

UNIVERSITY OF LYNCHBURG

COUNSELOR EDUCATION

STUDENT HANDBOOK

2018-2019



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The University of Lynchburg Counselor Education Program

Welcome to the University of Lynchburg Counselor Education program. This handbook is designed to give an overview of the important components of the program as well as information and resources that will assist students in successfully completing all program components. The handbook is supplemented by the *Graduate Catalogue* under which students are admitted and offers added specificity within the discipline of Counselor Education. The contents represent the most current information available as per its distribution at the new student orientation held each fall.

Mission Statement

The University of Lynchburg Counselor Education Program trains students to be effective, ethical, and professional school and clinical mental health counseling practitioners. The program promotes personal growth and academic excellence, values diversity of experience and ideas, and incorporates the learning of best practices. The program is founded on a curriculum that emphasizes both scholarly rigor and experiential learning as the means to produce culturally competent, skillful counselors for work in schools and agencies and for service and leadership in the counseling profession.

Program Accreditation

The Counselor Education Program at University of Lynchburg is proud to be accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), an independent agency recognized by the Council for Higher Education Accreditation. In addition, the program meets the competencies and criteria set forth by the Virginia Department of Education (VDOE) for the preparation of preK-12 public school counselors in the Commonwealth of Virginia.

Program Objectives

Upon successful completion of the Counselor Education Program, all students will:

1. gain an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts;
2. expand the understanding of the cultural context of relationships, issues, and trends in a multicultural society;
3. convey an understanding of the counseling process in a multicultural society;
4. develop theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society;
5. cultivate an understanding of career development and related life factors;
6. extend the understanding of individual and group approaches to assessment and evaluation in a multicultural society;
7. acquire an understanding of research methods, statistical analysis, needs assessment, and program evaluation.
8. demonstrate an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing;

Equal Access to Education

Center for Accessibility and Disability Resources

University of Lynchburg is committed to providing all students equal access to learning opportunities. The Center for Accessibility and Disability Services (CADR) works with eligible students with disabilities (medical, physical, mental health and cognitive) to make arrangements for appropriate, reasonable accommodations. Students registered with CADR who receive approved accommodations are required to provide letters of accommodation each semester to each professor. A meeting to discuss accommodations the student wishes to implement in individual courses is strongly suggested. Accommodations are not retroactive and begin when the accommodation letter is provided to faculty. For information about requesting accommodations, please visit <https://www.lynchburg.edu/academics/disability-services/> (rev 5/22/18)

Contacts:

Julia Timmons, Accessibility and Disability Resources Coordinator

Email timmons.j@lynchburg.edu, phone (434)-544-8687 or

Meg Dillon, Accessibility and Disability Resources Specialist

Email dillon_ma@lynchburg.edu, phone (434)-544-8709.

Title IX and the Interpersonal Misconduct Policy

The University of Lynchburg is committed to providing an educational and work environment in which no one is excluded from participation in, denied the benefits of, or subject to discrimination in any educational program or activity on the basis of sex or gender identity. Sexual and gender-based harassment, including sexual violence, are forms of sex discrimination that limit a person's ability to benefit from or participate in the University's programs or activities. Sex discrimination is prohibited at the University of Lynchburg.

The University of Lynchburg's Interpersonal Misconduct Policy is designed to reflect this principle of non-discrimination, and to comply with applicable state and federal laws, including but not limited to Title IX of the Education Amendments of 1972, which prohibits sex discrimination in all University of Lynchburg programs and activities; Title VII of the Civil Rights Act of 1964, which prohibits discrimination on the basis of sex in employment; the Violence Against Women Reauthorization Act; and Virginia laws that require the University to follow certain procedures in addressing sexual violence.

The University of Lynchburg's Interpersonal Misconduct Policy specifically prohibits all forms of sexual and gender-based harassment, including sexual assault, dating violence, domestic violence, stalking, coercion, complicity, exploitation, and retaliation. University of Lynchburg will investigate allegations of prohibited conduct promptly, in a fair and impartial manner, to end any discrimination, prevent its recurrence, and, as appropriate, to remedy its effects.

Ongoing prevention, training, and awareness programs will be provided to, and at times required of, students and employees to encourage appropriate actions for preventing prohibited conduct

and ensuring timely and effective assistance to community members who are impacted by prohibited conduct.

More information on this is available in *The Hornet*. Questions about the Interpersonal Misconduct Policy and Response Procedures may be directed to:

Amanda McGovern
Title IX Coordinator
Office of Equity and Inclusion
Flynn Multicultural Center, Drysdale Student Center
1501 Lakeside Drive
Lynchburg, VA 24501
Phone: (434) 544-8482
Email: titleix@lynchburg.edu

Additional University Policies

The 2017-18 edition of *The Hornet* student handbook is available online (pdf) at www.lynchburg.edu/hornet and in printed format. *The Hornet* contains information about campus offices and resources, safety on campus, and a calendar of campus events (printed version only). The student handbook also contains the full Honor and Student Conduct Codes and Regulations, including:

- Alcohol and Other Drugs policies
- Interpersonal Misconduct Policy and Response Procedures
- Smoking Policy
- Statement Prohibiting Hazing.

Program Administration

The Counselor Education Program is a program within the University of Lynchburg's College of Education, Leadership Studies and Counseling. The following individuals administer the program and related services as appropriate to their office, role, and function:

Dr. Roger Jones: Dean of the College of Education, Leadership Studies, and Counseling

jones@lynchburg.edu

434-544-8444

Office: Education Courts, Building 328

Dr. Atul Gupta: Dean of Graduate Studies

gupta@lynchburg.edu

434-544-8651

Office: Schewel Hall; School of Business Office Suite, Office 106

Dr. Bobbi Johnson: Admissions Coordinator of Graduate/Special Programs

johnson_bf@lynchburg.edu

434-544-8513

Office: Education Courts, Building 328

Ms. Christine Pickett: Administrative Assistant, College of Education, Leadership Studies, and Counseling

pickett_cm@lynchburg.edu

434-544-8382

Office: Education Courts, Building 328

Ms. Lisa Scott: Administrative Assistant, College of Education, Leadership Studies, and Counseling

scott_la@lynchburg.edu

434-544-8381

Office: Education Courts, Building 328

Ms. Janice Quattlebaum: Administrative Assistant, Academic Affairs, Graduate, Global, Online, and Nontraditional Studies

quattlebaum@lynchburg.edu

434-544-8383

Office: Schewel Hall; Graduate Studies Office Suite

The Counselor Education Faculty

Dr. Jeanne Davidson Booth holds a PhD in School Counseling and Related Educational Services and is a licensed professional school counselor. Her teaching responsibilities within the program include school counseling, group counseling, and the school counseling practicum and internship experiences. Prior to joining the faculty at University of Lynchburg, Dr. Booth served as a school counselor and guidance director for the Lynchburg City Schools in Lynchburg, Virginia, for over a dozen years. Dr. Booth has made presentations to professional audiences at the national conferences of the American Counseling Association, the Canadian Counseling Association, the Association of Counselor Educators and Supervisors, and the School Social Work Association of America. Articles coauthored by Dr. Booth have appeared in both the print and online versions of the American Counseling Association's publication *Vistas: Compelling Perspectives on Counseling* and the *Virginia Counselors Journal*. Dr. Booth received the 2007 Pillar of Excellence Award from the Kappa Chapter of Chi Sigma Iota. In 2011, Dr. Booth was named the Counselor Educator of the Year by the Virginia School Counselors Association, and in 2012 received the Outstanding Counselor Educator of the Year Award from the Lynchburg Area Counselors Association. She is also a Past-president of the Virginia Association for Counselor Education and Supervision. In 2014, Dr. Booth received the Elsie Bock Citizenship Award, the University's highest award for service to the institution and the community. Dr. Booth serves as the Coordinator of the specialization in School Counseling and is the Director of the University of Lynchburg Center for Family Studies.

booth@lynchburg.edu

544-8551

Office WCC 330-A

Dr. Daniel P. Hall completed his doctorate in the Department of Counseling and Educational Development at The University of North Carolina at Greensboro and earned his M.A. in Counseling from Wake Forest University in Winston-Salem, NC. He has provided counseling services in a variety of clinical settings, including private practice, college counseling clinics, hospital outpatient services, and a retirement community. He enjoys clinical work with individuals, couples, families, and groups. Dr. Hall has provided leadership development consultation within the education sector and has served in multiple leadership roles in professional organizations, academia, and community non-profit organizations. He has presented at international, national, regional, and local conferences and is a member of ACA, ASGW, AADA, and ACES. His areas of scholarly interest include: technology in counselor education, counselor education andragogy, authenticity in counseling and teaching, older-adult mental health issues, experiential philosophy and practice, and grief counseling.

HALL_DP@lynchburg.edu

544-7924

Office WCC 330-J

Dr. Karena Heyward is a Licensed Professional Counselor in the state of Virginia, an Approved Clinical Supervisor and a National Certified Counselor. As a firm believer in the importance of service to the counseling profession, Dr. Heyward serves as an IRCEP Ambassador, an editorial board member for the Journal of Military and Government Counseling, is a CACREP Site Team Member, and is a trained member of the Red Cross Disaster Action

Team and Disaster Mental Health Team. Dr. Heyward also proudly serves her local and state communities as President of the Virginia Association for Lesbian, Gay, Bi-sexual and Transgender Issues in Counseling, Secretary of the Virginia Association for Couples and Family Counseling. Before joining academia, Dr. Heyward worked in community agencies seeing couples, families and individual clients with a variety of presenting issues. Most recently, she worked as the co-director of a marriage, couple, and family counseling center. Dr. Heyward serves the Department Chair for Counselor Education, as the Coordinator of the Clinical Mental Health specialization, and is the Chi Sigma Iota Counseling Honor Society Kappa Chapter Faculty Advisor.

heyward.k@lynchburg.edu

544-8067

Office WCC 330-B

Dr. Anne Metz, LPC, is a Virginia-native with a doctorate from James Madison University. Prior to joining the U of L faculty, she completed postdoctoral work at the University of Virginia School of Law. During her residency, Anne worked in emergency services conducting psychiatric assessments as a pre-screener for the civil commitment process. She also served as the mental health liaison for the Staunton-Augusta Therapeutic Docket, a post-plea diversion program for individuals with serious mental illness. Anne's previous qualitative and mixed methods research has focused on the links between serious mental illness, substance abuse, and criminal justice involvement. Her advocacy interests focus on social justice issues including health disparities and mass incarceration. In her free time, she travels extensively and listens to "just enough" true crime podcasts to keep her up at night.

METZ_AL@lynchburg.edu

544-8150

Office WCC 330-H

The Warren Counseling Center

The Warren Counseling Center (WCC) serves as the "headquarters" for the Counselor Education faculty and program. The core counseling faculty members have their offices in this facility. The WCC also serves as a clinical learning lab which houses counseling rooms and observation rooms that may be used by students and instructors in various courses.

General Program Information

The Counselor Education Program at the University of Lynchburg is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The program emphasizes both the acquisition of academic information and the practical application of the skills necessary to the practice of counseling. In order to complete the rigors of the program successfully, students are expected to produce graduate-level scholarship as evidenced through class attendance and active participation, high levels of mastery as assessed through course examinations, and quality written work that meets the standards of academic writing and the criteria for the discipline as set forth by the American Psychological Association (APA). In addition, it is mandatory that students conduct themselves in a manner that is consistent with the American Counseling Association (ACA) Code of Ethics in all components of their studies.

The University of Lynchburg's *Graduate Catalogue* is the best resource for detailed information about all aspects of graduate school. The Catalogue contains specific information about the University, degree programs, admissions, expenses, financial aid, and academic regulations. The *Catalogue* is available in the Warren Counseling Center or may be accessed online at <https://www.lynchburg.edu/graduate/graduate-catalog/>

The Academic Program

The courses required for both school and clinical mental health counseling are detailed in the *Graduate Catalog*. Students should review that information with care in order to plan a program of studies that will ensure the attainment of their professional goals and align with their areas of specific interest. It is always best for students to consult with their advisor to establish a proactive plan for degree completion.

The Specialization in Clinical Mental Health Counseling

The M.Ed. in Clinical Mental Health Counseling (CMHC) requires completion of sixty credit hours. The CMHC program at University of Lynchburg is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Clinical Mental Health Counseling

Faculty Coordinator: Dr. Karena J. Heyward

The MEd in Clinical Mental Health Counseling requires 60 credits. Each course constitutes three credit hours.

Required Courses

COUN 601	Professional Identity and Function of Clinical Mental Health Counselors
COUN 602	Counseling Across the Lifespan
COUN 605	Counseling Theories
COUN 609	Research in Counseling
COUN 610	Career Development
COUN 611	Crisis Counseling
COUN 614	Counseling Techniques
COUN 615	Clinical Mental Health Counseling Practicum
COUN 620	Group Counseling Procedures and Techniques
COUN 630	Marriage and Family Counseling
COUN 640	Abnormal Behavior
COUN 645	Addiction Counseling
COUN 660	Evaluation and Assessment
COUN 665	Cross-Cultural Counseling
COUN 670	Legal and Ethical Issues in Counseling
COUN 687	Clinical Mental Health Counseling Internship I*
COUN 697	Clinical Mental Health Counseling Internship II*

Electives

COUN 618	Counseling Children and Adolescents
COUN 625	Professional Identity and Function of School Counselors
COUN 635	Parent and Family Consultation
COUN 662	LGBT Considerations in Counseling
COUN 669	Special Topics in Counseling
COUN 683	Dynamics of Play

*A supervised counseling experience totaling a minimum of 600 hours in a clinical mental health agency setting.

The Specialization in School Counseling

The M.Ed. in School Counseling requires completion of forty-eight credit hours. The School Counseling program at the University of Lynchburg is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and by the Virginia Department of Education (VDOE).

SCHOOL COUNSELING

Faculty Coordinator: Dr. Jeanne Booth

The MED in school counseling requires a minimum of 48 credit hours. Each course constitutes three credit hours.

Required Courses

COUN 602	Counseling Across the Lifespan
COUN 605	Counseling Theories
COUN 609	Research in Counseling
COUN 610	Career Development
COUN 611	Crisis Counseling
COUN 614	Counseling Techniques
COUN 616	School Counseling Practicum
COUN 618	Counseling Children and Adolescent
COUN 620	Group Counseling Procedures and Techniques
COUN 625	Professional Identity and Function of School Counselors
COUN 660	Evaluation and Assessment
COUN 665	Cross-Cultural Counseling
COUN 670	Legal and Ethical Issues in Counseling
COUN 686	School Counseling Internship I
COUN 696	School Counseling Internship II
SPED 600	Survey of Special Education

Electives

COUN 635	Parent and Family Consultation
COUN 662	LGBT Considerations in Counseling
COUN 669	Special Topics in Counseling
COUN 683	Dynamics of Play
COUN 695	Independent Study

Course Selection, Registration, and Advising

Students are notified of the faculty advisor to whom they have been assigned in the letter informing them of their acceptance into the program. Students should meet with their advisor during the first semester of enrollment in order to outline their entire program of studies in an appropriate, sequential manner to include all courses, their Practicum and Internship placements, and the completion of the comprehensive examination.

Nine hours is the minimum full-time load for students in enrolled in the Counselor Education program. Students may request permission to take an overload of 12 credit hours. This application must be made directly to the student's advisor. Upon receiving the advisor's approval, the application must then receive approval from the Counselor Education department chairperson in conjunction with review by the counseling faculty.

Planning a Program of Studies

The process for registering for classes will vary depending upon the time of year. Registration for the new academic year typically begins in March, and instructors try to keep students in their classes apprised of when enrollment for each academic year and summer offerings becomes available. Students are advised, however, to call the Registrar's Office directly (544-8218) when they have any questions about the process for registering and/or the timeline. Be advised that Counselor Education courses may fill up quickly. Be proactive both in outlining a course of studies and in enrolling in a timely fashion. Many of the courses in the program are only offered once each academic year; this makes proactive program planning even more important.

There are occasions where students may desire to audit a course. Before doing so, a formal request must be made to the student's academic advisor and the instructor of that course. If approval is granted, the student is allowed to audit the course.

In addition to the traditional academic calendar course offerings, classes may also be conducted during the J term and during summer sessions. Students are advised, however, that these course offerings may fluctuate greatly. Completion of a program of studies that is predicated on the inclusion of specific J term or summer classes should be planned with great care and reviewed with the student's advisor frequently.

Practicum and Internship

The Practicum and Internship are crucial experiential learning requirements. Students should plan each of these with care and in consultation with their advisor. Students planning to enroll in either course must complete an Intent to Register Form to be considered for enrollment in these classes. **The form needed to apply for enrollment in Practicum and Internship can be found on Moodle. Please be advised that the forms and processes for submission are different for Clinical Mental Health track and the School Counseling track. For both specializations, forms should be submitted by September 15 for Spring semester enrollment and by February 1 for Fall enrollment.** Upon receiving the completed form, the counseling faculty review each student's readiness to work in the field and determine if students will be permitted to enroll. Students receive formal written notification of the faculty's determination prior to the semester of intended enrollment.

Students are required to carry in-force professional liability insurance throughout their Practicum and Internship experiences. In addition, students may also be required to complete background checks as per the placement site regulations. The student is responsible for all fees associated with these requirements.

Site Placements and Supervisor Credentials

Placements for all experiential courses are made at the discretion of the course instructor at approved sites and with supervisors who hold the appropriate credentials as specified by CACREP. Site supervisors must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses, a minimum of two years of pertinent professional experience in the program area in which the student is enrolled, knowledge of the program's expectations, requirements, and evaluation procedures, and relevant training in counseling supervision.

Practicum and Internship Policies: Clinical Mental Health Counseling

Site Selection

Students should carefully select their practicum/internship site with the help of their academic advisor. The process of securing a site can be time consuming and positions are often competitive. As such, students are advised to begin the process as soon as possible. The site selected should align with the student's professional interests and be one that will provide the student with a diverse experience. Students must complete their practicum and internship experiences at separate sites so as to ensure such diversity. The faculty reserves the right to approve or deny site placements at their discretion.

Accruing Internship Hours

Students complete 3 credit hours of internship per semester. Internship enrollment may start in either the Fall or Spring semesters, but no new internship may be undertaken during the Summer. All relevant paperwork needs to be reviewed and signed by the student, faculty supervisor, and site supervisor before the student may begin accruing hours. This process is customarily

finalized during a meeting between the student and faculty/site supervisors. These meetings are arranged based on faculty availability, and students are scheduled on a first come – first served basis.

Practicum and internship are considered professional commitments that go beyond the scope of the minimum required number of hours. As such, if a student commits to a site for one or more semesters, is expected to provide services for the entirety of those semesters, regardless of whether or not they obtain all the necessary hours ahead of schedule. The only exception to this rule is in cases where site supervisors prefer to bring the experience to a close immediately after the intern meets the minimum requirements. This situation should be discussed with the prospective site supervisor before the student commits to the site and an exit strategy should be developed. Students should keep in mind, however, that certain experiences (e.g., practicum) must occur over a stipulated, minimum length of time. Finishing such an experience before that minimum length of time is not permitted. Regardless of when the student finishes accruing hours, they are required to engage in course work and faculty-lead group supervision for the entire semester in which they are enrolled. All practicum and internship experiences must be started in either the Fall or Spring semester. **Starting internship during a summer session is not permitted.** Students are not permitted to do more than three credits of internship per semester. Students who wish to take more than the mandatory six credits of internship in lieu of an elective must submit a written request to the corresponding Clinical Coordinator who will present the request to the counseling faculty for consideration. Requests should be submitted the semester prior to the intended semester of enrollment. The faculty team reserves the right to approve or deny the request at their discretion.

Previous Employment at Approved Sites

Practicum and internship are typically not paid positions. Consequently, students are permitted to work while going through the experience. In some instances, students have the opportunity to complete practicum and internship under the umbrella of the same organization by whom they are employed; however, all clock hours (including direct service and supervision) must be consistent with masters and licensed mental health and/or marriage, couples, and family counseling related activities. Further, students must complete all of their clock hours (non-direct, direct, and supervision) in a different setting, with a different population, or in the context of different mental health concerns from what they have been conducting as employees. That is, students must complete all their practicum and internship hours outside their regular paid hours. Work responsibilities and requirements cannot be counted towards the graduate level practicum and internship experience in any way.

Documentation

The student is solely responsible for maintaining all required documentation throughout their practicum/internship experience and beyond. Students should be able to furnish copies of any and all documentation at the request of the faculty member. Students are strongly urged to maintain paper copies as well as digital copies of all their materials in a secure location. The student must properly document their experience in order to receive a satisfactory grade.

Practicum and Internship Policies: School Counseling

Site Selection

Practicum and Internship placement sites for school counselors are designed to meet the VDOE specifications for school counselor training: a minimum of 100 in an elementary setting (K-6) and a minimum of 100 hours in a secondary setting (7-12). Students indicate their preferences for level and site on the Intent to Register form. The course instructor then reviews the plan with the student and makes the formal request with the school division for the placements once they are finalized. While the faculty instructor will attempt to secure placements that match students' expressed interests, all placements are made through the school divisions' central offices; therefore, no specific site setting can be guaranteed. As a general rule, students will not be placed in a school they previously attended for either course. Students who have school-aged children may request placement in another school in the division, but will not be placed in any school where they have a child in attendance.

Accruing Hours

The practicum consists of a minimum of 100 hours of time at the site completed over a single semester and spans a minimum of 10 weeks.

The internship requires completion of 600 hours carried out over two consecutive semesters through enrollment in COUN 686 Internship I and COUN 696 Internship II. It is preferable that students begin their Internship during the Fall, but it is not a requirement. Students are not permitted to do more than three credits of internship per semester. Students seeking any exception to this model of internship completion must meet with Dr. Booth and make formal application for this waiver.

Practicum and internship are considered professional commitments that go beyond the scope of the minimum required number of hours. As such, if a student commits to a site for one or more semesters, they are expected to provide services for the entirety of those semesters, regardless of whether or not they obtain all the necessary hours ahead of schedule. The only exception to this rule is in cases where site supervisors prefer to bring the experience to a close immediately after the intern meets the minimum requirements. This situation should be discussed with the prospective site supervisor before the student commits to the site and an exit strategy should be developed. Regardless of when students finishes accruing hours, they are required to engage in course work, campus seminars, faculty-lead group supervision, and all other course requirements for the entire semester in which they are enrolled.

Documentation

The student is solely responsible for maintaining all required documentation throughout their practicum/internship experience and beyond. Students should be able to furnish copies of any and all documentation at the request of the faculty member. Students are strongly urged to maintain paper copies as well as digital copies of all their materials in a secure location. The student must properly document their experience in order to receive a satisfactory grade.

Student Assessment

Assessment of students' academic progress, development of a professional identity, and acquisition of the requisite set of skills for effective counseling practice takes place on every level in each course in which a student is enrolled. Informal measures include conferences between a student and specific course instructor, students and their advisor, and discussion among the counseling faculty during regular, monthly program meetings. Additional information regarding the grading system established by the University for graduate students and other important academic regulations may be found the *Graduate Catalogue*.

Assessment of CACREP Standards

The Counselor Education programs at the University of Lynchburg are governed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP requires that all accredited programs assess student learning and performance on program area standards in order to inform program evaluation and modifications to the program curriculum. Many assignments in the Counselor Education programs assess student performance on CACREP standards. In order to track performance outcomes, faculty use rubrics to rate each student on every CACREP standard. These rubrics consist of a 3-point scale measuring if a student has met a given standard: 0 = Below Expectations, 1 = Approaching Expectations, 2 = Meets Expectations, 3 = Exceeds Expectations. Student data will be entered into a database to track student learning outcomes. Faculty will discuss this data at various points in the semester in order to evaluate strengths and weaknesses of the programs. Areas of improvement will be identified and curriculum changes will be made accordingly. This procedure is an ongoing and continuous evaluation process in conjunction with which students' academic progress is also reviewed by the faculty, and where there is a concern, brought to the attention of the student. In some cases, a formal plan of support or remediation may be put in place to ensure the student makes satisfactory academic progress.

Developmental Assessment

The program faculty conducts a systematic developmental assessment of each student's progress throughout the program, including consideration of the student's academic performance, professional development, and personal development. At the end of the Fall and Spring semesters, each faculty member evaluates every student in each course via the Developmental Assessment of Student Progress. Students who fall below the accepted standards may be required to meet with the faculty to discuss their progress and required to undertake appropriate remedial activities as determined at that meeting. Using a Likert Scale of Exceeds Expectations (3), Meets Expectations (2), Approaching Expectations (1), Below Expectations (0), and Unable to Rate, the faculty member rates the student on:

Academic Performance

- Knowledge & Use of Literature
- Participation/Engagement/Motivation
- Presentation Skills
- Task Completion

Writing Abilities

Professional Development

- Application of Theory to Practice
- Demonstration of Ethical, Legal, and Program Standards
- Development of a Professional Identity
- Leadership Abilities
- Multicultural Competence (respect for diversity, nondiscriminatory attitude and behavior)
- Professionalism (punctuality, dress, demeanor, interactions)

Personal Development

- Ability to Accept and Integrate Feedback
- Authenticity/Sincerity/Honesty
- Awareness and Understanding of Self
- Emotional Stability
- Flexibility/Adaptability
- Maintenance of Appropriate Boundaries
- Readiness to Accept Responsibility
- Willingness to Seek Appropriate Assistance/Consult

Skills and Practice Assessment

The acquisition of the skills and practices expected of professional counselors is assessed throughout a student's tenure in the program. This skill set receives particular emphasis during COUN 614 Counseling Techniques and regular, ongoing evaluation on site when students are enrolled in Practicum and Internship. Both the site and faculty supervisors conduct observations and assessments that determine a student's fitness for practice. The specific skills and practices to be addressed are taken from the CACREP standards within the Clinical Mental Health and School Counseling specializations.

Academic Regulations

The principle of academic freedom gives an instructor broad discretion to establish the goals for a course, the criteria by which student achievement is assessed, and to make decisions about student accomplishment according to those criteria; therefore, except in unusual circumstances, an instructor's decision about a grade may not be overruled. A student may, of course, request that the instructor review a grade for any required work in a course.

Grade Review

A student who believes that a final grade is in error should first discuss the matter with the instructor. If the student fails to persuade the instructor to change the grade, the student may submit a written appeal within three weeks after the grade notifications are provided by the Office of the Registrar to the dean of the College in which the course is listed in the catalogue. The College dean, in turn, will designate a review committee. The committee's recommendation will be forwarded to the vice president and dean for academic affairs who will notify the instructor and the student, in writing, of the decision. Other than the course instructor, only the vice president and dean for academic affairs may change a grade. Further information regarding the grade review policy can be found in the *Graduate Catalogue*.

Retention in the Program

In accordance with University and Graduate Studies policies, and consistent with the American Counseling Association (ACA) Code of Ethics Sections C.2.g and F.9.a-b, and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standard I.P., a quality point average of 3.0 (B) and no outstanding professional concerns are required for graduation. The following conditions will result in academic dismissal from the program and suspension from the University for a minimum of one full semester: earning a cumulative quality point average of less than 3.0 at the end of one semester, earning one course grade of F (Fail), earning two course grades of C+ or lower throughout the entire curriculum, or failure to pass the Counselor Preparation Comprehensive Examination by the second attempt.

To ensure that students are adequately prepared to work with the public, as stipulated in the American Counseling Association Code of Ethics, students receiving a grade of F (Fail) in any course who are subsequently readmitted to the Counselor Education program must retake and pass that class as a condition of eligibility for enrollment in Practicum, Internship I or Internship II as appropriate.

The process for readmission and appeal of suspension can be found in the *Graduate Catalogue*.

Remediation of Concerns

Students experiencing any of the above academic difficulties may be required to undertake remedial action prior to continuing his or her program of studies. In those cases where there is any concern, the student will be asked to meet with appropriate program and/or University personnel to discuss the issues and develop a plan of support for the successful completion of the remainder of his/her program.

In cases of such severity that the student is in danger of being suspended from the program for reasons related to academic achievement, an ethical infringement, or an issue of personal suitability for the profession, a meeting on campus involving the student, the student's advisor, other appropriate faculty, and the Program Director will take place. In addition, the Dean of Graduate Studies will be notified and may be a part of the deliberations as necessary.

The purpose of this meeting is to review the issue, to give all parties the opportunity to discuss their concerns, and to explore remediation options. When possible, a remediation plan will be developed during this meeting. If this is not possible, faculty reserves the right to develop an appropriate remediation plan to present to the student within one week of the meeting. The remediation plan is designed to assist the student in correcting the areas of concern.

As a course of remediation, students may be required to do all or any of the following:

1. Withdraw from the class (students will receive a failing grade for the course).
2. Complete remedial coursework designed to address the problem.
3. Take a leave of absence to address the concerns that precipitated the problem.
4. Repeat a course to gain additional skills or knowledge relevant to the problem.
5. Other stipulations as may be warranted by the situation.

The remediation plan is subject to the approval of the Dean of the College of Education, Leadership Studies, and Counseling. Once this approval has been received, the student will be sent written notification describing the required remediation along with a timeline for completion. The student's advisor will work with the student to make sure the remediation plan is implemented successfully and will remain the student's point of contact during remediation. If the student is required to take a leave of absence, he/she must file a Leave of Absence form with the Office of Graduate Studies. Failure to complete a remediation program within the specified timeline will result in suspension from the program unless the student can document exceptional conditions warranting an extension.

Consistent with established institutional due process policy and the American Counseling Association's (ACA) *Code of Ethics*, and other relevant standards of practice, if evaluations indicate that a student is not appropriate for the program, faculty members help facilitate the student's transition out of the program and, if possible, into a more appropriate area of study.

The Comprehensive Exam

The comprehensive examination in Counselor Education is the capstone academic requirement in the program of studies. The University of Lynchburg's Counselor Education program utilizes the Counselor Preparation Comprehensive Examination (CPCE) for this purpose. Students must take and pass the CPCE in order to receive their degrees.

The CPCE

The CPCE was developed and is administered by the National Board for Certified Counselors (NBCC) and is utilized by over 280 universities and colleges. It is a 160-item multiple choice test that measures the eight objectives of the LC Counselor Education Program and core knowledge areas established by CACREP. Students have four hours to complete the test. The CPCE is designed to assess counseling students' knowledge of counseling information viewed as important by counselor preparation programs.

Additionally, the CPCE:

- allows Master's program comprehensive exams to better meet psychometric standards;
- gives programs an objective view of the knowledge level of their students;
- allows programs to examine student functioning in various curricular areas;
- promotes longitudinal self-study;
- compares a program's results to national data;
- stimulates student integration of knowledge learned in separate courses; and
- gives students comparative strength/weakness feedback.

CPCE Preparation and Study Materials

There is no official study guide for the CPCE. Since the CPCE and the National Counselor Examination for Licensure and Certification (NCE) are based on the same eight knowledge areas, any study materials developed for the NCE should be useful for the CPCE. A list of recommended study resources is available in the Warren Counseling Center.

Examination Dates

The CPCE is typically offered once each academic term (Fall, Spring, Summer). The dates for the upcoming year are announced in September. Students are encouraged to take the exam at least one semester prior to their intended graduation date. **Students must complete the Application for the Comprehensive and submit it to the Office for Graduate Studies at least 2 weeks prior to the examination date.** The form is available on Moodle. The exam fee is \$75, and payment is due the date of the exam. Payment must be in the form of a cashier's check or money order made payable to the Center for Credentialing & Education, Inc.

During the fall of each academic year, the faculty holds an informational meeting for those students who intend to take the exam during any one of the next three test administrations. Attendance at this session is strongly encouraged.

CPCE Assessment

Any student scoring half a standard deviation below the national average or less for the CPCE will need to repeat the comprehensive exam at the next official, regularly scheduled administration. The student will need to pay for the exam again. Should the student not pass on the second attempt, an alternative format will be considered, such as open-ended questions covering the same eight content areas that comprise the CPCE.

Professional Expectations

Graduate scholarship and pursuit of a degree in professional counseling carry with them expectations for student academic performance, development of a professional identity, and appropriate personal comportment. It is required that all students entering the program understand the gravity and significance of all aspects of their training and recognize that work as a mental health professional carries with it responsibilities to themselves, the program, the University, and the counseling profession. Considerations related to professional expectations include, but are not limited to, the issues addressed below.

Honor Code

All University of Lynchburg Students are expected to be familiar with and to abide by the Honor and Student Conduct Codes. The University of Lynchburg's student handbook, *The Hornet*, details these codes and the sanctions for failure to comply. Copies of *The Hornet* may be obtained from the office the Associate Dean of Students or the Office of Graduate Studies. Also, information regarding the code and a formal document for confirming each student's Honor Pledge are distributed during the graduate orientation session at the start of each academic year

Program Scholarship and Counseling Professionalism

Program compliance is a significant element of professionalism and is exhibited in a variety of ways, including regular attendance in all classes, completion of course requirements, prompt response to faculty communications, and submission of program paperwork and documents in a timely fashion. A pattern demonstrating lack of program compliance will reflect poorly on a student's professional development and may require meeting with program and/or University personnel.

Class Attendance

As class sessions are typically held once a week over the course of the semester, each class session comprises a significant component of the course content; therefore, students are expected to be present and on time for every class session. Exceptions to this standard of attendance exist only for personal illness or family emergency documented through a personal physician, the University Chaplain, Health Center, the Dean of Students, or other source as specified by individual instructors. **It is the student's responsibility to check the syllabus for each course carefully for information regarding the attendance protocols for each specific class.** In many cases, missing a single class will result in the deduction of a full letter grade from the student's final average, and in most cases, when a student misses two class sessions it is advisable for him/her to drop the course. **Students who are also employees of the University of Lynchburg or graduate assistants are advised that employment activities of any kind do not take precedence over class attendance.**

Scholarly Writing

The Counselor Education faculty requires that students use the American Psychological Association (APA) Publication Manual (6th ed.) as a guide in the preparation of research papers. **Mastery of this element is a major focus of COUN 609 Research in Counseling and this**

course, therefore, should be undertaken early in the student's program of studies. Students in need of additional assistance with this or any other aspect of scholarly writing and composition are encouraged to use the Writing Center for appropriate resources and/or tutoring services.

Professional Ethics

Students are expected to follow the American Counseling Association (ACA) 2014 *Code of Ethics* as a guide for their personal and professional behavior throughout their program of studies. Failure to exhibit the development of an appropriate professional identity and ethical compliance may result in sanctions at the time of a student's formal status reviews and/or dismissal from the Counselor Education Program. Those students in the School Counseling specialization are expected to understand and adhere to the American School Counseling Association's *Ethical Standards for School Counselors* as well.

Electronic Communication

Students are expected to use their University of Lynchburg email account for communication with faculty, counseling professionals, and the general public for all contacts related to their work in the Counselor Education program. All electronic communication should be of a professional nature and reflect the expectations of graduate level scholarship and written expression. Students should check their email daily for important course, program, and University information.

Additional Information and Program Resources

Numerous mechanisms for support are built into graduate programs at the University of Lynchburg. The *Graduate Catalogue*, this handbook, the student's academic advisor, and the administrative services of the Office of Graduate Studies are students' primary resources for guidance throughout the program.

Forms

All forms, along with directions, are located on Moodle. Students must self-enroll in the designated Moodle course. To access Moodle, go to <http://my.lynchburg.edu> and click on "Moodle" (on left side). Then, enter your user name and password, which will be the same as your University of Lynchburg email account, and click "Log in." Then click on "Counselor Education Student and Program Resources." Here you will find all the required forms for the School Counseling Program (including Intent to Enroll in Practicum/Internship and other Practicum and Internship Forms), Clinical Mental Health Program (including Intent to Enroll in Practicum/Internship and Practicum and Internship Forms), Candidacy for Degree, Comprehensive Exam, Leave of Absence, and Advanced Counseling Certificate.

Many of these forms have deadlines; therefore, it is recommended that students become familiar with all forms and procedures as soon as possible. For example, the Intent to Enroll in Practicum/Internship form is due the semester before the student plans to take the course and must be submitted by September 15th for Spring semester and February 1st for Fall semester enrollment.

Academic Support Services

Graduate students also have access to a wide variety of additional resources to support their academic studies, personal growth, and professional development. The Knight Capron Library, Academic and Career Services Center, the Wilmer Writing Center and other campus offices offer direct services to students. The University also has extensive electronic services such as Moodle that may be utilized in graduate courses. Information regarding some of these services and how to best access them is presented as part of the graduate orientation session held at the start of the academic year.

Graduate Student Research Fund

Students in the Counselor Education program are encouraged to become active scholars within the discipline. Annually, graduate students link their academic research and field experiences to opportunities for presentations at state and regional conferences. The University of Lynchburg has established an annual funding source for students engaged in academic research and related scholarship. These funds can assist with travel in conjunction with the presentation of research as well as other aspects of research costs. For further information and to apply for these funds, consult the website for the Office of Graduate Studies.

Financial Assistance

Several forms of financial assistance are available to graduate students. These include graduate assistantships, Student Guaranteed Loans, part-time employment at the University, graduate student scholarships, and, for CMCH students, the Virginia Tuition Assistance Grant (VTAG) provided by the Commonwealth of Virginia to students from the state attending full-time to private colleges and universities. Interested students should contact the Office of Graduate Studies and the Office of Financial Aid. In addition more information on graduate scholarships can be found at: <https://www.lynchburg.edu/graduate/graduate-admission/graduate-financial-aid/graduate-scholarships/> and more information on graduate assistantships can be found at: <https://www.lynchburg.edu/graduate/graduate-admission/graduate-assistantships/>

Health and Counseling Resources

The institution provides information to students in the program about personal counseling services provided by professionals other than program faculty and students. The Counseling Center at the University of Lynchburg assists undergraduate and graduate students through counseling and educational services. Their office also provides on-call, emergency personnel on evenings and weekends during the semester. In addition, the Counselor Education faculty keeps a directory of appropriate mental health resources in the area for program students. Each faculty member uses this list to refer students as needed/requested

Graduation and Beyond

Degree Candidacy and Application for Graduation

Students are required to complete and submit 2 documents the semester before their anticipated semester of degree completion: the Degree Candidacy Form and the Application for Graduation. All students are required to complete the Application for Graduation prior to registration for the final year (two semesters) of enrollment. This policy is intended to ensure that the student will complete requirements yet to be fulfilled.

Hooding Ceremony

The University of Lynchburg Counselor Education Program holds a Hooding Ceremony at the end of the Spring semester for that academic year's Fall, Spring and Summer graduates in the program. This ceremony is specific to the graduates of the counseling program and serves to complement the University's Commencement ceremony held each May. Graduates invite their family and friends to watch them be hooded by the faculty. A reception follows so program faculty can meet the students' family and friends, take pictures, etc. The Hooding Ceremony is a special way to celebrate all of the accomplishments of the Counselor Education graduates.

Advanced Counseling Certificate

The Advanced Counseling Certificate provides individuals an opportunity to complete advanced graduate work in counseling leading to potential eligibility for status as a Licensed Professional Counselor as needed, or as a mechanism for on-going professional growth and development. Courses can be selected in order to meet individual professional development goals. The faculty advisor will work with prospective students in designing an appropriate course sequence. The certificate is designed primarily to meet the needs of individuals seeking to become licensed as professional counselors (LPC) and who have already completed a 48-hour master's degree in school counseling, community counseling, or a related counseling field. Individuals seeking additional information about the Advanced Certificate should contact Dr. Jeanne Booth: booth@lynchburg.edu or 434-544-8551.

Reduced Tuition

Graduates of the University of Lynchburg's Master's programs are eligible for 50% off the tuition of one course each academic year. To request a reduced tuition voucher, graduates must contact the Office of Graduate Studies: 434-544-8383.

Policies for Endorsement and Licensure

The Counselor Education faculty will recommend graduates for licensure, certification, or employment only in the area(s) for which the graduate has received adequate professional preparation. This policy is based, in part, on the ACA Code of Ethics, Section F.1.h:

“Counselors do not endorse students for supervisees for certification, licensures, employment, or completion of an academic or training program if they believe students or supervisees are not qualified for the endorsement. Counselors take reasonable steps to assist students or supervisees who are not qualified for endorsement to become qualified.”

Letters of Reference and Recommendations

Upon request, faculty may provide letters of recommendation and support for students in good standing with sufficient notice prior to the date the letter is needed – generally two weeks. Students are encouraged to use the University’s Career Center for the development of a professional portfolio, procuring a standardized format for references, and to ensure the timely distribution of materials to prospective employers. Students should keep accurate records of all of their academic coursework, including course descriptions, syllabi, a copy of the *Graduate Catalogue*, all documentation related to their practicum and internship experiences, and information regarding their professional development activities.

Licensure in School Counseling

Information on the process for obtaining licensure in School Counseling can be found in Appendix B on page 25. Students in the School Counseling specialization will receive information and assistance regarding the process for submitting documentation to the Virginia Department of Education during their enrollment in Internship. Additional information on licensure and certification in states other than Virginia is available on the ASCA website at <https://www.schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements>. Information specific to the credential in the Commonwealth of Virginia is available at <http://www.doe.virginia.gov/teaching/licensure>.

Licensed Professional Counselor (LPC) Credential

The process for obtaining the LPC credential can be found in Appendix C on page 26, and will be discussed during the student’s enrollment in Clinical Mental Health Internship. Additional licensure information is available at <http://www.dhp.state.va.us/counseling>, which is the State Board licensure website.

Appendix A

Development of a Professional Identity

Students are expected to optimize their professional development through relationships with national, state, and local organizations whose definitive purpose is to advance the field of counseling. A list of these organizations follows. Information on the scope and nature of these organizations is presented in the curriculum of COUN 601 and COUN 625. In particular, students are encouraged to establish and maintain membership in the Virginia Counselors Association (VCA) or Virginia School Counselor Association (VSCA) throughout their time in the program. Membership information and application forms are available on each organization's website. Information regarding workshops, counseling conferences, and other opportunities for professional learning and growth are shared with students by all faculty via electronic communication, posters, handouts, and in-class announcements.

National Organizations

American Counseling Association (ACA): The national professional organization with which both counseling specializations affiliate is the American Counseling Association. Membership applications are available on their website (www.counseling.org). Its many divisions reflect the breadth of opportunity in the counseling profession. The counselor education faculty encourages students to become student members of ACA.

American School Counselor Association (ASCA): In addition to the American Counseling Association, the school counseling specialization also affiliates with the American School Counseling Association. Membership applications are available on their website (www.schoolcounselor.org).

National Board for Certified Counselors (NBCC): NBCC is the largest credentialing body for counselors. NBCC establishes and monitors a national certification system for counseling professionals, identifies counselors who have met certification requirements, and maintains a register and referral program for Nationally Certified Counselors. There is a certification specifically for school counselors (National Certified School Counselors); guidelines for this credential can found at www.nbcc.org.

State and Local Organizations

The professional counseling associations in the Commonwealth of Virginia are the **Virginia Counselors Association (VCA)** with its respective chapters and divisions, including:

VA-ALGBTIC: Virginia Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling

VA-ASERVIC: Virginia Association for Spiritual, Ethical & Religious Values in Counseling

VACES: Virginia Association for Counselor Education and Supervision

VACFC: Virginia Association for Couples and Family Counseling

VAMCD: Virginia Association for Multicultural Counseling and Development
VASGW: Virginia Association for Specialists in Group Work
VCCA: Virginia Clinical Counselors Alliance
VCDA: Virginia Career Development Association
VSCA: Virginia Alliance for School Counseling

All of these organizations sponsor annual conferences and other opportunities for professional growth, development, and advocacy.

A particular division within VCA, the **Virginia Association for Counselor Education and Supervision (VACES)**, sponsors an annual graduate student research conference which is specifically devoted to the fostering of graduate student professional development and an opportunity for presentation to peer learners.

The **Lynchburg Area Counselors Association (LACA)** is the local VCA chapter. Membership in LACA is an excellent way to network with area counseling professionals and to become active in professional development and advocacy.

Information on **VCA, VCA chapters, and VCA divisions** is available at www.vcacounselors.org.

Additionally, founded in 1962, the **Virginia School Counselor Association** is a state chapter of the American School Counselor Association. It is the only school counselor association in the Commonwealth of Virginia solely for and by school counselors. VSCA provides professional development opportunities through workshops and conferences, networking opportunities through social media outlets and current and relevant information to school counselors throughout the state. Information on VSCA is available at www.vsca.org.

Chi Sigma Iota Counseling Academic and Professional Honor Society International (CSI): CSI membership is extended through the Kappa Chapter in affiliation with the University of Lynchburg Counselor Education Program to qualified students upon recommendation of the core counseling faculty. More information on CSI is available at www.csi-net.org.

Appendix B

Licensure in School Counseling

Students are advised that the securing a school counseling license is a separate process predicated on the completion of the Counselor Education program and securing the requisite degree and other preparations as specified by the state in which the student is seeking a license. Regulations for the school counseling license in all 50 states can be found on the ASCA website. <https://www.schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements>

The University of Lynchburg degree in School Counseling is fully compliant with the requirements set forth by the Virginia Department of Education (VDOE) for obtaining licensure as a professional school counselor in the Commonwealth of Virginia. In addition, it meets the requirements stipulated in many other states across the country. Students who already hold teaching licenses in Virginia do not receive a new or additional license upon completion of their School Counseling degree. Instead, these students add a preK-12 School Counseling endorsement to their existing license. The process for this addition is found on the VDOE website: http://www.doe.virginia.gov/teaching/licensure/adding_endorsements.pdf

Students who do not hold a teaching license will be granted a provisional license through the school division making an offer of employment. Information and forms related to licensure are found on the VDOE website: <http://www.doe.virginia.gov/teaching/licensure/> The Personnel Office of the school division offering employment will direct you as per its specific guidelines and practices for submitting the necessary forms and documentation. Upon two years' successful employment as a school counselor, the provisional license is converted to full licensure.

Licenses in the Commonwealth of Virginia are issued on a five-year renewable basis; renewal requirements and the Licensure Renewal Manual are available on the VDOE website http://www.doe.virginia.gov/teaching/licensure/renewal_glance.pdf and http://www.doe.virginia.gov/teaching/licensure/licensure_renewal_manual.pdf

All students are advised that the VDOE processes, requirements, and documents related to licensure are subject to change at any time; therefore, students should always be guided by the information on the VDOE website for all matters related to initial licensure, adding an endorsement, or license renewal. **Additional assistance and information can be obtained by contacting Mr. Michael Kelly, University of Lynchburg Teacher Licensure Officer, at 434-544-8438 or kelly.m@lynchburg.edu**

Appendix C

Becoming and LPC

The following information regarding the procedures and processes for obtaining the Licensed Professional Counselor credential is excerpted from The Virginia Board of Counseling's *Licensure Process Handbook*. For full information on the licensure process, please visit: https://www.dhp.virginia.gov/Forms/counseling/LPC/LPC_Licensure_Process_Handbook.pdf

LPC Supervision and Examination: Licensure Process

You must hold the Licensed Professional Counselor (LPC) credential in order to practice professional counseling in the Commonwealth of Virginia.

There are two avenues to obtain this credential:

1. Licensure by Endorsement

a. This process may be applicable to those who have a professional counseling license in another jurisdiction.

2. Licensure by Examination

a. This application process is for those who have never held a professional counseling license in another jurisdiction and who have met the education and supervised residency requirement.

From start to finish, the process of becoming an LPC in Virginia takes years to complete. There are several forms that you will need to complete and submit for consideration that are available on the Virginia Board of Counseling website (www.dhp.virginia.gov/counseling). The information provided in this document can be a valuable tool to use throughout the process.

Licensure by Examination

Any person pursuing a licensed professional counselor (LPC) by examination will need to complete the following steps:

STEP 1. Complete the education requirements.

STEP 2. Apply for Initial Registration of Supervision and must receive Supervision Approval prior to obtaining supervised residency experience.

STEP 3. Complete supervised experience requirements.

STEP 4. Apply for LPC Licensure by Examination.

STEP 5. Take and pass the examination.

STEP 6. Receive LPC License.

Appendix D

Policy for the Recruitment of Students Representing a Multicultural and Diverse Society

The Counselor Education program at the University of Lynchburg is committed to assisting in the creation of diverse work force in school and clinical mental health counseling. Toward meeting this goal, the Counselor Education program resolves to implement specific policies and procedures to assist in the recruitment and retention of students representing a multicultural and diverse society. The goals of this policy are to:

1. Assertively recruit academically qualified and diverse students to apply and enroll at the University of Lynchburg;
2. Increase the number of diverse students reflecting the multicultural considerations including but not limited to gender, age, race, ethnicity, spirituality, sexual orientation, sexual identity, and disability;
3. Attract a student population that mirrors the diversity in the work force, client populations, and the greater community;
4. Pursue activities to seek 100% retention and completion of the Counselor Education programs among minority students;
5. Encourage leadership roles in counseling among students of diversity; and
6. Reveal unrecognized biases and barriers on campus that do not promote the education of the Counselor Education students.

Recruitment Activities

Research in the area of the recruitment of minority students has identified the need for recruitment activities which are active and persistent. These interventions are necessary to convey an atmosphere of acceptance, investment, and trust. Toward this end, members of the Counselor Education faculty resolve to:

1. Promote the utilization of graduate education advertising materials that reflect the program's intentions to recruit students of diversity (e.g., web pages, brochures, etc.);
2. Coordinate activities among designated staff within the Office of Enrollment Services, the College of Education, Leadership Studies, and Counseling, Registrar's Office, Financial Aid, Office of Institutional Change, and the Office of Multicultural Services to ensure a student's ready access to graduate program materials and to establish communication procedures designed to

- identify and matriculate potential students;
3. Utilize current graduate students of diversity to contact and promote student interest and investment in graduate studies;
 4. Promote social and academic activities which will result in visits to the campus where candidates can meet with students and faculty;
 5. Explore and secure financial aid resources (e.g., duPont scholarships) that will assist students representing a multicultural and diverse society in the pursuance of their graduate studies;

Retention Activities

When students representing a multicultural and diverse society are recruited, retention activities will be implemented to ensure their continued matriculation. The Counselor Education program's retention program will include but not limited to the following:

1. an orientation program for first year students,
2. academic support services, and
3. an advising program.

Level One - Orientation

A designated faculty member will be assigned to the incoming student who will be responsible for the orientation of the graduate student to the Counselor Education program. The orientation session will be pursued with the student individually and will occur prior to the beginning of the student's first semester. During that session, the designated faculty member will discuss the various components and expectations of the program (e.g., admission to candidacy, requirements for practicum and internship, comprehensive exams, etc.) and explore the student's career goals and academic objectives.

Level Two - Academic Support

The previously mentioned faculty member will also meet with the students of diversity to explain the academic support services available to all students. Students will be given the opportunity to discuss any areas of perceived weakness. Students who evidence a long-standing problem with a particular academic skill will be referred to supportive services on campus such as the L.C. Writing Center where individual tutoring and remediation can occur.

Level Three - Advising

An incoming student representing a multicultural and diverse society will be assigned a faculty member who will serve as the student's advisor throughout the academic experience. The advisor assigned will endeavor to eliminate barriers to support and communication. The advisor will serve multiple roles to the student should a particular need arise (e.g., advocate, support, sponsor, etc.).