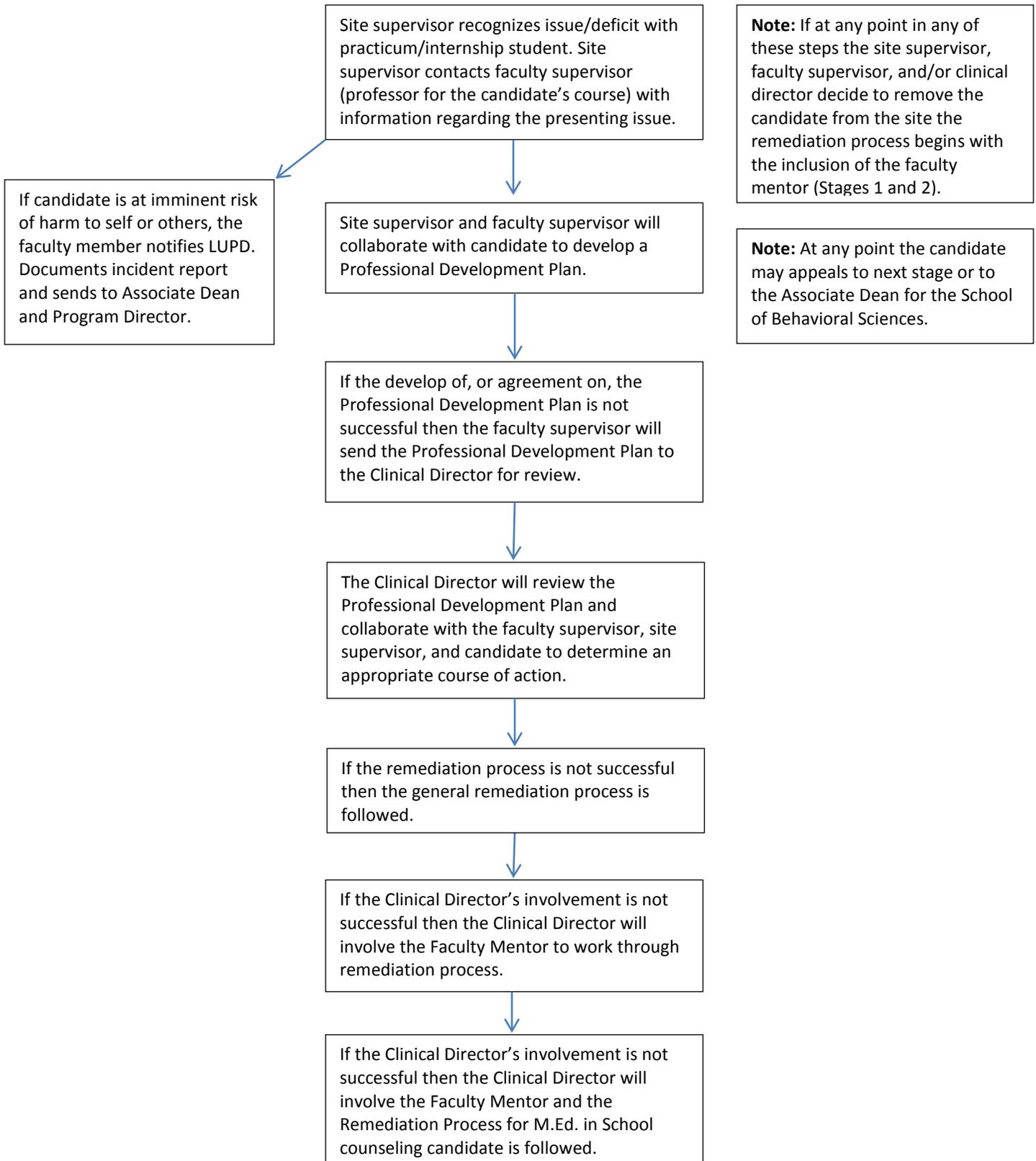
Candidate Signature: _____ Date: _____

Remediation Process for School Counseling Candidates

Note: At any point the candidate may appeal to next stage or to the Associate Dean for the School of Behavioral Sciences.



Remediation Process for School Counseling Candidates in Practicum or Internship

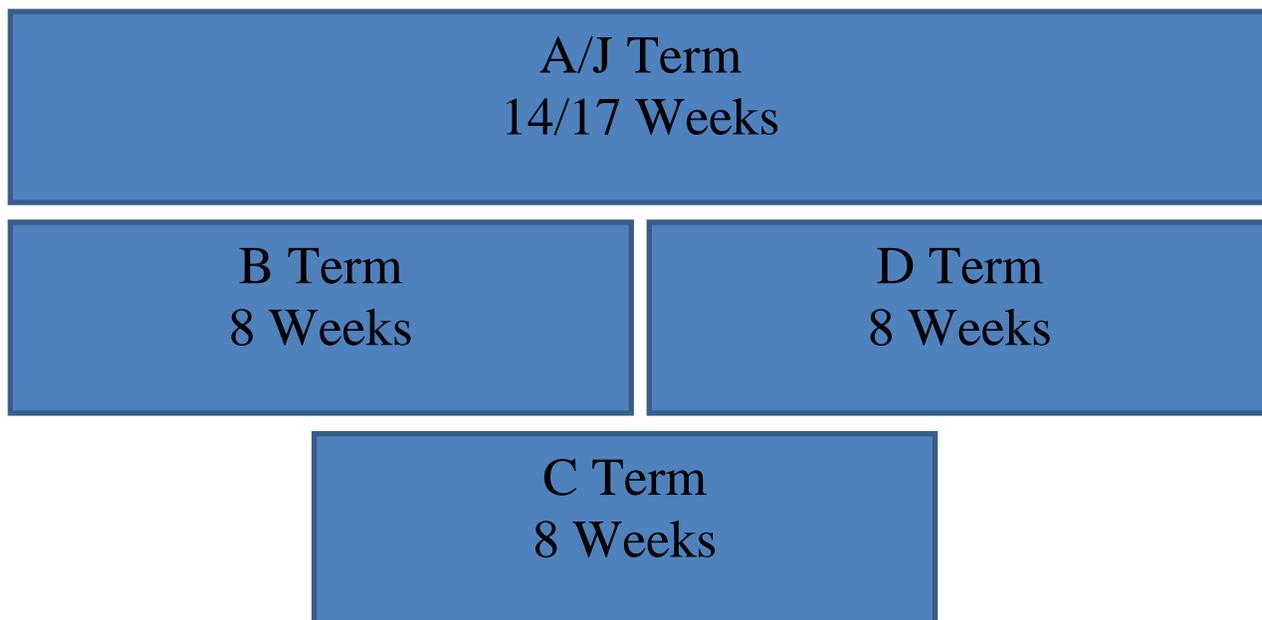


Appendix D
Sub-Term Schedule

The Liberty University Online [academic year](#) consists of three terms: fall, spring, and summer. Terms consist of one semester-long sub-term (A), which can range from fourteen to seventeen weeks in length, and three eight-week sub-terms (B, C & D).

Intensive courses, offered in both weekend and weeklong formats, are covered in term (J) throughout fall, spring, and summer semesters.

Fall/Spring/Summer Sub-Terms



Appendix E **Course Descriptions**

M.Ed. in School Counseling Course Descriptions

Advanced Education Core Courses (15 Hours)

EDUC 518 - Understanding Educational Research and Assessment (3 hours)

Overview of the nature of research on human development, learning, and pedagogical knowledge and skills. Topics include current trends and issues in education, skills in data collection and assessment, and application of research in the school setting.

EDUC 521 - Foundations of Exceptionality (3 hours)

A comprehensive course dealing with the characteristics of children and youth with disabilities and topics related to models of service delivery, documentation procedures, and legal/ethical issues.

EDUC 600 - Human Development across the Lifespan (3 hours)

A survey of the organic, social, and psychological factors that influence the development of personality. It seeks to understand what makes a person distinctively different along with a critical evaluation of various theories of personality development, particularly as they relate to questions of values and religious commitment.

EDUC 604 - Foundations of Education (3 hours)

A comprehensive survey of the historical development of education. Emphasis is placed on American education and the emergence of the Christian School Movement.

EDUC 622 - Educational Assessment and Intervention (3 hours)

A study of the techniques and procedures of educational identification and intervention strategies, collaboration, and referral. Field experience required.

School Counselor Concentration Courses (24 Hours)

EDCE 501 - Professional, Ethical, and Legal Issues in Counseling (3 hours)

This course introduces candidates to the professional functioning of counselors with an emphasis on school counselors in relation to other human services and education professionals, including history, professional identity, roles, professional organizations, ethics, legalities, standards, and credentialing. Current issues, trends, and best practices in a variety of professional counseling settings are explored with an emphasis on the specialty of professional school counseling.

EDCE 504 - Social and Cultural Foundations in Counseling (3 hours)

This course examines individual and system functioning with an emphasis on culturally sensitive counseling practices, social justice and advocacy approaches in pluralistic society. The overarching cultural context of relationships, including factors such as age, gender, sexual orientation, religious and spiritual values, mental and physical characteristics, education, family values, and socioeconomic status. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-

awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized.

EDCE 505 - Counseling Theories and Techniques (3 hours)

This experiential and didactic course provides candidates an understanding of selected theories of counseling and psychotherapy and effective interventions from individual, relational, and systems perspectives. Theoretical and empirical foundations of individual, relational, and systemic approaches are examined. Candidates are encouraged to begin to define their own theoretical approach to their work with individuals, couples, and families. Candidates also examine personal characteristics and their effect on individual, couple, and family counseling using case discussion and analysis.

EDCE 512 - Structured Groups (3 hours)

This course enables candidates to understand the types of groups, their purpose, development, and dynamics, counseling theories, and group counseling methods and skills with an emphasis on structured group work in the elementary and secondary schools. Participation in small groups is required for educational and self-assessment purposes.

EDCE 522 - Career Development and Counseling (3 hours)

This course provides candidates an understanding of career development and related life factors. Candidates study career development theory, techniques, and decision-making models. Candidates learn procedures for planning and conducting effective job searches, assessment instruments and techniques relevant to career planning and decision-making, and the use of career information. Emphasis is placed on understanding the interrelationships between career decision-making and personal, family, and environmental factors such as spiritual and religious values, familial influences, gender, socio-economic status, interests, abilities, and preferences. Career transitions and the relationship between career and life style are explored. Particular career development processes and activities in K-12 schools are explored with an emphasis on the similarities and differences at the elementary, middle, and high school levels.

EDCE 611 - Child and Adolescent Counseling in the Schools (3 hours)

This course focuses on counseling theories and techniques used with children and adolescents in the school setting (e.g., play therapy, solution-focused counseling). The school counselor's role is examined.

EDCE 660 - Principles of School Counseling (3 hours)

This course studies the specialization of professional school counseling including foundations, history and current trends, and the roles of the school counselor in pluralistic schools with a systems-focus. Candidates are introduced to the ASCA Model as a framework for developing comprehensive, developmental school counseling programs.

EDCE 661 - School Counseling Program Development and Evaluation (3 hours)

This course is designed to examine the planning, development, organization, implementation, and evaluation of comprehensive developmental K-12 school counseling programs that promote access and equity for all students.

Professional Courses (9 Hours)

EDCE 698 - School Counseling Practicum (3 hours)

This course requires field experience in a non-K-12 school setting. Candidates are assigned to an on-site supervisor (experienced, licensed counselor with training in counselor supervision) and a faculty supervisor. The practicum experience will include a minimum of 150 hours.

EDCE 699 - School Counseling Internship (6 hours)

This course provides a culminating field experience for candidates designed to build both clinical and non-clinical counseling skills in the elementary and secondary school settings. Candidates are assigned to an on-site supervisor (experienced, licensed school counselor with training in counselor supervision) and a faculty supervisor. Each of the two required semesters of internship will be a minimum of 300 hours for a total of at least 600 hours of internship.

Appendix F

Full-time Residential Faculty

Residential Faculty

The following information summarizes the professional achievements and qualifications of the Residential Faculty of the M.Ed. in School Counseling Program:

Kerry Lamphere Bowles, M.Ed. (Walden University, Counselor Education & Supervision) (Lynchburg College, School Counseling). Kerry Bowles serves as Assistant Professor and Clinical Director for Liberty University in the M.Ed. in School Counseling Program. Kerry Bowles served as an adjunct for the M.Ed. School Counseling Program since 2015. Prior to joining the residential faculty in 2018, she worked as a school counselor in Central Virginia for fourteen years at both the elementary and secondary school levels, during which time she supervised interns from a variety of universities. Kerry Bowles is a licensed School Counselor (preK-12). She is and has been a member of many professional organizations including the American Counseling Association (ACA), American School Counselor Association (ASCA), American Association of Christian Counselors (AACC), Virginia Counselors Association (VCA), Virginia Alliance for School Counselors (VASC), and the Lynchburg Counseling Association (LACA). In addition, Kerry Bowles has presented at several conferences at the state and regional levels, including Virginia Counseling Association (VCA), Virginia School Counseling Association (VSCA), and the Association of Christian Schools International (ACSI). Her e-mail address is kllamphere@liberty.edu.

Justin Silvey, Ed.D. (Argosy University, Counseling Psychology with a specialization in Counselor Education and Supervision), M. Ed. (Liberty University, School Counseling) is an Assistant Professor and Clinical Director in the School Counseling program. Prior to joining the faculty in 2013, he worked as a professional school counselor in Central Virginia for over three years, serving both the middle school and high school levels. Dr. Silvey's professional experience also includes admissions and financial aid counseling at the university level. Dr. Silvey is a licensed School Counselor (preK-12). He is and has been a member of many professional organizations including the American Counseling Association (ACA), American School Counselor Association (ASCA), Association for Counselor Education and Supervision (ACES), Association for Specialists in Group Work (ASGW), Virginia Association for Counselor Education and Supervision (VACES), Virginia Association for Specialists in Group Work, Virginia Counselors Association (VCA), Virginia Alliance for School Counselors (VASC), Virginia School Counseling Association (VSCA), and the Lynchburg Counseling Association. Dr. Silvey has authored professional publications. In addition, Dr. Silvey has presented several presentations at the state, regional, national, and international levels. His e-mail address is: rjsilvey@liberty.edu.

Jacqueline L. Wirth, Ph.D. (Florida Atlantic University, Counselor Education and Supervision), S. Ed. (Louisiana State University, Department of Counseling) M.Ed. (Loyola University in Maryland). Dr. Wirth serves as Instructor for Liberty University in the M.Ed. in School Counseling Program. Prior to joining the Liberty University faculty in 2012, Dr. Wirth worked for 27 years as a school counselor in Florida, Louisiana, and Maryland in the elementary, middle school and high school settings. She has also been a site supervisor of counseling practicum and intern students for several Florida universities. She served as an Adjunct Professor for Florida Atlantic University in Boca Raton, Florida and as an alcohol and drug prevention/intervention specialist in the East Baton Rouge Parish School Board in Baton Rouge, Louisiana. In addition to her degrees, Dr. Wirth is a Clinical Educator for the State of Florida, holds a Florida Professional Educator Certificate as a school counselor (Pre-K-12) and as an elementary

educator. Dr. Wirth is a National Board Certified Counselor (NCC) and a National Board Certified School Counselor (NCSC). She is and has been a member of many professional organizations including the American Counseling Association (ACA), American School Counselor Association (ASCA), the American Association of Christian Counselors (AACC) the Florida School Counseling Association (FSCA). Dr. Wirth has presented at national conferences and has authored professional publications. Her e-mail address is jlwirth@liberty.edu.