



PREPARING PROFESSIONAL EDUCATORS OF DISTINCTION  
TO MAKE A POSITIVE IMPACT  
ON THIS GENERATION AND THE NEXT

Lincoln  
Memorial  
University

***Carter and Moyers School of Education  
Counseling Program Handbook***

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## **WELCOME AND INTRODUCTION**

Welcome to the Counseling Program at Lincoln Memorial University. The Counseling Program is part of LMU's Carter-Moyers School of Education, which provides undergraduate teacher licensing programs as well as graduate degree programs in curriculum and instruction and educational leadership. The Carter-Moyers School of Education offers the B.S., M.Ed., Ed.S. and Ed.D degrees in various programs and is accredited by the Southern Association of Colleges and Schools.

The Counseling Program offers two programs of study leading to counseling careers and possible licensure as a professional counselor. These programs provide M.Ed. degrees in either Mental Health Counseling or PreK-12 School Counseling. Both of these programs are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

We look forward to partnering with you in your newly chosen career as you develop your skills as a Professional Counselor. We hope your affiliation with LMU will continue throughout your career as you strive to grow as a professional in the provision of services to those in your chosen population. It is our desire that this handbook will answer many of the questions that may arise regarding our core values, degree requirements, program expectations, program structure, licensure, relevant policies and procedures.

Sincerely,

Counseling Faculty

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## MISSION AND PURPOSE OF THE UNIVERSITY

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; a recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

The University is committed to teaching, research, and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments. The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission.

*Approved by the Board of Trustees May 5, 2006*

### MISSION STATEMENT - CARTER AND MOYERS SCHOOL OF EDUCATION

The School of Education is dedicated to preparing professional educators of distinction who embody the three core ideas of Lincoln Memorial University. We accomplish our mission through instilling the core ideals of **Values**, **Education** and **Service** in candidates who:

- demonstrate the disposition of the education profession – **Values**
- articulate and live by the knowledge base and understands of moral, social, and political dimensions which will impact individual students, schools, districts, and communities for the enrichment of society – **Values**
- demonstrate the teaching skills and learning strategies acquired through rigorous academic studies and active engagement in real life classroom experiences while involved in field and internship placements in partner P-12 schools – **Education**
- promote lifelong learning through continued professional development and scholarship – **Education**
- assist in meeting the educational needs of an ever-increasing global society, especially the underserved – **Service**
- articulate an understanding that all students can learn as well as demonstrate the disposition to serve and teach diverse student populations – **Service**

## **COUNSELING PROGRAM MISSION STATEMENT**

The primary mission of the counseling program is preparation of culturally and ethically competent counselors to serve the historically underserved peoples of the Appalachian region and increasingly interlinked global community beyond. Program graduates will be able to utilize psychological principles, developmental understandings and counseling techniques in a strength based, solution-focused paradigm to assist students and clients with the best opportunity to achieve healthy functioning in the areas of educational, personal, social and vocational development.

Through program courses, service-learning activities, and field experiences students will develop personal, professional, and social growth. Graduates of the Counseling Programs are prepared to provide counseling and consultation services in school, mental health, or community agency settings and are eligible to stand for licensure or certification in their respective area of specialty.

## **DIVERSE STUDENT RECRUITMENT POLICY**

The Counseling Program at Lincoln Memorial University actively and enthusiastically seeks to recruit qualified persons from diverse backgrounds and situations. Faculty believe that enrollment of a student body representing a wide array of social and cultural backgrounds, genders, sexual orientations, ethnicities, and nationalities broadens the range of cultural experiences and diverse backgrounds within the classroom, and is foundational to the interpersonal and intrapersonal learning in the counseling program.

## **COUNSELING PROGRAM OBJECTIVES**

The Counseling Program Objectives below reflect the current professional thinking and state and national requirements certification, licensure and accreditation requirements.

As a result of successfully completing the graduate program in counseling, students can expect to have gained didactic knowledge and supervised experience in skills, functions, beliefs and characteristics of effective counseling. The following broad goals have been developed to assist students in gaining an overview of expected accomplishments:

1. *Professional Orientation and Ethical Practice* – Demonstrate an understanding of the counseling profession, develop an identity as a counselor and demonstrate a willingness to provide counseling services within the ethical guidelines of the counseling profession.
2. *Social and Cultural Diversity* - Develop an awareness of, and an appreciation for, social and cultural influences on human behavior and to recognize the impact of individual differences on the counseling process.

3. *Human Growth and Development* - Develop an understanding of developmental aspects of human growth and appreciation for the nature of human developmental behavior.
4. *Career Development* - Develop an understanding of career development and related life factors and the effects on an individual's mental health and lifestyle.
5. *Helping Relationships* - Demonstrate effective individual and group counseling skills which facilitate client growth and to demonstrate the ability to evaluate progress toward treatment goals.
6. *Group Work* - Develop both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches.
7. *Assessment* - Gain knowledge and skills in assessment techniques and apply basic concepts to individual and group appraisal.
8. *Research and Program Evaluation* - Develop the ability to read, critique, evaluate, and contribute to professional research literature.
9. *School Counseling* - Students preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P-12 students through data-informed school counseling programs.
10. *Clinical Mental Health Counseling* - Students preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.

### **OVERVIEW OF THE PROGRAM**

Each semester new M.Ed. students are assigned academic advisors and are required to attend a new student orientation. The orientation session provides students with critical information for progressing through each degree program. The information includes admission, program, and exit requirements. An advisor is assigned at orientation and is accessible throughout the program for academic advisement. Advisors' contact information is posted on syllabi.

The *Graduate Catalog* serves as the official source of information regarding curriculum requirements. Requirements are provided here for ease of student access. To view the 2019-2020 *Graduate Catalog* visit <https://www.lmunet.edu/academics/catalogs.php>.

The program of study should consist of a combination of theoretical study and practical experiences which best prepare the student for the selected area of interest. Although the minimum number of credit hours required for graduation is determined in accordance with the program as listed in the *Graduate Education Catalog*, it should not be construed as indicating a maximum number of credit hours for any particular student.

The Counseling program combines academic preparation in the areas of counseling and research

with practica and internship assignments. Students may select from one of two emphasis areas: PreK-12 School Counseling or Mental Health Counseling. Students in each counseling concentration (PreK-12 School or Mental Health) must take the Common Counseling Core, which consists of the 36 credit hours. During Practicum, students are required to 100 hours in a mental health or school setting. Additionally, students in Mental Health Counseling must take two internships that total 600 hours and School Counseling students must take one internship that totals 600 hours.

The purpose of the program in Counseling is to prepare students for effective performance in professional positions in counseling in school and mental health settings. The prospective student should consult the Program Director of the Counseling Program prior to enrollment regarding the appropriateness of this curriculum to his or her situation and professional objectives. The program places heavy emphasis on the interpersonal and helping relationship and requires considerable commitment on the part of the student. Once admitted, the student must consult with his or her faculty advisor concerning proper sequencing of courses and licensure requirements.

### **PreK-12 School Counseling**

The PreK-12 School Counseling concentration has been designed to meet all the academic requirements for licensure as a PreK-12 Counselor in the state of Tennessee. Through their academic coursework and Practicum/Internship experiences, candidates are prepared to help students through academic, career, and social/emotional development as outlined by the American School Counselor Association (ASCA). The Internship/Practicum requirement consists of 700 clock hours of field-based experience (Practicum - 100 hours; Internship - 600 hours). Specific requirements for the Internship and Practicum courses can be found in the Internship/Practicum Application packets. Students are required to have liability insurance provided with their ASCA student membership. **Documentation and verification of liability coverage is available for viewing in the students' practicum/internship files located within the Graduate Education Office.**

In order to become a licensed school counselor in Tennessee, students are required by the State Department of Education to pass the Praxis Instructional Support Personnel, test code 5421, in School Counseling PreK-12 with a minimum score of 156. Students in other states are responsible for following the licensing policies of their respective governing boards. Erin Brock, [erin.brock@lmunet.edu](mailto:erin.brock@lmunet.edu) is the LMU contact for school counseling licensure.

### **Mental Health Counseling**

The focus of the Mental Health Counseling concentration is to prepare counselors as leaders with the knowledge, skills, proficiencies, and dispositions to meet the changing counseling needs of clients in the community agency and mental health settings. The purpose of the program is to prepare students for effective performance in professional positions in counseling as encountered within community settings.

Graduates of Lincoln Memorial University's Mental Health Counseling program will satisfy the State of Tennessee's academic coursework requirements for licensure in professional counseling (LPC). After graduating, students must pass the National Counselor Exam (NCE) and complete post master's supervision hours prior to LPC licensure, as stipulated by the related Health



Licensing Board. Students majoring in Mental Health Counseling are required to be covered by liability insurance provided with an American Counseling Association student membership. Students are responsible for obtaining their own personal ACA Student Membership.

**Documentation and verification of liability coverage is available for viewing in the students' practicum/internship files located within the Graduate Education Office.**

## ADMISSIONS

The admission process for the Master of Education degree involves two levels.

### LEVEL ONE: ADMISSION TO GRADUATE STUDIES

To be admitted to graduate studies, the student must submit:

1. The [Application for Graduate Studies - Electronic](#) or [PDF](#), with the required \$50 fee
2. Official transcripts of bachelor degree course work from an accredited institution
3. Official transcripts supporting transfer credits (maximum of 9 hours from within the last 5 years)
4. Personal interview
5. Three [Graduate Education Recommendation Forms](#)
6. Professional Statement
7. Completed Background Check
8. Group Interview Process
9. Appropriate scores from one of the following tests: GRE (2 general tests), Praxis-Principles of Learning & Teaching, or Miller Analogies Test (scores must be from within the last 5 years)

The Dean of the School of Education approves admission to Graduate Education Studies in Counseling, based on the recommendation of the Counseling Program Director and faculty representatives. Prior to beginning coursework, the student must attend a new student orientation, where the student will work with an advisor to develop a program of study. At this time, the student will receive a program handbook with policies and procedures of the program. Also, students' ethical and professional obligations and personal growth expectations as counselors-in-training are explained, and eligibility for licensure/certification is reviewed.

### LEVEL TWO: ADMISSION TO DEGREE CANDIDACY

After having successfully completed at least one graduate-level course, but not more than three courses (9 hours), a degree-seeking student will apply for degree candidacy. With the assistance of the assigned advisor, the student must submit:

1. An [application for Degree Candidacy](#) for the Master of Education degree:
2. An advisor-approved program of study. This program will include but not be limited to:
  - licensure goals:

(Licensure requirements will be coordinated with, but considered separately from, degree requirements.)

3. [Three Applicant Assessment Forms](#)

Upon completion of these requirements, the student’s credentials will be presented to the Graduate Admission Committee for admission to degree candidacy.

**Professional Counseling Dispositions**

The *Professional Counseling Dispositions* are “the commitments, characteristics, values, beliefs, interpersonal functioning, behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2018). By assessing professional dispositions, faculty provide counseling students with direct feedback, offering the students practical areas for improvement to support their development as effective and ethical professional counselors.

**Scales Evaluation Guidelines**

- **Meet Expectations (3)** = the counseling student demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s).
- **Developing Competencies (2)** = the counseling student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). A beginning professional counselor should be at this level at the conclusion of his/her practicum and/or internship.
- **Needs Improvement (1)** = the counseling student demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s) and professional disposition(s). Students scoring at this level during their final evaluation (practicum or internship) **have not demonstrated** the professional competencies needed to progress to the next level of clinical experience. Remediation may be necessary in the areas identified as deficient by the clinical supervisor.

<b>Disposition</b>	<b>Indicators</b>		
<b>1. Demonstrates Effective Oral Communication Skills</b>	<b>Meets Expectations 3</b>  <input type="checkbox"/> Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment	<b>Developing 2</b>  <input type="checkbox"/> Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors	<b>Needs Improvement 1</b>  <input type="checkbox"/> Does not consistently demonstrate professional oral communication skills as evidenced by making <i>major</i> errors in language, grammar, and word choice
<b>2. Demonstrates Effective Written Communication Skills</b>	<b>Meets Expectations 3</b>	<b>Developing 2</b>	<b>Needs Improvement 1</b>

	<input type="checkbox"/> Demonstrates precise spelling and grammar	<input type="checkbox"/> Demonstrates a few common spelling and grammar mistakes	<input type="checkbox"/> Demonstrates <i>major</i> spelling and grammar errors or demonstrates frequent common mistakes
<b>3. Demonstrates professionalism</b>	<b>Meets Expectations 3</b> <input type="checkbox"/> Maintains professional boundaries of ethical standards of practice and Keeps <i>inappropriate</i> personal life issues out of classroom/workplace	<b>Developing 2</b> <input type="checkbox"/> Occasionally divulges <i>inappropriate</i> personal life issues into the classroom/workplace, but this is kept to a minimum	<b>Needs Improvement 1</b> <input type="checkbox"/> Divulges <i>inappropriate personal</i> life issues at the classroom/workplace as evidenced by uncomfortable responses from others
<b>4. Demonstrates a positive and enthusiastic attitude</b>	<b>Meets Expectations 3</b> <input type="checkbox"/> Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues	<b>Developing 2</b> <input type="checkbox"/> Overlooks opportunities to demonstrate positive affect	<b>Needs Improvement 1</b> <input type="checkbox"/> Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions
<b>5. Demonstrates preparedness in teaching and learning</b>	<b>Meets Expectations 3</b> <input type="checkbox"/> Learns and adjusts from experience and reflection as evidenced by improvements in performance	<b>Developing 2</b> <input type="checkbox"/> Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions	<b>Needs Improvement 1</b> <input type="checkbox"/> Rejects constructive feedback as evidenced by no implementation of feedback
<b>6. Exhibits an appreciation of and value for cultural and academic diversity</b>	<b>Meets Expectations 3</b> <input type="checkbox"/> Embraces all <i>diversities</i> as evidenced by implementing <i>inclusive activities and behaviors</i> with goals of <i>transcendence</i>	<b>Developing 2</b> <input type="checkbox"/> Goes through the <i>expected and superficial motions</i> to embrace all <i>diversities</i>	<b>Needs Improvement 1</b> <input type="checkbox"/> Demonstrates inequitable embracement of all <i>diversities</i>
<b>7. Collaborates effectively with stakeholders</b>	<b>Meets Expectations 3</b> <input type="checkbox"/> Maintains a respectful tone at all times, even during	<b>Developing 2</b> <input type="checkbox"/> Maintains a respectful tone in most circumstances	<b>Needs Improvement 1</b> <input type="checkbox"/> Is inflexible, as evidenced by inability to work well

	dissent as evidenced by not interrupting or talking over others	but is not consistent	with others and does not accept majority consensus
<b>8. Demonstrates self-regulated learner behaviors/takes initiative</b>	<b>Meets Expectations 3</b> <input type="checkbox"/> Recognizes own weaknesses as evidenced by seeking solutions before asking for support	<b>Developing 2</b> <input type="checkbox"/> Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth	<b>Needs Improvement 1</b> <input type="checkbox"/> Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support
<b>9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability</b>	<b>Meets Expectations 3</b> <input type="checkbox"/> Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness	<b>Developing 2</b> <input type="checkbox"/> Demonstrates sensitivity to feelings of others most of the time	<b>Needs Improvement 1</b> <input type="checkbox"/> Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness

### Required Courses for Counseling Concentrations at Lincoln Memorial University

#### Counseling Common Core

Term/Year	Course Number/Title	Credits	Grade
	CG 501 Professional Orientation and Ethics in Counseling*	3	
	CG 521 Career Counseling	3	
	CG 531 Social and Cultural Aspects of Counseling	3	
	CG 541 Counseling Skills*	3	
	CG 581 Psychology of Human Development	3	
	CG 593 Practicum in Counseling**	3	
	CG 611 Counseling Theories*	3	
	CG 621 Crisis Intervention and Consultation	3	
	CG 631 Group Counseling*	3	
	CG 662 Psychopathology**	3	
	CG 671 Assessment in Counseling	3	
	EDUC 511 Research and Statistics	3	

\*Prerequisite for practicum

\*\*Prerequisite for internship

**Total 36 Hours**

**Required for Clinical Mental Health Counseling**

Term/Year	Course Number/Title	Credits	Grade
	CG 509 Foundations of Mental Health Counseling*	3	
	CG 551 Personality and Mental Health	3	
	CG 651 Evidence-based Treatment and Treatment Planning	3	
	CG 669 Psychopharmacology for Counselors	3	
	CG 699 Internship and Seminar in Mental Health Counseling	3	
	CG 699 Internship and Seminar in Mental Health Counseling	3	
	CG/EDUC Elective (Ethics)	3	
	CG/EDUC Elective (Marriage and Family)	3	

\*Prerequisite for practicum

**Total 24 Hours****Required for School Counseling**

Term/Year	Course Number/Title	Credits	Grade
	CG 508 Foundations of School Counseling*	3	
	CG 698 Internship and Seminar in School Counseling	6	
	IL 561 School Law^	3	
	EDUC 501 Foundations of American Education^	3	
	SPED 530 Special Education Law, Policy and Ethics^	3	
	CI 501 Curriculum, Instruction, Assessment ^	3	
	CI 516 Motivational Theory, Classroom Management^	3	

\*Prerequisite for practicum

**Total 24 Hours**

^online or hybrid

## School Counseling – Schedule of Courses for Cedar Bluff

Below is an annual program of study for School Counseling Students, based on when CG classes are typically offered at Cedar Bluff, and when the LMU School of Education online courses are offered.

<b>Year 1 Fall (2019)</b>		<b>Year 2 Fall (2020)</b>
CG 501 Professional Orientation & Ethics		CG 593 Practicum
CG 541 Counseling Skills		CG 611 Counseling Theories
SPED 530 Special Education Law, Practice and Ethics**		CI 516 Motivation & Behavior Management*
EDUC 501 Foundations of American Education*		IL 561 School Law*
<b>Year 1 Spring (2020)</b>		<b>Year 2 Spring (2021)</b>
CG 508 Foundations School Counseling		CG 698 School Internship 6 credit hours
CG 521 Career Counseling		CG 662 Psychopathology
CG 531 Social & Cultural		CG 671 Assessment in Counseling
EDUC 511 Research & Statistics*		
<b>Year 1 Summer (2020)</b>		
CG 631 Group Counseling		
CG 581 Human Development**		
CG 621 Crisis Intervention & Consultation		
CI 501 Curriculum, Instruction, Assessment *		

All courses with \* are 100% online and taught the semester indicated each year (with an optional meeting with professor and class at beginning of semester).

Courses with \*\* are taught in online/hybrid format at Cedar Bluff in the fall.

Unless otherwise noted, CG courses and are taught the semester indicated each year.

Note: This is a suggested path through the program in 5 semesters for new students who are entering the LMU Counseling Program in the fall semester. Entry into the School Counseling Program in the spring semester would necessitate a different Program of Study timeline, to be developed with program faculty.

## School Counseling – Schedule of Courses for Harrogate

Below is an annual program of study for School Counseling Students, based on when CG classes are typically offered at Cedar Bluff, and when the LMU School of Education online courses are offered.

<b>Fall 2019, 2021, 2023</b>		<b>Fall 2020, 2022, 2024</b>
CG 662 Psychopathology		<b>CG 593 Practicum</b>
CG 671 Assessment in Counseling		CG 521 Career Counseling
SPED 530 Special Education Law, Practice and Ethics**		CG 531 Social & Cultural
EDUC 501 Foundations of American Education*		CI 516 Motivation & Behavior Management*
<b>Spring 2020, 2022, 2024</b>		<b>Spring 2021, 2023, 2025</b>
<b>CG 508 Foundations School Counseling</b>		<b>CG 698 – School Internship - 6 Credit Hours</b>
CG 611 Counseling Theories		CG 501 Professional Orientation & Ethics
EDUC 511 Research & Statistics*		CG 541 Counseling Skills
<b>Summer 2020, 2022, 2024</b>		<b>Summer 2021, 2023, 2025</b>
CG 581 Human Development**		CG 621 Crisis Intervention & Consultation
<b>EVERY Summer</b>		
<b>CG 631 – Group Counseling</b>		
CI 501 Curriculum, Instruction, and Assessment*		
IL 561 School Law*		

All courses with \* are 100% online and taught the semester indicated each year (with an optional meeting with professor and class at beginning of semester).

Courses with \*\* are taught in online/hybrid format at Cedar Bluff in the fall.

Courses in **Bold** are made available every year at Harrogate campus during the semester indicated.

Unless otherwise noted, all remaining courses are taught the same semester and offered every other year in Harrogate.

Note: This is a suggested path through the program in 5 semesters for new students who are entering the LMU Counseling Program in the fall semester. Each student develops an individualized program of study with counseling faculty upon entrance into the counseling program.

## Mental Health Counseling - Schedule of Classes for Cedar Bluff

The below is a planned, annual program of study for Mental Health Counseling Students, based on when CG classes are typically offered at Cedar Bluff, and when the LMU School of Education Master of Education Program offers classes online.

<b>Year 1 Fall</b>		<b>Year 2 Fall</b>
CG 501 Professional Orientation & Ethics		CG 593 Practicum
CG 541 Counseling Skills		CG 611 Counseling Theories
CG 509 Foundations of Mental Health Counseling		CG 551 Personality and Mental Health
<b>Year 1 Spring</b>		<b>Year 2 Spring</b>
CG 521 Career Counseling		CG 699 Mental Health Counseling Internship & Seminar (3 credits)
CG 531 Social & Cultural Counseling		CG 662 Psychopathology
CG 651 Evidence Based Treatment		CG 671 Assessment in Counseling
<b>Year 1 Summer</b>		<b>Year 2 Summer</b>
CG 631 Group Counseling		CG 677 Legal & Ethical Issues in Professional Counseling
CG 581 Human Development, Hybrid		CG 621 Crisis Intervention & Consultation
EDUC 511 Research & Statistics Online*		CG 687 Foundations of Marriage and Family Counseling <b>or</b> CG 654 Populations in Mental Health Counseling
CG 669 Psychopharmacology		CG 699 Mental Health Counseling Internship & Seminar (3 credits)

Unless otherwise noted, CG courses are taught the same semester each year.

All courses with \* are 100% online and taught the same semester each year (with an optional meeting with professor and class at beginning of semester).

Note: It is possible to take four classes per semester. For instance, a student could take CG 501, CG 541, CG 509 and CG 551. If a student wanted to progress through the program slower, it would be possible to take 2 courses per semester during certain semesters. Each student develops an individualized program of study with counseling faculty upon entrance into the counseling program.



## Mental Health Counseling– Schedule of Classes for Harrogate

The below is a planned, annual program of study for Mental Health Counseling Students, based on when CG classes are typically offered at Harrogate, and when the LMU School of Education Master of Education Program offers classes online.

<b>Fall 2019, 2021, 2023</b>		<b>Fall 2020, 2022, 2024</b>
CG 662 Psychopathology		CG 593 Practicum
CG 671 Assessment in Counseling		CG 521 Career Counseling
		CG 531 Social & Cultural
		CG 669 Psychopharmacology
<b>Spring 2020, 2022, 2024</b>		<b>Spring 2021, 2023, 2025</b>
CG 611 Counseling Theories		CG 699 MH Internship 3 Credit Hours
CG 508 Foundations of Mental Health Counseling		CG 501 Professional Orientation & Ethics
CG 654 Population Groups in Mental Health Counseling, Elective		CG 541 Counseling Skills
EDUC 511 Research & Statistics Online*		EDUC 511 Research & Statistics Online*
		CG 551 Personality and Mental Health
<b>Summer 2020, 2022, 2024</b>		<b>Summer 2021, 2023, 2025</b>
CG 581 Human Development, Hybrid		CG 699 MH Internship 3 Credit Hours
		CG 621 Crisis Intervention & consult
		CG 651 Evidence Based Treatment
<b>EVERY Summer</b>		
CG 631 – Group Counseling (mini term)		
CG 677 Law and Ethics in Professional Counseling (Elective)		
CG 687 Foundations of Marriage and Family Therapy (Elective)		

Unless otherwise noted CG courses and are taught the same semester, every other year. LMU Counseling faculty strongly advise students to take these courses when offered.

All courses with \* are 100% online and taught the same semester each year (with an optional meeting with professor and class at beginning of semester).

Electives are made available every Summer, often in condensed or online-hybrid format.

## IMPORTANT NOTES ON COURSE SCHEDULING

The above timelines are for planning purposes and indicate the progression students will need for scheduling of core counseling courses at respective sites. As knowledge and experiences gained in earlier courses are needed for subsequent courses, courses and content knowledge follow along a developmental sequence.

Counseling students, along with their advisors, complete a program of study form during orientation their first semester in the Program, and subsequently review their progress each summer to ensure that they are on track to develop and participate in field experiences. *It is strongly suggested that Counseling students take Mental Health and School Counseling Electives as they are offered, as elective courses are often offered once every two years at each site.* (See Appendix A)

### Counseling Course Descriptions

**CG 501 - Orientation and Ethics in Counseling .....3 credits**

An introduction and orientation to the counseling profession, including an overview of the theories, professional roles, training and credentialing standards of the profession, problems, issues, trends and ethical responsibilities in the field of counseling, and multiple approaches to service provision with diverse populations.

**CG 508 - Foundations of School Counseling.....3 credits**

This course studies the history and trends of the modern school guidance and counseling movement and examines the challenges and situations the school counselor faces in the school setting. Curriculum development and teaching methods utilizing best practices for the effective delivery of a comprehensive guidance program encompassing cultural diversities and special needs are emphasized. Ethical and legal standards, as well as organizations governing the profession of school counseling are addressed.

**CG 509 - Foundations of Mental Health Counseling.....3 credits**

This course provides an overview of the history, philosophy, and current trends in clinical mental health counseling. Attention is paid to the role and scope of practice of the mental health counselor, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society. Ethical and legal standards, as well as organizations governing the profession of clinical mental health counseling are addressed.

**CG 521 - Career Counseling.....3 credits**

This course studies the various theories, practices, methods, and processes of career development and educational planning and provides information on the interpretation and utilization of current

data pertaining to career development and counseling.

**CG 531 - Social and Cultural Aspects of Counseling.....3 credits**

This course will highlight the importance of diverse cultural factors on the counseling relationship. It provides a study of social changes and trends in sex roles stereotyping, societal subgroups, and diverse lifestyles. Attention is given to how stereotyping and personal world views may influence counselors' judgments and dynamics within the counseling relationship.

**CG 541 - Counseling Skills.....3 credits**

This course provides an understanding of the philosophical bases of the counseling processes. It focuses on the application of counseling theories and inculcation of core counseling micro-skills, emphasizing the analysis of solution-focused brief counseling approaches to bring an integrative perspective to problems of parents and their children. Skills training for parents in handling behavior disorders is also studied.

**CG 551 - Personality and Mental Health Issues in Counseling.....3 credits**

This course provides an overview of the personality theories with application to counseling and education and includes adjustment issues and various perspectives of mental health with application to education and counseling settings.

**CG 581 - Human Growth and Development.....3 credits**

This course emphasizes the study of the psychological, intellectual, moral, social, and physical development of the individual across the life span and analysis of current research with diverse populations.

**CG 593 - Counseling Practicum and Seminar.....3-6 credits**

The practicum is a field-based experience consisting of 100 supervised clock hours which provide candidates with opportunities to put into practice the knowledge and skills developed in their program of counseling study. Pass/Fail grade.

**CG 595 - Topics in Counseling.....1-3 credits**

This course is a special topic developed by a member of the graduate faculty to enrich the existing course offerings and to afford expanded learning and experiences for candidates. Topics are announced in advance and the faculty member submits an outline with requirements to the Dean of the School of Education prior to offering the topic.

**CG 611 - Counseling Theories.....3 credits**

The didactic phase of the course includes study of various theoretical orientations used in counseling. The experiential part of the course gives candidates practice in using counseling and relationship skills in preparation for counseling practicum and/or field experience.

**CG 621 - Crisis Intervention and Consultation.....3 credits**

The purpose of this course is to highlight the importance of crisis intervention and disaster relief counseling woven into the consultation models and processes needed to provide candidates in the human services areas knowledge and skills to be successful as consultants in school and mental health settings.

**CG 631 - Group Counseling** .....3 credits  
The course emphasizes didactic and experiential learning in group counseling and guidance. This course involves experience as a group leader and/or group participant.

**CG 651 – Evidence-Based Treatment and Treatment Planning**.....3 credits  
This course is designed to assist clinical mental health counselors in designing client-centered, individualized and culturally sound treatment plans for a wide variety of clinical mental health disorders. Candidates completing this course with satisfactory evaluation will be able to create basic treatment plans using evidence-based interventions for depression, anxiety disorders, substance abuse, and other common presenting problems, and to construct means of evaluation for client progress.

**CG 654 - Populations in Mental Health Counseling**.....3 credits  
The course covers the rationale, scope, and nature of providing counseling services to a range of populations in community mental health settings. Populations, groups, and their unique counseling needs will be explored, with topics such as homelessness, addiction and recovery, military veterans, and crisis stabilization explored in depth in both the classroom seminar setting, and in extensive seminars, tours and discussions with licensed mental health clinicians at remote sites. The course will explore the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. A primary focus of course will be the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.

**CG 662 - Psychopathology**.....3 credits  
This course studies disorders and pathologies that affect children, adolescents, and adults. Etiologies and the current diagnostic criteria (DSM IVTR) are analyzed along with treatments and interventions appropriate for these disorders.

**CG 669 - Psychopharmacology for Counselors**.....3 credits  
The understanding of the basic neurobiology of psychopathology and how psychotropic medications treat such conditions is the foundation of this class. An emphasis is placed on the role of the counselor as a member of a treatment team who helps facilitate client treatment compliance and monitors the efficacy and side effect manifestations of psychotropic treatment, while helping to integrate that treatment with other non-pharmacological modalities.

**CG 671 - Assessment in Counseling**.....3 credits  
Individual assessment of cognitive, affective, motor, and academic performance. Topics covered include review of psychometric properties of standardized assessment, clinical assessment interviewing, structured observations, rating scales and the role of assessment in the treatment planning process. Candidates will administer a standardized test, complete structured observations, clinical assessments interviews, rating scales, and an integrated assessment report.

**CG 677 - Legal & Ethical Issues in Professional Counseling**.....3 credits

The course surveys moral, ethical and legal codes that govern and influence behavior and decision making in professional counseling. The students will learn key statutes and case law that pertain to counseling practice as well as how that relates to the American Counseling Association Code of Ethics. Special focus of attention will be paid to HIPAA, Privacy and Limitations, Tennessee Licensure Statues for Professional Counseling

**CG 687 - Foundations of Marriage & Family Counseling.....3-6 credits**

The Foundations of Marriage and Family Therapy course serves as an initial exposure of the foundations, contextual dimensions and practical applications of approaches in relationship counseling. Along with an historical review of family relationships in multiple cultures and a survey of assessments utilized in practice, the course compares current trends in therapy such as the Gottman Approach and EFT.

**CG 698 - Internship and Seminar in School Counseling.....3-6 credits**

The internship is a capstone experience designed to provide school counseling candidates opportunities to use and apply the knowledge, concepts, and skills acquired in their graduate program. Interns take on role(s) of a guidance counselor at their school site(s). They will engage in a full range of activities including student planning, implementation of a guidance curriculum, individual and group counseling, services for the disabled, and staff development. Six hundred on-site clock hours are required; and supervision is provided through scheduled professional seminars and field supervision on the school site. Pass/ Fail grade.

**CG 699 - Internship/Seminar in Mental Health Counseling.....3 credits**

This internship is a capstone experience designed to provide clinical mental health counseling candidates opportunities to use and apply the knowledge, concepts, and skills acquired in their graduate program. Interns take on the role(s) of a counselor at their placement site(s). They will engage in a full range of activities, including intake, assessment, diagnosis, and individual and group counseling. Six hundred on-site clock hours are required, and weekly faculty supervision is provided on an individual and group basis, as well as on-site supervision by an appropriately credentialed practitioner. Pass/Fail grade.

**IL 561 School Law and Ethics.....3 credits**

This course examines the basic legal and ethical issues in education and included a survey of case law dealing with the rights, obligations, and responsibilities of teachers, administrators, and counselors.

**EDUC 501 Foundations of American Education.....3 credits**

This course investigates the historical, philosophical, psychological, and sociological foundations influencing American education policies and practices. Controversial educational issues are explored, and personal philosophies of education are formulated. Core requirement for M.Ed. candidates.

**CI 516 Motivational Theory, Classroom Management.....3 credits**

Student engagement is central to effective teaching and learning. This course examines the research and theory related to the role of classroom engagement and student achievement.

Candidates will engage in reading, collaboration, examining current practice and implementation and assessment of strategies.

**CI 501 Curriculum, Instruction, & Assessment.....3 credits**

This course focuses on systematic processes of instruction, assessment, and evaluation.

Candidates will examine research-based best practices for implementing a rigorous and relevant curriculum, to include literacy and numeracy principles.

**SPED 530 Special Education Law, Policy & Ethics.....3 credits**

Candidates in this course interpret and apply current special education policy and law to practice, as professional and ethical educational leaders and advocates for students with disabilities.

## FIELD PLACEMENTS

A significant portion of the training program in professional counseling is in the practicum and internship experience. A faculty member is designated as the practicum/internship coordinator. This person works with students and site supervisors in developing field experiences that are developmentally appropriate and address institutional, state, and CACREP learning outcomes. Field Experience placements are selected with intentionality and on the basis of affording the counseling degree candidate the opportunity to work with a wide range of diverse clients with respect to ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area.

In order to begin a Practicum and to remain in the experience, each student must not only be successful in coursework, but also must exhibit appropriate School of Education Unit Professional Dispositions. Practicum in Counseling is taught during Fall term and is available to students who have successfully completed 18 semester hours. **For consideration of Practicum placement, counselor candidates must complete and submit an Application for Practicum to the Counseling Practicum and Internship Coordinator by February 14.**

The practicum experience consists of a 100-clock hour placement with at least 40 hours in the provision of direct services. In addition to the weekly seminar in group supervision, each practicum student participates in individual or triadic supervision with an LMU faculty member. These mentoring relationships consist of a weekly meeting throughout the practicum experience.

Internship is a capstone experience that consists of 600 total clock hours and is designed to meet the requirements for licensure in the student's chosen area of specialty. Internship site and Site Supervisor must be approved through the Practicum and Internship Coordinator in advance. For students on the mental health track, internship spans two semesters and is to be taken in the Spring and Summer term of the Counseling student's second full academic year. For students in the school counseling track, internship is the Spring Semester of the second year. For questions regarding these field experiences, contact the Counseling Program Practicum and Internship Coordinator.

[http://sharepoint.lmunet.edu/graduate\\_studies/Graduate%20Students/Forms/AllItems.htm](http://sharepoint.lmunet.edu/graduate_studies/Graduate%20Students/Forms/AllItems.htm)

***THE MOST RECENT GRADUATE CATALOG SUPERCEDES ALL PREVIOUS CATALOGS, DOCUMENTS AND MEMORANDA REGARDING LMU GRADING, RETENTION AND APPEAL POLICIES. STUDENTS CAN ACCESS ADDITIONAL INFORMATION FROM THE CURRENT GRADUATE CATALOG. THE FOLLOWING LINK WILL TAKE YOU TO THE CURRENT GRADUATE EDUCATION CATALOG***

## ADDITIONAL PROGRAM REQUIREMENTS

### I. Background Check Policy

**TBI-L1 Background.** In order to be considered for the Master of Education in School Counseling or Clinical Mental Health Counseling Programs, applicants must complete a fingerprint background check, prior to beginning the program. **This must be completed even if**

**you have recently submitted a TBI background check to a different institution or organization.** It is recommended that you complete this process at least 1 week prior to submitting application materials so that background check results will not delay processing.

Go online to. <http://www.identogo.com/> Follow the online directions for registering. Once registered, you will receive a registration confirmation number and a payment confirmation number. You need to take both to the scan site. You will need to know the following information:

- Select non-DCS/childcare provider
- Child-related worker – private
- LMU ORI number TNCC13002
- Enter your zip code for locations
- Schedule your appointment location and time
- Complete requested applicant information

- The total cost for the service is \$42.00
- Fingerprints will be forwarded electronically to the Tennessee Bureau of Investigation and all results of the fingerprint background check will be provided to the Agency (LMU).

**If a student has any significant interaction with criminal justice system while in the Counseling Program at LMU, they are immediately to notify the Program Director and the Practicum and Internship Coordinator. Furthermore, if the student is in Practicum or Internship, the student is not to return to the Practicum or Internship site until they have had a meeting with the Program Director and Practicum and Internship Coordinator.**

## **II. Drug Screening Test**

Students in the school counseling concentration who are placed with Knox County Schools or any other School District with a mandatory screening will be required to complete a drug screen every 12 months.

## **III. Liability Insurance**

All students are required to carry active liability insurance during their Practicum and Internship. Liability insurance is included with student membership to American Counseling Association (ACA) and the American School Counselor Association (ASCA).

## **IV. Technology Requirements**

Our program utilizes Via online assessment system to monitor student progress and meet CACREP requirements for student assessment and program evaluation. Students are required to purchase Via at the beginning of their program. Students are required to upload documents to Via throughout their program of study. Faculty utilize Via to



provide ongoing feedback to students. Students are provided activation instructions during orientation.

### **Facilities Available at Cedar Bluff and Harrogate**

- At the Cedar Bluff location, there is a counseling room student may reserve by contacting the front desk. Additionally, there are several conference rooms and offices that may be reserved for supervision. You may reserve space to use for counseling, supervision, role-play, or other activities at the front desk.
- In Harrogate, students may utilize the counseling office (number) or group room (number) in the Business and Education Building. Contact Terri Knuckles at [theresa.knuckles@lmunet.edu](mailto:theresa.knuckles@lmunet.edu) or 423-869-6223 to reserve these rooms.
- There are computer labs at Cedar Bluff, room 132, and in Harrogate at the Business and Education building, room
- In addition to the main library on campus, the library at Cedar Bluff is in room 135. You may access the library online at <http://library.lmunet.edu/library>.

### **Policy on Changing Concentrations**

Students are admitted to either the School Counseling or Mental Health Counseling Concentration based on application materials, personal interview, and goodness of fit with personal objectives and career goals. During their time at LMU, students are required to complete courses from within their program of study. If a student should desire to change concentrations during her or his time in the Counseling Program, she or he must meet with an advisor, and complete a Change of Concentration form to be reviewed at the next faculty meeting.

The counseling program does not allow students to complete two concentrations in counseling simultaneously. Should a student complete a concentration, and desire additional coursework or clinical training in the other concentration at some future date, it is necessary for that student to re-apply as a non-degree seeking student. At such time, faculty will again review application materials, personal interview, and goodness of fit with personal objectives and career goals for additional coursework.

### **ASSESSMENT OF STUDENT PROGRESS THROUGHOUT PROGRAM**

The Counseling Program faculty conducts a systematic developmental assessment of each student's progress throughout the program including consideration of the student's academic performance, professional dispositions, and personal development. Consistent with established institutional due process policy and the American Counseling Association's (ACA's) Code of Ethics and other relevant code of ethics and standards of practice, if evaluations indicate that a student has significant areas of difficulty these concerns will be addressed and a plan of remediation may be developed. Fulfillment of requirements of developmental plan would be necessary for progression to the next stage of the program. If sufficient progress is not made and/or faculty determine that a student is not appropriate for the program at any stage of

training, faculty members help facilitate the student's transition out of the program, and, if possible, into a more appropriate field of study. This process of review is documented in the Student Review and Retention Policy, in this handbook.

## **PROGRAMMATIC TRANSITIONS**

Students are expected to demonstrate proficiencies across a variety of important domains addressed in LMU's Counselor Training. A Candidate Assessment System has been developed, and students are required to participate in the Carter and Moyer's School of Education Assessment System (CMAS) through the use of the College ViaLivetext Program, to assess important factors such as counselor candidate's dispositions, research skills, and clinical skills. Throughout the Counseling Program students are provided opportunities to demonstrate their knowledge, skills and dispositions to successfully progress through four (4) transitions each leading to a deeper and more intense level of training.

### **Program Entry**

#### **Admission to Program**

- A. Application to LMU Graduate Education – Masters in Counseling Program
- B. Personal Statement with focus on career goals and multicultural aspects
- C. Three Personal Reference Forms
- D. Transcript of baccalaureate degree from an accredited institution
- E. TBI Child Care Background Check
- F. DAP Group Interview Process to Assess Oral Communication, Human Interaction, Critical Thinking, and Leadership Dispositions
- G. Individual interview with counseling core faculty

### **Transition 1**

#### **Permission to begin graduate Courses and Initial Entry into the Counseling Program:**

- A. Professional Objective Statement; CG 501 - Professional Orientation and Ethics in Counseling
- B. Counseling Skills Demonstration Video Analysis; CG 541 – Counseling Skills
- C. Counseling Research Proposal; EDUC 511 - Research and Statistics in Education
- D. Dispositions Evaluation; completed by Course Instructor of CG 541- Counseling Skills
- E. Meeting with Advisor and completion of Program of Study Form prior to First Semester

### **Transition 2**

#### **Application for Degree Candidacy requires:**

- A. Cultural Self-Assessment; CG 531 Social and Cultural Aspects of Counseling
- B. Career Development Handbook; CG 521 - Career Counseling
- C. Dispositions Evaluation; completed by Course Instructor of CG 631 – Group Counseling
- D. Design and Outline a Parent Education Group Session - CG 631 – Group Counseling
- E. Case Study on a Child or Young Person – CG 581 – Human Growth and

- Development
- F. Successful completion of 9 semester credit hours and Application for Degree Candidacy form completed and on file with LMU School of Education
- G. Completion of Application to Practicum Form

**Transition 3**

**Admission to Clinical Practice (Practicum)**

- A. Students complete a practicum application packet prior to registration for CG 593 Practicum, which must include documentation of successful completion of 18 required graduate credit hours prior to Practicum placement
- B. Counselor-in Training Developmental Reflection Formative and Summative Assessment; CG 593 Practicum and Seminar in Counseling
- C. Dispositions Evaluation; CG 593 Counseling Practicum and Internship Coordinator
- D. Updated Program of Study Developed and Placed in Student File
- E. Philosophy of Counseling; CG 611 – Counseling Theories

**Transition 4**

**Degree Program Completion Requirements:**

- A. Assessment Case Study Analyses; CG 671 Assessment in Counseling
- B. Intent to Graduate form completed and filed with LMU School of Education
- C. Dispositions Evaluation; CG 698/699 Internship Site Supervisor
- D. Internship Manual and activity logs, documenting 600 hours of on-site experience with 240 hours of direct provision of services; CG 698/699 Internship
- E. University Transcript documenting successful completion of course and degree requirements
- F. Comprehensive Examination passed.

**GRADING**

A student receives a grade for most registered course work (except “Audit”). Grades are indicated by letters and assigned quality points as shown below. Credit toward a degree program will be granted only for courses in which a grade of “C” or better is earned. Students who earn more than six (6) semester hours of “C” grades must appeal to the Dean of the School of Education to continue in the program.

**Quality Points**

<b>Grade</b>	<b>Definition</b>	<b>Per Semester Hour</b>
A	Superior (Quality of work exceptional)	4.00
A-	Excellent (Quality of work above course)	3.67

	expectation)	
B+	Very Good (Quality of work better than satisfactory)	3.33
B	Good (Quality of work satisfactory)	3.00
B-	Average (Quality of work meets minimum requirements)	2.67
C+	Below Average (Quality of work less than satisfactory)	2.33
C	Minimum passing grade (Unsatisfactory graduate-level work)	2.00
F	Fail	0.00

Incomplete (I): Work must be completed within the first six weeks of the next semester; otherwise, the grade automatically becomes an “F” unless an extension is granted by the Dean of the School of Education.

No Credit (NC): Allows for a later grade with no penalty to the student

Audit (AU)

Withdrawal (WD)

Pass (P): Carries credit but no quality points

Some graduate courses are graded P-Pass/F-Fail and are identified under “Course Descriptions.”

The student’s grade point average (GPA) is determined by dividing the total number of grade points earned by the total number of letter-graded (A-F) credit hours attempted (not the number of credit hours passed).

### ACADEMIC PROBATION

Probation constitutes a warning of insufficient progress. In order to remain in good academic standing, the graduate student must earn grades of “B-“or better for all coursework. **A grade of “C” or lower is considered unsatisfactory graduate-level work and constitutes probationary status in the Counseling Program. A second grade of “C” or lower will result in dismissal from the Counseling Program.**

## **APPEALS PROCESS**

The Counseling Program affirms LMU's Graduate Education Appeals Procedure as stated in the Graduate Handbook

A student who is placed on probation, suspended, or dismissed from the program and feels that the probation, suspension, or dismissal is unfair, has a right to appeal. The student who wishes to appeal a probation, suspension, or dismissal has 30 days from the postmark on the letter of notice to present the appeal in writing to the Dean of the School of Education. The Dean will forward this letter of appeal to the Chair of the Appeals and Grievance Committee for the School of Education, who will set up an appeal hearing within two weeks of the receipt of the student's letter of appeal. The Chair of the Appeals and Grievance Committee and the student must inform each other of all attendees who will be at the appeal hearing. Should the decision of the Appeals and Grievance Committee be unsatisfactory to the student, a meeting with the Dean may be requested. The Dean and the student must inform each other of any additional attendees to the meeting. The student may continue this appeal to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

## **STUDENT REVIEW AND RETENTION POLICY**

The LMU Counseling Program prepares graduates for licensure in the State of Tennessee as LPCs or School Counselors. These licenses require clinical experience as a part of graduate training. Additionally, these licenses require graduates to perform their duties in an ethical and professional manner. The program, in compliance with the respective Ethical Standards, Standards of Preparation, and Professional Conduct Codes of organizations and associations such as the American Counseling Association (ACA), American School Counseling Association (ASCA), and American Mental Health Counselors Association (AMHCA), as well as the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and the Commission on Accreditation, abides by the following ethical standards and holds students to these same standards as well. Inability to complete academic and clinical components of the curriculum due to emotional or behavioral issues, or inability to demonstrate professional and ethical behavior as defined by these organizations, may result in dismissal from the program.

The following review and retention policy is intended to ensure that students successfully complete the academic and clinical components of the program and demonstrate appropriate ethical and professional behavior. This policy applies to all students in the program.

The review and retention policy enable the faculty to share information about student progress. Student review is an item on the agenda on all regular Counseling Program faculty meetings. At that time, any questions about students may be raised for faculty consideration. Once a year, in May, a faculty meeting is set aside for student review. At this meeting, the progress of all students in the counseling program is assessed. Students who are not making satisfactory progress are asked to make an appointment with a faculty advisor in order to facilitate appropriate program adjustment.

If, in the professional judgment of a Counseling Program faculty member, a student's behavior is deemed professionally inappropriate, inadequate, and/or unethical, the following steps are taken (according to the student's right to due process):

1. The faculty member(s) who has become aware of a problem will meet with the student (in the presence of an additional faculty member). The student will at this time be made aware of the concerns and be allowed to respond. The faculty member(s) will outline recommendations for changes in the student's behavior to ensure that the appropriate changes are made. This meeting will be documented in writing by the faculty member(s). Examples of problems which may be addressed include, but are not limited to:
  - Affect, emotions or behaviors that negatively impact academic or clinical performance;
  - Ineffective interpersonal skills;
  - Lack of respect for the feelings, opinions, knowledge, and abilities of others;
  - Lack of awareness of social and professional behaviors and expectations;
  - Inability to reflect upon and take responsibility for own behavior;
  - Unwillingness/inability to accept suggestions positively and modify behavior appropriately.

The faculty's report, including recommendation and/or requirements, will be placed in the student's file and a copy will be provided to the student. Included in this report will be an appropriate timeline for the necessary modifications of behavior.

If deemed necessary, the recommendations made by the faculty may include immediate suspension of clinical privileges in practicum or internship until the necessary behavioral modifications have been made.

2. Following the meeting between the faculty members and the student, if the student wishes to appeal the results of the meeting including any recommendations or requirements that were put in place, the student may appeal to the Appeals and Grievance Committee of the School of Education.
3. The Counseling Program Director will monitor and document the student's progress or lack of progress in carrying out the written plan and recommendations. The student's failure to comply with the recommendations in the specified timeline may lead to a recommendation to the Dean of the School of Education that the student be dismissed from the program.
4. If the student is not satisfied with the decision of the Dean of the School of Education, he or she can subsequently follow the Appeals procedure of the Carter and Moyers School of Education.

## **PROCEDURES FOR LICENSURE**

School counselors are licensed by the Tennessee Department of Education and mental health counselors are licensed by the Tennessee Health Related Boards. The curriculum in mental

health counseling will satisfy the academic requirements necessary for licensure as a Licensed Professional Counselor/Mental Health Service Provider (LPC/MHSP) by the Health-Related Boards in Tennessee. Students should understand that the academic requirements for mental health licensure must be followed by the successful completion of the post graduate supervision requirement as well as passage of the National Counselor Exam (NCE), The Jurisprudence Exam and the National Clinical Mental Health Counselor Exam (NCMHCE) in order to be license eligible in Tennessee. As licensure requirements vary by state, the student is responsible for becoming familiar with licensure requirements of other states in which they may wish to practice and become license eligible. Similarly, school counselor licensure requirements are determined by the individual states and students selecting this path should become familiar with the Department of Education requirements for licensure in any other state in which they may seek licensure.

Links to the State of Tennessee Department of Education and the Health-Related Boards are linked below:

**Teacher/Counselor Licensure:** [www.tn.gov/education/lic/index.shtml](http://www.tn.gov/education/lic/index.shtml)

**Health Related Boards for LPC:** [health.state.tn.us/Boards/PC\\_MFT&CPT/index.htm](http://health.state.tn.us/Boards/PC_MFT&CPT/index.htm)

### **RECOMMENDATION AND LICENSURE ENDORESEMENT POLICY**

The counseling faculty believes that it is their professional duty to only endorse or recommend a student or graduate for employment opportunities, licenses, certifications and/or other credentials to which the individual is adequately prepared through knowledge, training and experience. In other words, an individual should not expect any counseling faculty to recommend or verify training, experience or expertise that the individual does not possess or to which the faculty do not have personal knowledge. However, counseling faculty will advise, teach and supervise and make every appropriate effort to help the student obtain the knowledge, skills and experience that would be most beneficial to the student professionally. Faculty is also required to follow the procedures and agreements of the various licensing and certifying bodies (e.g. DESE, NBCC, Licensing boards). It is also expected that students and graduates become familiar with these procedures before requesting endorsement.

Students should plan their program carefully with their advisor and keep in contact with the licensure granting agencies and the Department of Counseling and Guidance regarding any changes that may evolve with regard to licensure.

### **Professional Certification and Licensure Disclaimer**

Authorization for the University to provide a program for the preparation of teachers, counselors, or administrators, does not guarantee eligibility for certification, licensure, or benefits. It is the sole responsibility of the candidate to be knowledgeable about specific state certification/licensure/benefits requirements, qualify for certification, licensure, or benefits and apply for the same.

## **FOR ALABAMA STUDENTS: ALABAMA COMMISSION ON HIGHER EDUCATION DISCLAIMER STATEMENT**

State authorization to provide a program related to the preparation of teachers or other P-12/school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama certificate based on reciprocity must meet Alabama's test requirements and submit a valid, renewable professional educator certificate/license issued by another state at the degree level, grade level and in the teaching field or area of instructional support for which an Alabama certificate is sought and for which Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also document at least three years of full-time employment as an administrator in a P-12 school system(s). [www.alsde.edu](http://www.alsde.edu).

### **PERSONAL GROWTH EXPECTATIONS**

The growth that counselors expect to see clients commit to and engage in for their own benefit can be seen as parallel to counselors' own personal and professional growth. In helping others, the counselor's self and worldview influences the counseling process: each counselor brings his or her personal characteristics and life experiences to the counseling session when working with clients. It is the expectation of counselor education faculty that students will commit to their own personal growth work, with the understanding that some clients or experiences in the program may be personally challenging, and that the counselor-in-training is willing to seek appropriate counseling or supervision to grow through challenges. Students in the LMU counseling program are expected to engage in personal work and self-awareness efforts in order to become more effective counselors.

### **PROFESSIONAL IDENTITY DEVELOPMENT**

The Counseling and Guidance Program is committed to the affiliation of counselors to appropriate professional organizations and the pursuit of the lifelong development of counselors as individuals and professionals. The highest level of ethical standards is obtainable only with the endorsement and guidance in a code of ethics. The Department includes the Code of Ethics from the American Counseling Association in this handbook as the Code most often cited in the counseling profession. Students are expected to learn the code and incorporate the ethical principles in all dimensions of their professional practice.

Students are encouraged to pursue membership in professional organizations at the local, state, regional, national and international levels. A wide variety of membership opportunities exist that reflect the diverse practice of professional counseling, and most organizations offer a reduced rate for student memberships. Many organizations have opportunities for graduate student involvement as representatives and volunteers. LMU Counseling students are strongly encouraged to pursue opportunities for conference presentations and graduate student poster competitions at the local, state, and national level. Some suggested options for students are listed below:

**American Counseling Association** <http://www.counseling.org/>



American School Counselor Association <http://www.schoolcounselor.org/>

American Mental Health Counselor Association <http://www.amhca.org/>

Tennessee Counseling Association <http://www.tcacounselors.org>

Smoky Mountain Counseling Association <http://www.tcacounselors.org/smca>

The Council for the Accreditation of Counseling and Related Educational Programs (CACAREP) <http://www.cacrep.org>

**Additionally, students taking practicum and internship in professional counseling are required to have liability insurance coverage throughout their field experience, and are responsible for obtaining and providing documentation of this coverage prior to clinical placements. Student memberships in professional associations provide the student with the most cost effective form of coverage, and faculty encourage all students to procure this coverage through an ACA student membership.**

Graduates of LMU's Mental Health Counseling program will satisfy the State of Tennessee's academic course work requirements for professional counseling. After graduation, students must complete additional national counselor certification exam and post-masters supervision hours prior to application for LPC licensure. Mental health students must also take the NCE, Ethics & Jurisprudence Exam and the National Clinical Mental Health Counseling Examination for licensure as an LPC/MHSP.

Graduates of LMU's School Counseling program will satisfy the State of Tennessee's academic course work requirements for licensure as a school counselor. In addition, school counselors must take the Praxis Exam in school counseling for licensure.

Questions regarding admission and licensure counseling programs should be directed as follows:  
Program Questions: Kristen Smith (423) 800-325-0900 ext. 4110  
[Kristen.Smith862@lmunet.edu](mailto:Kristen.Smith862@lmunet.edu)

### **COMPREHENSIVE EXAMS**

Students take a comprehensive examination at the conclusion of their graduate program. Comprehensive exams are offered each semester. Students must pass all four sections of the exam. Students will also be asked to provide graduate level analysis of three case studies.

### **STATEMENT OF NON-DISCRIMINATION**

**DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES** can be found in the student handbook: <http://www.lmunet.edu/campuslife/sthandbook/handbook.pdf>

### **STUDENTS WITH DISABILITIES**

**STUDENTS WITH DISABILITIES POLICY:** LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you

have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at [dan.graves@lmunet.edu](mailto:dan.graves@lmunet.edu) and/or 423.869.6531 (800-325-0900 ext. 6531).

## USEFUL WEBSITES

Lincoln Memorial University [www.lmunet.edu](http://www.lmunet.edu)

American Counseling Association <http://www.counseling.org/>

American School Counselor Association <http://www.schoolcounselor.org/>

American Mental Health Counselor Association <http://www.amhca.org/>

Teacher/Counselor Licensure:

<http://www.tn.gov/education/lic/index.shtml>

Health Related Boards for Professional Counselors:

<https://www.tn.gov/health/health-program-areas/health-professional-boards/pcmft-board.html>

Teacher/Counselor Licensure:

<https://www.tn.gov/education/licensing.html>

**Appendix A: LINCOLN MEMORIAL UNIVERSITY –  
MASTERS OF EDUCATION PROGRAM**

**PROGRAM OF STUDY - Mental Health Counseling – 60 Credit Hours**

Program of Study for \_\_\_\_\_ S.S.# \_\_\_\_\_ Faculty Advisor \_\_\_\_\_

<b>Required Courses</b>	<b>Semester Completed or Transfer Institution</b>	<b>Semester Hours</b>
EDUC 511 – Research and Statistics	_____	_____
CG 501 – Prof. Orient/Ethics in Counseling	_____	_____
CG 509 – Foundations of Mental Health Counseling	_____	_____
CG 521 – Career Counseling	_____	_____
CG 531 – Social & Cultural Aspects of Counseling	_____	_____
CG 541 – Counseling Skills	_____	_____
CG 551 – Personality and Mental Health	_____	_____
CG 581 – Human Growth and Development	_____	_____
CG 593 – Practicum in Counseling (100 hours min)	_____	_____
CG 611 – Counseling Theories	_____	_____
CG 621 – Crisis Intervention and Consultation	_____	_____
CG 631 – Group Counseling	_____	_____
CG 651 – Evidence-based Treatment Planning	_____	_____
CG 662 – Psychopathology	_____	_____
CG 669 – Psychopharmacology for Counselors	_____	_____
CG 671 – Assessment in Counseling	_____	_____
CG 699 – Internship and Seminar in Mental Health Counseling (6 credit hours, 600 clock hours on site)	_____	_____
CG/EDUC – Elective Course #1 (suggested CG 677)	_____	_____
CG/EDUC – Elective Course #2 (suggested CG 687)	_____	_____

*We have jointly discussed the Program above and I understand that any changes must be approved by Faculty Advisor and the Counseling Program Director. All courses are 3 semester credit hours unless otherwise noted.*

_____ Student's Signature	_____ Date	_____ Advisor's Signature	_____ Date
_____ Counseling Program Director	_____ Date		

**Appendix B: LINCOLN MEMORIAL UNIVERSITY**  
**MASTERS OF EDUCATION PROGRAM**

**PROGRAM OF STUDY**  
**Pre K-12 SCHOOL Counseling Licensure – 60 Credit Hours**

Program of Study for \_\_\_\_\_ S.S.# \_\_\_\_\_ Faculty Advisor \_\_\_\_\_

<b>Required Courses</b>	<b>Semester Completed or Transfer Institution</b>	<b>Semester Hours</b>
EDUC 501 – Foundations of American Education	_____	_____
EDUC 511 – Research and Statistics	_____	_____
IL 561 – School Law	_____	_____
CG 501 – Prof. Orient/Ethics in Counseling	_____	_____
CG 508 – Foundations of School Counseling	_____	_____
CG 521 – Career Counseling	_____	_____
CG 531 – Social & Cultural Aspects of Counseling	_____	_____
CG 541 – Counseling Skills	_____	_____
CG 581 – Human Growth & Development	_____	_____
CG 593 – Practicum in Counseling (100 hrs. min.)	_____	_____
CG 611 – Counseling Theories	_____	_____
CG 621 – Crisis Intervention and Consultation	_____	_____
CG 631 – Group Counseling	_____	_____
CG 662 – Psychopathology	_____	_____
CG 671 – Assessment in Counseling	_____	_____
CG 698 – Internship and Seminar in School Counseling (600 clock hours on site, 6 semester credit hours)	_____	_____
CI 501 – Curriculum, Instruction & Assessment	_____	_____
CI 516 – Motivational Theory & Classroom Mngmnt	_____	_____
SPED 530 – Special Ed. Law, Policy & Ethics	_____	_____

*We have jointly discussed the Program above and I understand that any changes must be approved by Faculty Advisor and the Counseling Program Director. All courses are 3 semester credit hours unless otherwise noted. **This program is designed to meet licensure requirements for the State of Tennessee. Students from other states must follow licensure requirements for their respective state departments of education.***

_____	_____	_____	_____
Student's Signature	Date	Advisor's Signature	Date
_____		_____	
Counseling Program Director		Date	

**Appendix D: Verification of Receipt of Counseling Student Handbook Form.**



I have received this handbook and am responsible for all information contained therein.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date