# Table of Contents

Introduction ......................................................................................................................... 3

Mission Statement ............................................................................................................. 3

Program Accreditation ...................................................................................................... 3

Program Objectives .......................................................................................................... 3

Equal Access to Education .............................................................................................. 4

Program Administration ................................................................................................... 5

Faculty ............................................................................................................................... 6

The Warren Counseling Center ........................................................................................ 6

General Program Information .......................................................................................... 7

Course Selection, Registration, & Advising ..................................................................... 8

Planning a Program of Studies ........................................................................................ 9

Resources .......................................................................................................................... 12

Academic Policies and Practices ..................................................................................... 12

Academic Regulations ..................................................................................................... 13

Status Review ................................................................................................................... 14

Academic and Professional Expectations ....................................................................... 15

Professional Organizations ............................................................................................. 17

Policies for Endorsement and Licensure ...................................................................... 18

Securing Letters of Reference ......................................................................................... 19

Financial Assistance ....................................................................................................... 19

Experiential Courses ....................................................................................................... 19

Comprehensive Exam ..................................................................................................... 21

Recruitment of Students Representing a Multicultural & Diverse Society ................... 22

Forms ................................................................................................................................ 24

Graduation and Beyond .................................................................................................. 24

Licensure in School Counseling ...................................................................................... 25

Licensed Professional Counselor Credential .................................................................... 26
Introduction
Welcome to the Lynchburg College 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 by offering 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 Lynchburg College Counselor Education Program trains students to be effective, ethical, 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 to produce culturally competent and skillful counselors for work in schools and agencies, and for service and leadership in the counseling profession.

Program Accreditation
The Counselor Education Program at Lynchburg College 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 for the preparation of preK-12 school counselors in the Commonwealth of Virginia. For additional information on accreditation within each counseling specialization offered by the institution, please see page 8.

Program Orientation
A formal orientation to the Counselor Education Program is conducted each fall. At that time, students receive a copy of the Counselor Education Handbook and the College Honor Pledge, Handbook Verification, and Ethical Compliance Statement to be signed and returned to the Program Coordinator.

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

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

Equal Access to Education

Lynchburg College does not discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, or religion in its programs and activities, including admission to and employment at Lynchburg College.

Lynchburg College is in compliance with Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination based on disability in admission, treatment, or access to, or employment in its programs or activities. For questions regarding Lynchburg College’s compliance with Section 504, please contact the disability coordinator:

Support Services Coordinator
Academic and Career Services (2nd floor, Hall Campus Center)
1501 Lakeside Drive, Lynchburg, VA 24501
434/544-8687
disability@lynchburg.edu

Students in the Counselor Education Program seeking accommodations should notify this office immediately upon acceptance into the program. This office will work collaboratively with the student and with faculty to establish the guidelines and protocols for appropriate accommodations as needed throughout the student’s tenure in the program.

Lynchburg College is in compliance with Title IX of the Education Amendments of 1972, which prohibits discrimination based on sex in educational programs and activities, including employment and admission. (Prohibited discrimination based on sex includes sexual harassment and sexual violence.) For questions regarding Lynchburg College’s compliance with Title IX, please contact the Title IX Coordinator:

Director of Human Resources
4th floor, Hall Campus Center
1501 Lakeside Drive, Lynchburg, VA 24501
434.544.8215
titleix@lynchburg.edu

Inquiries about the application of Title IX may also be referred to the Office for Civil Rights (OCR):

Office for Civil Rights
U. S. Department of Education
400 Maryland Avenue, SW, Washington, D.C. 20202-1100
Civil Rights Hotline: 800.421.3481
Program Administration

The Counselor Education Program is a program within Lynchburg College’s School of Graduate Studies. The following individuals administer the program and related services to students as appropriate to their office, role, and function:

Dr. Ed Polloway: Dean of Graduate Studies
polloway@lynchburg.edu 544-8655 Office 340-D

Dr. Paula Lichiello: Associate Dean of Graduate Studies
lichiello@lynchburg.edu 544-8464 Office 340-D

Dr. Michael A. Williams, Sr: Program Director & Coordinator for Clinical Mental Health Counseling
Williams.ma1@lynchburg.edu 544-8150 Office 330-H

Dr. Jeanne Davidson Booth: Coordinator for School Counseling
booth@lynchburg.edu 544-8551 Office 330-A

Ms. Christine Priller: Executive Assistant, Graduate Studies
priller@lynchburg.edu 544-8383 Office 340-D
Counselor Education Faculty

Dr. Jeanne Davidson Booth holds a PhD in School Counseling and Related Educational Services and is a licensed professional school counselor (License # PGP-118020). 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 Lynchburg College, 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 American 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*. She has been recognized as the Most Valuable Division Member of the Virginia Association of Counselor Educators and Supervisors, and she 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 the immediate Past-president of the Virginia Association for Counselor Education and Supervision. Dr. Booth serves as the Program Director for Counselor Education and Coordinator of the specialization in School Counseling.

booth@lynchburg.edu 544-8551 Office WCC 330-A

Dr. Elizabeth B. Farnsworth holds a PhD in Family and Child Development from Virginia Tech where she received the *Outstanding Dissertation Award on Family Diversity* (1994). She has been a Licensed Professional Counselor since 1995 and has maintained a private practice since 1996. She is also a Licensed Marriage and Family Therapist. She has been employed at Lynchburg College since 1996 and has taught counseling techniques and practicum since 2003. In addition, she has taught human development, group counseling, research methods, and grief/loss/trauma counseling at the graduate level and developmental psychology at the undergraduate level. She served for three years on the Retention Committee at the college and a number of additional committees, such as the Gender Studies committee and the Lynchburg College Symposium Readings Steering Committee. She has supervised a number of students conducting community-based research. She has served on a number of boards in the Central Virginia area, including the Suicide Prevention Coalition of Central Virginia, Mental Health Association of Central Virginia, The Arc of Central Virginia, Couples & Kids Counseling Center, and the Lynchburg Area Counselors Association. She has published in the areas of grief, interpersonal violence, reflexivity in teaching, and special education. She provides clinical supervision to new professionals working toward licensure in the counseling profession and regularly volunteers her time to non-profit agencies in Central Virginia.

farnsworth@lynchburg.edu 544-8607 Office THOM 203
Dr. Ken West, Director of the Center for Family Studies, teaches Human Development and Marriage & Family Counseling. Dr. West holds a BA from Wake Forest, a M.Div. from Princeton Theological Seminary, and a Ph.D. in Counseling and Humans Systems from Florida State University. He has authored five books and has written a weekly column in The News & Advance for over 25 years. At Lynchburg College, Ken has received the Shirley Rosser Award for Teaching Excellence, the T.A. Abbott Award for Excellence in Teaching (national award), the James A. Huston Award for Excellence in Scholarship, and The Elsie Bock Citizenship Award.

west@lynchburg.edu 544-8503 Office WCC 330-B

Dr. Michael Williams holds a Ph.D. in Counselor Education from Ohio University, a M.S. in Community Counseling from the University of Dayton, and a B.S. in Secondary Education from Kent State University. Prior to coming to Lynchburg College in 2012, Dr. Williams Taught at the University of West Georgia.

williams.mal@lynchburg.edu 544-8150 Office WCC 330-H

Dr. Karena Heyward completed her B.S. in Psychology at Virginia Commonwealth University, and received her M.Ed. in Marriage and Family Counseling from the College of William & Mary. Her Ph.D in Counselor Education and Supervision was earned from the College of William & Mary. Upon graduation she was awarded with The Margaret, The Lady Thatcher Award for Scholarship, Character and Service. She continues her dedication in these areas, as an Assistant Professor in the Counselor Education program at Lynchburg College. As a firm believer in the importance of service to the profession, Dr. Heyward serves as a co-chair for the SACES Supervision Training Committee, as Treasurer for VACFC, and on the membership committee of the Association for Counselors and Educators in Government. She is an editor for the Journal of Military and Government Counseling, and is a CACREP Site Team Member. Before joining academia, Dr. Heyward worked in various community agencies seeing couples, families and individual clients with a variety of presenting issues. Most recently, she worked as the co-director of a university based marriage, couple, and family counseling center, overseeing the clinical work of master’s level graduate students. Her research interests include: military culture and the experiences of military families, live supervision, the transpersonal, cognitive development, and international perspectives on the counseling profession.

heyward.k@lynchburg.edu 544-8067 Office WCC 330-J

Dr. Peter J. Boccone holds a PhD in Counselor Education from Southern Illinois University, an EdS in Counseling Services, a MA in Community Counseling, and a BA in Psychology, all from Rider University. He is a Licensed Professional Counselor (LPC) in the state of New Jersey as well as an Approved Clinical Supervisor (ACS). His main areas of scholarly interest are legal and ethical issues in counseling, social networking and professional boundaries, disciplinary actions against licensed counselors, and assessing leadership potential in counselor educators in training.

boccone.P@lynchburg.edu 544-7924 Office WCC 330-D
Warren Counseling Center
The Warren Counseling Center (WCC) serves as the “headquarters” for the Counselor Education faculty and program. Most of the 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 Lynchburg College 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 Lynchburg College Graduate Catalogue is the best resource for detailed information about all aspects of graduate school. The Catalogue contains specific information about the College, degree programs, admissions, expenses, financial aid, and academic regulations. The Catalogue is available in the Office of Graduate Studies or may be accessed online at http://www.lynchburg.edu/graduatestudies.xml

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 Lynchburg College is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Please note that the CMHC program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for the Clinical Mental Health Counseling programs. The LC counselor education program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, as per CACREP guidelines.

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

The courses required for both school and clinical mental health counseling are detailed in the Graduate Catalogue. 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, the experiential components, 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 Program Director in conjunction with review by the counseling faculty.

Planning a Program of Studies

A recommended sequence of courses appears below. The schedules outlined are general guides; however, growth in the program, instructor availability, faculty sabbaticals, etc., may cause alterations to course offerings during any academic year. Newly admitted students are strongly encouraged to meet with their advisors and develop a long-range plan for completing the program.

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 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 careful program planning even more important.

Suggested Course Sequence Models

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*This model can be altered to include summer course work and allow for earlier degree completion. Please see your advisor for information on other options for this model.

**Resources**

Numerous mechanisms for support are built into graduate programs at Lynchburg College. 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.

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 College 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.

**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 Lynchburg College 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. Graduate students may access Counseling Center services for a fee of $200 per academic year. 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.

**Graduate Student Research Fund**

Students in LC's graduate program in Counselor Education are encouraged to become an active scholar within the discipline. Annually, graduate students link their academic research and field experiences to opportunities for presentations at state and regional conferences. Lynchburg College 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.

**Academic Policies and Practices**
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.

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 Office of the Registrar provides the grade notifications. The written appeal should be submitted to the Dean of the School of Graduate Studies. The Dean, in turn, will designate a review committee. The committee’s recommendation will be forwarded to the Dean of the College who will notify the instructor and the student, in writing, of the decision. Other than the instructor, only the Dean of the College may change a grade.

*Academic Regulations and Retention in the Program*

In accordance with LC Office of Graduate Studies 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., only one course with a grade of C+ or below will count toward degree requirements. Any master’s degree student earning more than three hours with grades of C+ or below will be suspended from the program of a minimum of one semester. The process for appeal of suspension can be found in the Graduate Catalogue.

*Satisfactory Academic Standing*

Other conditions related to satisfactory academic standing in the program include the following:

- Receiving one C: a meeting with appropriate faculty to discuss his/her grade in the course and overall academic fitness for the program

- Receiving an IP in experiential courses (Practicum/Internship): any student not completing the required 100 hours (3 credit hours in practicum), 300 hours (3 credit hours in internship) or 600 hours (6 credit hours in internship) within one month (or at the conclusion of the school semester for students in COUN 698) after the close of the semester must reregister for internship hours again the next semester and continue the process until all hours and course requirements are complete.

- Concluding In-progress work: It is the student’s responsibility to contact the instructor and develop a plan for completion. Instructors reserve the right to change any IP to an F within one month of the close of the subsequent semester if a student has not developed a formal plan for completion of outstanding coursework and had it approved.
Students experiencing any of the above academic difficulties may be required to undertake any of the remedial actions specified below prior to continuing his or her program of studies.

**Status Review**

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. 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

In those cases where there is any concern, the student will be asked to meet with appropriate Program and/or College 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 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 Graduate Studies. 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.

Acceptance to Practicum and Internship

Faculty review the readiness of students to undertake experiential coursework upon receipt of a student’s Intent to Register Form for either Practicum or Internship. Students receive formal written notification of the faculty’s determination prior to the semester of intended enrollment.

Academic and Professional Expectations

Program Scholarship and Counseling Professionalism
Program compliance is 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 College 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 for every class session. Exceptions to this standard of attendance exist only for personal illness or family emergency documented through a personal physician, the College 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 Lynchburg College 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. Students in need of 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 Lynchburg College email accounts for communication with faculty, counseling professionals, and the general public for all contacts related to their work in the Counselor Education program. Students should check their email daily for important course, program, and College information. Students are responsible for having their preferred email address listed as the default option in the system.

**Development of a Professional Identity**

Students are encouraged to optimize their professional development through relationships with national, state, and local organizations whose definitive purpose is to advance the field of coun-
eling. 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 from any faculty member and online. 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.

Professional Organizations and Affiliations
Students are strongly encouraged to supplement their academic studies with membership in the national, state, and local organizations dedicated to the counseling profession. A list of these organizations follows. Membership information is available from any faculty member, and more information on each will be presented as part of the curriculum in COUN 601 and COUN 625.

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 the Virginia Alliance for School Counseling (VASC), and the Virginia School Counselors Association (VSCA). All three of these organizations sponsor annual conferences and other opportunities for professional growth and development. 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. Information on VCA, VASC, and VACES is available at www.vcacounselors.org. Information on VSCA is available at
The Lynchburg Area Counselors Association (LACA) is the local VCA chapter. A representative of this organization makes a presentation each fall to the COUN 601 and COUN 625 classes. Membership in LACA is an excellent way to network with area counseling professionals and to become active in professional development and advocacy.

Additional Professional Affiliations

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

Counselor Organization for Professional/Personal Empowerment (COPE): The COPE student organization is designed to be the voice of the students in the Counselor Education Program at Lynchburg College. Their mission is to promote professional development, provide student representation through faculty liaison, encourage opportunities for students to connect through social and service opportunities, and to keep students abreast of current issues affecting the Counselor Education Program via newsletter and regular meetings.

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.”

Licensure in School Counseling

Information on the process for obtaining licensure in School Counseling can be found on page 23. 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 COUN 698.

Licensed Professional Counselor (LPC) Credential

The process for obtaining the LPC credential can be found on page 24, and will be discussed during the student’s enrollment in COUN 699. Additional licensure information is available at http://www.dhp.state.va.us/counseling, which is the State Board licensure website.
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 LC 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.

Financial Assistance
Several forms of financial assistance are available to graduate students. These include graduate assistantships, Student Guaranteed Loans, part-time employment at the College, 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.

Honor Code
All Lynchburg College Students are expected to be familiar with and to abide by the Honor and Student Conduct Codes. Lynchburg College’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 of 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.

Experiential Courses
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 for students, and relevant training in counseling supervision.
**Practicum**

Successful completion of COUN 601/625, COUN 605, COUN 620, COUN 614, COUN 670 and EDHD 602 are prerequisite to enrolling in practicum. In order to be considered for enrollment in Practicum, students must first be approved for experiential work by the Counselor Education Faculty. Students must also submit an Intent to Register form at least one semester prior to their planned enrollment in the classes. Intent forms must be submitted by September 15th for spring semester and February 1st for fall semester enrollment. Practicum enrollment is limited to six students, so it is important to plan this component of your studies proactively. **Students are required to purchase malpractice insurance prior to the start of the course and may be required to complete background checks prior to beginning their work at the Practicum site.**

Students complete a minimum of 100 hours in an appropriate off-campus site, either an agency or school, supervised by an individual there who holds credentials that meet the CACREP standards. In addition to site hours, students attend class and supervision sessions on campus.

**Internship**

The Counseling Internship is designed to be a full-time professional counseling experience and, in conjunction with the comprehensive examination, serves as the point of synthesis and the capstone experience of one’s studies in the field of counseling. Please note the following additional information about Internship:

1. Successful completion of the Practicum is prerequisite to enrollment in Internship.

2. The Internship course consists of both on-campus classes and a 600-hour site experience under the supervision of the college supervisor and a qualified site supervisor with appropriate credentials and work experience, according to CACREP guidelines.

3. Enrollment in Internship during the Summer term is limited to those students who have already completed one term of Internship. This policy is necessary due to the very limited amount of time during the Summer Term.

4. **Students must carry malpractice insurance during their internship experience and complete any requisite background checks as determined by the Internship site.**

**Group Supervision in Experiential Courses**

Group supervision for practicum and internship does not exceed 12 students. Each program’s practicum and internship group supervision are provided separately, meaning School Practicum receives supervision at a different time than School Internship and CMHC Practicum meets independently of CMHC Internship. Each section has a limit of 6 students. Each semester has a limit of 2 sections.
The Counselor Preparation Comprehensive Examination

The comprehensive examination in Counselor Education is the capstone academic requirement in the program of studies. The Lynchburg College Counselor Education program utilized the Counselor Preparation Comprehensive Examination (CPCE) for this purpose. The CPCE is typically offered once each academic term (Fall, Spring, Summer). **Students must complete the Application for the Comprehensive and submit it to the Office for Graduate Studies at least 4 weeks prior to the examination date.** The form is available on Moodle.

During the fall of each academic year, the Counselor Education Program Director 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. Other important information regarding the exam includes the following:

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 of CACREP. Students have four hours to complete the test. The exam costs $45. Payment is due the date of the exam and checks or money orders are made payable to the Center for Credentialing & Education, Inc. 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.
- 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.

- You can find two copies of the NCE Study Guide in the Reference section of the LC Knight-Capron Library. You can also find the *Encyclopedia of Counseling, Third Ed*-
There are also many free podcasts available. In 2008, ACA launched a series of podcasts aimed to help you save time and money as you strive to stay well-informed on professional issues. These podcasts—prerecorded interviews posted on the ACA website—can be downloaded to your computer so that you can listen to them at your convenience while at home or work. They also can be added to your iPod for use while taking a walk, on the treadmill, in the car, or whenever you have time.

• Study group can be another helpful resource. Groups often form from class discussion or through COPE, the student organization, or you may want to initiate your own study group.

Exam 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. If the exam is not passed a second time, an alternative format will be considered, such as open-ended questions covering the same eight content areas that comprise the CPCE.

Policy for the Recruitment of Students Representing a Multicultural and Diverse Society
The Counselor Education program at Lynchburg College 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 ethnically diverse students to apply and enroll at Lynchburg College;

2. Increase the number of ethnically diverse students;

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 edu-
cation of the Counselor Education students.

**Recruitment Activities**

Research in the area of the recruitment of minority students has identified the need for recruit-
ment 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, bro-
   chures, etc.);
2. Coordinate activities among designated staff within the Office of Enrollment
   Services, the School of Education and Human Development, Registrar's Of-
   fice, Financial Aid, Office of Institutional Change, and the Office of Multicul-
   tural Services to ensure a student's ready access to graduate program materials
   and to establish communication procedures designed to identify and matricu-
   late 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 cam-
   pus 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 pursu-
   ance 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 follow-
ning:

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.).

Forms

All forms, along with directions, are located on Moodle. To access Moodle, go to https://mylc.lynchburg.edu/mylc.asp and click on “Moodle” (on left side). Then, enter your user name and password (which will be the same as your Lynchburg College email account) and click “Log in.” Then click on “Graduate Counseling Students.” Here you will find all the required forms for the School Counseling Program (including Intent to Enroll in Practicum/Internship and 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 the forms and procedures as soon as possible. For example, the Candidacy for Degree form should be submitted after the student has successfully completed 12 credit hours. Intent to Enroll in Practicum/Internship 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.

Graduation and Beyond

Hooding Ceremony

The Lynchburg College Counselor Education Program holds a Hooding Ceremony at the end of the Spring semester for that year’s Fall, Spring and Summer graduates in the program. 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 first Hooding Ceremony was in the Spring of 2009 and was initiated by COPE. 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. 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.

**Reduced Tuition**

Graduates of Lynchburg College’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.

**Licensure in School Counseling**

The Lynchburg College degree is 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. Criteria for licensing in states other than Virginia can be found the American School Counselor Association (ASCA) website: [http://www.schoolcounselor.org/content.asp?contentid=242](http://www.schoolcounselor.org/content.asp?contentid=242).

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](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/](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.

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 Dr. Gail Brown, Lynchburg College Teacher Licensure Officer, at 434-544-8768 or brown.g@lynchburg.edu

**Licensed Professional Counselor Credentialing Guidelines**

The following information regarding the procedures and processes for obtaining the Licensed Professional Counselor credential is excerpted from *The Virginia LPC Application Process: A VACES Guidebook*, authored by Dr. Lennis Echterling of James Madison University as an initiative of the Virginia Association for Counselor Education and Supervision (VACES). It is reprinted here with the permission of VACES and Dr. Echterling. The entire document can be found on the VACES website (www.vaces.org).

**Specific Steps of Licensure**

The Virginia Board of Counseling (http://www.dhp.state.va.us/counseling/) is the professional organization which governs the granting of the Licensed Professional Counselor credential.

The Board’s descriptions of its policies and procedures include legalistic and bureaucratic terms that can seem confusing. Also, the Board’s instructions are complicated because they include provisions for those who graduated in other states, went through unaccredited counselor education programs, or graduated from master’s programs in related fields.

If your program is CACREP-accredited, then it is recognized as meeting the definition of a graduate degree program that prepares individuals to practice counseling and counseling treatment intervention, as defined in §54.1-3500 of the Code of Virginia. However, the Board does not accept CACREP accreditation as automatically meeting the standards for specific coursework, so be careful to use the official titles of your program at all times in your material. For example, if you inadvertently use the term “Counseling Psychology” to describe your training program, a reviewer will automatically refer your application to the Credentials Committee of the Board, which will require additional documentation of the program’s mission and descriptions of the credentials of faculty members. Remember—you have a degree from a counselor education program.

All applicants must have completed a training program from an institution of higher education that is accredited by, for example, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). For this and many other reasons, as a graduate of a Virginia-based counselor education program, the licensing process is a little simpler for you:

1. Register Your Supervision.
2. Submit LPC Application Materials.
Step 3. Take the Examination.
The sections below describe each step in detail and include suggestions for you to follow for successfully meeting the requirements of each step.

**Step 1. Registration of Supervision**
You can begin the first step of the licensure process only after you have fulfilled these two fundamental requirements:

1. You have completed the required 60 credit hours and hold a master’s degree in counseling from a regionally accredited college or university.
2. You have a counseling job that meets the requirements for a residency, including a qualified supervisor.

At this first step, it is crucial that you take care to provide all the required information, complete all the necessary forms, include all mandatory documentation, and sign at all the appropriate places on the forms. Unfortunately, you cannot begin to accumulate hours towards the supervised experience until you have received written approval from the Board, so delays at this point can be costly. You can obtain these forms at the Board of Counseling web site at [http://www.dhp.virginia.gov/counseling/](http://www.dhp.virginia.gov/counseling/). Currently, the most recent LPC Application Package is dated 11/26/2012 in the lower left-hand corner of the pages. The Board revises these forms and policies regularly, so be sure to check the website just before you submit your application to ensure that you are using the current forms.

**In order to register your supervision, you need to submit the following materials:**

1. **Registration of Supervision Form—LPC Form 1.** Both your supervisor and you have to complete this form, which is on pages 6 to 9 in the application package. You need to submit a supervisory contract stating the proposed plans for you to provide clinical services using recognized counseling and counseling treatment interventions while under the supervision of a qualified licensed practitioner who has at least two years of post-licensure clinical experience. Your supervisor must be licensed as a professional counselor, marriage and family therapist, substance abuse treatment practitioner, school psychologist, clinical psychologist, clinical social worker or psychiatrist in the jurisdiction where you are being supervised. At the November 2012 meeting, the Board of Counseling recommended that the regulations be changed to include only qualified Licensed Professional Counselors as approved supervisors; therefore, you will need to review the policies to see how this will be implemented by the time you begin residency. Your supervisor is required to assume full responsibility for your counseling activities and must verify and document your experience, including the delivery of 2000 hours of face-to-face clinical counseling services utilizing counseling treatment interventions as defined in the Code of Virginia.

2. **Official Transcript.** Enclose your official transcript from your counselor education program in an unopened, sealed envelope. The transcript must document that your institution has awarded your degree and that you have completed at least 60 graduate credit hours of coursework. Therefore, you cannot begin the licensure process the day that you graduate. It usually takes several weeks for the transcript auditors to determine that you have passed all your courses and fulfilled all the requirements on your application for
graduation. You can check your institution’s electronic transcript to see when it states that you have earned your degree. If you took courses at any other institution, then you need to document them with additional transcripts.

3. **Supervision Registration Fee.** Include a check payable to the Treasurer of Virginia in the amount of $50.00. This fee is non-refundable and non-transferable. If your supervisor changes, or you have more than one, then you need to pay an additional $25.00 and complete the form to register each of your supervisors.

4. **Coursework Outline Form—LPC Form 2-CO.** Submit a completed coursework outline form, which is on pages 16 and 17. Be sure to provide complete information on the code, complete title, semester hours, and university for every course you have taken. The first page of the form lists 13 required content areas listed. You must have a minimum of 3 semester hours or 4 quarter hours in each area. One course may count for one content area only. Check with your academic advisor to determine which courses in your curriculum satisfies these required content areas. The second page provides spaces in which you can identify the additional counseling courses you have taken to complete the entire 60 credits. Complete this form carefully and, just to be sure that reviewers can see that the courses reflect the required coursework content areas, you may want to add your institution’s graduate catalog course descriptions. If the course titles are unclear, you may need to submit syllabi as additional documentation.

5. **Internship Verification Form—LPC Form 2-VI.** You must submit this completed form, which documents that you have completed your required internship hours, in a sealed envelope. It is located on page 20. Your supervised internship involves a minimum of 600 supervised hours, including 240 hours of face-to-face client contact. You fill out the top half of the form and send it to your program official, along with a self-addressed, stamped envelope. The program official then completes the bottom section, signs the form, seals the envelope, and signs across the flap. Provide the official with the details of your internship, including the starting date of your internship, the total hours of direct client contact, and the total number of your internship hours.

Don’t confuse this form with the similar one that is required at Step 2. The later form, which is the Verification of Internship Hours Towards the Residency, is an option if you wish to apply your internship hours to the 4,000 required residency hours. The form required at Step 1 only documents that your training involved an internship of at least 600 hours.

6. **Official Job Description and Additional Optional LPC Form 1-CD.** Finally, you need to enclose an official description of your counseling job and the completed Form 1-CD. Your practice must include the following areas: counseling and psychotherapy techniques; appraisal, evaluation, and diagnostic procedures; treatment planning and implementation; and case management and record keeping. Your duties must emphasize your professional identity and function as a resident in counseling. The job should also reinforce professional ethics and standards of practice for counseling.
Use the Board’s checklist to ensure that your package is complete. Then carefully review all your forms to make certain that you have completely filled out every item, signed on all required lines, and dated the forms. Remember—the Board will return all incomplete applications. Ask a trusted colleague to review your material. Once you’re sure that all the forms are correct and complete, make copies of everything except the sealed documents. Send your application and payment to:

Virginia Board of Counseling  
9960 Mayland Drive, Suite 300  
Henrico, Virginia 23233

Step 2. Submit LPC Application Materials  
When you have completed your 4,000 clock hours of residency, you can then complete Step 2, which includes submitting additional forms and documentation, along with your check or money order, payable to the Treasurer of Virginia, in the amount of $140 for the application fee.

If you are working full-time, then your residency in counseling should take about two years. Most of alumni take advantage of the option to apply their internship hours to the residency hours, so you can add 600 hours if your program is not CACREP accredited and up to 900 hours if it is. As a result, you may finish your residency months earlier. Your residency should also involve at least 2,000 hours of direct client contact.

Another important component of your residency includes a minimum of 200 hours of supervisory sessions. That averages out to two hours a week if you are working full-time, but the Board requires that you have at least one hour of supervision every 40 hours of work. The Board also limits you to no more than 4 hours of supervision during any 40-hour work period. This upper limit prevents residents from piling on supervision hours during a short period of time merely to meet the requirement of 200 total hours. You can count group supervision as equivalent to individual supervision hours, but you are allowed to obtain only 100 hours of group supervision. As of now, at least half of your supervision hours must be with a qualified Licensed Professional Counselor, but as mentioned earlier, the Board of Counseling recently recommended that the regulations be changed to include only qualified Licensed Professional Counselors as approved supervisors. At this time, the recommendation has not been implemented, so the current policy is still in effect.

The Board’s instructions for completing Step 2 are unnecessarily complicated for anyone who has been following the current policies for Step 1. For example, you already should have turned in at Step 1 an official transcript, coursework outline, and verification of internship, so you do not have to submit them again. Therefore, below are the only additional forms that you need to supply at this step of the process.

1. Licensure Application—Form LPC 2. You need to complete this form, located on pages 12 and 13, sign and date it, and have it notarized. The Board will return all incomplete applications, which will significantly delay your application.

2. Verification of Supervision—Form LPC 2-VS. You complete the first part of this
form, which is on pages 14 and 15. Your supervisor then completes Part Two, signs, and dates it. You can help in this process by keeping logs of your residency and providing your supervisor with summaries of your hours of experience, direct client contact, individual supervision, and group supervision. Your supervisor also must document your competencies in the following areas: counseling and psychotherapy techniques; appraisal, evaluation, and diagnostic procedures; treatment planning and implementation; case management and record keeping; professional identity and function; and professional ethics and standards of practice. This form must be in a separate, sealed envelope with your supervisor’s signature across the seal. If you have had more than one supervisor, then each must submit a completed form.

3. Supervision Outline Form—Form LPC 2-SO. This form, located on page 23, is designed to accommodate information for up to seven supervisors during your residency. We hope that you have only one or two supervisors during this time! The basic information includes: supervisor name, dates of supervision, hours you worked per week, total hours, hours of direct client contact, hours of individual supervision per 40-hour week, total hours of individual supervision, hours of group supervision per 40-hour week, and total hours of group supervision.

4. Quarterly Evaluations—Form LPC 1-QE. During your residency, your supervisor completes a quarterly evaluation form at the end of each three-month period. It’s a great idea for you to begin your residency by noting in your calendar the dates for completing these evaluation forms. Throughout your residency, you need to collect these forms, located on page 10, in your licensure folder so that you can submit all of them at Step 2. Be sure that both your supervisor and you have signed and dated each quarterly form.

5. Verification of Internship Hours Towards the Residency—Form LPC 2-IR. Include this optional form, located on pages 18 and 19, only if you wish to have your internship hours considered towards your 4,000 hours of residency. You complete Part One of the form. The supervising faculty member completes Part Two, which includes a signature and date. Again, you can help in this process by using your internship log to provide your total number of internship hours, direct client contact hours, and supervision hours with the faculty supervisor. Finally, your on-site supervisor completes Part Three, signs and dates the form, puts it in an envelope, seals it, signs the back of the envelope across the seal, and returns it to you.

6. LPC Application Fee. Your $140 fee is non-refundable and non-transferable. Please make check or money order payable to the “Treasurer of Virginia.”

Just as you did at Step 1, carefully review all your forms for accuracy and completeness. Again, ask a detail-oriented colleague to review your material. Then, make copies of everything except the sealed documents. Send your application and payment to the address given above.

Step 3. Take the Examination.
Your final step towards licensure is passing the National Clinical Mental Health Counselors Examination (NCMHCE). After the Board has approved your licensure application, it will submit
your name to the National Board for Certified Counselors (NBCC). The Virginia Board then will send you an approval letter, an examination registration form, and a preparation handbook.

To register for the examination, which is administered each month, send your completed registration form and your payment of $195.00 for the examination fee. The Board submits approved candidate lists about six weeks prior to the next available examination.

The NCMHCE consists of 10 simulated clinical mental health counseling cases that are designed to sample a broad area of competencies. The cases assess clinical problem-solving ability, including identifying, analyzing, diagnosing and treating clinical issues. Each case is divided into about five to eight sections that are classified as either information gathering or decision-making.

The content areas for the NCMHCE include:

- **Assessment and Diagnosis**
  - Integrate client assessment and observational data
  - Identify precipitating problems or symptoms
  - Identify individual and/or relationship functioning
  - Identify relevant family issues

- **Counseling and Psychotherapy**
  - Inform client about ethical standards and practice
  - Clarify counselor/client roles
  - Implement individual counseling in relation to a plan of treatment
  - Evaluate referral information

- **Administration, Consultation and Supervision:**
  - Maintain case notes, records, and/or files
  - Determine if services meet client’s needs
  - Correspond orally with others to maintain professional communications
  - Assist clients with obtaining social services

You can find detailed information regarding NCMHCE study materials and workshops at http://www.nbcc.org/Exams/Study#NCMHCE.

About four weeks after you have taken the examination, NBCC will forward your scores to the Board office. If you receive a passing score, the Board then will issue your license.