

LENOIR-RHYNE UNIVERSITY



GRADUATE STUDENT HANDBOOK

DEPARTMENT OF COUNSELING & HUMAN/COMMUNITY SERVICES

**CACREP Accredited
COUNSELOR EDUCATION
MASTER'S (M.A) DEGREE PROGRAMS**

Clinical Mental Health Counseling
School Counseling

<http://www.lr.edu/counseling/handbook>.

TABLE OF CONTENTS

| | |
|---|----|
| <u>PROGRAM INTRODUCTION</u> | 1 |
| <u>Department Overview and Introduction</u> | 2 |
| <u>Master Degree Programs</u> | 5 |
| <u>Department Mission Statement</u> | 6 |
| <u>Purpose</u> | 7 |
| <u>PROGRAM OBJECTIVES</u> | 7 |
| <u>Clinical Mental Health</u> | 8 |
| <u>School Counseling</u> | 8 |
| Licensure..... | 9 |
| Certification | 10 |
| Professional Organizations | 10 |
| <u>POLICIES AND PROCEDURES</u> | 11 |
| <u>General Information</u> | 11 |
| <u>Admissions</u> | 11 |
| Financial Aid..... | 14 |
| Transfer Credits | 14 |
| Liability Insurance | 15 |
| Field Experience Fees..... | 15 |
| <u>COEHS Policy on Student Background Check</u> | 15 |
| <u>Student Diversity Recruitment Policy</u> | 17 |
| <u>Accommodations</u> | 19 |
| <u>Harassment and Discrimination</u> | 19 |
| <u>New Student Orientation</u> | 19 |
| <u>EVALUATION AND RETENTION POLICY</u> | 20 |
| <u>Academic Standards</u> | 20 |
| <u>Non-academic Standards</u> | 20 |
| <u>Student Evaluation Process</u> | 21 |
| <u>Student Evaluation of Program</u> | 23 |
| <u>COMPREHENSIVE EVALUATION SYSTEM</u> | 23 |
| <u>CORE Comprehensive Examination</u> | 23 |
| <u>Specialty Capstone Project</u> | 30 |
| <u>Review of Student Progress and Transition Points</u> | 31 |
| <u>STUDENT CHECKLIST</u> | 35 |
| <u>PROGRAMS AND PLANS OF STUDY</u> | 36 |
| <u>School Counseling</u> | 36 |
| <u>Program Plan of Study</u> | 38 |
| <u>Course Tiers</u> | 41 |
| <u>Clinical Mental Health Counseling</u> | 43 |
| <u>Program of Study</u> | 44 |
| <u>Course Tiers</u> | 47 |
| <u>Certificate in Christian Counseling</u> | 49 |
| <u>Program of Study</u> | 50 |
| <u>CLINICAL INTERNSHIP FIELD EXPERIENCES</u> | 51 |

| | |
|--|----|
| <u>INDEPENDENT STUDY POLICIES</u> | 53 |
| <u>Independent study contract</u> | 54 |
| <u>APPENDICES</u> | 56 |
| <u>Appendix A: Student Informed Consent Documentation</u> | 57 |
| <u>Appendix B: Application for Candidacy Admissions</u> | 62 |
| <u>Appendix C: Sample Student Professional Fitness Review Form</u> | 64 |
| <u>Appendix D: CORE Comprehensive Letter and Application</u> | 78 |
| <u>Appendix E: Specialty Comprehensive Examination Capstone Project</u> <u>(Directions, Evaluations and Rubric)</u> | 82 |
| <u>Appendix F: Ethical Standards</u> | 97 |
| <u>Appendix G: Counseling Faculty and Staff Contact Information</u> | 98 |

INTRODUCTION

The members of the faculty in Counseling welcome you and appreciate your interest in the programs in school or clinical mental health counseling. We hope that you enjoy your graduate counseling experience and benefit greatly from it. We also look forward to getting to know you better as you prepare to enter the counseling profession.

The student handbook for the Counselor Education Programs has been prepared as a way of communicating to students and prospective students the nature and spirit of the Counselor Education programs at Lenoir-Rhyne University. This handbook is designed to serve as a guide to provide a more detailed presentation of the programs and student expectations; it is NOT:

**A substitute for the Graduate School Catalog
or
Your academic advisor!**

Each student is responsible for meeting the deadlines outlined in the Graduate School Catalog and the Counselor Education Clinical Experiences Handbook. In addition, each student is expected to meet with their advisor as early as possible within the first semester of enrollment in the graduate counseling program to develop an official plan of study. After this initial meeting students are encouraged to continue meeting with their faculty advisor throughout their program of study when questions or support is needed.

Students are expected to study this handbook, consult it frequently and to be familiar with its contents. The materials outlined in the following pages are an attempt to help students understand the Counselor Education program from application to graduation. While an effort has been made to assure the accuracy of this handbook at the time of its printing, the enclosed are primarily guidelines, since not every eventuality may be foreseen. Changes in or elimination of provisions contained herein on any and all matters including courses, course descriptions, and program policy may be made and applied before the next handbook is published. Each student needs to work closely with an advisor. **Completion of all graduation requirements, while a concern of the advisor, is ultimately the responsibility of the student.** To this end, students will sign a document that outlines their responsibility to stay current regarding any prerequisites to course enrollment and deadlines for completion of requirements.

Graduate school is a wonderful and challenging opportunity that will demand extensive time and effort. You will be exposed to many new ideas, people and experiences. The Counseling Program faculty welcomes your interest and participation in a learning experience that will be stimulating, challenging, and enjoyable! The excellence of the program is predicated upon students and faculty working together to become better educated, more effective and more discerning individuals. Students' active contributions are expected, welcomed, and appreciated. We hope that you find this handbook useful. So that we can continue to improve the quality of the handbook in the future, we invite you to share with us in writing your ideas, suggestions and observations regarding its contents.

ONLINE ACCESS: <http://counseling.lr.edu/DocumentsandApplications>

GENERAL DEPARTMENT OVERVIEW

The counselor education programs within the Department of Counseling and Human/Community Services were established in the College of Education at Lenoir-Rhyne University in 1974.

Since that time, the department has grown to include a diverse faculty and support staff.

The Counselor Education programs currently offered within the Department of Counseling and Human/Community Services include: MA in Clinical Mental Health Counseling (61 credit hrs.); MA in School Counseling (52 credit hrs.); and an advanced certificate in Christian Counseling (18 credit hrs – Hickory campus only.).

The Lenoir-Rhyne Counseling program is accredited by CACREP (Council for Accreditation of Counseling and Related Educational Programs), Southern Association of Colleges and Schools (SACS), and the National Council for the Accreditation of Teacher Education (NCATE).

THE COUNSELOR EDUCATION PROGRAM

The Lenoir-Rhyne Counselor Education Program is offered in two locations. On the Hickory campus, the Counselor Education Program is housed in the College of Education located in the Rhyne Building. In Asheville, the Counselor Education Program is housed in the Center for Graduate Studies of Asheville located near the heart of downtown (<http://asheville.lr.edu>).

Due to the diversity of students within the counseling programs, the faculty attempt to accommodate all schedules by offering courses at varied hours during the week and some weekends, with some classes containing a web based component. It is important that students realize that faculty attempt to do their very best at accommodating the various schedules of our students, however, most classes are offered during the late afternoon and evening hours between 4 and 10 p.m., Monday through Thursday. During the Summer Semester, courses are offered either during the day or evening. Some weekend and online courses may also be made available. The Counselor Education Degree programs involve a high degree of participatory learning through small and large group activities. In order to meet learning objectives for the majority of course experiences, each student will be expected to arrive on time, and attend all classes. Therefore it is extremely important for the students to make every attempt to plan accordingly to attend classes. The faculty of the Counselor Education Programs recognizes that the pursuit of a graduate education demands a high degree of sacrifice and commitment on the part of the student, and work diligently to accommodate students accordingly.

The Lenoir-Rhyne University Counselor Education Program is designed to train professional counselors at the Master's level in the specializations of School Counseling and Clinical Mental Health Counseling. An important aspect of all programs within the department is the linkage between theory and practice. Students are involved in training experiences that represent the diverse contexts in which counselors are employed.

The School Counseling track prepares students to work as counselors in elementary, middle and secondary schools. This training is directly parallel to the training in clinical mental health counseling and offers didactic and experiential learning needed for the specific needs of the school setting. The Clinical Mental Health Counseling track prepares students to work in a variety of human service settings, including mental health centers, substance abuse centers, career counseling centers, hospital based mental health clinics, rape/crisis centers, mental health

orientated managed care programs, Employee Assistance Programs, and other public and private clinical mental health agencies offering counseling, consultation, and prevention services. The Counselor Education program is based on the model that effective counselor/practitioners must be more than mere clinicians. They must be professionals who are grounded in strong theory, knowledge, and skills that are based in the research and literature of the profession. Students must also have personal knowledge of their beliefs, values, biases and prejudices, and be able to integrate all aspects into their practice in an ethical and effective manner. The Counselor Education program at Lenoir-Rhyne University seeks to develop such professionals through active learning experiences, courses covering a variety of areas, and integrated field experiences with diverse populations of clients/students. Understanding and counseling clients of diversity is emphasized throughout the program.



Becoming a reflective practitioner involves an on-going process that can be conceptualized as a pyramid with the student's personal and professional knowledge forming the base. This base requires students to analyze and synthesize knowledge as they begin to formulate a professional identity and personal counseling style. Building on this foundation, the student progresses into the role-taker stage that is the mid-stage of the model. Critical thinking, decision-making, and implementation of knowledge and skills are emphasized in this stage. Students work to understand and utilize research data in the counseling process as they develop skills such as assessment, diagnosis, treatment planning and implementation. The student as role-taker learns how to apply knowledge and skills therapeutically. From the role-taking domain, students progress into the final stage of the model. The reflective practitioner domain is the pinnacle of the pyramid. As practitioners refine role-taking skills, they develop an intuitive ability to evaluate professional practices and processes. Students in this stage learn to adapt the counseling process to meet the needs of their clients. In doing so, they provide the best opportunity for client success.

Persons completing the Counseling Program are Reflective Practitioner-Scientists who demonstrate:

1. A high level of interpersonal communication skills, along with an appreciation for the racial and socio-cultural diversity of the populations with whom they will work;
2. A thorough knowledge of counseling theory and skill in a variety of counseling techniques that are useful with individuals and groups;
3. Skill in utilizing assessment techniques, research techniques, and career planning materials and techniques;

4. An understanding of the variety of activities involved in implementing programs in public school and community/agency settings—including treatment planning, diagnosis, consultation, program planning and coordination, group guidance and counseling, crisis intervention, drop-out prevention, and educational placement of exceptional individuals;
5. An understanding of the legal aspects of service delivery and an appreciation of the importance of practicing in accordance with the highest ethical standards of the counseling profession;
6. Self-knowledge related to therapeutic processes;
7. The ability to analyze and evaluate the effects of the therapeutic process.
8. A devotion to the improvement of, and subsequent changes in, counseling practice as determined through research and scientific inquiry.
9. Dispositional characteristics consistent with the professional body of literature

The master's degree is the entry-level degree for persons entering the counseling field. The counseling course of study is designed to begin during the fall semester. Although students are allowed to enter the program in the spring or summer semesters, course selection will be limited due to prerequisite courses that have been missed and will not be available until the fall semester.

PERSONAL COUNSELING

Counseling graduate students are encouraged by the faculty to seek personal counseling services for themselves during the time they are enrolled in the counselor preparation program. In keeping with the philosophy of counseling that counseling services can be helpful to all persons, not just individuals who have emotional or mental disorders, but for individuals who are functioning effectively as well, graduate students are encouraged to learn about themselves from being a client in a counseling relationship. In addition to self exploration, being a client provides counseling students with the opportunity to experience what they ask their clients to do, which helps counseling students empathize more fully with clients who seek counseling services.

Although counseling graduate students may engage in conversations with counseling faculty members regarding personal matters in the course of their studies, it is inappropriate for counseling faculty members to become a counselor for a counseling graduate student. Faculty members and counseling graduate students should maintain their roles as professor and student and all times and are not ethically allowed to engage in counseling or personal relationships.

LRU graduate students are entitled to free individual counseling sessions through LRU Career and Personal Development Center. Counseling students who seek services in the center should identify themselves as counseling graduate students so they will be assigned to mental health professionals who are not students themselves in the LRU Counseling Graduate Program. Privacy of counseling graduate students is insured by LRU Counseling Services staff members. Students on the Asheville campus may contact the Counseling Center for referrals in the Asheville area. Students who require additional support or specialized help will be referred to local resources. Off-campus costs are the responsibility of the students.

Counselors as well as other appropriate staff or community resources assist students in times of crisis or other emotional difficulties. If you are in need of an immediate appointment, during

regular office hours, you may contact Jenny Smith, MSW, LCSW, EdS at (828) 328-7252 or at jenny.smith@lr.edu. If you are in crisis and unable to reach the campus counselor, you may contact the Mental Health Mobile Crisis Unit in Catawba County at 877-327-2593 or Buncombe County at 888-573-1006.

In addition to counseling services provided to student on the LRU campus, counseling graduate students may seek counseling through private practitioners in the community. Students who seek counseling in the community may be eligible for third party reimbursement for counseling services if they have a personal health insurance plan that reimburses for such services. Students who seek private counseling services in the community are encouraged to utilize the services of Licensed Professional Counselors (LPCs).

MASTER'S DEGREE COUNSELING PROGRAMS

Master degrees in counseling are offered in school counseling (SC) and clinical mental health counseling (CMH). The CACREP, SACS and NCATE accredited Counselor Education programs' endeavors to assist students to meet the standards set forth by CACREP (Council for Accreditation of Counseling and Related Educational Programs). CACREP standards for accreditation can be found at <http://www.cacrep.org/>

Specially, the goals of this program are to provide students with the common core curricular experiences in the following eight content areas:

1. **Professional Identity** (Courses that emphasize and infuse this content include but not limited to: COU 510, COU 515, COU 520, COU 525, COU 580, COU 582, COU 590, COU 591, COU 592, COU 593)
2. **Social and Cultural Diversity** (Courses that emphasize and infuse this content include but not limited to: COU 535 (all counseling courses infuse social and cultural diversity components into the curriculum)
3. **Human Growth and Development** (Courses that emphasize and infuse this content include but not limited to: EDU 506)
4. **Career Development** (Courses that emphasize and infuse this content include but not limited to: COU 545)
5. **Helping Relationships** (Courses that emphasize and infuse this content include but not limited to: COU 505, COU 530, COU 555, COU 566).
6. **Group Work** (Courses that emphasize and infuse this content include but not limited to: COU 540).
7. **Assessment** (Courses that emphasize and infuse this content include but not limited to: EDU 505).
8. **Research and Program Evaluation** (Courses that emphasize and infuse this content include but not limited to: EDU 505).

DEPARTMENT MISSION STATEMENT

The faculty of the Counselor Education Program is dedicated to educating and training counselor education professionals to function in culturally diverse settings. Lenoir-Rhyne University is located in the foothills of the Blue Ridge Mountains. From this unique vantage point, we recognize the need to address the economic, educational, and social inequalities that prevail in our community. The program acknowledges a commitment both to the students who will pursue

preparation as professional counselors and to the larger public served by our graduates, for whom we all share a responsibility. It is due to this commitment that the faculty holds high standards in the process of training professional counselors. As a result, we expect our students to develop a commitment of service to others, and to the pursuit of excellence in the counseling profession.

The programs are designed to provide a challenging, yet supportive environment that promotes professional orientation, development of a counseling identity, practice, commitment to inquiry, and self-awareness. Graduate education in the Counselor Education program is designed to help students realize their potential as practicing counselors and administrators, engage in professional relationships, and develop a set of meaningful professional values. To this end, the program reflects current knowledge from lay and professional groups concerning current and projected counseling and human development needs of a pluralistic society. Cultural considerations are emphasized so that the experiences provided will be rewarding and useful in today's ever-changing society.

The faculty, recognizing the uniqueness of human beings, seeks to identify and extend the knowledge, skills, and dispositions that are required by counselor education practitioners. This emphasis on uniqueness is communicated to the graduate student so that he/she will be able to communicate the same acceptance to his/her clientele.

The faculty is dedicated to the recruitment, retention, education, and training of diverse counseling professionals. The faculty select, encourage, and retain students in the counselor education specialties who exhibit the potential to become competent counselors and administrators. In order to prepare competent practitioners, the faculty, through a program of planned educational experiences, attempts to assist our students in becoming knowledgeable, ethical, collegial and self-actualizing agents of change. The Counselor Education Program is based on the model that effective counselors must be more than technicians. Rather, they must be professionals who are aware of their personal values, beliefs, and biases, as well as possess vast knowledge and skills related to the profession of counseling. They must be able to analyze, synthesize, and apply their knowledge and skills, utilize research for professional judgments, and assess the effectiveness of their work in order to function as competent, ethical, reflective, practitioner-scientists. The Counselor Education Program seeks to develop such professionals through active learning experiences, course work that covers a variety of content areas, and integrated field experiences that provide counseling services to a wide range of clients/students. Multicultural and diversity issues are integrated throughout the program.

PURPOSE

The purpose of the master degree programs in counseling is to prepare students for entry-level professional positions as counselors in a variety of human service agencies such as public schools, community mental health centers, psychiatric hospitals, drug and alcohol treatment/counseling programs, private practice and college counseling centers.

Upon receiving the Master of Arts degree in counseling, students will meet course work requirements for eligibility to take the examination to become a National Board Certified Counselor (NCC) and Licensed Professional Counselor (LPC) in the state of North Carolina.

Students satisfactorily completing the School Counseling program requirements and receiving a passing score on the PRAXIS specialty examination will be eligible for licensure as a school counselor in North Carolina. For more information on the National Counselor Examination and becoming a Licensed Professional Counselor in the state of North Carolina please refer to the following web sites:

National Counselor Examination: National Board of Certified Counselors – NBCC
<http://www.nbcc.org/nce>

North Carolina Board of Licensed Professional Counselors – NCBLPC
<http://www.ncblpc.org/application-info/licensure-options>

DIVERSITY IN COUNSELOR EDUCATION

The Counselor Education faculty of Lenoir-Rhyne University is committed to diversity in all areas of the program. The curriculum infuses diversity issues within all courses and is designed to challenge students in their cognition, social, and intellectual abilities. The faculty is dedicated to educate and train counselor education professionals to function in culturally diverse settings and adhere to the American Counseling Association (ACA) and/or other appropriate Code of Ethics. The department is also committed to recruiting a diverse pool of applicants. As such through the admissions process, faculty seeks to recruit, admit, and retain a diverse student body.

PROGRAM OBJECTIVES

The Master of Arts degree in counseling is designed to prepare individuals for positions as professional counselors in agencies and/or school settings. The counseling program places primary emphasis on the development of strong ethical clinical skills. Upon receiving the Master of Arts degree in counseling, students will meet course work requirements for eligibility to take the examination to become a National Board Certified Counselor (NCC) and Licensed Professional Counselor (LPC) in the state of North Carolina. Students satisfactorily completing the School Counseling program requirements and receiving a passing score on the PRAXIS specialty examination will be eligible for licensure as a school counselor in North Carolina.

This section contains specific program objectives for both the Clinical Mental Health and School Counseling tracks, followed by information about licensure, certification, and professional organizations.

Clinical Mental Health Counseling Program Objectives

1. Recruit and select qualified graduate students with appropriate attention given to the inclusion of candidates from diverse populations.
2. Offer a graduate curriculum which reflects the preparation standards of the profession as articulated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
3. Educate graduate level counselors in knowledge, skills, attitudes, and philosophical orientations which facilitate their working effectively with diverse populations.

4. Cooperate with agencies, both in planning and evaluation of the program and in the provision of experiential studies for counseling students.
5. Gauge the mission of the program by developing and implementing planned procedures for systemic evaluation of program outcomes.
6. To prepare mental health counselors to effectively work with community and other agency personnel.
7. To qualify persons to be licensed
8. To provide mental health counselors with the understanding and skills related counseling needs in the environment in which they choose to work.
9. To enhance a high degree of self-understanding by mental health counselors.
10. To facilitate mental health counselors in being able to effectively communicate with diverse cultural groups.
11. To provide mental health counselors with knowledge about counseling across the life span.
12. To facilitate mental health counselors in obtaining human evaluation and research skills.
13. To facilitate mental health counselors in developing a high degree of sensitivity and acceptance of others.
14. To encourage awareness of responsibilities specific to a variety of Clinical Mental Health agencies.
15. To expect ethical practices of mental health counselors.
16. Develop counseling students' knowledge and appreciation of professional associations and understanding of the importance of active professional membership.

School Counseling Program Objectives (Includes NC School Counseling Standards)

1. To prepare school counselors to effectively work with students, teachers, administrators, and other members of the community.
2. To prepare school counselors who possess a high level of expertise in counseling appraisal, theory, skills, and intervention techniques.
3. To prepare school counselors for state licensure as school counselors.
4. To prepare school counselors who will implement a comprehensive and developmental school guidance and counseling program and who will serve as leaders and advocates within their schools.
5. To prepare school counselors who exhibit healthy self-awareness and understanding and reflect on their practice.
6. To prepare school counselors who counsel within the framework of the American Counseling Association and the American School Counselor Association ethical standards.
7. To prepare school counselors who counsel with sensitivity, caring, and an appropriate respectful approach in diverse environments.
8. To prepare school counselors to perform in a consultative capacity both within and outside of the school environment.
9. To prepare school counselors who demonstrate leadership, advocacy and collaboration.

LICENSURE

Licensed Professional Counselor

Each state licensing professional counselors has a statute (law) and regulations that clearly identify the educational, experience, exam, and other requirements necessary to be licensed in that state. Students are encouraged to request an application packet from the state where they intend to work and in which they would like to be licensed at least 3 months prior to their graduation from Lenoir-Rhyne University. Students who familiarize themselves with the requirements for licensure will be in a better position to seek employment and negotiate job conditions that are favorable for obtaining their licenses.

Licensure in North Carolina (<http://www.ncblpc.org/application-info/lpca>)

Students who earn a master's degree in counseling from Lenoir-Rhyne University will meet the educational requirements for LPCA licensure in the State of North Carolina. (This is an independent license with restrictions.)

As part of the application process, the applicant must obtain a **satisfactory score on the National Counselor Exam (NCE)** developed by the National Board of Certified Counselors (NBCC).

******The Lenoir-Rhyne Counseling Program is a CACREP Accredited Program (CACREP, which stands for the Council for Accreditation of Counseling & Related Educational Programs, is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's and doctoral degree counseling programs). As a CACREP accredited program, our students will have the opportunity to take the National Counselor Exam (NCE) during their last semester of internship. This examination is a requirement for LPCA licensure in the state of North Carolina. Please see the NCE website for additional information about the examination (<http://www.nbcc.org/NCE>). There is a fee for this examination. Students interested in taking the examination should contact the Clinical Coordinator Dr. Nikki Vasilas (nikki.vasilas@lr.edu) for additional information.**

In addition to the course and examination requirements, the state of North Carolina requires applicants to have **3,000 hours of counseling experience supervised by a Licensed Counseling Supervisor**. The North Carolina Board of Examiners in Counseling (NCBLPC) requires **prior approval** of the supervision contract for meeting this requirement. All necessary application requirements, fees and forms can be located on the NCBLPC website (<http://www.ncblpc.org/application-info/lpca>)

School Counseling Licensure and/or Certification

In order to practice school counseling, individuals need to meet the requirements for certification as a school counselor in the state in which they will be working. The requirements vary from state to state and students or prospective students are advised to seek information regarding the specifics from the state department of education in which they plan to work.

CERTIFICATION

Nationally Certified Counselor (NCC)

The Lenoir-Rhyne Counseling Programs are CACREP accredited (CACREP, which stands for the Council for Accreditation of Counseling & Related Educational Programs, is an independent agency recognized by the Council for Higher Education Accreditation to accredit master and doctoral degree counseling programs). The CACREP accredited programs allow our students the opportunity to take the National Certification Examination (NCE) during their last semester of internship. Please see the NCE website for additional information about the examination (<http://www.nbcc.org/NCE>).

If the candidate scores satisfactorily on the NCE and submits the required application paperwork, he/she qualifies as a Nationally Certified Counselor (NCC). More information about the benefits of this certification can be found on the NBCC web site: <http://www.nbcc.org/>.

PROFESSIONAL ORGANIZATIONS

Students are encouraged to join the American Counseling Association, and are further encouraged to become involved in state and national professional associations such as the North Carolina Counselors Association, and the divisions closely aligned with their specialty area, such as ASCA or AMHCA. Information can be obtained about these organizations on-line at <http://www.counseling.org>.

A benefit of student membership in the American Counseling Association is the opportunity to receive professional liability insurance for free. **Each student must obtain Professional Liability Insurance before they are eligible to enroll in the practicum or internship experiences. The student should be prepared to purchase this liability insurance during the COU 530: Counseling Techniques Course. An updated copy of the liability insurance or background check may be requested again before the practicum or internship applications will be processed.**

Each student must have counselor liability insurance (\$1,000,000 - \$3,000,000 coverage) in place before work at agency or school can begin. The student is responsible for submitting the appropriate liability insurance application to the ACA insurance trust. In addition, the student must present a copy of the insurance policy to be placed in the student file PRIOR to beginning the Practicum and Internship Courses (COU 580, 585, 590, 591, 592, 593). Failure to do so may result in the student being denied enrollment for internship. Students can obtain information on professional liability insurance on-line at <http://www.counseling.org>.

Counseling Honor Society

Another Professional Organization opportunity includes Membership in the International Counseling Honor Society, Chi Sigma Iota (CSI). This membership is by chapter invitation to both students and graduates of the chapter's counselor education programs. To be eligible students must have completed at least one semester of full-time graduate coursework (9 credits) in a counselor education degree program, have earned a grade point average of 3.5 or better on a 4.0 system, and be recommended for membership in CSI by the chapter including promise for a capacity to represent the best about professional counseling including appropriate professional behavior, ethical judgment, emotional maturity, and attitudes conducive to working to advocate for wellness and human dignity for all. For more information on Chi Sigma Iota please refer to the website (<http://www.csi-net.org/>) or contact one of the Lenoir-Rhyne Lambda Rho Chi

Chapter faculty advisors: Dr. Nikki Vasilas (nikki.vasilas@lr.edu) or Dr. Kerrie Fuenfhausen (kerrie.fuenfhausen@lr.edu).

Further professional development opportunities and involvement may occur through professional development activities with faculty members. These activities may include but are not limited to professional presentations, organizational involvement, and professional mentoring. The availability of these activities are discussed at the student orientation, brown bag lunch seminars, and announcements within the department.

POLICIES AND PROCEDURES

GENERAL INFORMATION

Several of the policies and procedures discussed here are outlined in more detail in the Graduate School Handbook and located on the graduate school website.

<http://www.lr.edu/admissions/graduate-and-licensure-programs>

ADMISSIONS

The Counselor Education program at Lenoir-Rhyne University offers the Master of Arts degree in the following areas of study: Clinical Mental Health Counseling (requires 61 hours of coursework), and School Counseling (requires 52 hours of coursework).

Admissions to the program is competitive and the department values diversity in its student population. Program applicants are selected based on their ability to succeed academically, personal qualifications necessary to function as professional counselors and appropriateness of professional goals.

ADMISSION REQUIREMENTS BY PROGRAM

Master of Arts in Counseling

The Division of Enrollment Management receives all applications for admission to graduate study. In efforts to facilitate a more efficient applicant review process the following application deadlines are required (*Subject to changes in the graduate school and program specific calendar*).

Applications are accepted year-round by the following deadlines:

Fall Semester: August 1
Spring Semester: December 1
Summer Semester: May 1

On average, our admitted students meet the following criteria:

- An undergraduate cumulative grade point average (GPA) of 2.7 on a 4.0 scale
- GRE or MAT Test Scores:
 - Minimum GRE combined verbal and quantitative score in the 35th percentile
 - Minimum verbal section in the 40th percentile
 - Minimum on the analytical writing sample of a 3.0 OR

- Miller Analogies Test (MAT) score of 390 or above

To be considered for admission, submit the following:

- Graduate Application
- Official transcripts from all colleges attended
- Official GRE or MAT scores
- Writing sample articulating your reasons for pursuing a masters in counseling
- Three recommendation forms filled out by individuals of the applicant's choice
- An interview with the program director may be required

Advanced Certificate in Christian Counseling

To be considered for admission to the Advanced Certificate Program an individual must meet the following criteria:

1. Hold a Master's degree from a regionally accredited institution in Counseling and have a GPA of 3.0 on a 4.0 scale; OR
2. Hold a Master's degree from a regionally accredited institution with a GPA of 3.0 on a 4.0 scale in a closely related discipline. Certain co-requisites may be required depending on previous graduate coursework completed; OR
3. Be a Master's degree student in Counseling at Lenoir-Rhyne University who is in good standing and has completed a minimum of 36 semester hours (of which must include COU 505 Counseling Theories, COU 530 Counseling Techniques, and COU 525 Professional and Ethical Issues in Counseling) in his/her degree program. Submit a scholarly written statement of his/her Counseling Philosophy that includes a rationale for applying to the Advanced Certificate Program in Christian Counseling.
4. Additionally, students must successfully complete an individual interview with a panel of designated faculty.

Public School Licensure Programs

Individuals who possess a baccalaureate degree from a regionally accredited institution may enroll at Lenoir-Rhyne University as a post-baccalaureate student in a Public School Licensure program. Public School Licensure students seeking admission to a program must:

1. Have one of the following, depending on licensure area:
 - a. an undergraduate minimum grade point average of 2.7 or better on a four point scale from a regionally accredited institution for licensure in a teaching area.
 - b. a master's degree in counseling or related area from a regionally accredited institution with a minimum GPA of 3.0 on a 4.0 scale if interested in a school counseling license.

2. Submit two professional recommendations (forms will be provided) from references who are familiar with the student's professional work. These should be from former supervisors, school principals, or employers. Applicants who have not had professional work experience (e.g., recent graduates) should provide letters of recommendation from college instructors who are familiar with their abilities. Letters of reference are an important piece of the application portfolio and may have a significant impact on the final admissions decisions.
3. Submit official transcripts of all course work from each institution attended with a completed application form and a non-refundable application fee to the Division of Enrollment Management.
4. Submit a certified background check conducted within six months of the application to Lenoir-Rhyne.
5. Submit passing scores on Praxis I or other qualifying exams as part of the application process if seeking initial licensure in a teaching area and if cumulative grade point average is below a 3.0. Praxis I scores are waived for students with a cumulative GPA of a 3.0 or higher.
6. Maintain a cumulative GPA of 2.7 to remain in the teacher licensure program and a 3.0 to remain in the school counseling licensure program.

After applying for admission to the Public School Licensure Program, the Program Coordinator of the licensure area for which the student has applied and the Director of School Licensure will evaluate the individual's transcript against the approved programs Lenoir-Rhyne University has with the Department of Public Instruction to determine courses that will be needed to complete a specific licensure program. Following transcript evaluation, the Teacher Education Council makes a formal admission decision then authorizes the Director of Teacher Education to release the results of the transcript evaluation to the individual in writing along with an official letter of admission to the Public School Licensure Program. In the evaluation of prior course work and the design of a program of study for an individual seeking admission for licensure, course work that was completed more than seven years prior to application or judged insufficient must be repeated or the licensure candidate must demonstrate proficiency through a program approved standardized assessment and/or portfolio. Applications must be approved prior to August 1 for students wishing to enter the fall semester. For spring semester, all paperwork must be approved by December 1, and the summer semester's paperwork must be approved by May 1.

ADMISSION TO GRADUATE SCHOOL VS. COUNSELING DEGREE PROGRAM

Applicants who accept an offer of admission and enroll will receive an informed consent agreement in regards to the master program policies, procedures and requirements stated in the masters' program handbook. A signed copy of the agreement will be retained in the student's file and a copy provided to the student. Applicants who accept admission should be informed that they are admitted as a Graduate Student and not a Counseling Degree Graduate Student. Students are not formally admitted into the Counseling Degree Programs until they successfully complete and pass 9 credit hours of graduate course work, receive appropriate interpersonal skill evaluations from graduate faculty members, and submit an application for candidacy.

GRADUATE ASSISTANTSHIPS

Counseling master's degree students are often awarded assistantships in various LRU offices including Athletics, Student Life, School of Fine Arts, Enrollment Management, Conference & Events, Advancement, & Institutional Research & Assessment. The graduate assistantships are posted each May on the Human Resource website under employment options. Students interested in these opportunities should follow the directions outlined by the human resource department and notify the Associate Director of Enrollment Management so that notices of open assistantships can be sent to them.

FINANCIAL AID

Students are encouraged to contact the Financial Aid Office if they are seeking financial assistance. The Office of Financial Aid administers a variety of federal, state, and institutional resources to assist motivated and qualified students to meet their cost of education. The services offered by Financial Aid are consistent with the University's mission as an institution of higher education. Through the Office of Financial Aid students find information about available resources and necessary forms to apply for available resources. Students interested in part-time employment can find information and opportunities on the LRU Human Resources Career Center Job Board.

SIX-YEAR LIMIT

Students must complete all program requirements within six years. Students who need an extension must write a letter to the Graduate Program Director requesting additional time.

TRANSFER CREDITS

A student who wishes to transfer credit earned prior to admission to a degree program at Lenoir-Rhyne University must submit a special request for evaluation of transfer credits through the graduate program director. Following admission to the degree program, the student should obtain written permission from the graduate program director before registering for a course at another institution with the intention of transferring the credit for that course toward a graduate degree at Lenoir-Rhyne University. In no case is a transfer of credit final without the signed approval of the graduate program director and the academic dean. If a transfer of credit is approved, the student should be aware that a **maximum of 9 semester hours** will be accepted. Exceptions include the COU 505 (Theories), COU 525 (Professional Orientation and Ethical Issues in Counseling) and COU 530 (Counseling Techniques) courses. These courses have an evaluative piece for the LRU graduate programs and must be taken with LRU faculty. Transfer credit will be given only for those courses were completed with a grade of B or better. Transfer credit for work completed prior to admission to Lenoir- Rhyne University must meet the following criteria:

1. A grade point of 3.0 on a 4.0 scale, or equivalent, must have been earned for each course transferred.
2. Transfer credit must have been completed within the six-year period preceding the completion of the program of study for the master's degree (student's graduation date).

Transfer credit for course work completed subsequent to admission to Lenoir- Rhyne must meet the following criteria:

1. Prior written approval must be obtained;
2. A grade point average of 3.0 on a 4.0 scale must be earned for each course;

3. No course may be taken for transfer credit during the semester in which the degree is to be awarded.

LIABILITY INSURANCE

All students in the Counseling program must have counselor liability insurance during the time they are enrolled in the Counseling program. The student should be prepared to purchase the insurance during the COU 530: Counseling Techniques Course. An update of the insurance will be requested at the time of the practicum and internship experiences application. In addition, each student should be aware that a background check and copy of the results will be required during the COU 510 and COU 520 Orientation Course Experiences. An updated background and insurance verification may be requested again before the student can enroll in any practicum or internship experience.

TASKSTREAM PORTFOLIO:

All students in the Counseling program must purchase an online portfolio account with Taskstream. Taskstream is an assessment tool used throughout the program as part of the comprehensive evaluation process. Students will be required to upload key assignments and program required documents throughout their studies. It is the student's responsibility to establish and maintain the account while enrolled in the LRU Counseling program. The account can be purchased at www.taskstream.com.

Instructions for establishing the account:

- 1.) Log onto the website at www.taskstream.com
2. You will select the option to create a new account. (You will then have to select the option to continue with a credit card purchase.)
3. You select the option- I am participating in a COLLEGE/UNIVERSITY program that requires Taskstream (student, faculty, etc.)
4. You will need to complete the required information to locate the university portfolio:
 - State: North Carolina
 - What type of institution attending: College/University
 - What college: Lenoir-Rhyne College
5. Select the Group: Student
Select the subscription you would like to pay for. It is up to you to select the rate that works best for you at this time. However, please be aware that you will have to have the subscription while enrolled in the Counseling program.
Once you have completed this process you will then be asked to create a user name and password. You will need to make sure you select your ROLE as a STUDENT. You do not have to add on any additional tools if you do not want. It will not be a requirement for the program.
6. Follow all remaining directions to complete the portfolio set up.

FIELD EXPERIENCE FEES

A field experience fee of \$125 is charged for each of the following practicum and internships, COU 580, 585, 590, 591, 592, 593. A practicum fee is required for COU 545 Career Counseling.

STUDENT BACKGROUND CHECKS

This policy is implemented in order to clarify the requirement for, and conditions that may arise from, a criminal background check as it applies to internships, practicum course work, and student teaching assignments made by the Lenoir-Rhyne University College of Education and Human Services (COEHS).

1. The Criminal History Check:

- a. All students of LR University requiring placements for clinical internship experiences or field study arranged for by the COEHS (student) are required to obtain a background check as a requirement. Field study includes any field experience or other work tied to a course, lab, internship, or service requirement of a program of the COEHS in which the student may come in contact with students in schools, or with other individuals who are clients of an agency.
- b. For all students, the background check will be conducted according to all sections of the following schedule that applies:
 - i. Students enrolled in the orientation courses for COU 510 and 520 will be required to complete the background check as a requirement for the course. If the student does not complete the requirement, the student should be aware that they will not be allowed to enroll in any further coursework beyond that semester until they have met the requirement and cleared the background check.
 - ii. At the point of application for the internship course experiences.
(RENEWAL OF THE BACKGROUND CHECK IS REQUIRED IF THE BACKGROUND CHECK IS OLDER THAN 1 CALENDAR YEAR FROM THE DATE PRINTED ON THE BACKGROUND CHECK).
- c. In order for the student to begin their field placement, the background check must be “clear,” that is, show neither a criminal history nor a history of inappropriate behavior toward children or potential agency clients. The Chair of the School will notify the student that their placement is canceled when a background check is received that is other than “clear.”
- d. A “clear” background check is defined as a report that shows no criminal charge (misdemeanor or felony), serious summary charge that is entered into a criminal history, or report from a governmental agency regarding inappropriate behavior with or toward children or potential agency clients. This background check will be conducted to examine the North Carolina, Federal, or other state records.
- e. A record other than “clear” may show evidence of the following, but is not limited to the following examples:
 - i. Any history indicating conviction, no contest or other similar plea that suggests that the student poses a threat to the physical safety of school students, agency clients or personnel, or behaves in a way that their integrity or honesty interferes with their professional performance. This includes, but is not limited to, inappropriate behavior involving drugs and alcohol.
 - ii. Any history with “no decision” or “pending” will also be considered as other than “clear” until such time that official evidence of disposition is presented that would show that charges are dismissed or withdrawn.
 - iii. A more complete list of examples of offenses that may result in a criminal

history are presented in the North Carolina Law, 115C-238.

- f. An outside vendor approved by the COEHS will complete the background check. The student will bear the financial responsibility for the background check.
- g. Ordinarily, a copy of the background check is maintained by the COEHS for the period of time that the student is enrolled as a student with LR University. Should it be the explicit policy of a school district or agency, a copy of the “clear” background check will be supplied to the entity with which the candidate will do their field experience. Assurance from any entity receiving such documentation will guarantee the security of the private and confidential information that may be a part of the background check.

2. The Appeal Process

- a. Any appeal of a denial of field placement based on the background check may be filed within fourteen (14) calendar days from the date of notification of such denial.
- b. An appeal shall utilize the following procedure:
 - i. Students in the School of Counseling and Human Services should submit the appeal to the Chair of the Department and the faculty review committee.
 - ii. The recommendation of the appellate committee will be forward with all pertinent documents to the Dean of COEHS. A decision of the Dean of COEHS, which may involve appropriate consultation with legal counsel of the University or of the NC-DPI, will be made and the decision will be communicated to the candidate in writing.
 - iii. Should the candidate desire to appeal the decision of the Dean, such appeal should be in writing 14 (fourteen) days of notification and will be directed to the Provost of the University. The Provost will render the final decision in this process.

Students will be required to complete the back ground check with CertifiedBackground.com, which is a service that allows you to purchase your own background check. The results of a background check are posted to the CertifiedBackground.com web site in a secure, tamper-proof environment, where the student, as well as the school can view the results. Each student will need to complete the check and print a copy of the results as verification to be submitted in the COU 510 or 520 Course experience. If a student does not provide verification of this requirement they will not be able to enroll in any additional course work until this requirement has been successfully completed.

How to order your background check.....

- 1.) Go to www.CertifiedBackground.com and click on “Students”.
- 2.) In the package code box, enter the package code: EO50
- 3.) Select a method of payment. CertifiedBackground.com accepts Visa, MasterCard, and money orders.

PLEASE BE AWARE THAT A BACKGROUND CHECK IS ONLY GOOD FOR 1 YEAR AND MUST BE COMPLETED AGAIN WHEN YOU APPLY FOR YOUR PRACTICUM AND INTERNSHIP EXPERIENCES. EVEN IF YOU ARE EMPLOYED AND HAVE

COMPLETED A BACKGROUND CHECK WITH YOUR EMPLOYER, EACH STUDENT
MUST COMPLETE THE LR REQUIREMENTS.

If a student has any questions about the background check and the expectations please refer to the LR Student Handbook, the LR Internship Professional Experiences Handbook, or contact the Clinical Coordinator of the Counseling Program Dr. Nikki Vasilas (nikki.vasilas@lr.edu or 828-328-7825).

STUDENT DIVERSITY RECRUITMENT POLICY

The policy of the Counselor Education programs is to recruit students from diverse backgrounds and those from traditionally under-represented groups in the counseling profession. Lenoir-Rhyne University represents a diverse student population to include students from different cultures, race, socioeconomic status, disability and international countries. This diversity provides each student, faculty and staff the opportunity to enrich themselves intellectually and culturally. LRU is a dynamic private institution where cultural diversity and learning go hand in hand.

The Counselor Education faculty of Lenoir-Rhyne University is committed to diversity in all areas of the program. The curriculum infuses diversity issues within all courses and is designed to challenge students in their cognition, social, and intellectual abilities. The faculty is dedicated to educate and train counselor education professionals to function in culturally diverse settings and adhere to the American Counseling Association (ACA) and/or other appropriate Code of Ethics. The department is also committed to recruiting a diverse pool of applicants. As such through the admissions process, faculty seeks to recruit, admit, and retain a diverse student body.

In efforts to recruit diverse student and faculty the Counseling Faculty make attempts to attend recruitment fairs to include but not limited to (Historically Black Colleges and Universities/Private Institutions with a spiritual orientation). In addition the faculty and staff of the Department of Intercultural Student Services at Lenoir-Rhyne University seeks to be a nationally recognized liberal arts university of choice – known for our excellence in building leaders for tomorrow, developing patterns of lifelong learning, positioning our graduates for success in their professional, personal and spiritual lives and providing an unparalleled quality of caring within our university community.

Lenoir-Rhyne University espouses a set of values designed to inform us, as members of this educational community, in our personal development and our interactions with others. These values establish our principles of operation as an organization. They furnish guidance and assurance to each member of our community, and they help us to see how everyone's contributions improve the life of our college. These principles are made manifest through our daily actions, and they are fully realized only when embraced by everyone in our community. Constant and consistent attention to these core values will cultivate the continuous improvement of our institution, will assist us in the achievement of our mission, and will direct us toward realizing our vision as a college.

Excellence... We will strive for excellence in everything we do. We will continuously cultivate our intellectual, physical, and spiritual growth. We will develop

our talents and abilities to their fullest extents.

Integrity... We will act with integrity at all times. We will respect and be honest with each other. We will take personal responsibility for our words and our actions.

Care..... We will care about others in our learning and working relationships. We will be responsible stewards of our resources. We will support each other and work together toward the common good.

Curiosity... We will learn from our community, past and present. We will confront important issues with humility and open minds. We will embrace the gains attained from the diversity of people and perspectives.

Finally, the department has made a commitment to integrate issues related to multicultural counseling (awareness, knowledge, and skills) and diversity throughout the curriculum and syllabi are reviewed routinely to ensure that this commitment is being met.

ACCOMMODATION POLICY

Flexibility is provided within the curriculum to accommodate any students identified pursuant to the ADA (Americans with Disabilities Act). It is the responsibility of the student to notify the university coordinator for the Office of Disability Services and instructor of specific reasonable accommodations. Accommodations for students with disabilities are coordinated through the Student Disability Services office. The office seeks to provide provisions of reasonable accommodations for students with physical, emotional, or learning disabilities.

Accommodations are individualized, flexible, and confidential based on the nature of the disability and the academic environment in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students are encouraged to consult with the Disability Services staff early in the semester, preferably prior to the first day of class. Current documentation of a specific disability from a licensed professional is needed.

Additional information or appointments are available from Student Disability Services (<http://disabilities.lr.edu/>). The office is located in the Cromer Center. The hours of operation are Mon.- Fri. 8 a.m. to 4 p.m. For additional information or questions please contact Sherry Proctor, Coordinator sherry.proctor@lr.edu or by phone at (828) 328-7296.

HARASSMENT AND DISCRIMINATION

The Department of Counseling and Human/Community Services adheres to the Lenoir-Rhyne University Harassment and Discrimination Policy. Any form of discrimination or harassment related to a person's race, color, sex, religion, national origin, age, or physical or mental disability is a violation of this policy. This policy protects all university students, staff and employees. A copy of the policy and steps for filing a complaint may be found in the The Cub, which is the Lenoir-Rhyne University Student Handbook. Students filing a complaint may directly contact the Office of the Provost or Student Affairs for more information. Faculty, staff and other employees may contact the Office of Human Resources.

NEW STUDENT ORIENTATION

During the fall and spring semester of each academic year, an orientation for new students is

held. The aim of the orientation is to provide an overview of the programs and relevant policies and procedures. At this time a copy of the student handbook will be disseminated to all incoming students. Students will be required to acknowledge receipt of the handbook in writing by signing the consent form attached in the appendix of this handbook. In addition, an opportunity is provided for new students to meet faculty and other students within and outside of their respective program areas.

ADVISEMENT

Notification about assigned advisor(s) is made in the acceptance letter from the Graduate School. Students are strongly recommended to contact their advisors prior to registration for each semester. Changes of major and advisor forms are available in the Registrar's Office located in Lohr Hall. Some registrar forms may be obtained from the Registrar's webpage: <http://registrar.lr.edu/forms>

EVALUATION AND RETENTION POLICY

The Code of Ethics and Standards of Practice of the American Counseling Association states that [counselor educators] ... assist students and supervisees in securing remedial assistance when needed, seek professional consultation and document their decisions to dismiss or refer students for assistance, and ensure that students have recourse in a timely manner to address decisions to require them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures (Section F.9.b) Therefore, students in the Counselor Education program at Lenoir-Rhyne University are evaluated on a regular basis on both academic and nonacademic standards.

ACADEMIC STANDARDS

- A minimum grade of B- must be attained in all course work to obtain graduate credit. If a grade below a B- is obtained, the student will be asked to re-take the course.
- A cumulative B average (GPA of 3.0) must be maintained across all graduate level courses.
- Students unable to meet these requirements become ineligible for graduation and are placed on academic probation. The student will remain on probation until an additional 9 credit hours have been attempted. Those unable to remove the probationary status are subject to academic dismissal.
- Withdrawal from a course while on probation will not be allowed.
- If a student does not pass a course or is asked to repeat a course based on faculty observation of skill or remediation plan the student should be aware that they will be responsible for all course fees. No credit will be given for course work already taken.

GRADE GRIEVANCES

In all instances, the Department of Counseling and Human/Community Services adheres to the Lenoir-Rhyne University Student Academic Grievance Policy. This policy provides a means for students to resolve academic grievances resulting from actions from faculty and administration. This policy, types of grievances, grievance committee description and procedures, and policy revisions may be found in the The Cub.

NONACADEMIC STANDARDS

In addition to maintaining high scholastic standards, students enrolled in the program must develop skills necessary to work with people with diverse needs. The faculty expects prospective counselors to:

- be committed to personal growth and professional development;
- demonstrate appropriate social skills;
- be concerned about people;
- demonstrate emotional and mental fitness in their interactions with other students and faculty;
- be able to receive and give constructive feedback; and
- use the skills and techniques that are generally accepted by others in the profession.

Further, students are expected to adhere to the codes of ethics of professional associations (e.g., American Counseling Association (ACA), American School Counselor Association (ASCA), American Mental Health Counseling Association (AMHCA), National Board of Certified Counselors (NBCC) and the relevant regulatory boards of the state of North Carolina.

A student's acceptance in the program does not guarantee his or her fitness to remain in the program. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue in the program. Students will be continuously evaluated by faculty for their interpersonal fitness. However, a formal evaluation will be completed once the student has successfully passed 12 credits of graduate course work. Faculty members will complete an interpersonal dispositions checklist (*see sample attached in appendix*) on each student in the program. **If the student does not meet the requirements academically or interpersonally they may not be accepted into the Counseling Degree Program and may be dismissed as a graduate student.** If the student is allowed to continue, he/she will be accepted provisionally and receive a remediation plan that will be reviewed periodically for continued enrollment in the program.

STUDENT EVALUATION PROCESS

Members of the faculty evaluate student fitness and performance on an annual basis. The faculty make judgments as to the students professional fitness and performance based on observations of course performance, evaluations of students performances in simulated practice situations, supervisor's evaluations of students' performances in clinical situations, and their adherence to their discipline's codes of ethics. A series of formal evaluations are conducted at key stages of the student's education, which include successful completion of tier I courses, admission to candidacy, which is the successful completion of the first 9 credits of graduate coursework, and prior to enrollment in Practicum and/or Internship.

Faculty will identify additional help students may need to be successful, and to recognize outstanding achievements of students in their work. In addition to reviewing students' academic performance, students' professional fitness will be evaluated using the Professional Fitness Review Form (*See sample attached in Appendix B*). All students will receive feedback after any formal evaluation if a deficiency is noted. A copy of the professional fitness review form will be maintained in the student file. If a student is not contacted by a faculty member but would like to know more about the evaluation he/she will need to contact their advisor for further

information. If a student is not making satisfactory progress as evidenced by grades and/or professional/personal behaviors, the faculty advisor will meet with the student to discuss evaluation.

On rare occasions, faculty may become concerned about a student's suitability for entry into the counseling profession even though the student may be evidencing satisfactory performance in academic course work. For example, if a student's professional integrity, mental stability, skill level, or professional development is deficient.

Examples of behaviors that may be evidence of professional impairment include but are not limited to the following:

- violation of professional standards of ethical codes;
- inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency;
- behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements;
- interpersonal behaviors and interpersonal functioning that impairs one's professional functioning;
- inability to exercise sound clinical judgment, poor interpersonal skills, and pervasive interpersonal problems; and
- unwillingness to participate in classroom discussions or other required group activities

An effort will be made to identify the problem and to work out a solution with the student and the program. Student difficulty noted by the individual professor, and the following procedures will be used:

- Professor initiates a meeting with the student to discuss his/her concerns;
- Faculty member presents in writing his/her concern to the department chair;
- The concerns of the faculty member are discussed in a faculty meeting;
- Advisor-student conference in which the concerns of the department are shared with the student and an agreement of remedial steps is contracted;
- The advisor presents the contract to the other faculty members;
- The advisor will monitor subsequent progress in carrying out the recommendations of the Program Faculty;
- The advisor presents an evaluation to Program Faculty;
- The advisor provides feedback to the Program on progress; and
- A student not satisfied with the decision can follow up with the Graduate Student Academic Grievance Committee as outlined in the Graduate School Handbook (The Cub).

If it is deemed that a student's professional fitness is in question, the faculty may recommend the following actions:

- A formal reprimand;
- Additional practicum and/or clinical work; (The student will be responsible for all additional course fees.)

- Personal mental health counseling (individual or group);
- Temporary leave of absence from the program;
- Additional academic course work; (The student will be responsible for all additional course fees.)
- Additional supervision;
- Formal probation;
- Encouragement to withdraw from the program; and
- Formal dismissal from the program.

All incoming students will be presented with a student handbook that includes this retention and evaluation policy. Each student will be asked to sign an informed consent that confirms they have read and agree to the evaluation and retention policies of the Counselor Education Program at Lenoir-Rhyne University. A copy of the signed informed consent must be completed and submitted to the faculty upon admittance to the program. This signed consent form will be retained in the student file (*See Informed Consent Form: Appendix A*).

STUDENT EVALUATION OF PROGRAM

All currently enrolled students are asked to complete an online survey each spring of their enrollment. The survey is intended to assist faculty in their program evaluation efforts. Additionally, students have an opportunity to evaluate individual courses and instructors throughout their enrollment. Graduates are contacted shortly after they graduate, and periodically thereafter to solicit their opinions about the program, faculty, department, and clinical experiences. Graduates and students currently enrolled in the program are encouraged to provide current contact information.

ENDORSEMENT POLICY

Student requests for endorsements are to be directed to appropriate individual faculty. Decisions about the appropriateness of an endorsement for professional credentialing and/or employment will be based on the student's area of specialization, training and/or course work completed. These requests will be addressed on an individual basis relevant to the specific endorsement being sought and the qualifications of the student requesting the endorsement. Under no circumstances will students be endorsed for employment outside their area(s) of demonstrated competence.

COMPREHENSIVE EVALUATION SYSTEM

There are specific requirements for student evaluation and graduation (specific exams) that may require an application fee and registration. (Taskstream; Counselor Preparation Comprehensive Examination [CPCE]).

TASKSTREAM PORTFOLIO:

All students in the Counseling program must purchase an online portfolio account with Taskstream. Taskstream is an assessment tool used throughout the program as part of the comprehensive evaluation process. Students will be required to upload key assignments and program required documents throughout their studies. It is the student's responsibility to establish and maintain the account while enrolled in the LRU Counseling program. The account

can be purchased at www.taskstream.com.

Instructions for establishing the account:

- 1.) Log onto the website at www.taskstream.com
2. You will select the option to create a new account. (You will then have to select the option to continue with a credit card purchase.)
3. You select the option- I am participating in a COLLEGE/UNIVERSITY program that requires Taskstream (student, faculty, etc.)
4. You will need to complete the required information to locate the university portfolio:
 - State: North Carolina
 - What type of institution attending: College/University
 - What college: Lenoir-Rhyne College
5. Select the Group: Student
Select the subscription you would like to pay for. It is up to you to select the rate that works best for you at this time. However, please be aware that you will have to have the subscription while enrolled in the Counseling program.
Once you have completed this process you will then be asked to create a user name and password. You will need to make sure you select your ROLE as a STUDENT. You do not have to add on any additional tools if you do not want. It will not be a requirement for the program.
6. Follow all remaining directions to complete the portfolio set up.

CORE COMPREHENSIVE EXAMINATION

The CORE Comprehensive Examination also known as the Counselor Preparation Comprehensive Examination (CPCE) is given as the written part of the Comprehensive Examination. The CPCE is a standardized exam to assess graduate counseling students' knowledge of counseling information. The CPCE covers the eight common-core areas as defined by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) in its' Standards for Preparation.

The purpose of the CPCE is to assess counseling students' knowledge of information viewed as important by counselor preparation programs. Students enrolled in the Counselor Education programs are required to take and pass the CORE Comprehensive Examination (CPCE) before they will be eligible for enrollment into any internship experiences. The CORE Comprehensive Examination will be given once in the fall, spring, and summer semesters. (The application for the CORE Examination is attached in the appendix.)

Students must complete the required course experiences as outlined in the program handbook before they are eligible to register for the CORE Comprehensive Examination. It is the student's responsibility to meet with an advisor and ensure that course experiences are met in a timely manner. If a student is unable to follow the preferred sequence of class experiences as outlined in the program of study, it will be the student's responsibility to submit in writing to all Counseling Faculty the reasons for this exception and must include a plan of action to meet the required course experiences in a timely manner. Once this letter has been received and reviewed, the Counseling Faculty may request an interview with the student before accepting or rejecting the proposal. The student should be aware of the graduate school and Counseling program specific deadlines. If the student misses a deadline the request will not be reviewed

until the next semester of enrollment. No exceptions will be granted.

Required Core Courses:

- COU 505: Counseling Theories
- COU 524: Psychological and Educational Testing and Appraisal
- COU 525: Orientation and Ethical Practices of Professional Counseling
- COU 530: Counseling Techniques
- COU 535: Diversity Issues for the Helping Profession
- COU 540: Group Counseling
- COU 545: Career Counseling
- COU 550: Psychopathology Diagnosis and Treatment Planning
- COU 555: Consultation Process and Crisis Intervention
- EDU 505: Research and Statistical Methods
- EDU 506: Child, Individual and Family Development

Program Specific Requirements:

- COU 510: Introduction and Foundations of School Counseling (Not a required course for CMHC track)
- COU 515: Advanced School Counseling and Practicum (Not a required course for CMHC track)
- COU 520: Clinical Mental Health Counseling (Not a required course for SC track)
- COU 549: Addictions Counseling (Not a required course for SC track)
- COU 566: Advanced Counseling Techniques (Not a required course for SC track)

PREPARATION FOR THE CPCE

Prior academic success in core coursework does not provide assurances that students will perform well on the exam, as skills in retention and integration of material mastered in coursework are assessed in the comprehensive exam. While core course content may have been learned at the time the course was taken, significant preparation will be required to demonstrate mastery of terms and of knowledge competencies in coursework taken some time ago.

Therefore, students are encouraged to begin preparation for the comprehensive examination at the beginning of their academic career at LRU, and continue their preparation as they complete their core courses. This provides opportunities to ensure that terms are learned and understood at the time they are taught. Furthermore, this reduces the need for students to prepare for the exam by cramming material from all core courses.

There is not an 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. The Counseling department at LRU does not have a preparation guide and does not endorse any particular guide.

Suggestions in preparing for the examination:

- Consider forming a study group with other students taking the examination
- Review all textbooks, handouts, class notes, and suggested review materials for all of the courses that will be included on the examination
- Relax. A certain amount of stress is beneficial; too much is detrimental
- Read each question carefully; students need to know exactly what is being asked

FORMAT OF THE CPCE

The CPCE consists of 160 items with 20 items per CACREP area. Of the 20 items per section, 17 will be scored; the remaining three will be pretest items that are not identified to the student. The purpose of imbedded pre-testing is to generate actual score performance data on items. This allows CCE to select items for future test construction that have the most desirable psychometric attributes. Scores for each section and a total score will be reported for each student. The CCE will provide statistics on the program's students as well as national data. Each institution is responsible for determining a minimum criterion score for their students. A demographic questionnaire will be included on the answer sheet for research purposes. Students are allowed four hours to complete the examination.

The Counselor Education faculty have determined that in order to obtain a passing score a student's score must not fall below 1 standard deviation below the national mean of the most recent norms for the examination. The following policies apply with respect to the CPCE and program completion:

1. A cumulative passing score being greater than 1 standard deviation below the national mean of the most recent norms for the examination. (If a student passes the overall examination but fails a subsection within the exam, the faculty will schedule an oral examination for the student. During this exam the student will be presented with specific application questions related to the failed content. If the student does not meet the expectations of the oral exam a remediation plan will be developed which could include a delay in beginning the internship experience and re-enrolling in the failed content course experience. If the student successfully passes the oral component of the exam, the student will be granted access into the internship course experience. In addition to the oral exam or remediation plan, if the student receives a cumulative passing score on the exam, but fails specific content areas or scores below the national mean on the content areas it is advised that the student seek additional educational and experiential opportunities to build competency in these areas, especially before they register to take the NCE.)
2. A student who does not receive a passing grade for the entire test must meet with his/her advisor to discuss strategies for preparing to take the examination again. (A student has a maximum of 2 opportunities to take and pass the exam. The student should also be advised that he/she will be unable to register for and complete the internship requirements until they are able to take and pass the examination. Students who are unable to successfully pass the exam on the first attempt should be aware that additional semesters will be added to their projected graduation date.)
3. The faculty will determine when the examination will be administered again for those who failed the examination. If the student is required to take the examination again, the student will be responsible for any testing fees that incur.

4. A student who does not make a passing score on the second administration of the examination must meet with his/her advisor and the primary faculty of the student's specialty area. If the student is unable to successfully pass the exam on the second attempt the following could be considered and is based on the individual performance and needs:
 - The student may be dismissed from the program and encouraged to transfer to another degree concentration area. In addition, the student should be aware that he/she will be unable to complete all the degree requirements and will be unable to graduate.
 - The student and counseling faculty will review the examination results and develop a remediation plan for the student to successfully complete those areas of the examination where the student did not meet competency level. This plan could include retaking courses and/or additional clinical experiences and supervision. This remediation plan will be incorporated into the student's portfolio.

The following is a list and description of the eight core areas of study:

- 1. Professional Identity** - studies that provide an understanding of all of the following aspects of professional functioning: (COU 520, COU 525, COU 510)
 - a.) history and philosophy of the counseling profession, including significant factors and events;
 - b.) professional roles, functions, and relationships with other human service providers;
 - c.) technological competence and computer literacy;
 - d.) professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
 - e.) professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - f.) public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
 - g.) advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
 - h.) ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

- 2. Social and Cultural Diversity** - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following: (COU 535)
 - a.) multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
 - b.) attitudes, beliefs, understandings, and acculturative experiences, including

- specific experiential learning activities;
- c.) individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;
- d.) counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
- e.) theories of multicultural counseling, theories of identity development, and multicultural competencies; and
- f.) ethical and legal considerations.

3. Human Growth and Development - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following: (EDU 506, COU 560)

- a.) theories of individual and family development and transitions across the life-span;
- b.) theories of learning and personality development;
- c.) human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
- d.) strategies for facilitating optimum development over the life-span; and
- e.) ethical and legal considerations.

4. Career Development - studies that provide an understanding of career development and related life factors, including all of the following: (COU 545)

- a.) career development theories and decision-making models;
- b.) career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
- c.) career development program planning, organization, implementation, administration, and evaluation;
- d.) interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
- e.) career and educational planning, placement, follow-up, and evaluation;
- f.) assessment instruments and techniques that are relevant to career planning and decision making;
- g.) technology-based career development applications and strategies, including computer-assisted career guidance and information systems and appropriate world-wide web sites;
- h.) career counseling processes, techniques, and resources, including those applicable to specific populations; and
- i.) ethical and legal considerations.

5. Helping Relationships - studies that provide an understanding of counseling and consultation processes, including all of the following: (COU 505, COU 515, COU 520, COU 530, COU 540, COU 555, COU 560, COU 549)

- a.) counselor and consultant characteristics and behaviors that influence helping

processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

- b.) an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
- c.) counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
- d.) a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;
- e.) a general framework for understanding and practicing consultation. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;
- f.) integration of technological strategies and applications within counseling and consultation processes; and
- g.) ethical and legal considerations.

6. Group Work - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following: (COU 540)

- a.) principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b.) group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
- c.) theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d.) group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
- e.) approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;

- f.) professional preparation standards for group leaders; and
- g.) ethical and legal considerations.

7. Assessment - studies that provide an understanding of individual and group approaches to assessment and evaluation, including all of the following: (COU 524, EDU 505, COU 550)

- a.) historical perspectives concerning the nature and meaning of assessment;
- b.) basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
- c.) statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
- d.) reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
- e.) validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
- f.) age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;
- g.) strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
- h.) an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
- i.) ethical and legal considerations.

8. Research and Program Evaluation - studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: (EDU 505)

- a.) the importance of research and opportunities and difficulties in conducting research in the counseling profession,
- b.) research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
- c.) use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
- d.) principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
- e.) use of research to improve counseling effectiveness; and
- f.) ethical and legal considerations.

SPECIALTY CAPSTONE PROJECT

The specialty capstone project is also a required part of the Comprehensive Evaluation System.

The specialty capstone project is a holistic method of evaluation that assesses growth and ability to plan, reflect and evaluate one's own progress and professional development. The purpose of the specialty capstone project is to meet the goals of the Comprehensive Evaluation System which is to ensure that students have attained the competencies and demonstrated the abilities specified for program graduates by the faculty of the Counselor Education program. The specialty capstone project will have a written, clinical video/audio demonstration and oral component.

The written and video components of the specialty capstone project are to be completed during the first internship course experience. Once the specialty project has been received and reviewed by all Counseling Faculty, a meeting will be scheduled with the student for an oral component of the examination during the second internship. The student should be aware of and adhere to the deadlines and requirements for submission. (*Project Directions and a scoring rubric are attached in the appendix*). If a student misses the deadline or does not follow the submission expectations, the student should understand that the specialty project will not be accepted. (No exceptions). If the specialty project is not accepted the student should understand that their graduation will be delayed at least one semester. If the project is accepted but not complete, or the faculty require edits or additional work to be submitted, the student will be given the opportunity to revise and submit during their second internship experience. The student should be advised that a failed second submission could require further remediation to include but not limited to the following:

- The student could be asked to repeat an identified course.
- The student could be asked to take additional internship coursework.
- The student could fail the internship, be ineligible for graduation and dismissed from the program.

It is strongly advised that each student begin the capstone project early in the semester so that they can identify a client and begin working with them as soon as possible. The capstone project should be discussed with your site supervisor during the internship prospectus planning meeting so that they are clear on the course expectations and how they can assist you in identifying opportunities to successfully complete this project as well as the internship experience. If the site supervisor or the intern have any questions about this process they should contact the Counseling Program Clinical Coordinator, Dr. Nikki Vasilas (nikki.vasilas@lr.edu) for the Hickory campus or Dr. Kerrie Fuenfhausen (kerrie.fuenfhausen@lr.edu) for the Asheville campus.

REVIEW OF STUDENT PROGRESS

Following is a description of the program transition points and methods of evaluation and review.

Transition Point #1: Admission to the Graduate School

Applicants for admission to the Master of Arts in counseling program typically meet the following criteria:

1. Have earned an undergraduate degree with a minimum cumulative grade point average (GPA) of 2.7 on a 4.0 scale, OR a minimum GPA of 3.0 on a 4.0 scale in a master's degree program in counseling or related field;

2. Submit an official copy of either the Miller Analogies Test (MAT) with a minimum score of 390 OR the GRE with a combined Verbal and Quantitative scores of 950 with a minimum Verbal score of 450;
3. Submit a writing sample clearly articulating goals and life experiences that have impacted the student's decision to pursue a graduate degree in Counseling;
4. Submit three letters of professional recommendation on the provided recommendation forms;
5. Be available for an interview as requested.

Transition Point #2: Admission to Candidacy as a Counseling Degree Graduate Student

Students who meet the criteria below are eligible to apply for formal admission into the Counseling Degree Program:

1. Successful completion of the required Tier One introductory core courses (COU 505, 525, 530), as evidenced by receiving no grade lower than a B- in each individual course and maintaining a 3.0 overall GPA upon completion of the courses.
2. Acceptable scores on the student performance evaluations conducted by faculty. Students will be evaluated in each Tier One course (and throughout the program) using the Lenoir-Rhyne University Graduate Program in Counseling Performance Evaluation. This instrument rates student dispositions and potential to be successful practitioners. Based on faculty observations, student performance is rated in the following key aptitude areas: 1) Clinical; 2) Professional; 3) Interpersonal; and, 4) Academic aptitudes. See **Appendix C** for a sample of the evaluation form.
3. Successful completion of a certified background check.
4. All students must submit a complete application for candidacy once the required course experiences have been successfully completed (*the application is attached in the appendix of this handbook and can be located on the department website*) The student should pay attention to the deadlines given.
Faculty of the Counseling Department will review applications, transcripts, and student performance evaluations. An official letter of admission to the School Counseling and/or Clinical Mental Health Counseling Program will be placed in the student file.

For School Counseling Students: Upon successful completion of the criteria above, the Teacher Education Council will make a formal admission decision for the school counseling degree students. They will then authorize the Director of Teacher Education to release the results of the transcript evaluation in writing along with an official letter of admission to the Public School Licensure Program.

Transition Point #3: Eligibility to Begin Counseling Practicum

Students are eligible to begin Counseling Practicum (COU 580 for SC students or COU 585 for CMHC students) upon successful completion of COU 505, 510 (SC only), 515 (SC only), 520 (CMHC only), 524, 525, 530, 535, 540, 545, 550, 555, 566 (CMHC only) and EDU 505, 506, as demonstrated by receiving a grade of B- or greater in each course and the maintenance of an overall cumulative GPA of 3.0.

The Counselor Preparation Comprehensive Examination (CPCE) can be taken in the same

semester as the practicum experience. The CPCE along with the other practicum course requirements will determine the student's eligibility for internship enrollment.

Transition Point #4: Eligibility to Begin Counseling Internship

The CPCE is a standardized exam to assess graduate counseling students' knowledge of counseling information. The CPCE covers the eight common-core areas as defined by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) in its' Standards for Preparation. The eleven courses listed above measure student's competency on the eight common core areas that will be assessed by the CPCE.

Concerning the CPCE, the Counselor Education faculty have determined that in order to obtain a passing score, a student's score must not fall below 1 standard deviation below the national mean of the most recent norms for the examination (*See the policies applying to the CPCE and program completion in the Comprehensive Examination section of the handbook*).

A student must successfully pass the CORE comprehensive exam and meet the practicum course requirements before they are eligible to enroll in any of the internship course experiences (COU 590 and COU 591 (school counseling internship I and II) or COU 592 and COU 593 (clinical mental health internship I and II). *The internship application is attached in the appendix of this handbook.*

Transition Point #5: Eligibility to Graduate

1. Students in the school counseling degree program or the clinical mental health degree program should successfully complete the 600 hour clinical internship as evidenced by successful midterm and final evaluations of the site supervisor; as well as other course expectations (*See Professional Experiences Handbook for a description of internship expectations*).

Each of the COU internship course experiences must be successfully completed with no grade lower than a B- and an overall program GPA of 3.0.

Students who are successful in the internship experiences may apply to take the National Counselors Examination (NCE) during the last semester of their internship experience. The NCE is one of the requirements for the NC Licensure. Students interested in learning more about the examination and application process should contact the clinical coordinator Dr. Nikki Vasilas (nikki.vasilas@lr.edu) for more information.

2. The specialty capstone project is also a required part of the Comprehensive Evaluation System. The written and video components of the specialty project are to be completed during the first internship course experience for students in all degree programs. Submitting the project at the end of the first internship experience will allow the student time to make revisions or address faculty concerns if needed during the second internship experience. Once the specialty project has been received and reviewed by all Counseling faculty using a rubric developed by the counseling department, a meeting will

be scheduled with the student for an oral component of the examination. The specialty project will have a written, clinical video/audio demonstration and oral component.

Once students have successfully completed the internship and the specialty project they are eligible to apply for graduation from Lenoir-Rhyne University.

Transition Point #6: Successful completion of Praxis II School Counseling Exam

While not required for graduation students are required to receive a score of 570 on the Praxis II school counseling exam to become a school counselor in the state of North Carolina.

Annual Student Reviews

A sample student performance evaluation form can be found in Appendix C. Students should also refer to the Evaluation and Retention policies outlined in the student handbook for more information on annual review of student progress. In preparation for the annual review of students undertaken by the department each spring, students will be evaluated on the following 3 areas of behaviors associated with student achievement and deficits under review in all Counselor Education Programs. Consideration may be given to other **criteria** and circumstances **should they arise**.

Academic: Maintain 3.0 GPA; complete program in timely manner in compliance with all program, graduate school requirements, and university policies and procedures; **take appropriate sequencing of coursework;** demonstrate creative problem solving, critical thinking and intellectual flexibility; progress in career role by developing **an** area of specialization and practice; professional affiliation (examples of problem behaviors; **include**-failure to maintain academic standards, academic dishonesty). Students should be aware, that a failing grade will result in the student having to take the course again. In the event that the student must take a course again, the student will be responsible for any additional course fees. No credit will be given for a course already taken.

Clinical: Integrates theory and research to guide clinical practice; progress in ability to work with clients including: assessment, conceptualization, selection, implementation and evaluation of counseling interventions; progress in change agent skills; integrate multicultural awareness, knowledge and skills into professional interactions; establish professional interactions with clients and supervisors; maintain professional ethics (examples of problem behaviors **include:** unsatisfactory performance in counseling practice courses, failure to maintain security of assessment instruments, exploitive relationship with client; **not recognizing limits of competence or working outside boundaries of competence and/or holding oneself out to be a professional, not a counselor-in-training**).

Intrapersonal and Interpersonal Functioning: Aware of and manages emotions and behavior in a way that facilitates interpersonal interactions; sensitivity to issues of diversity and respect for individual differences (examples of problem behaviors **include** behaviors that obstruct the training process and/or threaten the welfare of the student or others; active substance abuse; emotional instability; failure to keep academic commitments).

Checklists on Graduate School Procedures

The graduate student should carefully note the next 2 checklists as well as the Graduate School's deadline dates, and assure that all of the following graduation requirements have been met:

1. Satisfactory performance in academic, clinical, and interpersonal/intrapersonal areas as determined through grades, supervisor, and faculty evaluations. Satisfactory performance means that the student receives and maintains a "B" average (3.0 GPA) in each of the academic courses. If the student fails to achieve this average, he/she may be asked to complete additional assignments or will be asked to repeat the course. Additionally, any counseling intern receiving a grade lower than a "B-" in an internship will not be recommended for state licensure or National Board Certification. The student should be aware that they will be responsible for any course fees. No credit will be given for any course already taken.
2. Passing score on the CORE Comprehensive Examination. (This exam is a nationally standardized exam that measures competency across the eight core areas of counseling. Students must pass this examination prior to internship. Students who fail this examination may be required to do remediation, additional coursework and/or assignments, or re-test. Students who fail subsequent re-tests may be dismissed from the program.)
3. Satisfactory Completion of the Specialty Capstone Project. (This is a written, comprehensive assessment of the specific program of study. This project is completed during internship. Students who fail this assessment will not be permitted to graduate.)

STUDENT CHECKLIST

Use this as a reminder of important steps throughout the Counselor Education Program

- _____ 1. Be accepted by the Graduate School for initial admission to the Counselor Education program.
- _____ 2. Attend the graduate student orientation and registration before taking any graduate level courses.
- _____ 3. Arrange a meeting with your advisor and complete an approved plan of study form to be retained in student file. This plan of study should include a minimum of 52 (SC track) or 61 (CMHC track) semester hours of approved graduate credit.
- _____ 4. Get appropriate approval for any transfer credits (maximum of 9 credits).
- _____ 5. Purchase an online portfolio account with TaskStream (www.taskstream.com)
- _____ 6. Complete a background check and submit the results in the COU 510 or COU 520 Course. An updated copy of the background check may be requested again before the student can begin any practicum or internship experience.
- _____ 7. Retain a grade point average of at least 3.0 and receive passing scores on the counseling performance evaluation.
- _____ 8. After completing the four Tier One Introductory Courses, apply and be accepted as a candidate for admissions in an identified program of study.
- _____ 9. Complete the minimum credit hours and course work required by the program to qualify for taking the CORE comprehensive examination. (COU 505, 510, 515, 520, 524, 525, 530, 535, 540, 545, 550, 555, 566, and EDU 505, 506).
- _____ 10. Register to take the CORE comprehensive exam with the faculty coordinator for comprehensive exams. (The CORE comprehensive exam can be taken during the semester the student is enrolled in the practicum course experience.)
- _____ 11. Pass the CORE comprehensive examination before enrollment in internship.
- _____ 12. Purchase and provide a copy of the Professional Liability Insurance to be placed in the student file. This must be purchased during COU 530: Counseling Techniques and MUST be complete and in the student file before the internship application can be submitted.
- _____ 13. Submit a practicum/internship application one semester before intended enrollment in the course experience. Dates for submission are posted on the department website.
- _____ 14. Complete all course work within six years of taking the first course.
- _____ 15. Apply for and take the National Counselor Examination (NCE) during the last semester of internship. (There is a fee attached to the examination. Please see the clinical coordinator Dr. Nikki Vasilas (nikki.vasilas@lr.edu) for additional information.
- _____ 16. Submit an application for graduation to the Graduate School.

See Graduate School Calendar for important dates for enrollment and graduation

<http://www.lr.edu/academics/calendar>

PROGRAMS AND PLANS OF STUDY

The CACREP accredited curriculum of the Lenoir-Rhyne University Counselor Education has a basic core of academic courses stressing counseling theory, professional issues, and human growth and development. The curriculum is designed to allow for integrative practice of materials in class with supervised field experiences. Courses are designed toward continued development of the counseling and student affairs knowledge base in counseling and student affairs with application of this knowledge in self development and clinical practice.

We have two areas of specialization in Counselor Education and one advanced certificate in Christian counseling, all CACREP, SACS and NCATE approved.

SCHOOL COUNSELING

The School Counseling program is CACREP, SACS and NCATE accredited.

This program is a 52 hour program of study. The school counseling program educates and trains students to become knowledgeable and skillful counselors in the school setting (PRE K-12). The curriculum includes courses that are core to human growth and development, counseling theory, counseling children and adolescents, and professional issues in school counseling. The curriculum focuses on the integration of knowledge, skills, and abilities. This emphasis prepares students for state certification as school counselors in North Carolina. Graduates of this program are prepared to be licensed by the state at the elementary, secondary, or elementary and secondary levels.

MISSION

The mission of the school counseling program is to prepare school counselors who promote the academic, career, and personal/social development of school-aged youth in the context of a comprehensive developmental school counseling program. Further, our goal is to prepare ethical, culturally competent school counselors who address individual and systemic barriers to educational achievement and personal development.

As a result of participating in the school counselor preparation program, graduates will be able to:

1. Plan, design, implement, and evaluate a comprehensive developmental school counseling program;
2. Use current research to develop sound counseling and guidance activities to achieve school counseling program goals;
3. Clearly articulate the role of the school counselor and his/her contributions to the mission of a total school program;
4. Deliver interventions to school-aged youth designed to promote school success (practicum; internship);
5. Provide consultation to parents and teachers to assist them in helping their children and students acquire the skills needed for school success (internship);
6. Select developmentally appropriate interventions to assist students in making educational transitions (internship);
7. Evaluate the effectiveness of interventions (practicum; internship);
8. Demonstrate the foundational knowledge expected of an entry-level counselor

- (written final specialty exam);
9. Demonstrate the skills necessary for interprofessional collaboration (internship)
 10. Identify systemic barriers to equal educational access and opportunity for specific groups of students and develop an action plan for reducing or eliminating the barriers;
 11. Demonstrate competence in planning and delivering individual (practicum) and group (group course) counseling to school-aged youth;
 12. Select a decision-making model and apply the model to ethical dilemmas in school counseling;
 13. Demonstrate knowledge and use of emerging technologies in education and school counseling
 14. Demonstrate knowledge of the school environment (practicum; internship).

PLEASE SEE PROGRAM OF STUDY ON NEXT PAGE.....



LENOIR ~ RHYNE UNIVERSITY

PROGRAM OF STUDY
 MA in School Counseling
 52 semester hours (Required)

NAME OF GRADUATE CANDIDATE: _____
PERMANENT ADDRESS: _____
EMAIL: _____ **PHONE: (_____)** _____

TO THE DEAN OF GRADUATE PROGRAMS: I submit for approval my completed program of study for the degree of MA in Agency Counseling.

| | Credits | Date Completed |
|---|---------|----------------|
| COU 505: Counseling Theories | 3 | |
| COU 510: Introduction and Foundation of School Counseling | 3 | |
| COU 515: Advanced School Counseling | 3 | |
| COU 524: Psychological and Educational Testing and Appraisal | 3 | |
| COU 525: Professional Orientation and Ethical Issues | 3 | |
| COU 530: Counseling Techniques | 3 | |
| COU 535: Diversity Issues for the Helping Professional | 3 | |
| COU 540: Group Counseling | 3 | |
| COU 545: Career Counseling | 3 | |
| COU 550: Psychopathology, Diagnosis and Treatment Planning | 3 | |
| COU 555: Consultation Processes and Crisis Intervention | 3 | |
| EDU 505: Research and Statistical Methods | 3 | |

RECOMMENDED COURSE SEQUENCE FOR SCHOOL COUNSELING STUDENTS

DISCLAIMER:

Students should be aware that they are not permitted to enroll in course credits beyond the program determined 9 credit hours during the fall, summer and spring semesters unless approved by their advisor. This estimate is based upon a full-time student enrollment status. Part-time status may not enroll in course credits beyond the program determined 6 credit hours during the fall, summer, and spring semesters. If the student wishes to enroll in more than the required credit hours the student must submit to all Counseling Faculty in writing a permission request letter no later than the semester before the intended enrollment. This letter will be retained in the student file.

The letter for permission to enroll in courses beyond the 9 credit hour limit should be specific as to the reason for request and how the student plans to manage their time and resources to meet all the course requirements during the time they are enrolled beyond the recommended 9 credit hours. Faculty will review the request and notify the student in writing of the decision.

In addition, the faculty recommend that students complete the required 600 hour internship over two semesters. Applications for graduate practicum and internships in school counseling are available in the student handbook. The application must be completed and submitted to the coordinator of school counseling during the registration period the semester prior to the expected placement (excluding summer). If the student wishes to complete all 600 hours in one semester the student must submit to all Counseling Faculty in writing a permission request letter no later than the semester before the intended enrollment. This letter will be retained in the student file.

The letter for permission to enroll in the entire 600 hour internship experience should be specific as to the reason for request and how the student plans to manage their time and resources to accrue the entire 600 hours and meet all the course requirements during the time they are enrolled. Faculty will review the request and notify the student in writing of the decision.

Recommended Course Sequence:

All students (regardless of semester enrollment) must take the following foundational courses. The recommended course sequence is broken down into academic tiers (1-4). Each tier must be completed before moving to the next.

Please be aware that some of these foundational required courses may not be offered in the summer, therefore the student cannot enroll in any classes that have a prerequisite of the foundational courses during the summer, however any emphasis course or faculty approved course can be taken. If you are entering into the program during the summer, please be certain to meet with your faculty advisor for further guidance.

Note: All coursework requires the permission of the advisor. **Completion of all graduation requirements, while a concern of the advisor, is ultimately the responsibility of the student.** Therefore it is recommended that the student contact the faculty advisor when questions or concerns arise.

SCHOOL COUNSELING - COURSE TIER SEQUENCE

Tier 1: Foundational Courses

| COURSE | PRE/CO REQUISITES | SEMESTER OFFERED |
|--|---|---|
| COU 505: Counseling Theories | Prerequisite for COU 510; can be taken concurrently with COU 525 or 530 | FALL & SPRING |
| COU 525: Orientation and Ethical Practices of Professional Counseling | Prerequisite for COU 510; can be taken concurrently with COU 505 or 530 | FALL & SPRING |
| COU 530: Counseling Techniques | | SPRING & SUMMER (Asheville: FALL/SPRING) |

Classes with NO pre or co-requisites:

| COURSE | SEMESTER OFFERED |
|---|---|
| COU 524: Psychological and Educational Testing and Appraisal | FALL & SUMMER |
| COU 535: Diversity Issues for the Helping Professional | FALL & SUMMER (Asheville: SPRING/SUMMER) |
| COU 545: Career Counseling | SPRING & SUMMER |
| EDU 505: Research and Statistical Methods | FALL & SPRING |
| EDU 506: Child, Individual and Family Development | SPRING & SUMMER |
| COU 583: Elective | FALL, SPRING & SUMMER |

Tier 2: Advanced Skills

| COURSE | SEMESTER OFFERED |
|---|---|
| COU 510: Introduction and Foundation of School Counseling (prereq for COU 515) | FALL & SUMMER (Asheville: SPRING/SUMMER) |

| | |
|--|---|
| COU 515: Advanced School Counseling | FALL & SPRING |
| COU 540: Group Counseling | FALL & SUMMER |
| COU 550: Psychopathology, Diagnosis and Treatment Planning | SPRING & SUMMER (Asheville: FALL/SUMMER) |
| COU 555: Consultation Processes and Crisis Intervention | SPRING & SUMMER |

Tier 3: Clinical Experiences

| COURSE | SEMESTER OFFERED |
|---|--|
| COU 580: Orientation to Professional Experiences in School Counseling (Practicum) | FALL & SPRING |
| CORE Comprehensive Examination (taken during Practicum) | FALL & SPRING |
| COU 590: Internship in School Counseling I | FALL & SPRING |
| COU 591: Internship in School Counseling II | FALL & SPRING |
| OPTIONAL: National Counselor Examination (NCE) | To be taken in the last semester of internship |
| Specialty Capstone Project (completed during Internship) | FALL & SPRING |

CLINICAL MENTAL HEALTH COUNSELING

The Clinical Mental Health Counseling program is CACREP, SACS and NCATE accredited.

The CACREP accredited Clinical Mental Health program is designed to provide knowledge, abilities and skills for counselors who plan to work in a variety of community agency settings, including mental health, substance abuse programs, marriage and family facilities, social service agencies etc. This program is a 61 hour program, coupling course work, practice and clinical internship placements.

MISSION

The mission of the Clinical Mental Health Counseling program is the preparation of counselors to work within community based mental health settings.

Clinical Mental Health Counseling preparation program objectives:

1. Recruit and select qualified graduate students with appropriate attention given to the inclusion of candidates from diverse populations.
2. Offer a graduate curriculum which reflects the preparation standards of the profession as articulated by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).
3. Educate graduate level counselors in knowledge, skills, attitudes, and philosophical orientations which facilitate their working effectively with diverse populations.
4. Cooperate with agencies, both in planning and evaluation of the program and in the provision of experiential studies for counseling students.
5. Provide counseling students with research skills.
6. Provide counseling students with a sound base in professional ethics, as well as an understanding of ethical issues and applications.
7. Develop counseling students' knowledge and appreciation of professional associations and understanding of the importance of active professional membership.
8. Assist graduates and employers in the identification of appropriate placement opportunities for graduates.
9. Gauge the mission of the program by developing and implementing planned procedures for systemic evaluation of program outcomes.
10. To prepare counselors who qualify for state licensure and national certification as professional counselors.

PLEASE SEE PROGRAM OF STUDY ON NEXT PAGE.....



LENOIR ~ RHYNE UNIVERSITY

PROGRAM OF STUDY
MA in Clinical Mental Health Counseling
 61 semester hours (Required)

NAME OF GRADUATE STUDENT: _____

PERMANENT ADDRESS: _____

EMAIL: _____ **PHONE:** (____) _____

TO THE DEAN OF GRADUATE PROGRAMS: I submit for approval my completed program of study for the degree of MA in Agency Counseling.

| | Credits | Date Completed |
|---|---------|----------------|
| COU 505: Counseling Theories | 3 | |
| COU 520: Clinical Mental Health Counseling | 3 | |
| COU 525: Professional Orientation and Ethical Issues | 3 | |
| COU 524: Psychological and Educational Testing and Appraisal | 3 | |
| COU 530: Counseling Techniques | 3 | |
| COU 535: Diversity Issues for the Helping Professional | 3 | |
| COU 540: Group Counseling | 3 | |
| COU 545: Career Counseling | 3 | |
| COU 549: Addictions Counseling | 3 | |
| COU 550: Psychopathology, Diagnosis and Treatment Planning | 3 | |
| COU 555: Consultation Processes and Crisis Intervention | 3 | |

RECOMMENDED COURSE SEQUENCE FOR CMHC STUDENTS

DISCLAIMER:

Students should be aware that they are not permitted to enroll in course credits beyond the program determined 9 credit hours during the fall, summer and spring semesters unless approved by program advisor. This estimate is based upon a full-time student enrollment status. Part-time status may not enroll in course credits beyond the program determined 6 credit hours during the fall, summer, and spring semesters. If the student wishes to enroll in more than the required credit hours the student must submit to all Counseling Faculty in writing a permission request letter no later than the semester before the intended enrollment. This letter will be retained in the student file.

The letter for permission to enroll in courses beyond the 9 credit hour limit should be specific as to the reason for request and how the student plans to manage their time and resources to meet all the course requirements during the time they are enrolled beyond the recommended 9 credit hours. Faculty will review the request and notify the student in writing of the decision.

In addition, the faculty recommend that students complete the required 600 hour internship over two semesters. Applications for graduate practicum and internships in school counseling are available in the student handbook. The application must be completed and submitted to the coordinator of school counseling during the registration period the semester prior to the expected placement (excluding summer). If the student wishes to complete all 600 hours in one semester the student must submit to all Counseling Faculty in writing a permission request letter no later than the semester before the intended enrollment. This letter will be retained in the student file.

The letter for permission to enroll in the entire 600 hour internship experience should be specific as to the reason for request and how the student plans to manage their time and resources to accrue the entire 600 hours and meet all the course requirements during the time they are enrolled. Faculty will review the request and notify the student in writing of the decision.

Recommended Course Sequence:

All students (regardless of semester enrollment) must take the following foundational courses. The recommended course sequence is broken down into academic tiers (1-3). Each tier must be completed before moving to the next.

Please be aware that some of these foundational required courses may not be offered in the summer, therefore the student cannot enroll in any classes that have a prerequisite of the foundational courses during the summer, however any emphasis course or faculty approved course can be taken. If you are entering into the program during the summer, please be certain to meet with you faculty advisor for further guidance.

Note: All coursework requires the permission of the advisor. **Completion of all graduation requirements, while a concern of the advisor, is ultimately the responsibility of the student.** Therefore it is recommended that the student contact the faculty advisor when questions or concerns arise.

CMHC - COURSE TIER SEQUENCE

Tier 1: Foundational Courses

| COURSE | PRE/CO REQUISITES | SEMESTER OFFERED |
|--|---|---|
| COU 505: Counseling Theories | Prerequisite for COU 520; can be taken concurrently with COU 525 or 530 | FALL & SPRING |
| COU 525: Orientation and Ethical Practices of Professional Counseling | Prerequisite for COU 520; can be taken concurrently with COU 505 and 530) | FALL & SPRING |
| COU 530: Counseling Techniques | Can be taken concurrently with COU 520 | SPRING & SUMMER (Asheville: FALL/SPRING) |
| COU 520: Clinical Mental Health Counseling | | FALL & SPRING (Asheville: SPRING/SUMMER) |

Classes with NO pre or co-requisites:

| COURSE | SEMESTER OFFERED |
|--|---|
| COU 524: Psychological and Educational Testing and Appraisal | FALL & SUMMER |
| COU 535: Diversity Issues for the Helping Professional | FALL & SUMMER (Asheville: SPRING/SUMMER) |
| COU 545: Career Counseling | SPRING & SUMMER |
| COU 549: Addictions Counseling | SPRING & SUMMER |
| COU 560: Foundations of Marriage and Family Counseling | FALL & SPRING |
| EDU 505: Research and Statistical Methods | FALL & SPRING |
| | |

| | |
|--|-----------------------|
| EDU 506: Child, Individual and Family Development | SPRING & SUMMER |
| COU 583: Elective | FALL, SPRING & SUMMER |

Tier 2: Advanced Skills

| COURSE | SEMESTER OFFERED |
|---|---|
| COU 540: Group Counseling | FALL & SUMMER |
| COU 550: Psychopathology, Diagnosis and Treatment Planning | SPRING & SUMMER (Asheville: FALL/SUMMER) |
| COU 555: Consultation Processes and Crisis Intervention | SPRING & SUMMER |
| COU 566: Advanced Counseling Techniques (Prerequisite for COU585) | SPRING & SUMMER (Asheville: FALL/SPRING) |

Tier 3: Clinical Experiences

| COURSE | SEMESTER OFFERED |
|--|--|
| COU 585: Orientation to Professional Experiences in Clinical Mental Health Counseling (Practicum) | FALL, SPRING & SUMMER |
| CORE Comprehensive Examination (taken during Practicum) | FALL, SPRING & SUMMER |
| COU 592: Internship in Clinical Mental Health Counseling I | FALL, SPRING & SUMMER |
| COU 593: Internship in Clinical Mental Health Counseling II | FALL, SPRING & SUMMER |
| OPTIONAL: National Counselors Examination (NCE) | Taken during the last semester of internship |
| Specialty Capstone Project (completed during Internship) | FALL, SPRING & SUMMER |

CERTIFICATE IN CHRISTIAN COUNSELING (Hickory campus only):

Advanced Certificate in Christian Counseling: 18 credits

The Advanced Certificate Program in Counseling from a Christian perspective integrates sound counseling techniques and professional ethical practice within a Christian framework. The program is designed for Counselors or Clergy who desire to use a faith-based clinical practice in a formal way.

Core Requirements: 12 credits

REL 505 Themes of Biblical Narrative

REL 506 Themes in Christian Thought

COU 547 Foundations and Ethical Practice of Christian Counseling

COU 579 Clinical Colloquium and Applied Lab in Christian Counseling

Emphasis Courses: 12 credits

COU 550 Spiritual Dimensions in Counseling

COU 573 Substance Abuse Counseling

COU 563 Marriage and Family Counseling from a Christian Perspective

COU 583 Special Topics in Christian Counseling

PLEASE SEE PROGRAM OF STUDY ON NEXT PAGE.....

CLINICAL INTERNSHIP FIELD EXPERIENCES

The following information related to field experience is a brief overview of the requirements for practicum and internship. There is a separate Field Experience Manual (*Professional Experiences Handbook*) that you should consult for detailed information. You should also plan to attend a field experience orientation session that will be announced at a designated time during the semester before your enrollment of the field experience. Announcements regarding these sessions are sent to your student Lenoir-Rhyne University email account.

Applications for Practicum and Internship are to be submitted for approval one semester before your expected enrollment. Specific deadlines will be announced each semester. Students can obtain a practicum or internship application on the Counseling website, or the Professional Experiences Handbook. Once all applications have been received, all completed applications will be forwarded to the Clinical Coordinator, Dr. Nikki Vasilas, for approval.

Please be aware that the faculty recommends the 600 hours of required internship experience be divided between 2 semesters. If a student wishes to complete all 600 hours in one semester the student is to submit a letter of exception to the counseling faculty for review. The letter of exception should outline the reason for the request and how the student plans to complete the entire 600 hours in one semester, while balancing other course requirements, personal and professional obligations. Once the letter is emailed to the counseling faculty, the letter will be reviewed. Faculty may request an interview with the student if further information is needed. Once the faculty have reviewed the request and addressed any questions, a decision will be made and the student will be informed.

You must complete and submit an application for each semester you intend to register for Practicum or Internship. **NOTE:** You will not automatically be added to internship when you are attending practicum or your first internship experience. **YOU MUST COMPLETE AND HAVE APPROVAL EACH SEMESTER.**

It is your responsibility to set up a placement site. The Field Experience Manual has information on requirements specific to each program of study. School Counseling students **MUST** work directly with the designated LR field experience coordinator to find sites – students are not permitted to contact schools themselves.

Please be aware that having a prior arrest on your record may impact and reduce your site placement and future career placement opportunities.

Lenoir-Rhyne University recognizes approved field-based experiences as providing the student with:

1. A realistic perspective on the field
2. An integrating experience for knowledge and skills acquired in the classroom
3. A situation that maximizes self-awareness, self-direction, and self-evaluation
4. Feedback on his/her progress and development

Lenoir-Rhyne University acknowledges the importance of close supervision in practicum or internship placements as a means of maximizing student training and preventing inadvertent harm to clients. Practicum and internship are designed such that the focus and intensity of supervision will change as students acquire competent beginning, intermediate, and advanced skills. The University Supervisor provides each supervisee with periodic performance and evaluation feedback throughout the supervised experience. At no point is any student to engage in any field-based experience without the permission of the major advisor.

Before students can be placed in a practicum or internship setting, they must:

1. Consult with their advisors at least one semester prior to the beginning of the semester of the proposed practicum or internship..
2. Verify that all prerequisite courses and background checks have been completed.
3. Attend field experience orientation.
4. Students are encouraged to obtain any professional liability insurance that may be required by their practicum or internship sites. Professional liability insurance is required for students in both school and Clinical Mental Health programs.

Internship (completed over 2 separate semesters), the following is required:

1. A minimum of 300 clock hours per semester, of which 120 must be in direct service, including leading groups.
2. Weekly interaction that averages one hour per week of individual and/or triadic supervision throughout the internship, usually performed by the onsite supervisor.
3. An average of 1 1/2 hours per week of group supervision provided on a regular schedule throughout the internship and performed by a program faculty member.

National Counselors Examination: (OPTIONAL)

Students enrolled in the last semester of internship have the option to register for and take the National Counselor Examination (NCE). The NCE is one of the requirements for individuals applying for licensure in the state of North Carolina. Those students interested in registering for this exam should contact the clinical coordinator Dr. Nikki Vasilas (nikki.vasilas@lr.edu) for additional information.

Evaluation During Clinical Experiences:

Lenoir-Rhyne University advocates a "formative evaluation" model designed to provide support and corrective feedback to students. The following structure is used to attain this goal:

1. Consultation with all on-site supervisors about goals and expectations (specified in writing).
2. Periodic Consultations with the on-site supervisor about performance as needed or requested by site, student or faculty.
3. Students will attend regular meetings with the Lenoir-Rhyne University supervisor.
4. Review of the completed student log and required documentation by the Lenoir-Rhyne University supervisor.

INDEPENDENT STUDY POLICIES

Independent studies are not frequently offered and can only be approved if a faculty member agrees to provide the time and oversight.

All students who are interested in completing an independent study (COU 583) must complete and submit the form (see next page) outlining the rationale and objectives of the independent study to their major advisors before registering for the Independent Study. The student must also complete the independent study request form located on the website of the registrar (<http://registrar.lr.edu/forms>)

Independent Study Contract

The following information is required before the student will be allowed to register for the course listed. All information must be complete, typed in the following format, and signed.

Course Name and Number: COU _____ : _____

Semester and Year Enrolled: _____

- Spring
- Summer I
- Summer II
- Fall

Student's Name: _____

LR Student ID Number: _____

Local Address: _____

Email Address: _____

Phone Number: (H) _____

(W) _____

(M) _____

Fax: _____

Title of Project: _____

Beginning Date: _____ Anticipated Date of Completion: _____

Supervising Instructor: _____

Project Rationale: Write a brief statement that summarizes the need or reason for engaging in this project.

Objectives: List the specific outcomes that will be accomplished by the completion of this course work. (If more space is needed attach a separate sheet.)

- 1.
- 2.
- 3.
- 4.

Project Outline: Write an outline of the project plan. Be sure to include a listing of the steps in the procedure, outside resources, reference materials, what will be submitted for grading, time line or schedule, the evaluation criteria, etc. (Attach additional pages as necessary.)

Approval of the Project:

_____ Date: _____
Signature of Supervising Instructor

_____ Date: _____
Student Signature

Final Grade: _____ Date: _____

Incomplete Grade Form (Date): _____

Completed Grade Form/Grade: (Date): _____

Grade Change Form/Grade: (Date): _____

Appendices

Appendix A: Student Informed Consent

Appendix B: Application for Candidacy Admissions

Appendix C: Sample Student Performance Evaluation

Appendix D: CORE Comprehensive Examination Letter and Application

Appendix E: Internship Applications (School and Clinical Mental Health) –
Additional forms and the Directions for the Specialty Capstone Project can be found in the
Professional Experiences Handbook located on the department website:

<http://counseling.lr.edu/DocumentsandApplications>

Appendix F: Ethical Codes

Appendix G: Counseling Faculty and Staff Contact Information

Appendix A

Student Informed Consent

(This form must be signed by all students upon acceptance and admittance into the Counselor Education Master Counseling Programs)

COUNSELOR EDUCATION INFORMED CONSENT AGREEMENT

The CACREP accredited Counselor Education programs are committed to an emphasis on the integration of legal and ethical, technological, and diversity knowledge, awareness and skills into all aspects of the program. Furthermore, our commitment to diversity extends to all aspects of the academic, professional and clinical environment.

The Counselor Education programs are also committed to the students' engagement in the evaluation process. This includes providing students with full information about the evaluation process, their roles and the role of the faculty. As part of this process we ask that students accepted into the Counselor Education programs review all program materials including those posted on departmental website, Counselor Education Masters Degree handbooks and this document.

1. I understand that applicants who accept admissions to the LRU Graduate School are admitted as a Graduate Student and not a Counseling Degree Graduate Student. Students are not formally admitted into the Counseling Degree Programs until they successfully complete and pass 9 credit hours of graduate course work, receive appropriate interpersonal skill evaluations from graduate faculty members, and submit an application for candidacy.
2. I understand that I will be expected to demonstrate academic, personal, interpersonal, and professional competencies appropriate for prospective counselors and counselor educators-in-training. Failure to attain and demonstrate these competencies may result in faculty initiating a remediation process (please refer to the Counselor Education Masters Degree handbook) or the Graduate School policies and procedures for dismissal from the program). I understand that if a remediation plan is developed and requires additional course work or the repeat of course, I will be responsible for all course fees. I understand that no course credits will be given.
3. As a prospective counselor in-training I understand that I am expected to learn, apply, and adhere to the ethical codes and standards that govern the counseling profession (American Counseling Association/American School Counselors Association) and appropriate specialty areas. I understand that I am expected to demonstrate competency in professionalism, knowledge of skills, and appropriate interactions with peers and faculty. In addition, I understand that I will be required to complete a certified background check at various points within the program and will be responsible for the fees.
3. I understand that Graduate Education is a serious commitment that will require a sacrifice of time and other personal or professional commitments. Due to the diversity of students within the counseling programs, the faculty attempt to accommodate all schedules by offering courses at varied hours during the week and some weekends. It is important that students realize that faculty attempt to do their very best at accommodating the various schedules of our students, however, most classes are offered during the late afternoon and evening hours between 4 and 10 p.m., Monday through Thursday. During the Summer Semester, courses are offered either during the day or evening. Some weekend and online courses may also be made available.

I have read and understand that the LR catalog states: “Students are expected to attend classes and laboratories as specified by the instructor, who will state his/her attendance policy in writing at the beginning of the semester.” Furthermore, I understand that many if not all of the course experiences emphasize participatory learning through small and large group activities, and discussions of outside readings and assignments. In order to meet learning objectives of all course experiences, I understand that I am expected to arrive on time, and attend all classes (in case of emergency, I will notify my course instructor in advance or as soon as possible). I understand that absences will be permitted only in the event of circumstances that are out of the student’s control (e.g., illness, accident). An absence due to work-related scheduling, child care issues etc. is not excused. I understand that once I accept admissions into the program it will be my responsibility to inform my employer or make other necessary arrangements to be present during course times. If I am unable to fully commit to these requirements, I understand that I may choose to take a course at a more convenient time. If I continue in any course without adequate attendance and participation I understand that I may be asked to withdraw and repeat the course at another time. I understand that my performance and professionalism in each course is considered to be indicative of my potential for successfully completing this program.

In addition to absences, I also understand that tardiness is discouraged, and if consistent the instructor reserves the right not to allow the student entrance into the classroom once class begins (resulting in an unexcused absence). Not only do tardy students miss information, but they also distract others during lectures and are perceived as an intrusion during exercises. I understand that absences or tardiness will lower my grades and/or result in class failure. I also understand that I am responsible for submitting all work on time whether I am absent or not. Computers and printers are notorious for being unreliable and crashing at the last minute. It is my responsibility to finish projects/ assignments early and to always keep a backup hardcopy of everything that I turn in.

I understand that I have the right and I am encouraged to communicate with faculty if I am experiencing problems which may result in absences or late assignments. I will schedule a meeting with the instructor to discuss the situation and devise a plan to assure that I complete the required course experiences in a timely manner. I understand that I should not wait until my situation becomes out of control or reaches a point for which assistance may not be available. I also understand that it is extremely important that I maintain all scheduled appointments or meetings with my faculty members.

I understand that the pursuit of a graduate degree in counseling is a significant life decision and therefore accept full responsibility for my learning.

4. I understand that my self-growth will be encouraged by faculty through the use of experiential learning techniques and the opportunities to seek personal counseling. Self-disclosures are common in experiential learning but will not be factors in grading or successful completion of coursework. However, should my disclosures indicate impairment

or potential harm to clients, myself, or others, I understand the faculty will use this as part of the review of my overall professional and clinical growth.

5. I understand I may be formally reviewed once per year during the Student Annual Evaluation. This is one component of the Comprehensive Evaluation System that will be ongoing during my matriculation in the program. The Counselor Education Master Degree handbook provides specific information about this review process and the role of faculty and students.
- 6A. I understand that there are specific requirements for the program and graduation that may require an application fee and registration. All students enrolled in the Graduate Programs in Counseling are required to purchase an online Portfolio with Taskstream. The Taskstream account is part of the evaluation system in which students will upload course assignments and program required documents. Students can purchase the student account at www.taskstream.com. The student will be responsible for the account registration fees. In addition to the Taskstream portfolio, the student will be responsible for any exam fees (e.g., Counselor Preparation Comprehensive Examination [CPCE], Praxis II, National Counselor Examination [NCE], etc).
- 6B. I understand that students enrolled in the Counselor Education programs are required to take and pass the CORE Comprehensive Examination (CPCE) before they will be eligible for enrollment in the internship experiences. The CORE Comprehensive Examination will be given once in the Fall and Spring semesters. Summer exams will be determined based upon need, but is not guaranteed. Students must complete the required course experiences as outlined in the program handbook before they are eligible to register for the CORE Comprehensive Examination. It is the student's responsibility to meet with an advisor and assure that course experiences are met in a timely manner.
- 6C. I understand that a specialty comprehensive capstone project is also a required part of the Comprehensive Evaluation System. The written and video components of the specialty project are to be completed during the first internship course experience. Once the specialty project has been received and reviewed by all Counseling Faculty, a meeting will be scheduled with the student for an oral component of the examination during the second internship. The student should be aware of and adhere to the deadlines and requirements for submission. If a student misses the deadline or does not follow the submission expectations, the specialty comprehensive capstone project will not be accepted. (No exceptions). If the specialty project is not accepted I understand that my graduation will be delayed at least one semester.

I understand that the specialty project is a holistic method of evaluation that assesses growth and ability to plan, reflect and evaluate one's own progress and professional development. The purpose of specialty comprehensive capstone project is to meet the goals of the Comprehensive Evaluation System which is to ensure that students have attained the competencies and demonstrated the abilities specified for program graduates by the faculty of the Counselor Education program. The specialty project will have a written, clinical video/audio demonstration and oral component.

7. I understand that work products developed in this program may be viewed by external agencies (e.g., CACREP, NCATE, SACS) to assess program quality.
8. I understand that practicum and internship require the application of knowledge, skills, and attitudes that are developed in academic courses (see the Professional Practices Handbook for Clinical Internship Experiences). This includes a “clear” certified background check as well as the demonstration of respect for individual differences and attention to the diverse needs of clients in a pluralistic society.
- 9A. I understand that I will not be licensed as a clinical mental health counselor upon completion of this program, and that my obtaining licensure will be through the appropriate state licensing boards. It will be my responsibility to be fully informed of the licensure requirements in the state in which I intend to practice.
- 9B. I understand that I will not be certified or licensed as a school counselor unless I meet all requirements specified from the state that I seek to practice.
10. I understand that the LR email is the official Lenoir-Rhyne University communication method for students. The Department of Counseling and Human/Community Services uses the LR email to provide students with information about departmental issues, announcements and to maintain student contact. It is the student’s responsibility to check and review their LR email account on a consistent basis and respond to departmental requests.
11. I understand the Student Handbook with which I was admitted may be revised to reflect program, accreditation, and/or licensing revisions. I understand that it is my responsibility to maintain a copy of the handbook under which I was admitted and to be familiar with the policies and procedures outlined in the handbook at the time of my admission.

My signature on this document indicates that I have attended the program orientation, reviewed this document, and am familiar with how to access the online student handbook

Signature of Student

Date

Printed Name

Appendix B
Application for Candidacy Admissions

Course Specific Information: (The student should also attach an unofficial transcript to the application for review).

| COURSE | SEMESTER/YEAR ENROLLED AND COMPLETED | FACULTY INSTRUCTOR OF COURSE DURING ENROLLMENT | GRADE Or Expected Grade |
|---|--------------------------------------|--|-------------------------|
| COU 505: Counseling Theories | | | |
| COU 525: Orientation and Ethical Practices of Professional Counseling | | | |
| COU 530: Counseling Techniques | | | |
| | | | |
| SAMPLE: COU 525: Ethics | Fall 2010 | Dr. Jane Doe | A |

Student Signature: _____
 Print Student Name: _____

.....

To be completed by faculty

Student has submitted the following documents:

- Clear Background Check
- Verification of ACA Insurance

Student transcript was verified and the student meets the academic course requirements. *(If no, please indicate the course(s) for which the student failed to meet the academic standards.)*

Yes / No

Student performance evaluation was complete by faculty for the core courses. The performance evaluation met the program standards. *(If no, please indicate the concerns noted and plans discussed by faculty for remediation or next steps.)*

Yes / No

Other concerns noted by faculty:

Student meets the academic, interpersonal, and professional requirements. Faculty recommend student for admissions to candidacy.

Yes / No

(If no or reservations, please provide a brief explanation)

Date reviewed: _____

Appendix C

Sample Student Evaluation Form

This form is used to evaluate student's progress academically, professionally and interpersonally throughout the program. The faculty will meet annually to discuss potential student issues.

A copy of the evaluation form may be requested by the student.

An official copy will be maintained in the student file.

**Lenoir-Rhyne University
Graduate Programs in Counseling
Professional Fitness Review Form**

Student _____
Faculty _____

Semester/Year _____
Course Number _____

This evaluation is to be completed by faculty as part of an ongoing review and retention process for counseling students.
The evaluation covers four areas of functioning: Clinical, Professionalism, Interpersonal, and Academic.
(A copy of this evaluation will be placed in the student file.)

Directions: Based on your observations of the student, rate each item according to the following Rating Scale:

- N/A – No opportunity to observe
- 1 – Unsatisfactory – Serious concerns
- 2 – Needs Improvement – Does not meet minimal expectations for program level
- 3 – Meets Expectations – Generally meets expectations for program level
- 4 – Exceeds Expectations – Consistently exceeds expectations for program level

***Any score of “1” in any area of functioning could result in remediation and/or dismissal.
*Three or more scores of “2” in any area of functioning could result in remediation and/or dismissal.**

| CLINICAL (Counseling Skills and Abilities) | | | | | |
|--|-----|---|---|---|---|
| 1. The student demonstrates the ability to establish relationships in such a manner that a therapeutic working alliance can be created. | n/a | 1 | 2 | 3 | 4 |
| 2. The student demonstrates therapeutic communication skills including: | | | | | |
| a. Creating appropriate structure – setting the boundaries of the helping relationship and maintaining boundaries such as setting parameters for meeting time and place, maintaining the time limits, etc. | n/a | 1 | 2 | 3 | 4 |
| b. Understanding content – understanding the primary elements of the client’s story | n/a | 1 | 2 | 3 | 4 |
| c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings | n/a | 1 | 2 | 3 | 4 |
| d. Responding to feelings – identifying client affect and addressing those feelings in a therapeutic | n/a | 1 | 2 | 3 | 4 |

| | | | | | |
|---|-----|---|---|---|---|
| manner | | | | | |
| e. Congruence – genuineness; external behavior consistent with internal affect | n/a | 1 | 2 | 3 | 4 |
| f. Establishing and communicating empathy – taking the perspective of the client without over identifying and communicating this experience to the client | n/a | 1 | 2 | 3 | 4 |
| g. Non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc. | n/a | 1 | 2 | 3 | 4 |
| h. Immediacy – staying in the here and now | n/a | 1 | 2 | 3 | 4 |
| i. Timing – responding at the optimal moment | n/a | 1 | 2 | 3 | 4 |
| j. Intentionality – responding with a clear understanding of the therapist’s therapeutic intention | n/a | 1 | 2 | 3 | 4 |
| 3. The student demonstrates awareness of power differences in the therapeutic relationship and manages these differences therapeutically. | n/a | 1 | 2 | 3 | 4 |
| 4. The student collaborates with the client to establish clear therapeutic goals. | n/a | 1 | 2 | 3 | 4 |
| 5. The student facilitates movement toward client goals. | n/a | 1 | 2 | 3 | 4 |
| 6. The student demonstrates the capacity to match appropriate interventions and corresponding theory to the presenting clinical profile. | n/a | 1 | 2 | 3 | 4 |
| 7. The student creates a safe clinical environment. | n/a | 1 | 2 | 3 | 4 |
| 8. The student demonstrates analysis and resolution of ethical dilemmas. | n/a | 1 | 2 | 3 | 4 |
| 9. The student willingly increases knowledge (and implementation) of effective counseling strategies. | n/a | 1 | 2 | 3 | 4 |
| PROFESSIONALISM (Professional Responsibility) | | | | | |
| 1. The student conducts self in an ethical manner so as to promote confidence in the counseling profession. | n/a | 1 | 2 | 3 | 4 |
| 2. The student relates to peers, professors, and others in a manner consistent with stated professional standards. | n/a | 1 | 2 | 3 | 4 |
| 3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships. | n/a | 1 | 2 | 3 | 4 |
| 4. The student demonstrates application of legal requirements relevant to counseling training and practice. | n/a | 1 | 2 | 3 | 4 |
| 5. The student projects a professional image and positive attitude. | n/a | 1 | 2 | 3 | 4 |
| (Competence) | n/a | 1 | 2 | 3 | 4 |

| | | | | | |
|--|-----|---|---|---|---|
| 6. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise. | n/a | 1 | 2 | 3 | 4 |
| 7. The student takes responsibility for compensating for her/his deficiencies as set forth through discussion with faculty. | n/a | 1 | 2 | 3 | 4 |
| 8. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise. | n/a | 1 | 2 | 3 | 4 |
| 9. The student provides only those services and applies only those techniques for which she/he is qualified by education, training and experience. | n/a | 1 | 2 | 3 | 4 |
| INTERPERSONAL | | | | | |
| (Maturity) | | | | | |
| 1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, clients, supervisors, and members of the community. | n/a | 1 | 2 | 3 | 4 |
| 2. The student demonstrates honesty, fairness, and respect for others. | n/a | 1 | 2 | 3 | 4 |
| 3. The student demonstrates an awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work. | n/a | 1 | 2 | 3 | 4 |
| 4. The student demonstrates the ability to receive, reflect on, and integrate feedback from peers, faculty, and supervisors. | n/a | 1 | 2 | 3 | 4 |
| 5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability. | n/a | 1 | 2 | 3 | 4 |
| 6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists. | n/a | 1 | 2 | 3 | 4 |
| (Integrity) | | | | | |
| 8. The student refrains from making statements which are false, misleading or deceptive. | n/a | 1 | 2 | 3 | 4 |
| 9. The student avoids improper and potentially harmful dual relationships. | n/a | 1 | 2 | 3 | 4 |
| 10. The student respects the fundamental rights, dignity and worth of all people. | n/a | 1 | 2 | 3 | 4 |
| 11. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy. | n/a | 1 | 2 | 3 | 4 |
| 12. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status. | n/a | 1 | 2 | 3 | 4 |
| ACADEMIC | | | | | |

| | | | | | |
|---|-----|---|---|---|---|
| 1. The student regularly attends class. | n/a | 1 | 2 | 3 | 4 |
| 2. The student is on time for class. | n/a | 1 | 2 | 3 | 4 |
| 3. The student stays and actively participates for the entire class. | n/a | 1 | 2 | 3 | 4 |
| 4. The student completes all class assignments on time. | n/a | 1 | 2 | 3 | 4 |
| 5. Completed assignments reflect appropriate graduate level work | n/a | 1 | 2 | 3 | 4 |
| 6. The student is open to feedback regarding academic performance and incorporates said feedback through subsequent work. | n/a | 1 | 2 | 3 | 4 |
| 7. The student is able to grasp, apply, and integrate knowledge at both concrete and abstract levels of thought. | n/a | 1 | 2 | 3 | 4 |

Final Course Grade:
Comments:

*This form was developed by UNC Charlotte Department of Counseling and has been modified and copied with approval.

Appendix D

CORE Comprehensive Examination Letter and Application

Counseling Students:

You may apply to sit for the required *Core Areas Comprehensive Examination* as soon as you complete your core area coursework (COU 505, COU 510, COU 515, COU 520, COU 524, COU 525, COU 530, COU 535, COU 540, COU 545, COU 550, COU 555, COU 566, EDU 505, EDU 506). The *Core Areas Comprehensive Exam* (CPCE) is one of the capstone requirements for graduation from the Graduate Counseling Programs. The other capstone requirement is the *Specialty Area Capstone Project* which is administered at the end of the first 300 hours of internship. It is recommended that you engage in at least a semester or a summer of intense review before taking the *Core Comprehensive Examination*.

Successful completion of the Core Areas Comprehensive Examination is a pre-requisite to internship but can be taken during the same semester as the practicum experience. Therefore, a student may not enroll in a school or clinical internship until they have taken and passed the Core Areas Comprehensive Examination. Failure to satisfactorily complete the examination will result in student completing a remediation plan (possibly including a retake of the test or retaking coursework), delaying internship, and possibly being dismissed from the graduate program.

If you have completed the courses covered on the Core Comp exam and you are eligible to sit for the exam this semester, please complete the attached application form and submit it to Scotti Lafone, the Administrative Assistant for the College of Education and Human Services (1st floor of Rhyne Building) and email a copy to Dr. Nikki Vasilas (nikki.vasilas@lr.edu).

The deadlines for the CORE Comprehensive Application are: (No extensions will be given)

- **October 1: Applications are due for the SPRING comprehensive examination.**
- **March 1: Applications are due for the SUMMER comprehensive examination.**
- **June 1: Applications are due for the FALL comprehensive examination.**

The exam covers the eight areas (20 items per area) that professional organizations and accrediting agencies have determined to be common core areas for the preparation of counselors. The same areas are covered on the NCE (required for the LPC license). These areas include the following:

Human Growth and Development – studies that provide an understanding of the nature and needs of individuals at all development levels.

Social and Cultural Foundations—studies that provide an understanding of issues and trends in a multicultural and diverse society.

Helping Relationships—studies that provide an understanding of counseling and consultation processes.

Group Work—studies that provide an understanding of group development, dynamics, counseling theories, group counseling methods and skill, and other group work approaches.

Career and Lifestyle Development—studies that provide an understanding of career development and related life factors.

Appraisal—studies that provide an understanding of individual and group approaches to assessment and evaluation.

Research and Program Evaluation—studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research.

Professional Orientation and Ethics—studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing.

The Core Comprehensive Exam (CPCE) will prepare you to sit for the National Counselor Exam (NCE).

Best wishes,

The Counseling Faculty

**APPLICATION
CORE COMPREHENSIVE EXAMINATION**

Application due no later than June 1 for Fall Semester, October 1 for Spring Semester, and March 1 for the Summer Semester

Examinations will not be ordered for students who submit applications after each semester's deadline.

The core comprehensive exam is scheduled for March, June, and October of each year. You will have four hours to complete 160 multiple choice items. You may not bring anything with you to the testing site. Food and beverages are not permitted.

I attest that I am eligible to sit for the Core Comprehensive Examination and I hereby request that an examination be ordered for me. I understand that I must make arrangements to be available to sit for the examination during the official time and date set for the administration of the examination. I further understand that I must earn a "Satisfactory" score on the examination in order to graduate and that an "Unsatisfactory" score will result in remedial work and subsequent re-evaluation (including, possibly, a complete core comprehensive exam retake) which must be completed before I am eligible for internship.

Select the semester you are applying to take the CORE Comp:

Summer (June) Fall (October) Spring (March)

Applicant's Name _____ Date: _____

Home Phone: (____) _____ Work Phone (____) _____

LRU Email _____

1. Have you completed the core courses in your Program of Study?
 Yes No

If you have not completed all the required courses for your Program of Study, what semester will you have the course work complete? _____

2. What semester and year do you plan to enroll in your first internship?

3. Will you require accommodations for the examination? If yes, please indicate the accommodation requested.

Appendix E

Specialty Examination Capstone Project:

(Please Refer to the Professional Experiences Handbook for More Information and Samples)

Directions

Student Self-Evaluation Form Scoring Rubric

**Lenoir-Rhyne University
Graduate Counseling Program**

**Clinical Mental Health
Specialty Capstone Project**

The student is to submit a comprehensive case study on an actual agency client. When developing this comprehensive case study the student should consider the counseling theory or theories that have informed their practice. The study may use aspects of more than one theory as long as you can insure a seamless integration. Clearly discuss how you use the theory to conceptualize and work with the identified client. The student should cite any supporting research or documentation used in the case study as an evidenced based practice. The student should be able to clearly use and apply the terminology, concepts, and principles of the chosen theory.

The case study should be well organized and well written. The product will be returned without being evaluated if more than three (3) writing or organizational errors are observed, or if the product does not demonstrate graduate level use of the conventional terminology and writing style of the counseling profession. Avoid flowery, layperson, colloquial formulations. Use the following format and headings. Boldface the headings in your paper.

I. Case History

A. Background Information

The first section of your paper will present your client's background. Include bio/psycho/social /cultural history (e.g. family of origin and/or current family situation, developmental history, key historical data, substance use, educational and vocational history, psychosocial stressors, history of mental health treatment, and any other relevant information)

B. Description of the Presenting Problem

In the next section of your case study, you will describe the problem or symptoms that the client presented with. Describe any physical, emotional or sensory symptoms reported by the client. Thoughts, feelings, and perceptions related to the symptoms should also be noted. Any screening or diagnostic assessments that are used should also be described in detail and all scores reported.

C. Your Diagnosis

Provide your diagnosis and give the appropriate Diagnostic and Statistical Manual code. Explain how you reached your diagnosis, how the clients symptoms fit the diagnostic criteria for the disorder(s), or any possible difficulties in reaching a diagnosis. Include a discussion of Assessment Methods: Any tests or psychometric instruments used to evaluate the client.

II. Intervention

The second section of your paper will focus on the use of evidenced based practices and intervention(s) used to help the client. In this section you are to discuss in detail how the theory chosen informed your treatment approaches. Provide background on the approach and cite relevant references. Explain how the theory/therapy was used to treat the client, how the client responded to therapy and the effectiveness and outcome of this treatment approach. Make note of any difficulties or successes encountered by your client during treatment. Explain why the treatment was successful or unsuccessful.

You will need to include a treatment plan and any other supporting documentation you used during the sessions to evaluate your progress towards the goals of the client. Supporting documentation should include, but not limited to: case notes, sample homework assignments, and a video demonstration. When selecting the video demonstration you should be intentional and provide a rationale for why you have chosen this segment to demonstrate a particular skill or use of the theory. Please remember that you should review ALL client recorded sessions with your on-site supervisor before submitting them for review by your course instructor.

III. Evaluation

The third section of your paper should focus on the evaluation of your work with the client. When evaluating your work you should discuss what you believe to be the strengths and weaknesses of the chosen theory when working with this particular client. You should also include (but not limited to) the following: client satisfaction survey, a description and explanation of what you and your supervisor believe to be your strengths and weaknesses, and a video demonstration. Include a description and rationale of what you would have done differently if given the opportunity to do it again. This section should also include a discussion of any ethical issues that you faced in working with this client, and how you resolved them.

In addition to the review and supervision of the client audio/video provided by the site supervisor, the student is to select and present portions of these sessions to their peers and university internship instructor. The student is to come to class prepared to seek feedback by identifying at least 3 sections of the tape. The student should follow the guidelines for class case staffing in the internship syllabus or professional experiences handbook. The tapes reviewed during the internship course must be placed on an encrypted flash drive and will be submitted to Drs. Vasilas, Gray, Fuenfhausen and Wood as evidence to support your written case study. (PLEASE be certain that the video is able to be opened and played on the copy you submit. If the copy is unable to be opened or heard it will not be evaluated.)

The sections of the audio/video you select should support and show evidence of a particular skill, connection of theory etc. You can decide what sections you would like to have the faculty to review, but you must identify the specific time and provide a rationale of why you choose and believe the identified section demonstrates a skill effectively. In addition, you are asked to reflect on whether you thought the identified skill was

successful and/or beneficial. If not, please explain why and what you would like to have done differently.

PLEASE remember, that all audio/video taped sessions MUST BE reviewed by your site supervisor prior to submitting to completed project.

IV. Reflection

The fourth section of the case study should include a comprehensive reflection based on your experience and growth as a counseling student. We would like you to reflect on your development throughout the program and clinical experiences, and discuss your plans for continued professional and personal growth as a counselor.

Directions for Submission:

1. Submit electronic copies of your written document (Word) by email to Dr. Nikki Vasilas (nikki.vasilas@lr.edu) for Hickory, and Dr. Kerrie Fuenfhausen (Kerrie.Fuenfhausen@lr.edu) for Asheville. You should scan and email any supporting documents. PLEASE remember to remove any identifying client information. It is best if you refer to your client by code or initials
2. Please observe the due date. (_____) by noon. (May be submitted earlier. NOTE.... any submission made after the noon deadline on _____ will not be reviewed)

**Clinical Mental Health Specialty Area Comprehensive Examination
Scoring Rubric**

Name of Student _____ Date: _____

Rating Scale:

Carefully review the capstone project and enter the rating for each item below. The following is a description of the scale:

1 – Unsatisfactory – Little or no evidence of the rated item. Serious concerns about student academic and/or clinical competency.

2 – Needs Improvement – Does not meet minimal expectations for program. Evidence of the rated item but unelaborated, sparse, vague, or loosely associated. Lacks integration. Undergraduate level work as opposed to that expected at the graduate level.

3 – Meets Expectations – The rated item is clearly evident and is integrated within the product in a smooth narrative. Well organized. Generally meets expectations for program level; areas for growth, but no significant concerns.

4 – Exceeds Expectations – Consistently exceeds expectations for program level. Contains all of the elements of a “Meets Expectations” rating but exceeds the requirements in terms of elaboration, clarity, comprehensiveness, integration, organization, expression, and use to the extent that it suggests advanced counseling skills.

NOTE: Any score below a 3 in any category (by more than 1 reviewer) could require remediation. Remediation could include a failing grade in the internship course, major revisions of the capstone project, repeat of a counseling internship, etc.

| Category for Assessment | 1 Unsatisfactory | 2 Needs Improvement | 3 Meets Expectations | 4 Exceeds Expectations | Reviewer Rating |
|--------------------------|--|---|---|--|-----------------|
| Research | Does not Supplement case study, if at all, with incomplete research and documentation | Supplements case study with limited research; provides limited documentation of sources consulted | Supplements case study with relevant research; documents all sources of information | Supplements case study with relevant and extensive research into the present situation of the company; clearly and thoroughly documents all sources of information | |
| Writing mechanics | Writing is unfocused, rambling, or contains serious errors; lacks detail and relevant data | Writing lacks clarity or conciseness and contains numerous errors; gives | Writing is accomplished in terms of clarity and conciseness and contains only a few | Writing demonstrates a sophisticated clarity, conciseness, and correctness; includes | |

| | | | | | |
|-----------------------|---|--|---|--|--|
| | and information; poorly organized | insufficient detail and relevant data and information; lacks organization | errors; includes sufficient details and relevant data and information; well-organized | thorough details and relevant data and information; extremely well-organized | |
| APA guidelines | Does not use APA guidelines | Reflects incomplete knowledge of APA guidelines | Uses APA guidelines with minor violations to cite sources | Uses APA guidelines accurately and consistently to cite sources | |
| Case History | No evidence of a professional case history. It is incomplete and unorganized. Provides no information required. The student does not demonstrate an understanding of the assessment and diagnostic process. | Case history is incomplete and provides little to no information required. The student does not demonstrate a consistent understanding of the assessment and diagnostic process. | Case history is complete and provides the minimal information required. The student demonstrates an understanding of the assessment and diagnostic process. | Case history is very comprehensive and organized. The student demonstrates sophisticated use and understanding of the assessment and diagnostic process. | |
| Theory | There is no evidence that the student understands theory. There is incorrect use and application of the theory. | Student does not demonstrate a consistent understanding, use and application of the identified theory. | Student demonstrates an accurate comprehensive understanding, use and application of the identified theory. | Student demonstrates an accurate advanced comprehensive understanding, use and application of the identified theory. | |
| Intervention | The chosen interventions do not demonstrate an understanding of the treatment process. The student is not able to demonstrate use of treatment planning, case | The chosen interventions do not demonstrate a consistent understanding of the treatment process. The student is not able to demonstrate consistent | The chosen interventions demonstrate an understanding of the treatment process. The student demonstrates use of treatment planning, case notes. Is | The chosen interventions demonstrate an advanced and accurate understanding of the treatment process. The student demonstrates sophisticated use of | |

| | | | | | |
|----------------------------|--|--|---|---|--|
| | notes. Is not able to select and use appropriate interventions and is not accurate with identifying the theory associated with the interventions or skills. There is no support of the interventions with required evidenced based research. Video demonstrations show no use of interventions and there is concern of basic level skills. | use of treatment planning, case notes. Is not able to select and use appropriate interventions consistently and is not accurate with identifying the theory associated with the interventions or skills. There is minimal or no support of the interventions with required evidenced based research. Video demonstrations show inconsistent and basic level training in the use of selected interventions. | able to select and use appropriate interventions associated with correct theory identification. Supports interventions with required evidenced based research. Video demonstrations show developing skill in the use of selected interventions. | treatment planning, case notes. Is able to select and use appropriate interventions associated with correct theory identification. Supports interventions with relevant evidenced based research. Video demonstrations show advanced skill in the use of selected intervention. | |
| Evaluation | The student does not demonstrate use of evaluation. Is unclear and unable to show evidence of being able to integrate, organize, express, and use evaluation methods in the development of skill and performance. | The student does not demonstrate consistent use of evaluation. Is unclear and unable to show consistent evidence of being able to integrate, organize, express, and use evaluation methods in the development of skill and performance. | The student demonstrates the use of evaluation. Is clear and shows some evidence of being able to integrate, organize, express, and use evaluation methods in the development of skill and performance. | The student demonstrates sophistication in the use of evaluation. Is elaborate, clear, and comprehensive. Is able to integrate, organize, express, and use evaluation methods in the development of skill and performance. | |
| Skill Demonstration | The student does not demonstrate basic | The student demonstrates basic | The student demonstrates program | The student demonstrates | |

| | | | | | |
|-------------------|--|---|---|---|--|
| | counseling skills and is not at the level expected for a graduate counseling intern. There are serious concerns of student performance. | counseling skills and is not at the level expected for a graduate counseling intern. | expectations of counseling skills and integration. | sophistication and advance level counseling skills and integration. | |
| Reflection | Student exhibits a significant lack of self-awareness and insight, which raises serious concerns about student readiness for graduation. | Student does not consistently or clearly demonstrate self-awareness and insight expected of a graduate counseling intern. | Student demonstrates program expectations of self-awareness and insight regarding personal strengths and limitations, ethical issues, and professional development. | Student demonstrates advanced level of self-awareness and insight regarding personal strengths and limitations, ethical issues, and professional development. | |

Additional Comments:

Reviewer Recommendation:

- Student meets expectations and is clear to move on to the oral exam. No edits recommended.
- Student is clear to move on to the oral exam, but it is recommended that they make some edits to the project for clarification.
- Student does not meet expectations and is expected to make significant reviews before they schedule the oral exam.

Oral Exam Reviewer Recommendation:

- Student did a good job answering faculty questions. The student was able to successfully, clearly and professionally articulate themselves. (Student Passes Oral Exam)
- Student was unable to answer faculty questions effectively. The student was unclear, unprofessional and unable to articulate themselves. (Student Does Not Pass Oral Exam)

Faculty Reviewer: _____

Date: _____

**Lenoir-Rhyne University
Graduate Counseling Programs**

**School Counseling
Specialty Area Comprehensive Capstone Project**

I. Student Need Assessment

Students will analyze data at their internship site and identify one student competency to be addressed that is congruent with the school improvement plan. A meeting with the site supervisor and school administrator is required to determine the competency to be addressed. The student should submit an affirmation statement signed by the school administrator.

Data may include:

- (1) Student Achievement Data-Standardized test data, GPA, SAT/ACT Scores, Graduation Rates, At or Above Grade/Achievement Level in Math, Reading etc, Passing All Classes, Promotion and Retention Rates, Block schedules repeating a required class in spring after fall semester failure of the course, Drop Out Rates, Completion of Specific Academic Programs (i.e., Academic Honors, College Prep, etc)
- (2) Achievement Related Data-Discipline Referrals, Suspension Rates, Alcohol, Tobacco or other Drug Violations, Attendance Rates, Parent or Guardian Involvement, Participation in Extracurricular Activities, Homework Completion Rates
- (3) Standards and Competency Related Data-Percentage of Students with Four-Year Plans, Percentage of Students who have Participated in Job Shadowing, Percentage of Students who have Set and Attained Academic Goals, Percentage of Students who Apply Conflict Resolution Skills

II. Comprehensive School Counseling Plan:

Once the competency is identified the student will develop and submit a report of how this competency will be addressed using the North Carolina School Counselor Standards as the framework. An action plan for how they will address each standard is required.

Standard:

- (1) School Counselors demonstrate leadership, advocacy, and collaboration
- (2) School counselors establish a respectful environment for a diverse population of students
- (3) School counselors understand and implement the components of a comprehensive school counseling program
- (4) School counselors support learning for all students
- (5) School counselors reflect on their practice

III. Case Study:

Once the student has identified a critical area of need at the school through data analysis students will begin to conceptualize the process through their work in three areas. Students will address specific competency goals and objectives listed in the *Comprehensive School Counseling Standard Course of Study and Grade level Competencies* when addressing the three areas

- (1). Addressing Personal/Social Needs: Students will integrate their theoretical orientation to address the competency listed above (Video and write up). Counseling is provided individually or in a group to address difficulties students are having. The counselor should consider the developmental stages and needs of the identified client.

- (2). Addressing Career Development Needs (Video and write up). Student is required to conduct a planned small group outside of the classroom in response to the students identified need or interest or the internship student provides classroom instruction in which they teach or assist in teaching the school guidance curriculum.

- (3). Addressing Academic Planning Needs (Video and write up). In a group setting or with an individual student the counselor intern advises students concerning test score review, interpretation and analysis, promotion and retention information, career decision making, yearly course selection, financial aid, interest inventories, senior exit interviews and surveys, four year or six year plans, social skills, test taking strategies, college selection, and job shadowing

IV. Reflection In a 1-3 page paper the student will reflect on the process of using data to drive their role as a school counselor.

V. Evaluation:

1. An audio or videotape of the counseling sessions with the identified client should be made and reviewed with your site supervisor in the designated times for supervision, or the site supervisor can choose to sit in on the live sessions to observe and provide immediate feedback.

In addition to the review and supervision of the client audio/video provided by the site supervisor, the student is to select and present portions of these sessions to their peers and university internship instructor. The student is to come to class prepared to seek feedback by identifying at least 3 sections of the tape. The student should follow the guidelines for class case staffing in the internship syllabus or professional experiences handbook. The tapes reviewed during the internship course must be placed on a cd or usb and will be submitted to Drs. Vasilas, Fuenfhausen, Gray and Wood as evidence to support your written case study. (PLEASE be certain that the video is able to be opened and played on the copy you submit. If the copy is unable to be opened or heard it will not be evaluated.)

The sections of the audio/video you select should support and show evidence of a particular skill, connection of theory, evaluation etc. You can decide what sections you would like to have the faculty to review, but you must identify the specific time and provide a rationale of why you choose and believe the identified section demonstrates a skill effectively. In addition, you are asked to reflect on whether you thought the identified skill was successful and/or beneficial. If not, please explain why and what you would like to have done differently.

PLEASE remember, that all audio/video taped sessions MUST BE reviewed by your site supervisor prior to submitting to completed project.

2. Submit electronic copies of your written document (Word) by email to Dr. Nikki Vasilas (nikki.vasilas@lr.edu) for Hickory, Dr. Kerrie Fuenfhausen (Kerrie.Fuenfhausen@lr.edu) for Asheville and Dr. Neal Gray (neal.gray@lr.edu)
3. Please observe the due date. (_____) by noon. (May be submitted earlier. NOTE.... any submission made after the noon deadline on _____ will not be reviewed)

**School Counseling Specialty Area Comprehensive Examination
Self-Evaluation**

Name of Student _____

Rating Scale

Carefully review your product enter a self-evaluation rating for each item in each category below in the cells in the “Rating” column.

1 – Unsatisfactory – Little or no evidence of the rated item. Serious concerns about student academic and/or clinical competency.

2 – Needs Improvement – Does not meet minimal expectations for program. Evidence of the rated item but unelaborated, sparse, vague, or loosely associated. Lacks integration. Undergraduate level work as opposed to that expected at the graduate level.

3 – Meets Expectations – The rated item is clearly evident and is integrated within the product in a smooth narrative. Well organized. Generally meets expectations for program level; areas for growth, but no significant concerns.

4 – Exceeds Expectations – Consistently exceeds expectations for program level. Contains all of the elements of a “Meets Expectations” rating but exceeds the requirements in terms of elaboration, clarity, comprehensiveness, integration, organization, expression, and use to the extent that it suggests advanced counseling skills.

Rate your product according to the degree to which it includes and is informed by the following Standards for School Counselor Preparation:

| | Rating |
|--|--------|
| Standard 1: The school counselor demonstrates knowledge of goals and objectives of professional organizations, code of ethics, legal considerations, of preparation, certification, licensing and the role of the counselor in contrast to that of other mental health service professionals. | |
| Standard 2: The school counselor demonstrates a broad knowledge and awareness of the nature and needs of individuals at all developmental levels. | |
| Standard 3: The school counselor demonstrates the awareness, knowledge, and skills necessary to address cultural diversity, gender roles, changing demographics, changes in the family, and differing life patterns. | |
| Standard 4: The school counselor demonstrates knowledge of the philosophic bases of helping relationships and counseling skills. | |
| Standard 5: The school counselor demonstrates knowledge of accepted counseling theories and techniques. | |
| Standard 6: The school counselor demonstrates knowledge and application of career development theory, career decision-making models, career counseling theories and interventions, and career information resources. | |
| Standard 7: The school counselor demonstrates knowledge and application of assessment methods for understanding individuals, groups, and psychosocial climate | |
| Standard 8: The school counselor demonstrates knowledge of statistics and research design, and the use of statistics, research design, and disaggregated data for program | |

| | |
|---|--|
| planning and evaluation. The counselor also understands standards and ethical and legal issues relating to the development of research proposals and the use of human participants. | |
| Standard 9: The school counselor demonstrates knowledge of theories of group work, types of groups (large and small), group leadership skills, and methods of group development and management. | |
| Standard 10: The school counselor demonstrates knowledge of current consultation models and their applications in schools | |
| Standard 11: The counselor demonstrates beginning competency in a range of mental health counseling skills by completing a supervised field placement (practicum and internship) in an agency setting. | |
| Standard 12: The school counselor demonstrates knowledge of the importance of ongoing counseling supervision and program supervision for professional development. | |
| Standard 13: The school counselor demonstrates knowledge of how the community climate, culture, and work environment affect clients' health, career, and personal/social success. | |
| Standard 14: The school counselor demonstrates knowledge of program planning, data collection, implementation, and evaluation. | |
| Standard 15: The school counselor demonstrates knowledge and application of technology resources to enhance the mental health counseling program. | |
| Standard 16: The school counselor demonstrates knowledge and ability to work as a leader and advocate to promote learning and achievement for all clients.. | |
| Mean Rating | |

I _____ pledge that I have carefully reviewed my product and that the rating that I have given for each item is an accurate and honest estimate of my work. Date _____

**SCHOOL COUNSELING SPECIALTY COMPREHENSIVE EXAM
FACULTY SCORING RUBRIC**

A. To be considered ABOVE STANDARD student must: 1. provide clear rationale for the competency addressed; 2. provide data driven intervention that addresses the competency; and 3. provide data driven results occurring from the intervention.

1. Rate action plan addressing standard 1-School Counselors demonstrate leadership, advocacy and collaboration

Above Standard Meets Standard Below Standard

2. Rate action plan addressing standard 2-School Counselors establish a respectful environment for a diverse population

Above Standard Meets Standard Below Standard

3. Rate action plan addressing standard 3-School Counselors understand and implement the components of a comprehensive school counseling program

Above Standard Meets Standard Below Standard

4. Rate action plan addressing standard 4-School Counselors support learning for all students

Above Standard Meets Standard Below Standard

5. Rate action plan addressing standard 5-School Counselors reflect on their practice

Above Standard Meets Standard Below Standard

B. To be considered ABOVE STANDARD student must: 1. address specific competency goal listed in Comprehensive School Counseling Course of Study and Grade Level Competencies; 2. demonstrate appropriate intervention to address competency area; and 3 demonstrate competency in counseling skills utilized.

1. Rate intervention addressing personal/social needs

Above Standard Meets Standard Below Standard

2. Rate intervention addressing career development needs

Above Standard Meets Standard Below Standard

3. Rate intervention addressing academic planning needs

Above Standard Meets Standard Below Standard

Appendix F:
ETHICAL STANDARDS

American Counseling Association (ACA) Ethical Guidelines

<http://www.counseling.org/Files/FD.ashx?guid=c94c260-c96a-4c63-9f52-309547d60d0f>

American School Counselor Association (ASCA) Ethical Guidelines

<http://www.schoolcounselor.org/files/ethical%20standards.pdf>

American Mental Health Counselors Association (AMHCA) Ethical Guidelines

<http://www.amhca.org/pdf/CodeofEthics.pdf>

Association for Specialists in Group Work

<http://www.asgw.org/best.htm>

National Board of Certified Counselors (NBCC) Ethical Guidelines

<http://www.nbcc.org/extras/pdfs/ethics/nbcc-codeofethics.pdf>

Appendix G:

Lenoir-Rhyne University Counselor Education Faculty and Staff

Neal D. Gray, Ph.D., LPCS

Chair, School of Counseling & Human/Community Service
Associate Professor of Counseling

Contact Information:

Office: Rhyne 140

Email: neal.gray@lr.edu

Phone: (828) 328-7918

Neal D. Gray earned his Ph.D. in Counselor Education from the University of New Orleans. He currently is an Assistant Professor and Coordinator of the School Counseling Program at Lenoir-Rhyne University. Before joining the counseling department at LR he spent six years at Eastern Kentucky University. He has counseling experience in both schools and agencies. He is licensed as a Professional Counselor (LPC) in North Carolina, and a Certified School Counselor in Louisiana. His research interests include professional identity of counselors, post-master's degree supervision, and school counseling.

Nikki Vasilas, Ph.D., NCC, LPC

Assistant Professor of Counseling
Clinical Coordinator

Contact Information:

Office: Rhyne 124

Email: nikki.vasilas@lr.edu

Phone: (828) 328-7825

Nikki Vasilas, Ph.D., is a Professional Counselor and Assistant Professor in the Department of Counseling, at Lenoir-Rhyne University. Nikki Vasilas earned her Ph.D. in Counselor Education from Auburn University. Before joining the counseling department at LR she was employed as a Visiting Assistant Professor with Auburn University in the Department of Special Education, Rehabilitation, Counseling and School Psychology and a Research Fellow with the U.S. Army Research Institute at Fort Benning, GA. With specializations in the area of trauma and crisis counseling, Dr. Vasilas has been a part of Disaster Response teams for both local and national disasters such as Hurricane Katrina, the shootings at Virginia Tech, and the University of Alabama. Dr. Vasilas has counseling experience in mental health agencies, hospitals, schools, and private practice. She is a licensed Professional Counselor, National Board Certified Counselor, and National Certified Crisis Counselor. Her professional and research interests includes advocacy for the families and soldiers of the United States Armed Forces; Counselor Education programming and ethics training; specifically gate keeping practices.

Dr. Kerrie K. Fuenfhausen, Ph.D., NCC, LPC, ACS
Assistant Professor of Counseling
Asheville Program Coordinator

Contact Information:

Asheville Center for Graduate Studies
36 Montford Avenue, Asheville, NC 28801
Email: Kerrie.Fuenfhausen@lr.edu
Phone: (828) 407-4261

Kerrie K. Fuenfhausen, Ph.D., is a Professional Counselor and Assistant Professor in the Department of Counseling at Lenoir-Rhyne University. She earned both her master's and doctoral degrees from the University of North Carolina at Greensboro. Before joining the counseling department at LR she was an Assistant Professor at Southern Illinois University, where she served as coordinator of the Marital, Couple, and Family counseling track. Dr. Fuenfhausen's clinical and scholarly interests include relationship satisfaction, parenting issues, stress and coping, attachment, intimate partner violence, divorce-related issues, counselor professional identity, relational processes in clinical supervision, and Emotionally-Focused Couples Therapy. She has experience working with individuals, couples, and families in private practice, community agency, and hospital settings. Dr. Fuenfhausen is a Nationally Certified Counselor (NCC), a Licensed Professional Counselor (LPC), and an Approved Clinical Supervisor (ACS). She is a professional member of the American Counseling Association, the Association of Counselor Education and Supervision, and the International Association of Marriage and Family Counselors. She serves on the Editorial Board of The Family Journal.

Amy Wood, PhD., LPC, NCC

Associate Dean for Graduate Studies & Lifelong Learning
Associate Professor of Counseling
Faculty Athletic Representative

Contact Information:

Office: Rhyne 157
Email: amy.wood@lr.edu
Phone: (828) 328-7728

Amy Browder Wood, PhD, NCC, LPC is Dean of Graduate and Lifelong Learning Programs, Associate Professor of Counseling, and Faculty Athletic Representative at Lenoir-Rhyne University. Prior to serving as Dean, she served as Chair of the School of Counseling & Human Services, and has taught in the program for over 12 years. Dr. Wood received her Doctor of Philosophy in Counseling and Counselor Education from The University of North Carolina at Greensboro in 2005. She received her Master of Arts in Counseling from Lenoir-Rhyne University in 1995 and her Bachelor of Arts from Wake Forest University in 1990. She has over 20 years of experience working in public and private mental health settings. As a partner and therapist with The Counseling Group, Inc., Dr. Wood served a diverse client population including individuals, couples, families, and groups. Prior to private practice, Dr. Wood worked with the severe and persistently mentally ill population within the public mental

health system. Dr. Wood has served on the Board of Directors for the Rape Crisis Center of Catawba County and the Mental Health Partners LME, and she has served as a consultant and speaker at numerous schools, agencies, and organizations. Her clinical and research interests include labor and delivery nurses' experience of fetal demise, trauma, loss, and coping.

Clinical Counseling Faculty

Gordon Cappelletty, Ph.D. - Clinical Faculty of Counseling & Assistant Professor of Psychology (Hickory Campus)

Email: Gordon.Cappelletty@lr.edu

Phone: (828)328-7753

Shirley B. Huffman, Ph.D., NCC, LPCS, BCPCC, ACS, and RN -Clinical Faculty of Counseling (Hickory Campus)

Email: ccc.shuffman@gmail.com

Phone: (828)322-4941

Rebecca Withrow, Ph.D.
(Asheville Campus)

Scotti Lafone

Administrative Assistant- Hickory Campus

Email: scotti.lafone@lr.edu

Phone: (828)328-7507

- Scotti is an Administrative Assistant in the College of Education and Department of Counseling & Human/Community Services (COEHS) for the Hickory campus. Scotti Lafone is the Licensure Assistant and Program Assistant for Teaching Fellows. Scotti works directly with the School of Education Chair and Dean.

Sara Landry

Center Affairs Coordinator Asheville Campus

Email: sara.landry@lr.edu

Phone: 828.407.4263