

LIBERTY UNIVERSITY ONLINE



MASTER OF EDUCATION School Counseling

Handbook

School of Behavioral Sciences
Department of Counselor Education and Family
Studies
2019-2020

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Authority of the Handbook

Particular policies and procedures are School of Behavioral Sciences/School Counseling Program specific. The policies and procedures herein apply to current and newly accepted students on degree completion plans 2013- 2014 and later. Students 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

The School Counseling degree is designed to lead to licensure/certification as outlined by the Virginia Department of Education, other state boards have unique licensure/certification requirements. Therefore, before enrolling in a licensure/certification program at Liberty University, students should consult the rules and regulations regarding School Counseling for the particular state that they intend to seek licensure after graduation. To obtain your state's web address, view [State School Licensure/Certification Boards](#).

For issues regarding the program, first contact academic advising. Then, if needed, contact the Director, Dr. Summer Kuba at skuba@liberty.edu. For Practicum & Internship, please contact the respective offices: practicum: scfieldplacement@liberty.edu or internship: gate3@liberty.edu. If appealing a decision made by the practicum/internship office, please contact Kerry Bowles at kllamphere@liberty.edu

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 Handbook. Candidates enrolled in the School Counseling Program are responsible for knowing the material outlined in this handbook. 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.

Program Contact Information

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Practicum Inquiries	scfieldplacement@liberty.edu
Internship Inquiries	gate3@liberty.edu
Graduation Inquiries	gate4@liberty.edu

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 Handbook* 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 handbook to be “required reading” for all M.Ed. in School Counseling students. The [Liberty University Graduate Catalog](#) is also considered required reading. Although you are assigned a Faculty Advisor Mentor (FAM) when you are admitted to the M.Ed. in School Counseling program, it is ultimately your responsibility to know the information contained in this handbook. Review this handbook periodically, and if questions arise, contact your FAM.

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 handbook 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 handbook is not intended to be a comprehensive listing of all Liberty University policies. In addition to this handbook 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 handbook 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.

Blessings,

School Counseling Leadership Team

LIBERTY UNIVERSITY

General Information

1.1 Campus

Liberty University is a religiously-oriented, private, coeducational, comprehensive liberal arts institution. Founded in 1971, 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.

1.2 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.

1.3 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 is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). CAPREP 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 at www.cacrep.org.



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 admits students of any race, color, and national and ethnic origin, and accords them all the rights, privileges, programs, and activities generally made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, sexual orientation, or disability in administration of its educational policies, admission policies, scholarship and loan programs, or athletic and other school-administered programs.

M.Ed. in School Counseling Program

2.1 Overview

The graduate School Counseling program is a program within the School of Behavioral Sciences, Department of Counselor Education and Family Studies, committed to providing quality training that significantly develops students' 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 students for licensure as school counselors and the foundation for continued studies at the doctoral level.

2.2 Mission Statement

The M.Ed. in School Counseling program supports a collaborative learning environment that prepares a culturally diverse, global student body to be competent, responsible, and ethical 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.

2.3 Purpose

Consistent with the University's mission to develop "Christ-centered men and women with the values, knowledge, and skills essential to impact the world," the Department of Counselor Education and Family Studies seeks to educate the whole person within a framework of grace and truth, which are core values exemplified in the life of Christ and necessary for professional service; developing the knowledge, values, skills, and personal disposition necessary for effective professional service. Our mission is achieved, in significant measure, through offering rigorous academic programs, dynamic interaction with mentors, faculty, and carefully structured practica and internships.

2.4 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 basis 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, and 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.

Admission Policies

3.1 Admission and Licensure

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, students 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.

The [Virginia Department of Education \(VDOE\)](#) requires documentation of:

- Licensure application
- Submission of a social security number (SSN). If you do not have an SSN, you must apply for one.
- Child Abuse and Neglect Recognition and Intervention Training – Individuals seeking an initial license and license renewal must complete training in child abuse recognition and intervention in accordance with curriculum guidelines approved by the Board of Education.
- Emergency First Aid, CPR & AED Certification or Training – Effective September 1, 2017, the *Code of Virginia* specifies that the certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.
- Dyslexia Awareness Training – Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness 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.
- School Counselor Training – Effective July 1, 2017, the *Code of Virginia* requires every person seeking initial licensure or renewal of a license with an endorsement as a school counselor to complete training in the recognition of mental health disorder and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse.
- An earned master's degree from an approved counselor education program that includes at least 100 clock hours of clinical experiences in the elementary and 100 clock hours of clinical experiences in the secondary setting
- 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 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.

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

3.2 Admissions Requirements

The M.Ed. in School Counseling program requires that students pass through four gates from application to graduation. 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, students 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 students 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 courses with the exception of COSC 501, COUC 504, COSC 521, and COUC 502. Students will not be permitted to take any COSC courses other than COSC 501 or COSC 521 until he or she has successfully passed through Gate 2. Gate 2 questions may be addressed to scgate2@liberty.edu.

The process is completed using LiveText. Information and directions for completing the Gate 2 process are available on the Gate 2 link above. Students 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 2.7 (effective Fall 2019)
- 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 Gate2.
- Successful application completion requires:
 - a. 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.
 - b. Submitting a one- to two-page writing sample related to group and multicultural experiences (see application for details).
 - c. 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.
 - d. 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 COSC courses on the candidate's DCP other than COSC 501 or COSC 521. 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.

- Students 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 accessible 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 who their Faculty Advisor Mentor (FAM) will be for program advising. The candidate will meet with the Faculty Advisor Mentor to establish a viable Program Plan of Study (PPS). Students should complete this meeting within one month of acceptance through Gate 2.

Background Check

All M.Ed. in School Counseling students are required to complete the background check. Students 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 COUC 698 and COSC 699. Students 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 students. Thus, School Counseling students should purchase the background check through the School of Education as offered by CastleBranch, Liberty's background check provider.

The link above 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.

Questions or concerns related to background checks should be emailed to edbbackground@liberty.edu.

3.3 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).

3.4 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 scgate2@liberty.edu.

Academic Policies

4.1 Program Intent

The M.Ed. in School Counseling program provides students with an integration of academic coursework and applied learning experiences through practicum and internships. Students are expected to master coursework considered essential to the master's level professional preparation of licensed school counselors. Though students 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 students.

Students will be able to:

1. Enhance K-12 student learning and student social-emotional, 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 National 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 lifespan 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, K12 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, dropout 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 social-emotional, 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.

4.2 Program Requirements

The M.Ed. in School Counseling program is a 48-hour blended (online and residential) program of study. All students, 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 handbook. Students 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, students 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 in Appendix A and in your COSC 050 Orientation to the School Counseling Program Advising Course.

4.3 Course Requirements and Sequencing

Students are required to complete 6 hours of the program in residence. The DCP denotes those courses that are required to be taken online and in residence. Each required course is listed on the DCP. This sequencing guide is not a substitute for your Planned Program of Study (PPS) created during your initial faculty advising mentor meeting. Should you find that you need to edit your PPS, you must work through your faculty advisor mentor (FAM) to ensure we have a documented and approved plan of study on file for you.

4.4 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).

4.5 Independent & Directed Studies

Students 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.

4.6 [Program of Study](#)

The following chart lists program courses for the **M.Ed. in School Counseling (48 hours)**.

Course #	Course Name	Credit Hours
COUC 502	Human Growth and Development	3
COUC 504	Multicultural Counseling	3
COUC 515	Research and Program Evaluation	3
COUC 522	Career Development and Counseling	3
COSC 501	Professional, Ethical, and Legal Issues in Counseling	3
COSC 505	Counseling Theories and Techniques	3
COSC 512	Structured Groups	3
COSC 521	Foundations of Exceptionality	3
COSC 604	Foundations of Education	3
COSC 611	Child and Adolescent Counseling in Schools	3
COSC 622	Educational Assessment and Intervention	3
COSC 660	Principals of School Counseling	3
COSC 661	School Counseling Program Development and Evaluation	3
COUC 698	Counseling Practicum	3

COSC 699	Internship 1 (Elementary or Secondary)	3
COSC 699	Internship 2 (Elementary or Secondary)	3
	Program Total	48

4.7 Course Prerequisites

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

Course Code* *The Course Codes in Blue will be effective beginning Fall 2019.	Term *Based on suggested course sequence.	Prerequisites
EDCE 501 COSC 501 Ethical and Legal Issues in Counseling	D	None
EDUC 600 COUC 502 Human Growth and Development	B	None
EDCE 504 COUC 504 Multicultural Counseling	B	None
EDCE 505 COSC 505 Counseling Theories and Techniques	J (Intensive)	COSC 501, METL/GAT2 test code
EDCE 512 COSC 512 Structured Groups	J (Intensive)	COSC 505
EDUC 518 COUC 515 Research and Program Development	B	MATH 201 or PSYC 355 or METL/GAT2 ; COSC 501, COUC 502, 504, COSC 505
EDUC 521 COSC 521 Foundations of Exceptionality	D	None
EDCE 522 COUC 522 Career Development and Counseling	B	COSC 501, COUC 502, 504, COSC 505
EDCE 611 COSC 611 Child and Adolescent Counseling in Schools	D	METL/GAT2 test code
EDCE 660 COSC 660 Principles of School Counseling	B	METL/GAT2 test code
EDCE 661 COSC 661 School Counseling Program Development and Evaluation	D	METL/GAT2 test code

EDUC 622 COSC 622 Educational Assessment and Intervention	B	COUC 504, 522, COSC 501, 505, 512, 611, 660, 661 (May be paired with Internship I or Internship II.)
EDUC 604 COSC 604 Foundations of Education	B	COUC 504, 522, 698 COSC 501, 505, 512, 611, 660, 661 (May be paired with Internship I or Internship II.)
EDCE 698 COUC 698 (Practicum)	A	COUC 502, 504; COSC 501, 505, METL/GAT2 test code
EDCE 699 COSC 699 (Internship)	A	COUC 504, 522, 698 COSC 501, 505, 512, 611, 660, 661, METL/GAT2 test code
EDCE 699 COSC 699 (Internship)	A	COUC 504, 522, 698 COSC 501, 505, 512, 611, 660, 661, METL/GAT2 test code

4.8 Faculty Advising

Prior to admission to the M.Ed. in School Counseling program, students 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 students are admitted to the M.Ed. in School Counseling Program (upon successful completion of Gate 2 requirements), they are assigned a Faculty Advisor Mentor (FAM). The faculty advisor mentor is a full-time counselor educator teaching in the M.Ed. in School Counseling program.

Required Mentoring Meeting

Following approval of the candidate's Gate 2 application, a Faculty Advisor Mentor (FAM) will be assigned to each candidate. A virtual meeting will be scheduled in order to review the COSC 050 Orientation Modules and answer any questions.

This meeting provides a venue for discussing critical program expectations as well as allowing time for questions. During this meeting, students will work with their FAM to establish a viable Program Plan of Study (PPS). It is expected that students attend this meeting no more than one month following Gate 2 approval, as some of the items discussed during this meeting are time sensitive. Dates and times will be communicated to the candidate via Liberty email.

Students will sign up for these virtual meetings using the virtual platform information that is provided by the FAM. The FAM will work with the candidate to ensure an adequate academic plan is in place and to enhance the candidate's understanding of their Degree Completion Plan (DCP) and Program Plan of Study (PPS). Mentor meetings aid the candidate in successfully matriculating through the school counseling program. The FAM also serves as a resource and intervenes as needed throughout the program to assess candidate academic, professional, and personal development, and engages in a Professional Development Plan (PDP) as needed.

The candidate's academic advisor, different from the FAM, 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 FAM will focus on program-related items. We trust that this partnership will be useful in helping to create positive experiences for students and ultimately the successful completion of the M.Ed. in School Counseling advanced licensure program.

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.

4.9 [Praxis® Professional School Counselor Examination](#)

M.Ed. in School Counseling students take the Praxis® Professional School Counselor examination (0421 or 5421). Students 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. Students must provide proof that they have taken or registered to take the Praxis® exam prior to Gate 3 and enrollment in internship (COSC 699). Students 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:

- **Assess:** Specifics on program assessment and school counselor assessment and appraisal.
- **Deliver:** Specifics on direct and indirect services.
- **Define:** Specifics on student standards and professional standards
- **Manage:** Specifics on program focus and program planning

For information, exam costs, and to register for the exam, students should go to the link above. There you will find a link to the *Praxis® Study Companion*. 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 COSC 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.

4.10 Practicum

Overview

[Practicum](#) (COUC 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.

- Students are required to complete 150 hours of practicum during the academic semester. At least 40 hours must involve direct service with clients.
- Students are required to complete the practicum application in LiveText in order to be registered for COUC 698 (School Counseling Practicum).
- Students are required to secure their own placements and are responsible to ensure that the placement meets all requirements outlined in this Handbook.
- A licensed counselor or counseling related professional 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.
- All hours must be completed during Liberty's academic semester.
- No practicum hours may begin until the course begins; no practicum hours may continue after the course ends.
- All practicum and internship students are required to join in group supervision using both audio and video connections through a virtual platform. Keep in mind, both verbal and nonverbal behavior are being assessed by supervisors; therefore, be sure to connect from a confidential location, wear modest clothing, and practice professional verbal and nonverbal behavior during group supervision."
- Tips on locating potential sites and a list of sites that have been used by students in the past are located [here](#).
- 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 students to the counseling environment and the development of clinical skills, ethics, and professionalism,

exposing students 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, students 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 students.

Prerequisites

To be adequately prepared for practicum, the candidate must have completed COUC 502, 504; COSC 501 and 505 with a grade of C or above. Students 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.

Additional prerequisites for COUC 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
- Submission of the Counselor Supervision Training Verification Form by the site supervisor.

Practicum Application

Once the COUC 698 application is approved, the candidate will be registered for the course by the school counseling field placement office. Students are not able to register for COUC 698 on their own.

COUC 698 Application Submission Deadlines

Click link above for details.

The application for practicum may be accessed by following the instructions below:

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

Approval for the COUC 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.

Once the COUC 698 application is approved, the candidate will be registered for the course by the school counseling field placement office. Students are not able to register for COUC 698 on their own.

Course Requirements

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

Students 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. Students must attend every week of group supervision with the faculty supervisor regardless of whether practicum hours were completed that week. A minimum of 10 weeks must be spent at the approved site with a minimum of 14-16 weeks of face-to-face faculty supervision through a virtual platform. Supervision meetings 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 scfieldplacement@liberty.edu.

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.

Recording Requirements

The candidate will video record 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 assessed by the site and faculty supervisor.

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 & 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 practicum student elect to participate. Students will provide services at the location(s) agreed upon by Liberty's Field Placement Offices and only those hours will be counted toward clinical hours' accrual. Students may not make home visits or transport clients/students as Liberty will not be responsible for such actions.

Site Supervisor Responsibilities

- Work with the candidate to establish a work schedule, goals and outline of 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:
 - Requirements to be met by the candidate in order to improve performance
 - Date of re-evaluation and person responsible for follow up
 - Signatures of the candidate, site supervisor, and the faculty supervisor

Faculty Supervisor Responsibilities

- Serve as the primary point of contact for the site supervisor and candidate.
- Regular communication with the site supervisor and candidate. In situations where students are not communicating, not turning in forms, or performing unsatisfactorily on the preliminary evaluation, the faculty supervisor makes every attempt to assist 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 an average of 1.5 hours of weekly face-to-face group supervision with students.
- Email 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.

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 handbook).
- Observe American Counseling Association (ACA) Code of Ethics and American School Counselor Association (ASCA) Ethical Standards.
- 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 handbooks.

Transfer Credit

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

4.11 [Internship](#)

Overview

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

- Students 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 and one semester must take place at the secondary (middle or high school level.)
- Students are required to complete a Gate 3 application in LiveText in order to be registered for COSC 699 (School Counseling Internship) each semester.
- Placements are secured by the Field Placement Office in the School of Education. Students must carefully adhere to the placement procedures outlined in this handbook.
- All internship students are required to join in group supervision using both audio and video connections through a virtual platform. Keep in mind, both verbal and nonverbal behavior are being assessed by faculty supervisors; therefore, be sure to connect from a confidential location, wear modest clothing, and practice professional verbal and nonverbal behavior during group supervision.

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, students 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 students to successfully pass the internship course, the candidate must demonstrate mastery of the competencies as listed on the candidate's final internship evaluation

Prerequisites

To be adequately prepared for COSC 699, the candidate must have completed COUC 504, 522, 698, COSC 501, 505, 512, 611, 660, and 661 with a grade C or above. Students 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 COSC 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.

Internship Application

Once the COSC 699 application is approved, the candidate will be registered for the course by the school counseling field placement office. Students are not able to register for COSC 699 on their own.

[COSC 699 Application Submission Deadlines:](#)

Click link above for details.

The application for internship may be accessed by following the instructions below:

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

Course Requirements

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

Students participate in weekly site supervision with their site supervisor and an average of 1.5 hours of weekly synchronized group supervision (typically evenings or weekends) via the virtual platform with the faculty supervisor. Students must attend every week of group supervision with the faculty supervisor regardless of whether internship hours were completed that week. A minimum of 14-16 weeks must be spent at the approved site with a minimum of 14-16 weeks of faculty face-to-face supervision.

At the beginning of the internship 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 gate3@liberty.edu.

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 stakeholders

- Curriculum development
- Collaboration with other professionals on behalf of students
- Observations
- Other professional activities in which school counselors engage on a daily basis

Recording Requirements

The candidate will video record at least one 20-minute counseling session with a client in the internship setting. Signed consent must be obtained prior to conducting the recorded session. The recording will be reviewed and assessed by the site and faculty supervisor.

Portfolio

During both the first and second internship, students are required to complete an electronic comprehensive portfolio in LiveText. Students should begin preparing their 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 examples below to consider the types of projects required during internship. Students 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 headshot)
- Part A – Worldview Essay
- Part B –Résumé
- Part C – Competencies
 - Foundations
 - Counseling Prevention and Intervention
 - Diversity and Advocacy
 - Assessment
 - Research and Evaluation
 - Academic Development
 - Collaboration and Consultation
 - Leadership
 - Dispositions
- Part D – Professional Growth (Essay)
- Part E – Benchmark Assignments
- Part F – Culminating Projects (6 total: 3 during each internship semester)
 - See examples below
- Part G – Field Experiences

- Part H – Test Scores and Certificates

Please Note: During internship 1, students must complete parts A, B, E and ½ of F (3 projects). During internship 2, students must complete parts C, D, E, F (remaining 3 projects), G, and H.

Culminating Project Examples

- Classroom Guidance Lessons: Must be an entire unit (4-8 lessons)
- Small Group Counseling: Must be an entire unit (4-8 lessons)
- Individual Counseling: Must be a case study, 6-8 individual sessions, with pre/post data.
- Career Day
- Parent Workshop
- Teacher Workshop
- Developing a peer counseling program

Please Note: Any listed as “other” on the Culminating Project form should be approved by your faculty supervisor.

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 respecting student 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 internship student elect to participate. Students will provide services at the school location agreed upon by Liberty's Field Placement Offices and only those hours will be counted toward internship hours accrual. Students may not make home visits or transport students as Liberty will not be responsible for such actions.

Site Supervisor Responsibilities

- Work with the candidate to establish a work schedule, goals and outline of 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:
 - Requirements to be met by the candidate in order to improve performance
 - Date of re-evaluation and person responsible for follow up
 - Signatures of the candidate, site supervisor, and the faculty supervisor

Faculty Supervisor Responsibilities

- Serve as the primary point of contact for the site supervisor and candidate.
- Regular communication with the site supervisor and candidate. In situations where students are not communicating, not turning in forms, or performing unsatisfactorily on the preliminary evaluation, the faculty supervisor makes every attempt to assist 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 an average of 1.5 hours of weekly face-to-face group supervision with students.

- Email 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.

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 handbook).
- Observe American Counseling Association (ACA) Code of Ethics and American School Counselor Association (ASCA) Ethical Standards.
- 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.

Site 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.
- Site supervisors are required to review the School Counseling Program Handbook prior to internship.
- The site supervisor must provide the candidate with the opportunity to be observed on each of the competencies listed on the final internship evaluation.
- The site supervisor will assess the candidate electronically via LiveText and verify the hours the candidate completes during the internship placement.

Placement Requirements

- Students will have two supervisors during each semester of internship; site supervisor and faculty supervisor.
- Students complete a minimum of 300 hours in each semester of internship.
- Students should plan to serve at their school sites for 14-16 weeks during the semester.
- One internship must be completed at the elementary level and one must be completed at the secondary (middle or high school) 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 below.

Local Internship Placement Procedures

- Students located in the [designated local central Virginia area](#) may not contact any school, public or private, in regard to internship placement. Students should carefully review the list of cities and counties which are considered to be local.
- On the Gate 3 application, students 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, students may be placed anywhere in the designated local area.
- After placement is confirmed, students are notified about placement details via email. Questions regarding local placements may be directed to gate3@liberty.edu.

External Internship Placement Procedures

- Students not completing placement in a location [designated as local](#) should begin exploring placement options well before the Gate3 deadline. Students should begin by reviewing the list of [districts they may not contact](#). Students 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 gate3@liberty.edu to obtain the correct contact information to list on the External Placement Request Form.

- Students 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. Students 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.
- 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. Students should note that most placement requests are submitted to the district office and not directly to the school.
- After placement is confirmed, students are notified about placement details via email. After receiving this confirmation email, 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 gate3@liberty.edu.

Transfer Credit

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

4.12 Break in Enrollment

Students who discontinue course work for a period of one academic year will break enrollment. A break in enrollment occurs when the student fails to enroll in at least one course during an academic year. The academic year begins with the start of the fall semester and ends with the conclusion of the summer term. Students who break enrollment must apply for readmission to Liberty University and the M.Ed. in School Counseling program and will be subject to the requirements of the Catalog and degree requirements in effect at the time of their readmission. If accepted, the candidate will be placed on the current DCP; students cannot return to a previous DCP. Students should contact academic advising with additional questions related to broken enrollment policy.

4.13 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.

4.14 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 due to failure, although there is no maximum number of times a candidate can voluntarily retake a course.

4.15 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 students.

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 students.

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.

Online courses

Students are expected to participate on a regular basis in online courses using Blackboard as the virtual classroom environment. Students 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. Students engage in weekly assignments and interactions (some synchronous, some asynchronous).

Intensive courses

Intensive coursework begins at the beginning of the designated term. Students must attend every day in its entirety during the days of in-residence class meetings in order to pass the course. Students 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. Students 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. Plan to book room accommodations early.

4.16 American Psychological Association Format

The School Counseling Program requires students 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 students become familiar with and use this writing format.

4.17 Graduation

All degree completion requirements must be fulfilled before the university will confer the M.Ed. in School Counseling degree. All students must go through Gate 4 (graduation). Students 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. Students 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

5.1 Tuition and Fees

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

5.2 Financial Aid

All COUC courses and COSC courses, with the exception of COSC 604 and/or COSC 622 must be completed prior to start of internship. As such, if a candidate wishes to make use of financial aid, two COSC courses (COSC 604 and COSC 622) may be reserved to be taken during each internship semester in order to maintain financial aid. Students should check with the [Financial Aid Office](#) about this situation early in the program.

Student Expectations

6.1 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 (COUC 698). Students are required to join the American School Counselor Association (ASCA) prior to participation in internship (COSC 699).

Students should consider joining counseling association regional, state, and local divisions that allow students 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 organizations; 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.

6.2 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 more information on the *Academic Code of Honor* and *Personal Code of Honor*, see the *Graduate Student Code of Honor* found at the Graduate Student Affairs website:

<http://www.liberty.edu/index.cfm?PID=19155>

6.3 Academic Appeal Policy

In circumstances where a student disagrees with either a course final grade or a sanction due to an Honor Code violation, students have the right to appeal the grade or sanction through the Office of Student Affairs. The procedure followed for academic misconduct, personal misconduct, or grade appeals is outlined at the Graduate Student Affairs website:

<http://www.liberty.edu/index.cfm?PID=19155>.

6.4 Faculty-Student Interaction

Faculty members interact with school counseling students in a teaching and supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty are responsible to avoid dual relationships with students such as entering a student-counselor relationship. Thus, faculty do not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or 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.

6.5 Professional Development & Administrative Review

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 students 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. Students are given an opportunity to appeal.

Professional Development

To successfully complete the School Counseling program at Liberty University and to be eligible for graduation, a candidate must be able to demonstrate proficiency in five areas:

1. Attainment of scholastic competency in all coursework as evaluated throughout the program (see [Academic Policies](#) section of this handbook).
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., COSC 505 and COSC 512) and by the candidate's approved site supervisors using the Practicum Evaluation of Student Performance during practicum (COUC 698) and the Advanced Competency Assessment (ACA) during internship (COSC 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 students as well as by the candidate themselves and by their site supervisors using the Practicum Evaluation of Candidate Performance during practicum (COUC 698) and the Advanced Competency Assessment (ACA) during internship (COSC 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.

Program faculty aid students' development in the areas noted below, evaluating students in an ongoing and consistent manner in all settings in which faculty and students interact. This interaction can include formal and informal settings such as classroom, online communication, advising and personal conversations, as well as written communications.

Administrative Review

In keeping with the American Counseling Association Code of Ethics (ACA, 2014), Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016), and Southern Association of Colleges and Schools (SACS) requirements, faculty in counselor education programs are required to assess the knowledge, skills, values, and dispositions of students in their programs and take action if issues arise that could compromise the well-being of present or future clients. The following summarizes the School of Behavioral Sciences procedures for assessing these competencies.

Behavioral Concerns at Practicum and Internship Sites

If, during the Practicum or Internship, a student fails to successfully demonstrate the required skills, professional behaviors, or personal or professional dispositions in this course and/or receives failing evaluations, is dismissed from the site, or is found practicing at a site without having received approval by the department for the site, the site supervisor will notify the student's professor. The professor will write an incident report and send it to the Program Director and the department's Internship Office. The Program Director, the Director of Clinical Training, and the Leadership Team will examine the nature and reason for the skills deficit, professional behaviors, or dispositions and/or site dismissal and recommend a course of action, which could include Administrative Review for Behavioral Intervention and/or referral to Remediation and/or the Office of Community Life. Administrative Review is appropriate when a student's behavior is so concerning and/or non-professional that prompt protective action is required (see below section, "Administrative Review for Behavioral Intervention").

Note: The steps within this section are specifically designed to address the unique aspects of practicum and internships, and certain steps in this section may overlap with those of other

processes. For instance, the practicum or internship professor's submission of an incident report to the Program Director and Internship Office and their examination of the incident report will satisfy the early and secondary stages of the remediation process (i.e., remediation stages 1-3). Also note that remediation can be engaged at any step, as the School of Behavioral Sciences deems appropriate.

If a failing evaluation or dismissal from the site involves a violation of the University's Honor Code, the professor will fill out an Honor Code Violation form, which will be investigated by the Program Director and the Office of Community Life. At any point in this process, the student may receive a grade of "F" based on the skills deficit, professional behaviors, or personal or professional dispositions, dismissal from their site, and/or failure to follow approval policies. The student will be placed on hold in the program pending the outcome of any ongoing process(es) (e.g., Administrative Review, the remediation process, the disciplinary process, and/or grade appeals process).

For violations that do not result in dismissal from the program, the remediation process can include requiring the student to retake certain courses, seek personal counseling, etc. If, after remediation, the student is unable to correct the deficits, the Remediation Committee will meet to decide the best course of action for the student, up to and including an "F" for the course and dismissal from the program. The final decision regarding whether the student is eligible to retake the Internship and disposition of the hours accrued during the Internship are at the discretion of the Leadership Team and based on a thorough evaluation of the incident.

Note: When necessary, the Department may immediately remove a student from the site upon notification of concerning behavior by the supervisor. During the remediation process, the student has an opportunity to appeal interim actions following Administrative Review, grades, honor code violations, and dismissals in accordance with the procedures outlined for the applicable process(es). See, for example, [Appeals Policy \(Section 6.3\)](#) and the appeal sections below for information on the appeal process. Please consult the Practicum Field Manual and Internship Field Manual for additional information.

Administrative Review for Behavioral Intervention

There may be times when School of Behavioral Sciences faculty determines that a student's behavior is so concerning and/or non-professional, regardless of whether the student is making satisfactory academic progress, that prompt protective action is required. This is especially true when students are interacting with clients in a clinical setting. In such situations, the program director will place the student on Administrative Review. As part of Administrative Review, the program director will review all of the available and relevant evidence to determine an appropriate interim action to address the concerning behavior, which may include an interim suspension of the student from courses, internships, or clinical placements. The program director may, in his or her discretion, also apply a registration hold to prevent the student from registering for courses, internships, or clinical placements (and potentially, therefore, from

progressing in the program) until the behavior at issue has been resolved. The interim action should be narrowly tailored to address the concerning behavior such that it places as few restrictions as possible on the student and only as determined necessary to address the concerning behavior. Interim actions should also balance the School of Behavioral Sciences' gatekeeping function of protecting others with promoting the student's best interest. Administrative Review is protective, not disciplinary, in nature. Interim actions will remain in place until the program director (in consultation with the student and faculty) determines both that the concerning behavior has been resolved and that any pending processes to address the student's behavior are complete (e.g., the remediation process or a disciplinary matter in the Office of Community Life or the Office of Equity and Compliance).

Within 48 hours of the program director's decision to initiate the Administrative Review, the program director will notify the student in writing, which may include email, of (1) the initiation of the Administrative Review, (2) the interim action(s) imposed, and (3) the reason(s) for the Administrative Review. The program director will also notify the Registrar's Office of the interim action(s), including any registration hold. The student will have an opportunity to review all of the evidence that formed the basis for the interim action(s) and to respond (including the opportunity to present any relevant evidence) to the program director. Once the program director has an opportunity to review all of the available and relevant evidence, the program director will either reverse the interim action(s) or keep the interim action(s) in place pending the outcome of any other processes (e.g., remediation). The program director may refer the student to the Office of Community Life and/or the Remediation Committee. If the student's behavior cannot be remedied to a point such that the student is qualified to continue in the program, the student may ultimately be dismissed from the program. Should the student decide to appeal the interim action(s) imposed by the program director, the student must follow the appeal procedures below.

Appeal of Interim Action(s) Following Administrative Review

Students who disagree with the interim action(s) imposed by the program director following Administrative Review have an opportunity to appeal. Students must submit the appeal in writing to the Dean of the School of Behavioral Sciences within seven (7) days of receiving the notice of the program director's decision. The appeal should clearly state the reason(s) the student believes the interim action(s) should be reversed. Once received, the Dean of the School of Behavioral Sciences (or designee) will review all available and relevant evidence and, if determined necessary, speak with the student, the program director, and/or any other person with relevant information. The Dean of the School of Behavioral Sciences (or designee) will endeavor to make a determination within ten (10) days of receiving the appeal. The determination to uphold or reverse the interim action(s) will be sent to the student in writing, and the Dean of the School of Behavioral Sciences (or designee)'s determination concerning the interim action(s) will be final, pending the outcome of any other processes.

6.6 [Remediation](#)

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 professional 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 has the opportunity to successfully continue in the program. As such, remedial instruction or interventions are closely linked to the students' 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: deficient, lacks competence, and 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 the 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 an effective member of counseling team

Candidate Determined to be Impaired (not inclusive)

Four Themes

I. Interpersonal and Personal Problems

- A. Demonstrates inappropriate interpersonal skills
- B. Lacks self-control (anger, impulse control) in relationships
- C. Demonstrates inappropriate boundaries
- D. Misleads or exploits others
- E. Lacks awareness of the impact they have on others
- F. Shows unwillingness to receive feedback in supervision
- G. Fails to take responsibility for deficiencies and/or problems

II. Professional Competence

- A. Lacks foundational counseling skills
- B. Demonstrates inappropriate affect in response to clients
- C. Fails to recognize limitations of expertise and competence
- D. Fails to apply ethical and/or legal standards to practice
- E. Lacks awareness of how their beliefs and values influence practice
- F. Fails to demonstrate a respect for individual differences and culture

III. Professional Behaviors

- A. Demonstrates deficits in punctuality, professional appearance, attendance, dependability
- B. Fails to complete appropriate paperwork and documentation
- C. Fails to adhere to the department's or clinical site's policies

IV. Professional and Personal Integrity and Maturity

- A. Makes false, misleading or deceptive statements
- B. Displays academic dishonesty
- C. Manifests problems with alcohol/drug use or illegal activities
- D. Engages in inappropriate sexual behavior
- E. 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 are encouraged to consult with the program director, faculty remediation committee members, and other faculty when deciding the level of severity and which stage to engage the remediation process. Please note that the remediation process is not always linear or sequential. Faculty reserve the right to initiate remediation at whatever stage they deem appropriate for the student.

Early Remediation Process (Stages 1 and 2)

- Faculty or advisor meets with the student
- Determine an action plan for addressing deficits
- Follow-up

Secondary Review Remediation Process (Stage 3)

- Notification of meeting with the director
- Assessment of problematic behavior
- Review and development of a plan
- Acceptance or appeal

Formal Remediation Process (Stages 4-6)

- Notification
- Assessment of Problematic Behavior
- Development of a Plan
- Acceptance or Appeal
- Provision if Unsuccessful

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 chair, associate dean, and/or dean. The incident and action taken will become part of the candidate's permanent record.

Remediation Process for the M.Ed. in School Counseling Program

Note: The remediation plan is designed to protect the student's rights under University policies and a fair process. In addition, we stress the importance of *engaging the student* in the remediation process. These principles are infused throughout the School of Behavioral Sciences program's response continuum. Once a remediation plan is initiated, student response to remediation efforts is considered when deciding student status in the program. All phases of this remediation process will become a part of the student's record. The description of the stages below does not necessarily reflect a sequential process. Rather, the faculty reserve the right to initiate remediation at any Stage 1, 2, 3, or 4-6, based on their assessment of the level of deficit and/or impairment.

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 (the professor of 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 failing grade 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.

Stage 1: Notification by Advisor. When a determination is made by a faculty member that problematic behavior of an academic, clinical, or personal nature exists, and could not be resolved on an informal basis, the faculty member discusses this with the student and her or his advisor. If student problematic behavior is brought to the attention of the department through other means (e.g., from another student, a report from university staff, evaluation from a supervisor, etc.), the student's advisor will notify the student and discuss the concerns.

The student and her or his advisor will meet to discuss the problem and collaboratively outline a **remedial action plan** to address the concerns. This interactive process should allow the student ample opportunity to react to the information presented regarding the problem area. If the problem is resolved, no further action is needed. The advisor will document the meeting, the remedial action plan, and outcome into the student's personal record. The advisor will follow up with the faculty to ensure that the agreed-to remedial action plan was completed and the behavioral issue was successfully resolved.

If the problem is not resolved at this stage because the student does not engage in the process, disagrees with the validity of the concerns, or does not agree with the **remedial action plan**, the advisor will notify the program director of the outcome of the meeting. A meeting will then be scheduled with the student's advisor, the program director, the student, and the concerned faculty member as appropriate. This meeting will be considered a Phase 3 remediation.

Stage 2: Primary Assessment of Problematic Behavior: If the behaviors addressed by the program faculty and the advisor persist, the advisor will again meet with the student and outline, verbally and in writing, the continued nature and extent of problematic behavior. Informal (e.g., interview with student and faculty) and formal (e.g., instruments) may be utilized as a part of the assessment process. This includes feedback from the student concerning the outcome of any remedial actions taken by the student in response to the concerns raised during the notification session. When it is apparent that the student is engaged in the process but has not met the goal of the initial remedial action, a collaborative approach involving student engagement will be used to evaluate and refine the **remedial action plan**. If the problem is successfully resolved, no further formal action is needed. The advisor will document the meeting; outline the agreed adaptations to the remedial action plan; and the outcome. The advisor will follow up with faculty and the program director to ensure that the behavioral issues were successfully resolved and all agreed-to remedial mandates were implemented.

Stage 3: Secondary Assessment of Problematic Behavior: If the faculty advisor or core faculty determines that the student's behaviors are at a level that requires a formal remediation process (Stage 4) or the student rejects or appeals a **remedial action plan**, a meeting will be held with the student, his or her advisor, the program director, and referring faculty member (if appropriate). The meeting date will be set to allow the student the opportunity to provide additional evidence to the group for consideration at the meeting. The purpose of the meeting will be to either 1) collaboratively re-assess the problem behavior and develop a **remedial action plan** or 2) determine that the problem needs to be addressed by the program core faculty through a remediation plan. The program director will document the meeting and outcome. The program director will report the meeting outcome to the faculty Remediation Committee.

Stage 4: Referral to the Remediation Committee: In cases when the outcome of the meeting of the student, advisor(s) and program director results in a decision that the situation should be brought to the Remediation Committee, a meeting of the committee will be scheduled. The student will be informed in advance of the time of this meeting and will have an opportunity to provide additional information or evidence in writing to the committee for consideration at the meeting. Once all

information has been presented, the Remediation Committee will decide the level and scope of remediation required to assist the student and develop a formal Remediation Plan.

Stage 5: Development of a Remediation Plan: The Remediation Committee will review the presented information, examine the **remedial action plan** developed by the student and advisor, evaluate the progress made towards remediating problem behaviors, and develop a formal Remediation Plan. The purpose of the remediation plan is to assist the student in correcting any deficits in counseling skills or personal, interpersonal, or ethical problems so that the student may successfully continue in the program. The elements of the plan will be congruent with the extent of the correction needed. Remediation Plans can include such actions as repeating particular courses, obtaining personal counseling, completing additional assignments, reviewing the ethics code, transferring to a non-licensure program, or academic dismissal from the CEFS or Liberty University.

The program director and/or other designated persons will inform the student of the decision both orally and in writing. The student will have five working days to respond in writing (and orally, if desired) to the recommendation. The committee will review the student's response to the action decided and will make a final decision regarding the disposition of the case. Should the student file no response to the action, the decision of the committee will be considered as final. The program director and the student's advisor will notify the student in writing and orally of the outcome of the meeting.

Stage 6: Acceptance or Appeal: The student will be given the opportunity to accept the plan of correction or to appeal it. If accepted, the student will follow the plan as developed and regularly report progress to her or his advisor. If not fully resolved, additions, amendments, or extensions to the plan may be implemented. If the problematic behavior is corrected, no further action is needed. Four options are available to faculty when reevaluating the student: (1) continuation in the program, (2) continued probation and remediation, (3) counsel the student out of the program, and (4) dismissal from the program.

Provision if Unsuccessful: If the Remediation Committee determines that remediation is unsuccessful or that the student refuses to comply with the Remediation Plan, the Remediation Committee may recommend to the program director that the student be dismissed from the program.

Final Determination Following Recommendation of Dismissal: Based on the Remediation Committee's recommendation of dismissal, the program director will either dismiss the student from the program or allow the student to remain in the program until the concerning behavior has been fully addressed to the satisfaction of both the program director and the Remediation Committee. If the student is dismissed from the program, the program director will provide a notice of dismissal to the student in writing. If any interim action(s) were put into place following Administrative Review (e.g., interim suspension or registration hold), those interim action(s) will remain in place. If the program director allows the student to remain in the program, the student must continue to work with the Remediation Committee to address its concerns. Any interim action(s) from Administrative Review will remain in effect, and accordingly, the student should be

aware that, if he or she does not re-enroll in courses within a certain period of time, he or she may break enrollment and need to re-apply to the program. In those situations, admission is not guaranteed. The student may appeal to the program director's final determination of dismissal. Should the student decide to appeal his or her dismissal, he or she must follow the appeal procedures outlined below.

Appeal of Dismissal: Students who disagree with the program director's final determination have an opportunity to appeal. The appeal must be submitted in writing to the Dean of the School of Behavioral Sciences within seven (7) days of notification of receiving the notice of the program director's decision. The appeal should clearly state the reason(s) the student believes the final determination should be overturned. Once received, the Dean of the School of Behavioral Sciences (or designee) will review all relevant evidence and, if necessary, speak with the student, the program director, and any others who have relevant information (e.g., members of the Remediation Committee). The Dean of the School of Behavioral Sciences (or designee) will endeavor to make a determination within ten (10) days of receiving the appeal. The determination to uphold or overturn the final determination will be sent to the student in writing, and the Dean of the School of Behavioral Sciences (or designee)'s determination concerning the interim action(s) will be final, pending the outcome of any separate processes. If the Dean of the School of Behavioral Sciences (or designee) overturns a dismissal, the student will have the option either to remain in the program and continue work with the Remediation Committee to fully address its concerns, or to withdraw from the program.

6.7 Sexual Harassment

Sexual harassment, like harassment on the basis of color, race, religion, or national origin has long been recognized as a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended. Such behavior does not befit a committed Christian. Accordingly, Liberty University will not tolerate sexual harassment and intimidation of its employees.

6.8 Sexual Violence Consultation & Counseling Policy

Liberty University is committed to providing a safe place for learning. As such, Liberty adheres to the Title IX directive of not tolerating any form of sex-based discrimination, which can include: acts of sexual violence, sexual misconduct and disrespect for one another including non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, sexual harassment, dating violence, domestic violence, childhood sexual abuse, and stalking. Additionally, Liberty University is committed to supporting and coming along-side students who may be victims of sexual discrimination and/or violence, currently, or in the past. Under Title IX, faculty are obligated to disclose to the university's Title IX office any student disclosure of current or past experience of sex-based discrimination, physical violence, and/or sexual violence. For additional information and up to date policy please reference the Title IX information page <https://www.liberty.edu/titleix/index.cfm?PID=35152>.

Thus, if a student discloses to a faculty member, verbally or in writing, that he/she has experienced sex-based discrimination, physical violence and/ or sexual violence, presently or in the past, then the faculty member will make a referral to the Title IX office. This process is in place so that the university can help ensure that students are offered both the support and resources

needed to help them succeed in their educational endeavors. An employee from the Title IX Office will reach out to the student and offer support, resources, and information. Though faculty are required to report incidents of sex-based discrimination and/or violence to the Title IX office, students are not required to accept any offers of support, resources, or information.

6.9 Personal Counseling

Students 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 students 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

6.10 Faculty Endorsement

Upon successful completion of the program of studies and demonstration of the requisite competencies, the M.Ed. School Counseling Department will provide documentation to endorse students for certification and licensure. Endorsement is provided when students demonstrate qualifications to perform the duties associated with credentialing or employment, as well as professional and ethical standards and behavior.

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

6.11 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 clinical and supervision hours accrued in practicum and internship classes. Examination boards for counseling licensure, insurance companies, and other organizations may require proof of course content and/or clinical work by evidence of the course syllabus, course schedule, or official clinical hours spreadsheets. Do not discard old syllabi and other academic records but save them (electronic, print, or both) in a secure location. It is difficult and sometimes impossible, for faculty or program administration to locate old syllabi. Keeping copies of your course syllabi, schedules, and clinical hours is the student's responsibility.

General Program Information

7.1 Course Delivery Formats

The M.Ed. in School Counseling is a blended program. That is, students 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.

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-Term

A/J Term: 14-17 Weeks

B Term: 8 Weeks

D Term: 8 Weeks

C Term: 8 Weeks

Winter Sub-Term

J Term: 3 Weeks

Format 1: 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 C 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 students. Weekly assignments are required to keep students fully engaged and participating on a regular basis in the classroom. Courses include synchronous and/or asynchronous communications. Students interact with other students 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.

Format 2: Residential Intensives

Residential intensive courses are offered each semester and in the summer in either a weekend or five-day format. Students who elect to attend the one-week (5-day) format attend five consecutive full day (M-F) classes at Liberty's campus in Lynchburg, Virginia. Students 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, students are expected to complete work online both pre- and post- intensive for the duration of the 16-week course. Students 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, students 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.

7.2 Graduate Assistantships

Graduate Student Assistantships are available for residential and online students living in the Lynchburg area. These positions involve a stipend and tuition rebate. Application is separate from the admissions process. To apply to a GSA position, students will need to contact the Graduate School. Detailed information can also be found in the Graduate Student Assistant Webpage at <https://www.liberty.edu/academics/graduate/index.cfm?PID=30539>.

7.3 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 student to have a reliable internet connection and computer software programs. Because these are essential for your interactions and completion of the course, students **must** have access to the following:

- Microsoft Office® (Note: Microsoft Office 365® is available for free to Liberty University students at <https://www.liberty.edu/informationsservices/index.cfm?PID=24600>)
- Internet that can access Blackboard and Liberty University's website
- A computer that meets the hardware/software specifications to access Blackboard
- Send and receive email via Liberty Webmail.

For information on recommended hardware, software, operating systems and student discounts on computers, see the Liberty Information Technology website at <https://www.liberty.edu/informationsservices/index.cfm?PID=30890>

7.4 Email Account & Communication

Upon admission, each student is assigned a Liberty University user name and email account (username@liberty.edu). **All correspondence from the university, counseling department and your course instructor will be delivered via this email address. Students are strongly urged to check their Liberty University email accounts daily for communication from the university and counseling faculty.**

Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University. We live in a fast-paced world with text messaging, which encourages short and abbreviated communication. However, since you are in a counseling program, you are encouraged and expected to use full sentences and good grammar when communicating with other students and faculty. It is also an expectation that your electronic communication is pleasing to God. "And as you wish that others would do to you, do so to them" (Luke 6:31, ESV).

Communicate 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 students are responsible for behaving 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.

7.5 Dress Code

When on campus, students are expected to comply with the dress code found at the Intensives website: <https://www.liberty.edu/online/intensives/dress/>

School Counseling Resources

- [School Counseling Program Bulletin Board](#): Program announcements, job opportunities, professional activities, etc.
- [National Board for Certified Counselors](#): 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
- [Individual State School Counseling Certification Requirements](#)
- [American Association of Christian Counselors \(AACC\)](#)
- [American School Counselor Association \(ASCA\)](#)
 - [ASCA Ethical Standards for School Counselors](#)
 - [ASCA School Counselor Professional Standards & Competencies](#)
- [American Counseling Association \(ACA\)](#)
 - [ACA Code of Ethics](#)
- [Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#): Evident based social-emotional learning resources for school counselors.

State School Counseling Associations

- [Alabama School Counselor Association](#)
- [Alaska School Counselor Association](#)
- [Arizona School Counselors Association](#)
- [Arkansas School Counselor Association](#)
- [California Association of School Counselors](#)
- [Colorado School Counselor Association](#)
- [Connecticut School Counselor Association](#)

- [Delaware School Counselor Association](#)
- [Florida School Counselor Association](#)
- [Georgia School Counselor Association](#)
- [Hawaii School Counselor Association](#)
- [Idaho School Counselor Association](#)
- [Illinois School Counselor Association](#)
- [Indiana School Counselor Association](#)
- [Iowa School Counselor Association](#)
- [Kansas School Counselor Association](#)
- [Kentucky School Counselor Association](#)
- [Louisiana School Counselor Association](#)
- [Maine School Counselor Association](#)
- [Maryland School Counselor Association](#)
- [Massachusetts School Counselor Association](#)
- [Michigan School Counselor Association](#)
- [Minnesota School Counselor Association](#)
- [Mississippi School Counselor Association](#)
- [Missouri School Counselor Association](#)
- [Montana School Counselor Association](#)
- [Nebraska School Counselor Association](#)
- [Nevada School Counselor Association](#)
- [New Hampshire School Counselor Association](#)
- [New Jersey School Counselor Association](#)
- [New Mexico School Counselor Association](#)
- [New York School Counselor Association](#)
- [North Carolina School Counselor Association](#)
- [North Dakota School Counselor Association](#)
- [Ohio School Counselor Association](#)
- [Oklahoma School Counselor Association](#)
- [Oregon School Counselor Association](#)
- [Pennsylvania School Counselors Association](#)
- [Rhode Island School Counselor Association](#)
- [South Carolina: Palmetto State School Counselor Association](#)
- [South Dakota School Counselor Association](#)
- [Tennessee School Counselor Association](#)
- [Texas: Lone Star State School Counselor Association](#)
- [Utah School Counselor Association](#)
- [Vermont School Counselor Association](#)
- [Virginia School Counselor Association](#)
- [Washington School Counselor Association](#)
- [West Virginia School Counselor Association](#)
- [Wisconsin School Counselor Association](#)
- [Wyoming School Counselor Association](#)

Student Support Services

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). Students interested in making use of the Library's resources and/or services should visit the Library's [website](#).

[Technology Services](#)

Students have access to technology support services via the Helpdesk through Liberty's Information Technology 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. 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 link above.

[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 counseling 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 above, email studentcare@liberty.edu or call 434- 582-2651.

[Career Services](#)

Liberty's Career Center provides 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

A. M.Ed. Course Descriptions

B. Degree Completion Plan

C. Student Professional Development Plan

M.Ed. Course Descriptions

COSC 501 *Professional, Ethical & Legal Issues in School Counseling* (3 hours): This course introduces students 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.

COSC 505 *Counseling Theories & Techniques* (3 hours): This experiential and didactic course provides students an understanding of major theories of counseling and their related techniques from individual, relational, & systems perspectives. Emphasis is on both theory and practical application. Students are encouraged to begin to define their own theoretical approach to their work with individuals, couples, & families. Students are encouraged to examine personal characteristics and their impact on the therapeutic relationship.

COSC 512 *Structured Groups* (3 hours): This course enables students 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.

COSC 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. Recommended as the first special education course.

COSC 604 *Foundations of Education* (3 hours): This course is a comprehensive survey of the historical development of education. Emphasis is placed on American education and the emergence of the Christian School Movement.

COSC 611 *Child & 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.

COSC 622 *Educational Assessment & Intervention* (3 hours): A study of the techniques and procedures of educational identification and intervention strategies, collaboration, and referral. Field experience required.

COSC 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. Students are introduced to the ASCA Model as a framework for developing comprehensive, developmental school counseling programs. Field experience required.

COSC 661 *School Counseling Program Development & 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. Offered in intensive format.

COSC 699 *School Counseling Internship* (3 hours): The School Counseling Internship course is a culminating field experience for students designed to build both clinical and non-clinical counseling skills in the elementary and secondary school settings under the supervision of licensed school counselor on-site supervisor and faculty supervisor (refer to School Counseling Program Handbook). May be repeated to a maximum of six hours.

COUC 502 *Human Growth & Development* (3 hours): This course explores individuals throughout the lifespan in the areas of cognitive, personality, physical, and social development specifically through the examination of various theories. Understanding development crises, specific interventions, and optimal wellness are key content areas within this course. Additionally, this course provides a framework for understanding the impact of various situational, environmental, and sociocultural factors on individuals and their families and communities.

COUC 504 *Multicultural Counseling* (3 hours): This course focuses on the multiple dimensions related to competent multicultural counseling. Major ethnic groups are studied along with the counseling, social justice, and advocacy approaches appropriate to each. In a similar fashion, the overarching cultural context of relationships, including factors such as age, race, gender, sexual orientation, religious and spiritual values, mental and physical characteristics, education, family values, socioeconomic status, and within group as well as between group cultural differences are examined. 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.

COUC 515 *Research & Program Evaluation* (3 hours): Students learn the importance of scientific inquiry in the fields of clinical mental health counseling and marriage and family therapy. Emphasis is on research methods (designs, statistical analysis, needs assessment, and program evaluation) and locating,

interpreting, and evaluating research and program evaluation articles that inform evidence-based practice. Ethical and cultural relevance as well as ethically appropriate integration is also addressed.

COUC 522 *Career Development & Counseling* (3 hours): This course provides students an understanding of career development and related life factors. Students study career development theory and decision-making models, 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 development and career decision-making and such factors as faith, values, personality, family, socio-economic status, leisure, individual interests and abilities, and other life roles.

COUC 698 *Counseling Practicum* (3 hours): This course involves a highly supervised experience of professional counseling at an approved clinical site in the counseling community. This supervision includes both individuals and group supervision. Students are required to complete a total of 100 hours of counseling and related services, 40 of which are direct client contact hours. Written and oral presentations are a basic part of the group supervisory process with a Liberty faculty member via technology. Additionally, the class will focus on the development of counseling related skills, ethics, and professionalism based on observation and exposure to the counseling field.

LIBERTY

UNIVERSITY.

THE GRADUATE SCHOOL

Master of Education (M.Ed.)
School Counseling Concentration
 2019-2020 Degree Completion Plan

Upon completion of this program plan, initial license/experience, and passing the required assessments, you will be eligible for a Virginia license in this program's area of endorsement. Click [here](#) for the advising guide information.

REQUIRED CORE COURSES (12 hours)

		<u>Hrs</u>	<u>Sem</u>	<u>Grade</u>
COUC 502	Human Growth & Development	3	_____	_____
COUC 504	Multicultural Counseling	3	_____	_____
COUC 515	Research & Program Evaluation	3	_____	_____
COUC 522	Career Development & Counseling	3	_____	_____

SCHOOL COUNSELING CONCENTRATION (27 hours)

COSC 501	Professional, Ethical & Legal Issues in School Coun.	3	_____	_____
COSC 505	Counseling Theories & Techniques ¹	3	_____	_____
COSC 512	Structured Groups ¹	3	_____	_____
COSC 521	Foundations of Exceptionality	3	_____	_____
COSC 604	Foundations of Education	3	_____	_____
COSC 611	Child & Adolescent Counseling in the Schools	3	_____	_____
COSC 622	Educational Assessment & Intervention	3	_____	_____
COSC 660	Principles of School Counseling	3	_____	_____
COSC 661	School Counseling Program Development & Evaluation	3	_____	_____

PROFESSIONAL COURSES (9 hours)

COUC 698	Counseling Practicum ²	3	_____	_____
COSC 699	School Counseling Internship ²	3	_____	_____
COSC 699	School Counseling Internship ²	3	_____	_____

TOTAL HOURS 48

Graduation Requirements

Complete 48 hours

A maximum of 50% of the program hours may be transferred if approved and allowable, including credit from an earned degree from Liberty University on the same academic level

3.0 GPA

No more than two grades of C may be applied to the degree (includes grades of C+ & C-)

No grade of D may be applied to the degree (includes grades of D+ & D-)

Two courses required in Residence¹

Degree must be completed within 7 years

Submission of Degree Completion Application must be completed within the last semester of a student's anticipated graduation date

Notes

All applicable prerequisites must be met

¹Course offered in Intensive format

²Background check clearance required

Suggested Course Sequence on Second Page

SUGGESTED COURSE SEQUENCE

<u>First Semester (Fall)¹</u>		<u>Second Semester (Winter)</u>	
COUC 502 (B-Term)	3	COSC 505 ²	<u>3</u>
COUC 504 (B-Term)	3		3
COSC 501 (D-Term)	<u>3</u>		
Total	9		
 <u>Third Semester (Spring)³</u>		 <u>Fourth Semester (Summer)</u>	
COUC 515 (B-Term)	3	COSC 512 ²	3
COSC 521 (D-Term)	<u>3</u>	COUC 698 (A-Term)	<u>3</u>
Total	6	Total	6
 <u>Fifth Semester (Fall)</u>		 <u>Sixth Semester (Spring)</u>	
COUC 522 (B-Term)	3	COSC 660 (B-Term)	3
COSC 611 (D-Term)	<u>3</u>	COSC 661 (D-Term)	<u>3</u>
Total	6	Total	6
 <u>Seventh Semester (Fall)^{4,5}</u>		 <u>Eighth Semester (Spring)^{4,7}</u>	
COSC 699 (A-Term) ⁶	3	COSC 699 (A-Term) ⁶	3
COSC 622 (B-Term)	<u>3</u>	COSC 604 (B-Term)	<u>3</u>
Total	6	Total	6

Notes

¹Submit Gate 2

²Course offered in Intensive format

³Submit Practicum Application

⁴Submit Gate 3 by February 1st for fall internship or September 1st for spring internship

⁵Take Praxis II Exam: Professional School Counselor OR State equivalent exam

⁶One semester of internship must be at the elementary level and one semester of Internship must be at the secondary level.

⁷National Counselor Exam (NCE) may be taken during the final semester of the program (NCE is optional- if passed may lead to National Certified Counselor/NCC at graduation)

*Candidates must maintain a 3.0 GPA

Appendix C

Department of Counselor Education & Family Studies

Student Professional Development Plan

Student Name: _____

ID#: _____

Program: _____

Date: _____

Scale: 5- Excellent

4 – Good

3- Adequate

2- Poor

1 – Very Poor

I. Areas of Evaluation:

A. Responsibility – Includes punctuality, timeliness, owning one's own behavior, feelings and actions; conscientiousness toward work and assignments.

5 4 3 2 1

Comments:

B. Self-Awareness – is aware and assumes responsibility for one's impact on others

5 4 3 2 1

Comments:

C. Emotional Regulation – Aware of one's own emotions and ability to express and manage own feelings and anxiety appropriately and effectively

5 4 3 2 1

Comments:

D. Openness – willing to receive and use feedback

5 4 3 2 1

Comments:

E. Cooperativeness – able to work well with others. Recognizes and seeks to directly and appropriately address conflict with other person(s) involved.

5 4 3 2 1

Comments:

E. Integrity – Adheres to the appropriate professional code of ethics and laws; exhibits academic honesty

5 4 3 2 1

Comments

F. Communication – honest, respectful oral and written communication with others

5 4 3 2 1

Comments

II. Description of Circumstances leading to professional development concerns:

III. Recommendations for action plan:

Action plan recommendations must be met by: _____

Date

III. Consequences: (if action plan recommendations are not met by specified date)

Faculty Signatures: _____

Date:

III. Student Acknowledgement

I acknowledge the areas for growth in my professional development as specified above and have been provided a plan of action. I also acknowledge I understand the intent of my action plan and the consequences if I fail to meet the items specified in the action plan by the deadline indicated above.

☐ I do not wish to respond

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

☐ I wish to appeal

Student Signature: _____ Date: _____

A word document is provided in COSC050 for students to utilize.