MASTER OF EDUCATION

School Counseling Program Manual

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

School of Behavioral Sciences
(Candidates on the 2013-2014 DCP or later)

(Revised October 2016)
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Authority of the Handbook

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

Disclosure Statement

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

### School of Behavioral Sciences Leadership Team

Carter Building (For further information call 434-592-4049)

<table>
<thead>
<tr>
<th>School of Behavioral Sciences Leadership Team</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ron Hawkins, Ed.D., D.Min. Professor</td>
<td><a href="mailto:provost@liberty.edu">provost@liberty.edu</a></td>
</tr>
<tr>
<td>Vice President for Academic Affairs &amp; Provost</td>
<td></td>
</tr>
<tr>
<td>Founding Dean, School of Behavioral Sciences</td>
<td></td>
</tr>
<tr>
<td>Kevin Corsini, Ph.D. Professor</td>
<td><a href="mailto:viceprovost@liberty.edu">viceprovost@liberty.edu</a></td>
</tr>
<tr>
<td>Vice Provost of Academic Operations</td>
<td></td>
</tr>
<tr>
<td>Steve Warren, Ph.D. Associate Professor</td>
<td><a href="mailto:sewarren@liberty.edu">sewarren@liberty.edu</a></td>
</tr>
<tr>
<td>Interim Dean</td>
<td></td>
</tr>
<tr>
<td>Tim Clinton, Ed.D. Professor</td>
<td><a href="mailto:tclinton@liberty.edu">tclinton@liberty.edu</a></td>
</tr>
<tr>
<td>Executive Director, Center for Counseling and Family Studies</td>
<td></td>
</tr>
<tr>
<td>Mark Myers, Ph.D. Associate Professor</td>
<td><a href="mailto:mjmyers@liberty.edu">mjmyers@liberty.edu</a></td>
</tr>
<tr>
<td>Associate Dean, Licensed Counseling</td>
<td></td>
</tr>
<tr>
<td>Elias Moitinho, Ph.D. Professor</td>
<td><a href="mailto:emoitinho2@liberty.edu">emoitinho2@liberty.edu</a></td>
</tr>
<tr>
<td>Departmental Chair</td>
<td></td>
</tr>
</tbody>
</table>
School Counseling Leadership Team
Carter Building (For further information call 434-592-4049)

<table>
<thead>
<tr>
<th>School Counseling Program Leadership Team*</th>
<th>Email</th>
<th>Phone/Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rita Schellenberg, Ph.D.</td>
<td><a href="mailto:rcschellenberg@liberty.edu">rcschellenberg@liberty.edu</a></td>
<td>434-582-2502 Room 216</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Justin Silvey, Ed.D.</td>
<td><a href="mailto:rjsilvey@liberty.edu">rjsilvey@liberty.edu</a></td>
<td>434-592-5056 Room 201M</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jacqueline Wirth, Ph.D.</td>
<td><a href="mailto:jlwirth@liberty.edu">jlwirth@liberty.edu</a></td>
<td>434-582-7348 Room 201J</td>
</tr>
<tr>
<td>Associate Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Mentoring Director</td>
<td></td>
<td></td>
</tr>
</tbody>
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* School Counseling full-time faculty profiles are listed in Appendix F.

*A list of full-time, non-residential faculty is available [here](#).
<table>
<thead>
<tr>
<th>Support Staff</th>
<th>Email</th>
<th>Phone/Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Miranda Arnold</td>
<td><a href="mailto:mlarnold@liberty.edu">mlarnold@liberty.edu</a></td>
<td>434-592-5055</td>
</tr>
<tr>
<td>Coordinator of Local Field Experiences</td>
<td></td>
<td>DH 4069</td>
</tr>
<tr>
<td>Christina Germain</td>
<td><a href="mailto:fieldplacementoffice@liberty.edu">fieldplacementoffice@liberty.edu</a></td>
<td>434-582-2633</td>
</tr>
<tr>
<td>Gate 3 Coordinator</td>
<td></td>
<td>DH 4069</td>
</tr>
<tr>
<td>Emily Gibbs</td>
<td><a href="mailto:schoolcounseling@liberty.edu">schoolcounseling@liberty.edu</a></td>
<td>434-582-7927</td>
</tr>
<tr>
<td>School Counseling Program Support</td>
<td></td>
<td>Carter 201C</td>
</tr>
<tr>
<td>Specialist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonnie Gould</td>
<td><a href="mailto:bcsmith@liberty.edu">bcsmith@liberty.edu</a></td>
<td>434-592-4049</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td></td>
<td>Carter 201</td>
</tr>
<tr>
<td>Susanne Kirkpatrick</td>
<td><a href="mailto:srmale@liberty.edu">srmale@liberty.edu</a></td>
<td>434-592-5261</td>
</tr>
<tr>
<td>Faculty Support Coordinator</td>
<td></td>
<td>Carter 229</td>
</tr>
<tr>
<td>Carmolee Hager</td>
<td><a href="mailto:fieldplacementoffice@liberty.edu">fieldplacementoffice@liberty.edu</a></td>
<td>434-582-7928</td>
</tr>
<tr>
<td>Placement Coordinator</td>
<td></td>
<td>DH 4069</td>
</tr>
<tr>
<td>Nancy Hesse</td>
<td><a href="mailto:nlhesse@liberty.edu">nlhesse@liberty.edu</a></td>
<td>434-582-2632</td>
</tr>
<tr>
<td>Licensure Manager</td>
<td></td>
<td>DH 4069</td>
</tr>
<tr>
<td>Terri Modlin</td>
<td><a href="mailto:temodlin@liberty.edu">temodlin@liberty.edu</a></td>
<td>434-592-7362</td>
</tr>
<tr>
<td>External Field Placement Director</td>
<td></td>
<td>DH 4069</td>
</tr>
<tr>
<td>Andrew Trowbridge</td>
<td><a href="mailto:adtrowbridge@liberty.edu">adtrowbridge@liberty.edu</a></td>
<td>434-592-5941</td>
</tr>
<tr>
<td>Faculty Support Coordinator</td>
<td></td>
<td>Carter 230</td>
</tr>
</tbody>
</table>
From the School Counseling Program Leadership Team

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

This School Counseling Program Manual serves as a guide to help you better understand the program, courses, requirements, policies and procedures, and Candidate rights and responsibilities as of Fall 2013. Your program faculty consider the manual to be “required reading” for all M.Ed. in School Counseling candidates. The Liberty University Graduate Catalog and the Graduate Student Handbook are also considered required reading. Although you are assigned a faculty mentor when you are admitted to the M.Ed. in School Counseling program, it is ultimately your responsibility to know the information contained in this manual. Review this manual periodically, and if questions arise, contact your faculty mentor.

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

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

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

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

Rita Schellenberg, Ph.D., LPC, NCSC, ACS  
Professor, Program Director

Justin Silvey, Ed.D.  
Assistant Professor, Clinical Director

Jacqueline Wirth, Ph.D.  
Associate Professor, Director of Faculty Mentoring
Liberty University General Information

**Founded**
1971

**Campus**
Liberty now offers 522 unique programs of study. Liberty’s more than 7,000-acre campus boasts 357 buildings and structures that consist of over 6.6 million square feet of technologically advanced academic, residential and recreational space, including 215 classrooms. Additionally, our student body is highly diverse with individuals from all 50 states and more than 80 nations.

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

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

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

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

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

The M.Ed. in School Counseling program curriculum adheres to guidelines prescribed by the National Standards for School Counselors, an initiative undertaken by the American School Counselor Association (ASCA). The program has been reviewed and approved by the Virginia Board of Education.

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

Liberty University admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, sexual orientation, or handicap in administration of its educational policies, admission policies, scholarship and loan programs, or athletic and other school-administered programs.
The M.Ed. in School Counseling Program

Overview
The graduate School Counseling program is a program of the School of Behavioral Sciences committed to providing quality training that significantly develops the candidates’ knowledge, values, skills, and personal dispositions necessary for providing services to diverse populations with unique worldviews. Rigorous training in the theory and practice of counseling coupled with carefully structured practica and internships and dynamic interaction with faculty and mentors equips candidates for licensure as professional school counselors and the foundation for continued studies at the doctoral level.

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

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

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

The School of Behavioral Sciences provides an academic community for students, faculty, and staff to teach and learn from the experiences of others and to submit personal values and assumptions for reflection and critical examination. Student learning and professional and personal growth occur in a climate that encourages a deepened appreciation of differences. Therefore, we do not discriminate in our educational and counselor training programs on the bases of: race, color, creed, religion, gender, age, national/ethnic origin, sexual orientation, and physical or mental disability. Recognizing the importance of all dimensions of diversity noted above, the School of Behavioral Sciences adheres to the following initiatives:
• Through recruitment and retention measures, increase diverse representation of students, faculty, staff;
• Promote full implementation of professional standards of practice and multicultural counseling competencies across the curriculum and in specialized courses;
• To include issues of diversity across instructional programs and professional development activities;
• To develop graduate assistantships opportunities to serve diverse student groups;
• To provide departmental opportunities for students and faculty to engage in the exchange of ideas and information related to diversity; and
• To maintain ongoing educational opportunities and equality of access to our academic community.
• To equip students to ethically utilize spirituality as a force for healing when and where appropriate.

Licensure and Admissions Requirements

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

• The Virginia Department of Education requires submission of a social security number (SSN). If you do not have an SSN, you must apply for one.
• The Virginia Department of Education requires documentation of completion of training in emergency first aid, cardiopulmonary resuscitation (CPR), and use of automated external Defibrillators (AED) for licensure. This is not provided as a part of the M.Ed. in School Counseling program at Liberty, so please be sure to secure this training. More information on this requirement and what training is acceptable to meet this requirement is available here.
• The Virginia Department of Education requires completion of the Child Abuse Recognition and Intervention Training, which candidates will be required to attach in LiveText for EDCE 699 (Internship).

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

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

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

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

Candidates need to complete Gate 4 requirements for licensure. Please follow instructions listed on the Gate 4 website.

1.2 Admission Requirements

The M.Ed in School Counseling program requires that candidates pass through four gates from application to graduation (see M.Ed. in School Counseling Gate Flow Chart in Appendix A). The first two Gates are admission into the:

1) Graduate School of Behavioral Sciences, and 2) M.Ed. in School Counseling program.

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

Gate 1

Liberty University Graduate Admission requirements, instructions, and forms (Gate 1) are available online and below:

- Written application
- An earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education.
- An undergraduate cumulative GPA of at least 3.0 on a 4.0 scale (cautionary admission is an option if the candidate has at least a 2.5). Candidates admitted on Academic Caution must take and pass GRST 500—Introduction to Graduate Writing in their first semester.
- TOEFL (as applicable).

Gate 2

Admission into the M.Ed. in School Counseling program (Gate 2) is a selective process whereby each applicant is carefully evaluated by a team of counselor educators for his or her potential as a professional school counselor, compatibility with the program’s goals and mission, and ability to contribute to the counseling profession. In the application review process, each candidate’s
academic, professional, and personal experiences, motivation, ethics, and dispositions are considered in relation to the potential for successful graduate study.

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

Due to advising holds, Gate 2 approval is required for any candidate to enroll in any of the school counseling program courses with the exception of EDUC 518, EDUC 521, EDUC 600, EDUC 604, EDUC 622, and EDCE 501. Candidates will not be permitted to take any EDCE courses other than EDCE 501 until admission to the School Counseling program. Gate 2 questions may be addressed to schoolcounseling@liberty.edu.

Candidates must complete at least 3 credit hours, but no more than 18 credit hours, prior to application to the M.Ed. in School Counseling Program (Gate 2). Application should be made immediately after completion of a candidate’s first graduate course at Liberty University. The process is completed using LiveText. Information and directions for completing the Gate 2 process are available on the Advising Guide. Candidates must meet all requirements noted below before application can be made to Gate 2:

- Completion of all graduate admission requirements (Gate 1).
- A GPA of no less than 2.5.
- No more than two Cs in the courses listed on the degree completion plan (DCP).
- No grade of D or F in any courses listed on the DCP. If a D or an F has been earned, the course must be repeated with a grade of C or higher prior to acceptance through Gate 2.
- A minimum of one grade posted for at least one course on candidate’s DCP.
- Successful application completion requires:
  a) Engaging in an online program orientation and reading the program manual, then successfully responding to questions related to ensuring an understanding of candidate expectations and the school counseling program requirements.
  b) Taking the career assessment and submitting a written statement describing your professional goals and how those goals match the mission of the school counseling program along with what you hope to gain from graduate study. Include your reasons for seeking admission to the University’s school counseling program.
  c) Submitting a one- to two-page writing sample related to group and multicultural experiences (see application for details).
  d) Submitting three letters of recommendation (two professional; one academic or personal [not friends or family]) addressing the applicant’s character, maturity, and ability to become a school counselor.
- The purchase of a background check through Liberty’s background check provider.

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

- The Gate 2 application must be fully approved (no provisional approvals) in order to register for any EDCE courses on the candidate’s DCP other than EDCE 501. Therefore,
the Gate 2 application must be submitted prior to the course registration deadline, giving at least 6 weeks for review and the course registration process. Candidates will be notified via email of Gate 2 status.

- Failure to use appropriate grammar, spelling, and/or punctuation will result in a Gate 2 denial.
- All sections of the Gate 2 application, including required attachments, must be completed and assessable in its entirety or the application will be denied.
- At the committee’s discretion, conditional Gate 2 acceptance may be offered. Examples of conditions for acceptance include passing GRST 501 or the use of the Online Writing Center.

Upon acceptance through Gate 2, each candidate is required to complete a mentoring meeting with the Faculty Mentor. Candidates should complete this meeting within one month of acceptance through Gate 2. A link to sign up for the mentoring meeting is provided to candidates upon Gate 2 acceptance (See Section 2.8).

1.3 Background Check

All M.Ed. in School Counseling candidates are required to complete the background check. Candidates are responsible for all fees associated with the background check package. These fees will be paid directly to the background check provider. Background check purchase (receipt) will be required to register for all courses in the M.Ed. in School Counseling program except EDUC 518 and 600. Completion and clearance of the background check will be required for EDCE 698 and 699. Candidates will not be able to register for these courses without background check receipt and clearance. Background checks take approximately 8-10 weeks to process from the time the required materials are submitted.

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

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

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

1.4 Special Student (Non-Degree Seeking) Status

Students who are not seeking degrees but who meet the necessary academic requirements for admission to the University may enroll in master’s level courses as students under “Special Student” status. Students seeking additional information related to enrollment under special student status may contact Academic Advising (luoadvising@liberty.edu).
1.5 Notification of Admission to the Program
Program admission decisions are normally made within three weeks of receipt of all of the candidate’s documentation (Gate 2). Official notification of admission, and of any conditions attached to that admission, is sent by email to the applicant by schoolcounseling@liberty.edu. Correspondence or notification from other sources does not constitute official notice of admission.

Academic Policies

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

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

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

3. Demonstrate the ability to improve K-12 student learning through an understanding of the principles and theories of human growth and development throughout the life span and their implications for professional school counseling.

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

5. Apply an understanding of counseling theory, techniques, best practices, and systems theory to enhance K-12 student learning and personal-social, career, and academic development through individual and group counseling in a multicultural society.

6. Apply an understanding of consultation models, referral processes, systems strategies, leadership principles, supervision practices, systems strategies, and works with parents and teachers, collaboratively, to design a comprehensive school counseling program that results in enhanced K-12 student learning and personal-social, career, and academic development.
7. Demonstrate an understanding of group theory, techniques, and group facilitation knowledge, skills, and processes that results in developmental group guidance, K-12 student learning, and personal-social, career, and academic development.

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

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

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

2.2 Program Requirements

The M.Ed. in School Counseling program is a 48-hour blended (online and residential) program of study. Candidates must maintain a minimum of a 2.5 GPA 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 retake a course in which he or she received a grade of C or below. In addition, candidates must take the Praxis® Professional School Counselor exam or an equivalent required licensure exam in the state where the candidate wishes to obtain licensure. The DCP is available on the Graduate M.Ed. in School Counseling Advising Guide.

2.3 Course Requirements and Sequencing

Candidates are required to complete 12 hours of the program in residence. The DCP denotes those courses that are required to be taken in residence. Information and dates related to intensive courses (in-residence) are located on the Advising Guide. Each required course is listed on the DCP. Page two of the DCP provides candidates with a recommended timeline for taking each course to aid candidates in planning. This sequencing guide is not a substitute for regular consultation with the faculty mentor.

2.4 Program of Study

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

<table>
<thead>
<tr>
<th>COURSE #</th>
<th>COURSE NAME</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 518</td>
<td>Understanding Educational Research and Assessment</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 521</td>
<td>Foundations of Exceptionality</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 600</td>
<td>Human Development Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 604</td>
<td>Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 622</td>
<td>Educational Assessment and Intervention</td>
<td>3</td>
</tr>
<tr>
<td>EDCE 501</td>
<td>Professional, Ethical, and Legal Issues in School Counseling</td>
<td>3</td>
</tr>
</tbody>
</table>
2.5 Transfer of Credits

Students may transfer up to 12 hours, leaving a minimum of 36 hours to be earned through Liberty University. For a transferred course to replace a Liberty University course, the following requirements must be met:

1. The institution at which the course(s) were completed is a regionally or nationally accredited institution approved through the Department of Education.
2. The course(s) were taken in another graduate program in Counseling.
3. The course(s) were completed within the previous 7 years. The content must be comparable to the current best practice standards for that course.
4. The student earned a grade of B- or better in the course(s).
5. The course(s) overlap one of Liberty’s courses by at least 80%.
6. The course credit must be at least 3 semester hours or five quarter hours.

Courses from a completed bachelor’s or master’s degree are non-transferrable. Credit is not awarded for life experience, course embedded field experiences, or continuing education.

It is the responsibility of each applicant to supply transcripts along with a request to have the credit applied to the degree program. Students may be requested to submit the course syllabus/course description for any course work being considered for transfer along with a rationale as to how the student believes the course meets the program’s requirements. 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).

2.6 Independent Studies & Directed Studies

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

2.7 Course Prerequisites

Candidates should plan carefully with the assistance of the faculty mentor and academic advising team. If more than one course is needed per semester to receive financial aid, candidates need to plan for this in advance for internship semesters. Only certain courses are permitted to be taken with internship (see below). Also, be mindful of the only courses you are permitted to take prior to admission to the M.Ed. in School Counseling program (Gate 2).
Admission to the M.Ed. in School Counseling Program (Gate 2): The only courses that candidates are permitted to take prior to admission to the M.Ed. in School Counseling program are: EDCE 501, EDUC 518, EDUC 521, EDUC 600, EDUC 604, and EDUC 622.

Practicum: EDCE 501 and EDCE 505 must be successfully completed prior to practicum (EDCE 698).

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

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

Required Mentoring Meeting
Following the approval of the candidate’s Gate 2 application, a mentoring letter will be sent by email, providing details regarding how to sign up for the initial mentoring meeting. This initial mentoring meeting is mandatory. The mentoring meeting will take place virtually and provides a venue for discussing critical program items as well as allowing time for questions. Candidates will need to attend this meeting no more than one month following Gate 2 approval, as some of the items discussed during this meeting are time sensitive.

WebEx is used for mentoring meetings and candidates will sign up for the meetings using information that is provided by the mentor. The faculty mentor works with the candidate to ensure an adequate academic plan, to enhance the candidate’s understanding of their Degree Completion Plan (DCP), and to answer questions related to the program and aid the candidate in successful matriculation through the program. The faculty mentor also serves as a resource and intervenes as needed throughout the program to assess candidate academic, professional, and personal development, engaging in a Professional Development Plan (PDP) as needed (see Appendix C).

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

Candidates are strongly encouraged to visit the School Counseling Program Bulletin Board for useful and relevant information, associations, and credentialing bodies as well as events, professional development opportunities, and more.
It is always the responsibility of the candidate to be aware of University policies and regulations and state licensing requirements affecting his or her program. Advisors cannot advise on matters pertaining to the regulations of state licensure boards.

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

The purpose of this exam is to assess the candidate’s knowledge specific to the specialty of counseling in K-12 schools. This exam also prepares candidates for advanced voluntary credentialing by providing them with an examination that mirrors the format of the National Counselor Exam (NCE) and National Certified School Counselor Exam (NCSCE).

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 Praxis® Professional School Counselor exam test number 0421 is the paper/pencil test. Test number 5421 is the same test, but the online version. The four subtests of the Praxis® Professional School Counselor exam, which consists of 120 multiple choice items, are:

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

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

2.10 Practicum

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

- Candidates are required to complete 150 hours of practicum during the academic semester. At least 40 hours must involve direct service with clients.
- Candidates are required to complete the practicum application in LiveText in order to be registered for EDCE 698 (School Counseling Practicum).
- Candidates are required to secure their own placements and are responsible to ensure that the placement meets all requirements outlined in this Manual.
- A licensed counselor such as an LPC, LCSW, or LMFT must provide supervision for the candidate during the practicum.
- Acceptable sites include, but are not limited to, private practices, group homes, non-profit organizations, and hospitals.
- Information on the practicum is available on the Advising Guide.

Purpose
The primary focus of the 150-hour practicum experience is to introduce candidates to the counseling environment and the development of counseling-related skills, ethics, and professionalism based on clinical activities and exposure to the counseling field in a setting qualitatively different from that of the culminating internship experience in the K-12 school setting.

The Practicum involves participation in a planned clinical experience in an approved agency or other non-K-12 school setting under an approved supervisor. During the Practicum experience, candidates are actively engaged in the field of counseling. They contribute to the cooperating agency by direct service with clients and assisting its staff in carrying out many of the daily clinical activities of that agency. The purpose of the counseling Practicum is to provide a preliminary supervised, field-based, work experience for program candidates.

Prerequisites
To be adequately prepared for this course, the candidate must have completed EDCE 501 and 505 with a grade of C or above. Candidates must be in good standing with a 2.5 GPA or above with the University in order to be approved. The prerequisite courses are non-negotiable and must be completed prior to the start of Practicum. Additional prerequisites for EDCE 698 include:

- Successful completion and approval of the background check.
- Proof of professional liability insurance by way of membership to the American Counseling Association (ACA).
- Approved practicum application.
- Approved supervisor.
- Approved site.
- Submission of the Counselor Supervision Training Verification Form by the site supervisor.
Application
The EDCE 698 Practicum Application is due 4 weeks prior to the registration deadline for the semester in which the candidate plans to complete practicum. A list of application deadlines for upcoming semesters is available on the Advising Guide. Approval for the EDCE 698 Practicum Application requires that the candidate’s site supervisor has completed the Counselor Supervision Training Verification Form. If the site supervisor has not previously completed site supervision training through another means (e.g., course, degree, professional conference), the supervisor must review the Counselor Supervision Training Module prior to submitting the form in order to be approved as a site supervisor. Practicum site supervisors must meet specific requirements (see site supervision requirements noted below).

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

The application may be accessed by following these instructions:
1. Log into LiveText
2. Click on “LiveText Docs” tab
3. Click on “+New”
4. Choose “Gate Applications” from Folder list
5. Choose “Graduate Gate 2 Application for Admission to M.Ed. in School Counseling Program TEMPLATE” from Template list

Placement Requirements
- Candidates must complete a minimum of 150 hours in a non K-12 setting while under both faculty and site supervision.
- Candidates must arrange their own practicum placements.
- All internship hours must be completed during Liberty’s academic semester.
- Potential sites include, but are not limited to, college settings, community services boards, counseling agencies, non-profit organizations, and private practice settings.
- Tips on locating potential sites and a list of sites that have been used by candidates in the past is located on the Advising Guide. Placement at a site listed on this page is not guaranteed; placements are granted on an individual basis at the discretion of the site.

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

Course Requirements
Candidates participate in EDCE 698 Practicum Blackboard course throughout the 16-week A-term. Candidates are required to complete all course assignments for Practicum (EDCE 698) as outlined in the course syllabus.

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

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

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

Practicum Activities
A total of 150 hours must be completed during the practicum semester. At least 40 hours must be direct service with clients, during which the candidate participates in delivering counseling services to clients. Below are examples of what is considered to be direct and indirect hours for practicum.
Practicum Direct Hours
Small group counseling
Individual counseling
Client assessment
Client consultation
Psychoeducational activities

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

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

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

The candidate is not required to attend overnight trips or activities requiring large expenditures, nor is Liberty University responsible should the intern elect to participate.

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

Faculty Supervisor Responsibilities:
• Serve as the primary point of contact for the site supervisor and candidate.
• Communicate with the site supervisor and candidate in person or via telephone, email, and/or Skype. In situations where candidates are not communicating, not turning in forms, or performing unsatisfactorily on the preliminary evaluation, the faculty supervisor makes every attempt to communicate with the candidate. Practicum students may be contacted at the site in which they are completing their practicum. Faculty supervisor makes contact with the site supervisor at least every two weeks to find out about the progress the candidate is making in the placement.
• Provide 1.5 hours of group supervision weekly with candidates.
• Email welcome letter to site supervisors at start of the clinical experience to include links to orientation presentation, counselor supervision training and verification form, and other information related to processes and forms.
• Documents candidate concerns and efforts to resolve issues/deficits, emailing documentation the Clinical Director.
• Ensure site supervisor is aware of the requirement to complete the Counselor Supervision Training Verification Form.

Candidate Responsibilities:
• Establish rapport with the counselor(s) and staff
• Become acquainted with the facilities, materials, and policies of the practicum setting
• Complete all requirements in a timely fashion
• Maintain professional appearance (see dress code in this manual)
• Observe professional ethics (ACA, 2005)
• 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 university supervisor and site supervisor as needed
• Review the practicum setting policy and procedures manuals

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

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

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

2.11 Internship

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

- Candidates are required to complete 300 hours of internship during each of the two internship semesters. At least 120 hours of each internship must involve direct service with students.
- One semester of internship must take place at the elementary level (K-6), and one semester must take place at the secondary (middle or high school; 7-12) level.
- Candidates are required to complete a Gate 3 application in LiveText in order to be registered for EDCE 699 (School Counseling Internship) each semester.
- Placements are secured by the Field Placement Office. Candidates must carefully adhere to the placement procedures outlined in this manual.

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

School counseling interns are adequately prepared at the time of the internship experience so as to be able to contribute to the cooperating school by assisting practicing school counselors in carrying out all counseling activities, while gaining invaluable practical training. In order for candidates to successfully pass the internship course, the candidate must demonstrate mastery of the competencies as listed on the Advanced Competency Assessment (ACA).
Prerequisites
To be adequately prepared for EDCE 699, the candidate must have completed EDUC 600 and all EDCE courses on the M.Ed. in School Counseling DCP with a grade C or above. Candidates must be in good standing with a 2.5 GPA or above in the program in order to be approved. The prerequisite courses are non-negotiable and must be completed prior to the start of the Internship. Additional prerequisites for EDCE 699 include:

- Successful completion and approval of the background check.
- Proof of professional liability insurance by way of membership to the American School Counselor Association (ASCA).
- Completion of the Praxis Professional School Counselor Exam or state equivalency exam.
- Approved Gate 3 application.

Application
Candidates are required to complete the Internship application (Gate 3) before they can be registered for EDCE 699 (School Counseling Internship). The Gate 3 application is due by September 1 for spring internship and by February 1 for fall internship. Candidates are registered for EDCE 699 by the Field Placement Office upon approval of the Gate 3 application. Candidates should refer to the Guide to Gate 3 for more information pertaining to internship, application due dates, and directions on how to complete the application. Candidates will complete the Gate 3 application twice (once for each semester of internship) during the program.

The application may be accessed by following these instructions:

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

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

- Candidates will have two supervisors during internship; site supervisor and faculty supervisor.
- The faculty supervisor must be employed by Liberty University and hold licensure as a school counselor.
- The site supervisor must hold a master’s degree in counseling or a related field.
- The site supervisor must hold a license in school counseling with a minimum of three years of school counseling experience.
- The site supervisor may not be related to the candidate being supervised.
- The site supervisor must provide an average of one hour per week of individual or triadic supervision.
- The Counselor Supervision Training Module should be reviewed by potential site supervisors.
- The site supervisor must have training in counselor supervision, which is provided by Liberty if the site supervisor has not previously completed site supervision through another means (e.g., course, degree, professional conference).
- The site supervisor must sign the Information & Overview Internship Agreement.
- Candidates and potential site supervisors are required to view the Program Orientation PowerPoint and this School Counseling Program Manual prior to internship.
- The site supervisor will assess the candidate electronically via LiveText and verify the hours the candidate completes during the internship placement.

Course Requirements

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

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

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

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

**Internship Activities**
A total of 300 hours must be completed during each internship semester. At least 120 hours must be direct service with students, during which the candidate participates in delivering counseling services to students. Below are examples of what is considered to be direct and indirect hours for internship. At least 240 hours (120 hours each semester) must be direct hours.

**Internship Direct Hours**
- Small group counseling
- Individual counseling
- Face-to-face student assessment
- Classroom guidance
- Individual student planning

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

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

The second internship semester will require the completion of an electronic comprehensive portfolio in LiveText. Candidates should begin preparing to complete the portfolio early in the program by saving benchmark assignments, preparing a resume, considering how competencies listed below will be demonstrated and supported, reflecting on personal worldview and professional growth, and reviewing the projects form in the online advising guide to consider the types of projects required during internship. Candidates are given additional details related to portfolio development and instructions for accessing portfolios during the initial mentor meeting after successful completion of Gate 2. Candidates may wish to provide prospective employers with the password to their portfolio for hiring consideration once completed. The portfolio requires the following:

- Introduction (with professional head shot)
- Part A – Worldview Essay
- Part B – Résumé
- Part C – Competencies
  1) Foundation
  2) Counseling Prevention and Intervention
  3) Diversity and Advocacy
  4) Assessment
5) Research and Evaluation  
6) Academic Development  
7) Collaboration and Consultation  
8) Leadership  
9) Dispositions  
- Part D – Professional Growth (Essay)  
- Part E – Benchmark Assignments  
- Part F – Culminating Projects (6 total/3 during each internship semester)  
- Part G – Field Experiences  
- Part H – Test Scores and Certificates

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

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

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

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

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

The candidate is not required to attend overnight trips or activities requiring large expenditures, nor is Liberty University responsible should the intern elect to participate.

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

Faculty Supervisor Responsibilities:
- Serve as the primary point of contact for the site supervisor and school counselor intern during internship.
• Communicate with the site supervisor and candidate via telephone, email, and/or Skype. In situations where candidates are not communicating, not turning in forms, or performing unsatisfactorily on the preliminary evaluation, the faculty supervisor makes every attempt to communicate with the candidate. Phone numbers can be obtained from ASIST and interns may be contacted at the site in which they are completing their internship. Faculty supervisor makes contact with the site supervisor at least every two weeks to find out about the progress the candidate is making in the placement. This contact may be made in person, via SKYPE, email, and/or telephone.
• Provide 1.5 hours of group supervision weekly with candidates.
• Email a welcome letter to site supervisors at the start of the clinical experience to include links to orientation presentation, counselor supervision training and verification form, and other information related to processes and forms.
• Document candidate concerns and efforts to resolve issues/deficits, emailing documentation the Clinical Director.
• Ensure site supervisor is aware of the requirement to complete the Counselor Supervision Training Verification Form.

Candidate Responsibilities:
• Establish rapport with the school counselor(s) and staff.
• Become acquainted with the facilities, materials, and policies of the internship setting.
• Complete all requirements in a timely fashion.
• Maintain professional appearance (see dress code in this manual).
• Observe professional ethics (ACA, 2005).
• Conduct oneself in a professional manner.
• Have knowledge of the law (federal and state) as it applies to counseling minors in the school setting.
• Confer with the university supervisor and site supervisor as needed.
• Review the internship setting policy and procedures manuals.

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

If the candidate is removed from the internship placement (by request of either Liberty University or the site supervisor), a new placement to finish the program requirements is NOT guaranteed. Candidates may be placed on hold in the program in order to fulfill the remediation process and to create a Professional Development Plan to address and resolve the concerns/deficits. See Section 4.6, Remediation.
Transfer Credit
Transfer credit is not offered for EDCE 699 (Internship) regardless of the candidate’s completion of other practicum courses.

2.12 Break in Enrollment
Candidates who discontinue course work for a period of one academic year will break enrollment. The academic year consists of consecutive fall, spring, and summer semesters. For example, if a candidate does not enroll in courses for Fall 2016, Spring 2017, or Summer 2017, he or she will break enrollment and must re-apply to Liberty University and the M.Ed. in School Counseling program. If accepted back into the program, the candidate must move to the DCP that is active at that time.

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

2.14 Course Repeat Policy
In order to graduate from the School Counseling program, a candidate must maintain an overall GPA of 2.5 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 2.5. There is a maximum of two course repeats, although there is no maximum number of times a candidate can re-take a course.

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

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

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

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

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

Failure by Non-Attendance (FN)

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

2.16 American Psychological Association Format

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

2.17 Graduation

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

Financial Policies

3.1 Tuition and Fees

Information about tuition and fees for the M.Ed. in School Counseling program can be found on Liberty University’s website.

3.2 Financial Aid

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

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

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

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

4.3 Academic Appeal Policy
To appeal a grade or a decision regarding academic honesty, follow the policy & procedure outlined on the Graduate Student Affairs website.

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

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

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

1. **Attainment of scholastic competency in all coursework as evaluated throughout the program** (see Academic Policies section of this manual).

2. **Acquisition of, and ability to, apply counseling skills in a professional, ethical, and culturally sensitive manner** with diverse populations and to a standard acceptable by counselors and counselor educators. This ability is evaluated by faculty throughout the program using assessments during clinical courses (i.e., EDCE 505 and EDCE 512) and by the candidate’s approved site supervisors using the Practicum Evaluation of Student Performance during practicum (EDCE 698) and the Advanced Competency Assessment (ACA) during internship (EDCE 699). This is also accomplished using assessment of recorded counseling sessions during field experiences.

3. **Demonstration of emotional and mental stability and maturity in interactions with others**, including the ability to maintain healthy boundaries, communicate appropriately, successfully manage personal anxiety or uncomfortable feelings, work collaboratively with others and resolve interpersonal conflict. This proficiency is evaluated throughout the program in all interactions with faculty, staff, administrators, supervisors, adjuncts, and classmates, and includes both verbal and written communications.

4. **Demonstration of dispositions as outlined by the American Counseling Association’s Code of Ethics 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 (SCRIIP). These candidate characteristics are assessed throughout the program in all interactions with faculty, staff, administrators, supervisors, adjuncts and fellow candidates as well as by the candidate themselves and by their site supervisors using the Practicum Evaluation of Candidate Performance during practicum (EDCE 698) and the Advanced Competency Assessment (ACA) during internship (EDCE 699). Evaluation includes both verbal and written communications.

5. **Demonstration of the ability to work within the worldview of diverse clients and integrate faith and spirituality into counseling where appropriate in an ethically competent and culturally sensitive manner.**

4.6 **Remediation**

**Ethical Conduct**

All students in the M.Ed. in School Counseling program are responsible for behaving in an ethical manner throughout their training, as well as in clinical and professional settings. Violations of
the American Counseling Association (ACA) Code of Ethics, the American School Counselor Association (ASCA) Ethical Standards for School Counselors, and/or the Online Student Honor Code/Liberty Way and/or failure to take steps to rectify violations are considered extremely serious and may result in termination from the program.

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

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

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

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

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

**Deficient** describes those behaviors, attitudes, or characteristics that need to be the focus of attention and change but are not considered excessive or inappropriate. Rather, they may be
important components of the candidate’s learning experience. At this level, remediation likely involves instruction and feedback to address the deficit.

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

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

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

**Candidate Determined to be Deficient**
- Inadequate knowledge base commensurate with status in program
- Inadequate, but improving, counseling skills
- Rudimentary ethical processing
- Simplistic, narrow, or disjointed case conceptualization
- Insufficient interpersonal skills and awareness, but willingness to develop

**Candidate Determined to Lack Competence**
- Lack of awareness of ethical principles and obligations
- Failure in responsibilities to site and/or supervisor
- Unwillingness/inability to be effective in basic counseling techniques
- Unwillingness/inability to complete appropriate documentation
- Failure to function as effective member of counseling team

**Candidate Determined to be Impaired (not inclusive)**

Four Themes

I. Interpersonal and Personal Problems

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

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

III. Professional Behaviors

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

IV. Professional and Personal Integrity and Maturity

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

Once the type and severity of limitation are determined, there are several avenues that may be pursued when determining the need, if any, for remediation. Faculty members are encouraged to consult with the candidate’s faculty mentor, program chair, faculty remediation committee members, and other faculty when deciding the level of severity and which stage to engage the remediation process (see Professional Development Plan and Remediation Processes, Remediation Process for School Counseling Candidates in Appendix C).

Early Remediation Process (Stages 1 and 2)

Stage 1 (Informal)
Faculty member communicates concerns with the candidate and provides suggestions and/or resources for improvement.
Follow-up is made.

Stage 2 (Formal)
Faculty member consults with faculty mentor, who formally communicates concerns to the candidate.
A professional development plan is designed for addressing deficits/concerns and reviewed with the candidate (and faculty member as appropriate).
The plan is accepted or appealed (appeal to program chair).
Follow-up is made.

Secondary Review Remediation Process (Stage 3)
Faculty mentor notifies program chair, noting interventions previously/currently in place.
An assessment of problematic behavior is made.
A plan is developed/re-developed and reviewed with candidate (and faculty member as appropriate).
The plan is accepted or appealed.
Follow-up is made.

Formal Remediation Process (Stage 4)

Notification to convene a Faculty Remediation Committee is issued.
Past and current interventions/plans are reviewed.
An assessment of problematic behavior is made.
A plan is developed/re-developed and reviewed with candidate.
The plan is accepted or appealed (appeal to Associate Dean for SBS).
Provision is developed if plan is unsuccessful.

Possible Committee Recommendations for a Professional Development Plan

Personal counseling
Increased supervision
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 School Counseling Program
The remediation process is designed to protect the candidate’s right to due process, fully engaging the candidate in the process of remediation. These principles are infused throughout the program’s response continuum. Once a Professional Development Plan is instituted, candidate response to remediation efforts is considered when deciding candidate status in the program. All phases of this remediation process will become a part of the candidate’s record.

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 will discuss this with the candidate and her or his faculty mentor. If the candidate’s problematic behavior is brought to the attention of the department through other means (e.g.,
from another candidate, report from university staff, evaluation from supervisor), the candidate's faculty mentor will notify the candidate and discuss the concerns.

The candidate and her or his faculty mentor will discuss the problem and collaboratively outline a Professional Development Plan to address the concerns. This interactive process should allow the candidate ample opportunity to react to the information presented regarding a problem area. If the problem is resolved, no further action is needed. The faculty mentor will document the meeting, the remedial action plan, and outcome in the candidate's academic-personal record. The faculty mentor will follow up with the faculty member 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 candidate does not engage in the process, disagrees with the validity of the concerns, or does not agree with the Professional Development Plan, the faculty mentor will notify the program chair of the outcome of the meeting. A meeting will then be scheduled with the candidate's faculty mentor, the program chair, the candidate, and the concerned faculty member as appropriate.

If the behaviors addressed by the program faculty and the faculty mentor persist, the faculty mentor will again meet with the candidate and outline, verbally and in writing, the continued nature and extent of problematic behavior. The faculty mentor will meet with the candidate and faculty and may use or request the use of formal measures to aid in the assessment process. This includes feedback from the candidate concerning the outcome of any remedial actions taken by the candidate in response to the concerns raised during the notification session. When it is apparent that the candidate is engaged in the process but has not met the goal of the initial remedial action, a collaborative approach involving candidate engagement will be used to evaluate and refine the Professional Development Plan. If the problem is successfully resolved, no further formal action is needed. The faculty mentor will document the meeting, outline the agreed adaptations to the remedial action plan, and note the outcome. The faculty mentor will follow up with involved faculty and the program chair to ensure that the behavioral issues were successfully resolved and all agreed-to remedial mandates were implemented.

If the faculty mentor and program chair determine that the candidate's behaviors are at a level that requires a formal remediation process or the candidate rejects or appeals the Professional Development Plan, a meeting will be held with the candidate, his or her faculty mentor, the program chair, and referring faculty member (if appropriate). The meeting date will be set to allow the candidate 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 create a Professional Development Plan or 2) determine that the problem needs to be addressed by the Faculty Remediation Committee. The faculty mentor will document the meeting and outcome and make referral to the Faculty Remediation Committee, including the program chair on all communications.

In cases where the outcome of the meeting of the candidate, faculty mentor, and program chair results in a decision that the situation should be brought to the Faculty Remediation Committee (a team of core faculty and the associate dean for the School of Behavioral Sciences in the program), the candidate will be informed in advance of this meeting. The candidate will have the 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 candidate and develop a formal Professional Development Plan.

The Remediation Committee will review the presented information and examine previous Professional Development Plans developed by faculty members, the faculty mentor, and the candidate. The Committee will evaluate the progress made toward remediating problem behaviors, and develop or refine the Professional Development Plan. The purpose of the plan is to assist the candidate in correcting any deficits in counseling skills or personal, interpersonal, or ethical problems so that the candidate may successfully continue in the program. The elements of the plan will be congruent with the extent of the correction needed. The Professional Development Plan can include such actions as repeating particular courses, obtaining personal counseling, completing additional assignments, reviewing the ethics code, program probation, transferring to a non-licensure program, or dismissal from the M.Ed. in School Counseling Program.

The faculty mentor will document the meeting, the plan, and the outcome to the candidate’s academic-personal record. The program chair will inform the candidate of the decision in writing and copy the members of the Remediation Committee.

The candidate will be given the opportunity to accept the plan of correction or to appeal it. If accepted, the candidate will follow the plan as developed and regularly report progress to her or his faculty mentor. 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. If the remediation is unsuccessful or the candidate refuses to comply with the Remediation Plan, the candidate will be dismissed from the program. Notice of dismissal from the program will be provided to the candidate in writing by the program chair.

Should the candidate decide to appeal the committee’s plan for correction, the candidate will follow the appeal procedures as described in the university’s Graduate Catalog and on the Graduate Student Affairs website.

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

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

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

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

Program General Information

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

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

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

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

5.2 Graduate Assistantships
The School of Behavioral Sciences has a limited number of Graduate Assistantships (GA) positions to award on an annual basis. These assistantships are intended to support the instructional and administrative needs of the graduate programs. Some of the responsibilities include assisting faculty, and completing administrative duties associated with management of the Department. To apply for position, candidates will need to contact the Graduate School.

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

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

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

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

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

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

Also, please keep in mind that emails should be well-developed communications that reflect graduate level writing skills. Please treat emails as courtesy communications that are deserving of the same reflection of thought and attention to writing (e.g., grammar, punctuation, spelling, sentence structure) as assignments. Also, please spell your professor’s name correctly and address him or her professionally.

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

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

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

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

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

Student Support Services

6.1 Library/Media Services
Jerry Falwell Library provides a wide range of resources and services to meet the needs of students and faculty. State-of-the-art technologies and world-class collections designed to support and enhance the University’s curricula are readily accessible in a variety of formats to both residential and online students and faculty. Students have access to databases, research guides, physical and electronic collections, and workshops on a variety of topics that can be attended in person or via streaming video. Both the Education Research Guide and the Counseling and Psychology Research Guide include School Counseling. The Library also houses an exhaustive list of books and journals related to counseling, school counseling, and counseling-related professions to include ACA journals and the ASCA journal, Professional School Counseling. Online students have access to Inter-Library loan, and full-text journal articles and e-books for printing. Students can link to professional counseling associations, including the American Counseling Association (ACA) and the American School Counselor Association (ASCA). Both residential (434-592-3362) and online (434-582-2221) students can get help with research in a variety of ways, including via email. School counseling candidates also have access to the curriculum library, which provides materials for K-12 grades (434-592-3361). Students interested in making use of the Library’s resources and/or services should visit the Library’s website.

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

6.3 Counseling Services
Students counseling services are available through the Student Care Office of Liberty University and include individual counseling, group counseling, crisis counseling, and referral services. Students can access a variety of online resources provided by Student Care counselors at and additional campus resource offices. Students interested in making use of Student Care resources and/or services should visit the website, email studentcare@liberty.edu, or call 434-582-2651.
6.4 Career Services
Liberty’s Career Center provide students with a variety of career services, including career counseling, resume writing, networking, interviewing, and assessment. Both face-to-face and phone appointments are available. Students interested in making use of the Career Center’s resources and/or services should visit the website, email careers@liberty.edu, or call 434-592-4109.
Appendices

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

GATE 1 REQUIREMENTS
- Earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education.
- Undergraduate GPA of 3.0 on a 4.0 scale (cautionary admission is an option if the student has at least a 2.50). Students admitted on Academic Caution must take and pass GRST 500 – Introduction to Graduate Writing in their first semester.
- TOEFL (if applicable).
- Candidates must complete at least 3-18 credit hours, prior to Gate 2. The only courses allowed prior to Gate 2 are: EDUC 518, EDUC 521, EDUC 600, EDUC 604, EDUC 622, EDCE 501.
- Application to Gate 2 is strongly recommended during first term.

GATE 2 REQUIREMENTS
- Gate 1 requirements.
- Complete Gate 2 application in LiveText immediately following the first term of course work at Liberty.
- At least a 2.5 GPA in the program
- Completed at least one course in the first semester (EDUC 518, EDUC 521, EDUC 600, EDUC 604, EDUC 622, and/or EDCE 501).
- Submitted Background Check.
- No more than two (2) C’s after the repeat policy (limit 2) is applied.

Faculty Mentor assigned to candidate upon successful completion of Gate 2

GATE 3 REQUIREMENTS
- Gate 1 and Gate 2 requirements.
- Completed Gate 2 and Gate 3 applications in LiveText.
- At least a 2.5 GPA in the program.
- No more than two (2) C’s after the repeat policy (limit 2) is applied.
- Complete Background Check.
- Praxis® II, School Counseling Specialty Exam.
- Confirmation of Liability Insurance (ASCA membership).

GATE 4 REQUIREMENTS
- Completed all courses, including internship.
- At least a 2.5 GPA in the program.
- No more than two (2) C’s after the repeat policy (limit 2) is applied.
- No coursework older than 7 years.
- Submit graduation application no later than the beginning of final semester.
Once approved through Gate 2 and admitted into the M.Ed. in School Counseling program, candidate is assigned a faculty mentor. Faculty mentor sends candidate the Gate 2 approval/welcome to the M.Ed. in School Counseling letter.

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

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

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

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

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

Faculty mentor documents all in CRM.

If problem is resolved no further action is required. If issues persist, faculty mentor continues with the remediation process.

FIRST SEMESTER OF FACULTY MENTORING

SUBSEQUENT SEMESTERS OF FACULTY MENTORING
Appendix C
Professional Development Plan and Remediation Processes

M.Ed. in School Counseling
Professional Development Plan (PDP)
Please complete this form following the processes and including applicable parties as delineated on the Remediation Flow Chart or Clinical Remediation Flow Chart below.

Candidate Name: ____________________________  ID#: __________________

I. Description of circumstances leading to professional development concerns:

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

III. Recommendations for professional development plan:

Professional development plan recommendations must be met by: ____________ Date

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

V. Signatures

Faculty Member/Faculty Supervisor: ____________________________ Date: ____________

Faculty Mentor: ____________________________ Date: ____________
(as applicable)

Program Chair: ____________________________ Date: ____________
(as applicable)

Site Supervisor: ____________________________ Date: ____________
(as applicable)

Clinical Director: ____________________________ Date: ____________
(as applicable)

Dean/Associate Dean: ____________________________ Date: ____________
(as applicable)

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

☑ 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

Candidate Signature: ____________________________ Date: ____________
Remediation Process for School Counseling Candidates

Faculty member becomes aware of possible need for remediation of candidate.

Faculty member contacts candidate to determine type and severity of limitation/deficit (deficit, lack of competence, or impairment).

Candidate is at imminent risk of harm to self or others?

Yes

Faculty member notifies LUPD. Documents incident report and sends to Associate Dean and Program Chair.

No

Faculty member determines Stage of Remediation Process to pursue (Stages 1-4).

Early Remediation
Stage 1
Informal: Faculty communicates with candidate, determines course of action, and follows up.

Stage 2
Formal: Faculty member consults with faculty mentor, who formally communicates with candidate, determines professional development plan, and follows up.

Outcome: Candidate either accepts or appeals to next stage.

Secondary Remediation
Stage 3
Faculty mentor provides notification to program chair. Faculty mentor and program chair assess problematic behavior and develop or re-develop remediation plan and reviews with candidate.

Outcome: Candidate either accepts or appeals to next stage.

Formal Remediation
Stage 4
Remediation Committee convenes, reviews, and develops a final professional development plan with candidate.

Outcome: Candidate either accepts or appeals to the Associate Dean for the School of Behavioral Sciences.

Limitation/Deficit Resolved

Note: At any point the candidate may appeal to next stage or to the Associate Dean for the School of Behavioral Sciences.
Remediation Process for School Counseling Candidates in Practicum or Internship

Note: If at any point in any of these steps the site supervisor, faculty supervisor, or clinical director decide to remove the candidate from the site the remediation process begins with the inclusion of the faculty mentor (Stages 1 and 2).

Site supervisor recognizes issue/deficit with practicum/internship student. Site supervisor contacts faculty supervisor (professor for the candidate’s course) with information regarding the presenting issue.

Site supervisor and faculty supervisor will collaborate with candidate to develop a Professional Development Plan.

If the development of, or agreement on, the Professional Development Plan is not successful then the faculty supervisor will send the Professional Development Plan to the Clinical Director for review.

The Clinical Director will review the Professional Development Plan and collaborate with the faculty supervisor, site supervisor, and candidate to determine an appropriate course of action.

If the Clinical Director’s involvement is not successful then the Clinical Director will involve the Faculty Mentor to work through remediation process.

If the Clinical Director’s involvement is not successful then the Clinical Director will involve the Faculty Mentor and the Remediation Process for M.Ed. in School counseling candidates is followed.

If the remediation process is not successful then the general remediation process is followed.

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

**Sub-Term Schedule**

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

Intensive courses, offered in both weekend and weeklong formats, are covered in term (J) throughout fall, spring, and summer semesters. Weeklong intensive courses are also offered as a winter (J) sub-term.

### Fall/Spring/Summer Sub-Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/J Term</td>
<td>14/17 Weeks</td>
</tr>
<tr>
<td>B Term</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>C Term</td>
<td>8 Weeks</td>
</tr>
<tr>
<td>D Term</td>
<td>8 Weeks</td>
</tr>
</tbody>
</table>

### Winter Sub-Term

<table>
<thead>
<tr>
<th>Term</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>J Term</td>
<td>3 Weeks</td>
</tr>
</tbody>
</table>
Appendix E  
Course Descriptions

M.Ed. in School Counseling Course Descriptions

**Advanced Education Core Courses (15 Hours)**

**EDUC 518 - Understanding Educational Research and Assessment (3 hours)**
Overview of the nature of research on human development, learning, and pedagogical knowledge and skills. Topics include current trends and issues in education, skills in data collection and assessment, and application of research in the school setting.

**EDUC 521 - Foundations of Exceptionality (3 hours)**
A comprehensive course dealing with the characteristics of children and youth with disabilities and topics related to models of service delivery, documentation procedures, and legal/ethical issues.

**EDUC 600 - Human Development across the Lifespan (3 hours)**
A survey of the organic, social, and psychological factors that influence the development of personality. It seeks to understand what makes a person distinctively different along with a critical evaluation of various theories of personality development, particularly as they relate to questions of values and religious commitment.

**EDUC 604 - Foundations of Education (3 hours)**
A comprehensive survey of the historical development of education. Emphasis is placed on American education and the emergence of the Christian School Movement.

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

**School Counselor Concentration Courses (24 Hours)**

**EDCE 501 - Professional, Ethical, and Legal Issues in Counseling (3 hours)**
This course introduces candidates to the professional functioning of counselors with an emphasis on school counselors in relation to other human services and education professionals, including history, professional identity, roles, professional organizations, ethics, legalities, standards, and credentialing. Current issues, trends, and best practices in a variety of professional counseling settings are explored with an emphasis on the specialty of professional school counseling.

**EDCE 504 - Social and Cultural Foundations in Counseling (3 hours)**
This course examines individual and system functioning with an emphasis on culturally sensitive counseling practices, social justice and advocacy approaches in pluralistic society. The overarching cultural context of relationships, including factors such as age, gender, sexual orientation, religious and spiritual values, mental and physical characteristics, education, family values, and socioeconomic status. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented
intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized.

**EDCE 505 - Counseling Theories and Techniques (3 hours)**
This experiential and didactic course provides candidates an understanding of selected theories of counseling and psychotherapy and effective interventions from individual, relational, and systems perspectives. Theoretical and empirical foundations of individual, relational, and systemic approaches are examined. Candidates are encouraged to begin to define their own theoretical approach to their work with individuals, couples, and families. Candidates also examine personal characteristics and their effect on individual, couple, and family counseling using case discussion and analysis.

**EDCE 512 - Structured Groups (3 hours)**
This course enables candidates to understand the types of groups, their purpose, development, and dynamics, counseling theories, and group counseling methods and skills with an emphasis on structured group work in the elementary and secondary schools. Participation in small groups is required for educational and self-assessment purposes.

**EDCE 522 - Career Development and Counseling (3 hours)**
This course provides candidates an understanding of career development and related life factors. Candidates study career development theory, techniques, and decision-making models. Candidates learn procedures for planning and conducting effective job searches, assessment instruments and techniques relevant to career planning and decision-making, and the use of career information. Emphasis is placed on understanding the interrelationships between career decision-making and personal, family, and environmental factors such as spiritual and religious values, familial influences, gender, socio-economic status, interests, abilities, and preferences. Career transitions and the relationship between career and life style are explored. Particular career development processes and activities in K-12 schools are explored with an emphasis on the similarities and differences at the elementary, middle, and high school levels.

**EDCE 611 - Child and Adolescent Counseling in the Schools (3 hours)**
This course focuses on counseling theories and techniques used with children and adolescents in the school setting (e.g., play therapy, solution-focused counseling). The school counselor’s role is examined.

**EDCE 660 - Principles of School Counseling (3 hours)**
This course studies the specialization of professional school counseling including foundations, history and current trends, and the roles of the school counselor in pluralistic schools with a systems-focus. Candidates are introduced to the ASCA Model as a framework for developing comprehensive, developmental school counseling programs.

**EDCE 661 - School Counseling Program Development and Evaluation (3 hours)**
This course is designed to examine the planning, development, organization, implementation, and evaluation of comprehensive developmental K-12 school counseling programs that promote access and equity for all students.
**Professional Courses (9 Hours)**

**EDCE 698 - School Counseling Practicum (3 hours)**
This course requires field experience in a non-K-12 school setting. Candidates are assigned to an on-site supervisor (experienced, licensed counselor with training in counselor supervision) and a faculty supervisor. The practicum experience will include a minimum of 150 hours.

**EDCE 699 - School Counseling Internship (6 hours)**
This course provides a culminating field experience for candidates designed to build both clinical and non-clinical counseling skills in the elementary and secondary school settings. Candidates are assigned to an on-site supervisor (experienced, licensed school counselor with training in counselor supervision) and a faculty supervisor. Each of the two required semesters of internship will be a minimum of 300 hours for a total of at least 600 hours of internship.
The following information summarizes the professional achievements and qualifications of the CORE Faculty of the M.Ed. in School Counseling Program:

**Richard G. Albright, Ph.D.** (Penn State University, Counselor Education and Supervision), M.Ed. (Penn State University, School Counseling). Dr. Albright serves as Assistant Professor for Liberty University in the M.Ed. in School Counseling Program. Prior to joining the faculty in 2013, he worked as an elementary and middle school counselor in Pennsylvania for four years. Dr. Albright’s professional experience also includes private practice, working with adjudicated youth in residential treatment, serving as an adjunct professor at Penn State University, and serving as chair of the school counseling program at Lee University. Dr. Albright is a licensed School Counselor (PA) and a Nationally Certified Counselor (NCC). He is and has been a member of many professional organizations including the American Counseling Association (ACA), American School Counselor Association (ASCA), and Chi Sigma Iota. Dr. Albright has authored several professional publications and presents regularly at conferences. His e-mail address is rgalbright@liberty.edu.

**Kristen Ascencao, Ed.D.** (Liberty University, Educational Leadership), M.Ed. (Texas Tech University, School Counseling). Dr. Ascencao serves as Assistant Professor for Liberty University in the M.Ed. in School Counseling Program. She joined the faculty in 2010 and continues to work as the Testing & Counseling Coordinator for a PK-12 school district in Texas. Prior to becoming a faculty member and school district coordinator, she served as a Professional School Counselor in San Antonio, Texas for four years, serving at both the elementary and secondary levels. Dr. Ascencao was also a Professional School Counselor in the Dallas metro area for over eight years at both the elementary and secondary levels as well. Dr. Ascencao is a licensed P-12 School Counselor. She is and has been a member of many professional organizations including the American Counseling Association (ACA), American School Counselor Association (ASCA), American Association of Christian Counselors (AACC), Texas Counseling Association (TCA), and Texas School Counselor Association (TSCA). Her e-mail address is kdkarrh@liberty.edu.

**Caron Blizzard, Ph.D.** (Old Dominion University, Counselor Education and Supervision), M.S.Ed., (Old Dominion University, School Counseling). Dr. Blizzard serves as Instructor for Liberty University in the M.Ed. in School Counseling Program. Dr. Blizzard also serves as a Professional School Counselor with Newport News Public School System and has served as a School Counselor for over 13 years. She is a licensed School Counselor (preK-12) and National Certified Counselor. Her professional experience includes service at the elementary, middle, and high school levels. Along with years of service in Virginia, she has also worked in Granada Hills, California. Dr. Blizzard earned her Ph.D. in Counselor Education and Supervision from Old Dominion University, along with her M.S.Ed. in School Counseling. Prior to joining the faculty in 2013, Dr. Blizzard worked as an adjunct assistant professor at Old Dominion University, teaching school counseling and counseling techniques/skills classes. She is and has been a member of many professional organizations including the American Counseling Association (ACA), American School Counseling Association (ASCA), Virginia Counselors Association (VCA), Virginia School Counseling Association (VSCA), Peninsula Counselors Association (PCA), Hampton Roads
Counselors Association (HRCA), National Education Association (NEA), Association for Play Therapy (AFT), and Association for Specialists in Group Work (ASGW). Dr. Blizzard authored a chapter in a 2013 school counseling text edited by Drs. Rebekah Byrd and Bradley T. Erford, among other publications. Most recently, Dr. Blizzard co-presented at the Virginia Counselors Association conference on the topic of virtual mentoring, a district-wide advocacy initiative that she co-created with a colleague several years ago. Her email address is cncoles@liberty.edu.

Tamika Hibbert, Ed.D. (Argosy University, Educational Leadership), MS.Ed. (City University of New York at Brooklyn College, School Counseling). Dr. Hibbert serves as Assistant Professor for Liberty University in the M.Ed. in School Counseling Program. Prior to joining the faculty in 2010, she began working as a professional school counselor for the Atlanta Public Schools in 2007, serving at both the elementary and secondary levels. Dr. Hibbert’s professional experience also includes working as a teacher, professional school counselor, and assistant principal for the New York City Department of Education, working as a professional school counselor in Gwinnett Public Schools, adjunct instructor at Gwinnett Technical College, and chair of the school counseling program at Mercer University. In addition to degrees, she has an Advanced Certificate in School Counseling from the City University of New York at Brooklyn College and an Advanced Certificate in School Administration from the City University of New York at Brooklyn College. Dr. Hibbert is a Licensed School Counselor (preK-12) and Licensed Associate Professional Counselor (LAPC). She is and has been a member of many professional organizations including the American Counseling Association (ACA), American School Counselor Association (ASCA), and the Atlanta School Counselors Association (ASCA). Dr. Hibbert has authored professional publications as well as co-authored a book. Her e-mail address is tshibbert@liberty.edu.

Claudia L. Hines, Ph.D. (Old Dominion University, Counseling Education), M. A. (Hampton University, School Counseling). Dr. Hines serves as Instructor for Liberty University in the M.Ed. in School Counseling Program. Joining the faculty in 2015, she continues to work as the School Counseling Director where she supervises Professional School Counselors Pre-K-12 with the Newport News Public School System. She has served with the division for 18 years. Dr. Hines’ professional experience also includes serving as a School Counselor for 12 years and has served as an Assistant Principal at both the middle and high school level. In addition to degrees she received her Certificate as a Certified Life Coach from the Life Coach Institute of Orange County. She has a Certificate of Advanced Studies (C.A.S.) from Old Dominion University. Dr. Hines is a licensed School Counselor, Licensed Administrator in Supervision, and holds a Division Superintendent License. She is a member of many professional organizations which include: (ASCA) American School Counselor Association, (PCA) Peninsula Counselors Association, (ACA) American Counseling Association, (APA) American Psychological Association, and (ASCD) Association for Supervision and Curriculum Development. Dr. Hines has co-authored an article in a National Peer Refereed Journal. Her email address is chines8@liberty.edu.

Sarah Kitchens, Ph.D. (Auburn University, Counselor Education and Supervision), M. Ed. (Troy University, School Counseling). Dr. Kitchens serves as Instructor for Liberty University in the M.Ed. in School Counseling Program. Prior to joining the faculty in 2014, she worked as a professional school counselor in Notasulga, Alabama and LaGrange, Georgia for over three years, serving both the elementary and secondary levels in both public and private schools. Dr. Kitchen's professional experience also includes non-profit work as a coach/counselor in LaGrange, Georgia. Dr. Kitchens is a licensed School Counselor (preK- 12) and a National Certified Counselor (NCC). She is and has been a member of many professional organizations including the American Counseling Association (ACA), American School Counselor Association (ASCA), Association for Counselor Education and Supervision (ACES), Southern Association for Counselor Education and Supervision (SACES), Chi Sigma Iota
Counseling Academic and Professional Society (CSI), and Georgia School Counseling Association (GSCA).
Dr. Kitchens has authored several professional publications as well as several book chapters. In addition, Dr. Kitchens has multiple presentations at the state, regional, and national levels. Her e-mail address is seoliver@liberty.edu.

Tracy M. Knighton, Ed.D. (Argosy University, Counseling Psychology), M.Ed. (Albany State University, School Counseling). Dr. Knighton serves as Assistant Professor for Liberty University in the M.Ed. in School Counseling Program. Dr. Knighton has worked as a professional school counselor in Albany, Georgia for over seven years, and Cordele, Georgia for over eight years, serving at the secondary level. Dr. Knighton’s professional experience also includes private practice and adjunct professor at Albany State University. Dr. Knighton is a licensed School Counselor (preK-12), and a Licensed Professional Counselor (LPC). She is currently working on Substance Abuse Counselor certification (CSAC), and has applied for National Certified Counselor (NCC) certification. She is and has been a member of many professional organizations including the American Counseling Association (ACA), Georgia School Counselors Association (GSCA) and Professional Association of Georgia Educators (PAGE). Dr. Knighton has authored two professional publications. Her e-mail address is tknighton3@liberty.edu.

Rita C. Schellenberg, Ph.D. (Regent University, Counselor Education and Supervision), M.Ed. (The College of William and Mary). Dr. Schellenberg serves as Professor and Program Chair for Liberty University in the M.Ed. in School Counseling Program. Dr. Schellenberg was named Outstanding Graduate in her Ph.D. in Counselor Education and Supervision program. She served twelve years as an elementary and secondary school counselor during which time she was named one of the top 15 school counselors in the nation by ASCA. Her research interests include bullying, peer mediation, curriculum crosswalking, school counselor identity development, and the integration of spiritual and religious competencies in school counseling. Dr. Schellenberg has published multiple peer-reviewed books. Her research has been published in several counseling and school counseling peer-reviewed journals, including Professional School Counseling. She has presented research findings at several national conferences, including the Association for Counselor Education and Supervision, American School Counselor Association, and the Center for School Counseling Outcome Research. She also presents regularly at the regional and state levels at conferences such as the Southern Association of Counselor Education and Supervision, Virginia Counseling Association, the Virginia School Counselor Association, and the Virginia Alliance for School Counselors. Dr. Schellenberg is a licensed professional counselor (LPC-Virginia), national certified counselor (NCC), national certified school counselor (NCSC), certified clinical mental health counselor (CCMHC), approved clinical supervisor (ACS), and distance credentialed counselor (DCC). She is also certified by ASCA as a School Counseling Ethical and Legal Specialist and a Bully Prevention Specialist. Dr. Schellenberg is an active member of many professional organizations not limited to the American Counseling Association (ACA), American School Counselor Association (ASCA), and the Association for Counselor Education and Supervision (ACES). She can be reached at rcschellenberg@liberty.edu. Selected works: http://works.bepress.com/rita_schellenberg/.

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

Sophia Tailor, Ph.D. (Old Dominion University, Counselor Education and Supervision), Ed.S. (Old Dominion University, Counseling), M.A. (Norfolk State University, Community Counseling). Dr. Tailor serves as an Instructor for Liberty University in the M.Ed. in School Counseling Program. Prior to joining the Liberty University faculty, she served as a faculty member at South University in Virginia Beach and as an adjunct professor at Old Dominion University. Dr. Tailor has been a practicing clinician since 1999 and practices from an existential theoretical orientation. She has worked with diverse populations across many settings. She has worked with the military as a Military Family Life Consultant with students in academic settings for secondary and post-secondary levels, individuals and groups in public mental health, and private practice. She has provided counseling services for issues including anxiety, depression, identity issues, eating disorders, substance abuse, bereavement, partner relational issues, career counseling, and domestic violence. Dr. Tailor is licensed as a Professional School Counselor for the state of New Jersey and is licensed as a Professional Counselor in the states of Delaware and Virginia. Dr. Tailor is a National Certified Counselor (NCC) and holds certification as an Approved Clinical Supervisor. Dr. Tailor is also certified as a parenting educator in the Systematic Training for Effective Parenting and serves as a parent educator for the Supreme Court of Virginia. Dr. Tailor is a proud veteran of the United States Navy and served for 8 years. Her email address is sta@liberty.edu.

Jacqueline L. Wirth, Ph.D. (Florida Atlantic University, Counselor Education and Supervision), S. Ed. (Louisiana State University, Department of Counseling) M.Ed. (Loyola University in Maryland). Dr. Wirth serves as Instructor for Liberty University in the M.Ed. in School Counseling Program. Prior to joining the Liberty University faculty in 2012, Dr. Wirth worked for 27 years as a professional school counselor in Florida, Louisiana, and Maryland in the elementary, middle school and high school settings. She has also been a site supervisor of counseling practicum and intern students for several Florida universities. She served as an Adjunct Professor for Florida Atlantic University in Boca Raton, Florida and as an alcohol and drug prevention/intervention specialist in the East Baton Rouge Parish School Board in Baton Rouge, Louisiana. In addition to her degrees, Dr. Wirth is a Clinical Educator for the State of Florida, holds a Florida Professional Educator Certificate as a professional school counselor (Pre-K-12) and as an elementary educator. Dr. Wirth is a National Board Certified Counselor (NCC) and a National Board Certified School Counselor (NCSC). She is and has been a member of many professional organizations including the American Counseling Association (ACA), American School Counselor Association (ASCA), the American Association of Christian Counselors (AACC) the Florida School Counseling Association (FSCA). Dr. Wirth has presented at national conferences and has authored professional publications. Her e-mail address is jlwirth@liberty.edu.