

Professional Counseling Program Handbook 2026-2027



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WELCOME AND INTRODUCTION

Welcome to the Professional Counseling Program at Lincoln Memorial University

We are delighted to welcome you to your graduate experience in professional counseling at Lincoln Memorial University. Our Counseling Program offers two specialized tracks, Clinical Mental Health Counseling and PreK-12 School Counseling. Both specializations leading to a Master of Education (M.Ed.) degree and preparing graduates for professional counseling licensure. Both tracks are accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), ensuring the highest quality standards in counselor education.

We look forward to partnering with you as you develop your professional identity, expand your skills, and deepen your commitment to the counseling profession. Our hope is that your affiliation with LMU will continue long after graduation, as you grow in your ability to serve diverse populations with competence, compassion, and integrity.

It is our desire that this handbook will answer many of the questions you may have regarding our core values, degree requirements, program expectations, structure, licensure pathways, and relevant policies and procedures.

CACREP Accreditation and 2024 Standards Alignment

The Master of Education (M.Ed.) in Professional Counseling Clinical Mental Health Counseling and PreK-12 School Counseling concentrations are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Both concentrations were reaccredited by the CACREP Board in July 2022, and their current accreditation extends through October 31, 2030. Current accreditation information may be verified through the CACREP program directory at <https://www.cacrep.org/directory/>.

The Professional Counseling Program fully implemented the 2024 CACREP Standards during the 2025-2026 academic year. Program curriculum mapping, program objectives and outcomes, courses and course learning outcomes, syllabi, key assignments and rubrics, candidate assessment and dispositions, clinical fieldwork and supervision, program evaluation, and continuous-improvement processes are designed and maintained to align with the applicable 2024 CACREP Standards. Candidates may see CACREP standards identified in course syllabi, assignments, assessments, and program evaluation activities. Alignment is reviewed and updated through the program's continuous evaluation processes.

2026-2027 Administrative Structure Note

Effective Summer 2026, the School of Education merged with Arts, Humanities, and Social Sciences to form the College of Arts, Humanities, Education, and Social Sciences. During this transition, the Professional Counseling Program continues to operate through the Carter and Moyers School of Education identity and continues to follow the School of Education mission, commitments, policies, procedures, and terminology unless and until the University formally communicates a change. The degree awarded remains the Master of Education (M.Ed.). Accordingly, existing School of Education references are intentionally retained throughout this handbook.

Professionally,
Counseling Faculty
Lincoln Memorial University

Master of Education (M.Ed.) in Professional Counseling – Clinical Mental Health Counseling

Overall Program Details

In LMU's Professional Counseling Program, students are prepared to develop a strong professional identity and to work effectively in non-profits, community agencies, and private practice settings. Our program emphasizes fostering human development and wellness. Students learn to assess, diagnose, and treat clients using research-based practices in individual, group, couples, and family settings.

The Clinical Mental Health Counseling concentration is a 60-credit-hour CACREP-accredited program. Upon successful completion, graduates are eligible to apply for LPC licensure in Tennessee.

Our program partners with a variety of organizations, giving students valuable hands-on experience in settings such as private practices, community agencies, student counseling centers, substance use treatment programs, and inpatient facilities. The program also features engaged, approachable faculty who provide mentorship, research opportunities, and support for conference presentations.

Concentration Specifics

- 60-credit-hour CACREP-accredited Clinical Mental Health Counseling program
- Prepares graduates for mental health counselor licensure in Tennessee and other states
- Offered in a hybrid format at LMU–Cedar Bluff in Knoxville (online and on-campus components)
- Flexible scheduling to accommodate working professionals
- Courses offered year-round, including summer sessions
- Full-time or part-time study options, allowing students to progress at their own pace

Contact Information

Kristen Smith

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Clinical Mental Health Counseling Program

Website: [https://www.lmunet.edu/school-of-](https://www.lmunet.edu/school-of-education/graduate/masters/professional-counseling/)

[education/graduate/masters/professional-](https://www.lmunet.edu/school-of-education/graduate/masters/professional-counseling/)

[counseling/](https://www.lmunet.edu/school-of-education/graduate/masters/professional-counseling/)

Master of Education (M.Ed.) in Professional Counseling – PreK-12 School

Counseling Overall Program Details

The School Counseling Program at LMU prepares graduates to become professional school counselors who design and implement proactive, data-driven comprehensive school counseling programs. Students are trained in alignment with the Tennessee Model for School Counseling and the American School Counselor Association (ASCA) standards.

The PreK-12 School Counseling concentration is a 60-credit-hour CACREP-accredited program.

The program partners with a variety of school districts, providing rich, hands-on experience in diverse school settings. Our faculty are committed to student success, offering mentorship, research opportunities, and guidance in professional development activities. Upon successful completion, graduates are eligible for licensure as PreK-12 school counselors in Tennessee.

Concentration Specifics

- 60-credit-hour CACREP-accredited PreK-12 School Counseling program
- Hybrid format (online format and in-person classes) and online courses.
- Flexible scheduling for working professionals
- Courses offered year-round, including summer sessions
- Full-time or part-time study options, allowing students to progress at their own pace

Contact Information

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PreK-12 School Counseling Program Website:

[https://www.lmunet.edu/school-of-education/gra](https://www.lmunet.edu/school-of-education/graduate/masters/professional-counseling/)

[duate/masters/professional-counseling/](https://www.lmunet.edu/school-of-education/graduate/masters/professional-counseling/)

Program Faculty and Staff Directory

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MISSION AND PURPOSE OF THE UNIVERSITY

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

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

Approved by the Board of Trustees May 5, 2006

MISSION STATEMENT - CARTER AND MOYERS SCHOOL OF EDUCATION

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

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

COUNSELING PROGRAM MISSION STATEMENT

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

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

DIVERSE STUDENT RECRUITMENT POLICY

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

COUNSELING PROGRAM OBJECTIVES

Upon successful completion of the graduate program in counseling, students will demonstrate the knowledge, skills, and professional dispositions of effective counselors through didactic learning and supervised clinical practice.

Program goals are to prepare graduates to:

1. **Professional Orientation & Ethical Practice**
Demonstrate a strong professional counselor identity; apply ethical and legal standards (including technology, telehealth, documentation, and supervision); engage in reflective practice and self-care; and collaborate interprofessionally in the best interests of clients.
2. **Social & Cultural Diversity and Advocacy**
Practice culturally responsive counseling grounded in cultural humility; analyze power, privilege, and oppression; advocate at client, community, and policy levels; and promote equity, inclusion, and belonging across diverse populations.
3. **Human Growth & Development Across the Lifespan**
Integrate developmental, ecological, and biopsychosocial perspectives (including risk, resilience, and neurodevelopment) to inform case conceptualization, prevention, and intervention for individuals, couples, families, and groups.
4. **Career Development & Life Design**
Apply contemporary career and college-readiness theories; use labor-market and educational data; and deliver developmentally and culturally responsive career counseling across the lifespan.
5. **Counseling & Helping Relationships**
Build effective therapeutic alliances; integrate counseling theories with case conceptualization and treatment planning; implement evidence-based and developmentally appropriate interventions; and monitor outcomes for continuous improvement.
6. **Group Counseling & Group Work**
Design, facilitate, and evaluate psychoeducational and counseling groups using ethical, culturally responsive practices that address group purpose, development, dynamics, leadership, and evaluation.
7. **Assessment & Testing**
Select, administer, score, and interpret assessments ethically and culturally responsively; understand psychometrics; conduct screening, risk (suicide/violence) and trauma assessments; and use assessment data to inform diagnosis, planning, and outcomes.
8. **Research, Evidence-Based Practice & Program Evaluation**
Critically appraise quantitative, qualitative, and mixed-methods research; translate findings to practice; evaluate programs and interventions with equity-minded, data-informed approaches; and contribute to the professional knowledge base.
9. **School Counseling (P–12 Specialty)**
Plan, implement, and evaluate comprehensive, data-informed school counseling programs that promote all students' academic, career, and social/emotional development; collaborate within MTSS frameworks; lead equity-focused initiatives; and use outcome data for continuous improvement.
10. **Clinical Mental Health Counseling (Specialty)**
Provide culturally responsive, trauma-informed clinical services across settings; conduct diagnosis and case conceptualization; deliver evidence-based treatment and crisis intervention (including suicide prevention); integrate care with other providers; engage in

case management and referral; and use outcomes monitoring to guide practice.

Across all objectives, students will demonstrate professional communication; ethical use of technology and telehealth; trauma, crisis, and disaster preparedness; advocacy and leadership; and commitment to ongoing professional development.

ADMISSIONS

Mental Health and School Counseling

Level One: Admission to Graduate Studies

Minimal criteria for admission into School and Mental Health Counseling are:

1. Completed the online Application for Graduate Studies form completed at <https://www.lmunet.edu/target-x/index.html>
2. Submit official transcripts of bachelor's degree coursework from an accredited institution
3. Applicants must have a minimum cumulative undergraduate grade point average (GPA) of 2.75 on a 4.0 scale. Applicants below this minimum are subject to the University's current graduate admission and appeal procedures.
4. Completed background check
5. Three positive recommendations completed online at <http://form.jotformpro.com/form/42176670241956>
6. A written essay/Professional Statement that includes the applicant's reason for pursuing a degree in Clinical Mental Health Counseling or School Counseling. Applicants will be emailed supplemental application information that identifies the required topics. The essay must be written and formatted according to the most current edition of APA Style (APA 7th edition at the time of this handbook's publication), including appropriate organization, academic tone, citations, and references when sources are used.
7. Resume that includes applicants major, minor, grade point average, honors and awards and volunteer and employment experiences.
8. If invited, applicants will participate in a half-day interview. The interview is conducted by Professional Counseling faculty and consists of group exercises, an individual interview, and an additional writing sample.
9. Applicants must receive a positive recommendation from the Professional Counseling faculty and Program Director. The Dean of the School of Education approves admission to Graduate Education Studies in Professional Counseling, based on the recommendation of the Professional Counseling Program Director and faculty.

*Applicants will be formally notified of the admission decision within 30 days of the admissions interview.

*If accepted into the Professional Counseling program, applicants have two weeks to notify the program director of their intention to enter the program.

Level Two: Admission to Degree Candidacy

After having successfully completed at least one graduate-level course, but not more

than three courses (9 hours), a degree-seeking student will apply for degree candidacy. With the assistance of the assigned advisor, the student must submit:

1. Application for Degree Candidacy for the Master of Education degree found here: <http://form.jotformpro.com/form/42174052995964>
2. Submit three applicant assessment forms found here: <http://form.jotformpro.com/form/42177157037960>
3. Program of Study approved by students' advisor and program director

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

OVERVIEW OF THE PROGRAM

Students must attend new student orientation prior to beginning coursework. Advisors are assigned at orientation. The orientation session provides students with critical information for progressing through each degree program. Professional Counseling faculty will review the handbook with new students highlighting ethical and professional behavior expected of students, personal growth experiences, and practicum and internship requirements.

Advisors will develop a program of study with students their first semester in the program. The program of study lays out when students take coursework for their time in the program.

The *Graduate Catalog* serves as the official source of information regarding curriculum requirements. Requirements are provided here for ease of student access. To view the 2026-2027 *Graduate Catalog* visit <https://www.lmunet.edu/academics/catalogs.php>.

Course Delivery Formats

Both the Clinical Mental Health Counseling and PreK-12 School Counseling concentrations are based at LMU-Cedar Bluff and use the same mixture of delivery formats, although their required courses and Programs of Study differ.

- Fully online courses: COUN 521 Career Counseling; COUN 581 Psychology of Human Development; COUN 611 Counseling Theories; and EDUC 511 Research and Statistics.
- Hybrid courses combine online instruction with scheduled 4.5-hour in-person class meetings. Reasonable breaks are included during the scheduled in-person time.
- Practicum seminar meetings are offered synchronously. Internship seminar delivery follows the approved program format and the published course schedule.

Delivery formats and meeting dates are identified in the published schedule and course syllabus. Candidates are responsible for confirming the delivery format before registering.

Registration, Enrollment, and Program Completion

Registration and enrollment are not automatic. Each counseling candidate is responsible for reviewing the approved Program of Study, consulting with the assigned advisor as needed, resolving registration holds, and enrolling during the University's designated registration period.

- Register for the correct course number, section, number of credit hours, campus/location, and delivery format.
- Confirm that all prerequisites, clinical applications, approvals, liability coverage, background checks, and other required documentation are completed by the applicable deadlines.
- Review the registration record each semester and report errors promptly to the advisor, Program Director, and appropriate

University office.

- Follow the approved course sequence. Not every required course is offered every semester, and some courses depend on successful completion of earlier coursework.

Important completion warning: Failure to follow the approved Program of Study or published registration schedule - including late registration, taking courses out of sequence, registering for the wrong number of credits, dropping or withdrawing from a required course, or missing prerequisite or clinical deadlines - may delay practicum, internship, graduation eligibility, and completion of the program. Submission of an Intent to Graduate does not override unmet degree or clinical requirements. A candidate's anticipated graduation may be moved to a later semester when requirements cannot be completed on the original timeline.

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

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

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

PreK-12 School Counseling

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

To become a licensed school counselor in Tennessee, students are required by the State Department of Education to pass the Praxis Instructional Support Personnel, test

code 5421, in School Counseling PreK-12 with a minimum score of 156. Students in other states are responsible for following the licensing policies of their respective governing boards. Sue England, tywana.england@lmunet.edu is the LMU contact for school counseling licensure.

Mental Health Counseling

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

Graduates of Lincoln Memorial University's Mental Health Counseling program will satisfy the State of Tennessee's academic coursework requirements for licensure track in professional counseling (LPC/MHSP). After graduating, students must pass the National Counselor Exam (NCE) and complete 150 post master's supervision hours with an approved licensure supervisor

and 1500 direct clinical hours and 1500 indirect clinical hours, pass the Tennessee Jurisprudence Exam, and pass the National Clinical Mental Health Counseling Examination (NCMHCE) prior to applying for LPC/MHSP as stipulated by the related Health

Licensing Board. Students majoring in Mental Health Counseling are required to be covered by liability insurance provided with an American Counseling Association student membership.

Students are responsible for obtaining their own personal ACA Student Membership. **Documentation and verification of liability coverage is available for viewing in the students' practicum/internship folder in Watermark.**

Performance Requirements

The Professional Counseling faculty at Lincoln Memorial University are committed to maintaining high standards for the benefit of students and the counseling profession. Faculty continuously evaluate academic performance, professional development, and personal development of students. Continuous assessment is required by the School of Education, accreditation bodies (CACREP), and ethical standards. Progression through the Professional Counseling program is not guaranteed and is subject to positive evaluations from Professional Counseling faculty.

Students must demonstrate satisfactory progress throughout the program by:

1. Enrolling in appropriate courses, outlined in their program of study, and make satisfactory progress toward their degree as determined by Professional Counseling faculty.
 - a. Maintaining satisfactory academic standing under the Grading, Academic Standing, Probation, and Course Repetition policy in this handbook.

2. Achieving at least “Meets Expectations” or “Developing” on the Counseling Candidate when assessed by faculty as part of the Professional Counseling Continuous Evaluation policy (see below)
3. Applying for, and be recommended by faculty, Practicum in Counseling (COUN 593) by February 15 for Fall placement.
4. Applying for, and be recommended by faculty, for Internships (COUN 698 and 699) no later than October 10 for Spring placement.

Professional Counselor Candidate Dispositions

Professional counseling dispositions are the attitudes, values, beliefs, interpersonal behaviors, and professional commitments that shape a counselor’s growth, ethical practice, and interactions with clients, colleagues, and the broader community (CACREP, 2024). Counseling programs are required to systematically assess student dispositions—alongside knowledge and skills—at multiple points in the program to ensure readiness for professional practice and to support ongoing professional development.

Faculty use the Professional Counseling Dispositions Rubric as part of the continuous evaluation process to provide counseling students with direct, formative feedback and to identify specific areas for growth. Assessment occurs at key transition points, including the conclusion of Counseling Skills (COUN 541), Group Counseling (COUN 631), Practicum

and Seminar in Counseling (COUN 593), and Internship and Seminar in Mental Health (COUN 699) or School Counseling (COUN 698).

Professional Counseling Dispositions Rubric

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking the corresponding number. Lastly, please add comments to support ratings as needed.

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition

1-Developing: some evidence of understanding and commitment to the disposition

2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

1. Demonstrates Effective Oral Communication Skills *

	□ Does not consistently demonstrate professional oral communication skills as evidenced by making major errors in language, grammar, and word choice □ Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation □ Choice of vocabulary is either too difficult or too simplistic -0 Points	□ Demonstrates professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment, yet makes some common and noticeable errors □ Strives to vary oral communication as evidenced of some students demonstrating a lack of participation □ Occasionally uses vocabulary that is either too difficult or too simplistic -1 Point	□ Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar, and word choice for the learning environment □ Varies oral communication as evidenced by encouraging participatory behaviors □ Communicates at an age appropriate level as evidenced by explaining content specific vocabulary -2 Points
1. Demonstrates Effective Oral Communication Skills	○	○	○

Comments:

2. Demonstrates Effective Written Communication Skills *

	□ Communicates in tones that are harsh or negative as evidenced by fostering negative responses □ Demonstrates major spelling and grammar errors or demonstrates frequent common mistakes -0 Points	□ Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses □ Demonstrates common errors in spelling and grammar -1 Point	□ Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses □ Demonstrates precise spelling and grammar -2 Points
2. Demonstrates Effective Written Communication Skills	☐	☐	☐

Comments:

3. Demonstrates Professionalism *

	□ Does not respond to communications and does not submit all assignments □ Fails to exhibit punctuality and/or attendance □ Crosses major boundaries of ethical standards of practice □ Divulges inappropriate personal life issues at the classroom/workplace as evidenced by uncomfortable responses from others □ Functions as a group member with no participation -0 Points	□ Delayed response to communications and late submission of assignments □ Not consistently punctual and/or has absences □ Crosses minor boundaries of ethical standards of practice □ Occasionally divulges inappropriate personal life issues into the classroom/workplace, but this is kept to a minimum □ Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation -1 Point	□ Responds promptly to communications and submits all assignments □ Consistently exhibits punctuality and attendance □ Maintains professional boundaries of ethical standards of practice □ Keeps inappropriate personal life issues out of classroom/workplace □ Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes -2 Points
3. Demonstrates Professionalism	☐	☐	☐

Comments:

4. Demonstrates a Positive and Enthusiastic Attitude *

	□ Often complains when encountering problems and rarely offers solutions □ Resists change and appears offended when suggestions are made to try new ideas/activities □ Demonstrates a flattened affect as evidenced by lack of expressive gestures and vocal expressions -0 Points	□ Seeks solutions to problems with prompting □ May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed □ Overlooks opportunities to demonstrate positive affect -1 Point	□ Actively seeks solutions to problems without prompting or complaining □ Tries new ideas/activities that are suggested □ Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues -2 Points
4. Demonstrates a Positive and Enthusiastic Attitude	○	○	○

Comments:

5. Demonstrates Preparedness in Teaching and Learning *

	□ Rejects constructive feedback as evidenced by no implementation of feedback □ Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve □ Comes to class unplanned and without needed materials □ Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed -0 Points	□ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions □ Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement □ Comes to class with some plans and most needed materials □ Aware that lesson is not working but does not know how to alter plans to adjust -1 Point	□ Accepts constructive feedback as evidenced by implementation of feedback as needed □ Learns and adjusts from experience and reflection as evidenced by improvements in performance □ Comes to class planned and with all needed materials □ Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits -2 Points
5. Demonstrates Preparedness in Teaching and Learning	○	○	○

Comments:

6. Exhibits an Appreciation of and Value for Cultural and Academic Diversity *

	□ Demonstrates inequitable embracement of all diversities □ Is challenged to create a safe classroom as evidenced by ignoring negative behaviors by students -0 Points	□ Goes through the expected and superficial motions to embrace all diversities □ Strives to build a safe classroom with zero tolerance of negative behaviors towards others but needs further development in accomplishing this task -1 Point	□ Embraces all diversities as evidenced by implementing inclusive activities and behaviors with goals of transcendence □ Creates a safe classroom with zero tolerance of negativity to others as evidenced by correcting negative student behaviors -2 Points
6. Exhibits an Appreciation of and Value for Cultural and Academic Diversity	○	○	○

Comments:

7. Collaborates Effectively with Stakeholders *

	□ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus □ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others □ Rarely collaborates or shares strategies and ideas even when prompted -0 Points	□ Demonstrates some flexibility □ Maintains a respectful tone in most circumstances but is not consistent □ Shares teaching strategies as evidenced by some effort towards collaboration -1 Point	□ Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus □ Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others □ Proactively shares teaching strategies as evidenced by productive collaboration -2 Points
7. Collaborates Effectively with Stakeholders	○	○	○

Comments:

8. Demonstrates Self-Regulated Learner Behaviors/Takes Initiative *

	□ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support □ Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work -0 Points	□ Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth □ Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles -1 Point	□ Recognizes own weaknesses as evidenced by seeking solutions before asking for support □ Researches and implements most effective teaching styles as evidenced by citing works submitted -2 Points
8. Demonstrates Self-Regulated Learner Behaviors/Takes Initiative	○	○	○

Comments:

9. Exhibits the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability *

	□ Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues □ Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily □ Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness -0 Points	□ Demonstrates level of maturity to self-regulate after initial response is one of overreaction to sensitive issues □ Demonstrates perseverance and resilience (grit) most of the time □ Demonstrates sensitivity to feelings of others most of the time -1 Point	□ Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues □ Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations □ Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness -2 Points
9. Exhibits the Social and Emotional Intelligence to Promote Personal and Educational Goals/Stability	○	○	○

Comments:

Total Point:

Total Possible = 18

Comments:

PERSONAL GROWTH EXPECTATIONS

The growth that counselors encourage clients to commit to and engage in for their own well-being is parallel to the personal and professional growth expected of counselors themselves. In helping others, a counselor's self-awareness, values, and worldview inevitably influence the counseling process. Each counselor brings their unique characteristics, strengths, and life experiences into the therapeutic relationship.

Counselor education faculty expect students to actively engage in their own personal growth, recognizing that certain clients, course content, or program experiences may be personally challenging. When challenges arise, counselors-in-training are encouraged to seek appropriate counseling, supervision, or other forms of support to foster growth and professional competence.

Students in the LMU Counseling Program are expected to participate in ongoing self-reflection, self-awareness practices, and personal development activities to strengthen their effectiveness and ethical practice as professional counselors.

PROFESSIONAL IDENTITY DEVELOPMENT

The Professional Counseling Program supports lifelong professional identity development and engagement with professional counseling organizations. Candidates are expected to learn and apply ethical principles throughout their training and professional practice.

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

The Professional Counseling Program supports student leadership through student representative participation with the Tennessee Licensed Professional Counselors Association (TLPCA). TLPCA student representatives help connect counseling candidates with professional-development, advocacy,

networking, and student-engagement opportunities within Tennessee's counseling profession.

Professional Ethical Standards and Trauma-Informed Counseling Integration

The Professional Counseling Program prepares counseling candidates to use ethical reasoning and to act in accordance with the professional standards, laws, regulations, and policies applicable to their concentration, training role, clinical or school placement, credential, and jurisdiction. All candidates are expected to become familiar with and follow the most current formally adopted American Counseling Association (ACA) Code of Ethics. At the time this handbook was prepared, the 2014 ACA Code of Ethics remained the current formally adopted code. Any subsequently adopted ACA Code of Ethics supersedes the prior edition.

School Counseling candidates are also expected to become familiar with and follow the most current American School Counselor Association (ASCA) Ethical Standards for School Counselors (2022 at the time of handbook publication). When preparing for or serving in Tennessee schools, candidates must also follow the Tennessee Teacher Code of Ethics (T.C.A. section 49-5-1001 et seq.), the Tennessee State Board of Education School Counseling Model and Standards Policy 5.103, applicable federal and state law, State Board rules and policies, and applicable local education agency, school, and placement site requirements.

Ethical decision-making and trauma-informed counseling principles are integrated and reinforced across the curriculum in ways appropriate to each course's purpose, content, learning outcomes, and scope. Depending on the course, this integration may include professional responsibility, cultural responsiveness, client or student welfare, safety, trust, collaboration, choice, empowerment, boundaries, confidentiality, consultation, referral, crisis response, and practices intended to reduce the risk of re-traumatization.

Program-wide integration is developmental and does not mean that every course provides comprehensive instruction or establishes independent practice competence in every ethical issue, trauma presentation, population, assessment, or intervention. Candidates must practice within the boundaries of their education, training, supervision, role, credential, applicable law, and site policy; obtain consultation or supervision when needed; and refer or collaborate when a need exceeds their current competence.

This handbook provides program guidance and is not legal advice. Ethical standards, laws, regulations, and policies may change during the academic year. Candidates are responsible for consulting the current governing sources and seeking timely guidance from faculty, site supervisors, the Program Director, and appropriate school, district, licensing, credentialing, or legal authorities when requirements are unclear or appear to conflict.

Current Ethics Resources

ACA Ethics Resources and current Code of Ethics: <https://www.counseling.org/resources/ethics>

ASCA Ethical Standards for School Counselors: <https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

Tennessee school counseling requirements: Tennessee State Board of Education School Counseling Model and Standards Policy 5.103 and the Tennessee Teacher Code of Ethics, T.C.A. section 49-5-1001 et seq., in their most current official versions.

COMPREHENSIVE EXAMS

Candidates must pass a comprehensive examination pertaining to coursework taken in the professional Counseling program. Students may sit for their comprehensive examination during their first semester of internship. It may not be taken more than twice.

Candidates take the Counselor Preparation Comprehensive Exam (CPCE) for their

comprehensive examination. The CPCE is a multiple-choice exam that contains 160 items. Candidates pay a fee determined by CPCE to take the exam. Information about registering for the CPCE will be distributed to candidates in the Fall, Spring, and Summer. Candidates must take the exam in the Spring or Fall. Candidates who do not obtain the program's required passing score must retake the CPCE at the next program-approved administration. A required retake may delay graduation by a semester, so candidates should schedule the examination early in the semester. For more information about the CPCE, visit <https://www.cceglobal.org/assessmentsandexams/cpce>

Academic Writing and APA Style Expectations

APA formatting is expected on all discussions, assignments, and examinations unless otherwise specified by the instructor. Candidates should follow the most current edition of the Publication Manual of the American Psychological Association for citations, references, scholarly tone, mechanics, and document formatting appropriate to the task. When an instructor or assignment provides different formatting directions, those directions control.

APA Formatting and Writing Resources

- LMU Library APA Citation Guide: <https://library.lmunet.edu/citationstyles/apa>
- Official APA Style website, tutorials, sample papers, and reference examples: <https://apastyle.apa.org/>
- Purdue OWL APA Formatting and Style Guide: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html

Generative Artificial Intelligence (GenAI) Policy

Purpose. The Professional Counseling Program permits limited use of generative artificial intelligence only when explicitly authorized by the instructor or assignment and only with required disclosure. All submitted work must reflect the candidate's original thinking, professional voice, clinical reasoning, and applied judgment. Candidates remain fully responsible for the accuracy, integrity, ethical appropriateness, and verifiability of everything submitted.

Permitted and Prohibited Uses

When explicitly permitted, GenAI may be used as a prewriting or learning support, including brainstorming, outlining, clarifying concepts, generating questions for reflection, or improving grammar and clarity. It may not be used to generate or substantially rewrite graded responses intended to demonstrate the candidate's original analysis, synthesis, reflection, clinical reasoning, or professional voice.

- Do not use GenAI to write full or partial assignment responses.
- Do not use GenAI to replace analysis, reflection, clinical reasoning, case conceptualization, ethical decision making, or applied professional judgment.
- Do not submit fabricated, unverifiable, or GenAI-generated citations or sources.

Required GenAI Disclosure

When GenAI is permitted and used for anything beyond basic spelling or grammar assistance, the candidate must include the course's GenAI Use Disclosure with the submission. The disclosure must identify:

- The tool or tools used.
- The purpose for which each tool was used.
- The exact prompts and outputs, provided as a transcript or screenshots.
- How the tool did or did not influence the final submission.

Failure to disclose permitted use, or providing an incomplete or misleading disclosure, is considered unauthorized academic assistance and may be treated as academic misconduct.

Review of Potential GenAI-Generated Work

Turnitin or another University-supported originality tool may be used as an initial screening resource. A Turnitin AI-generated-content indicator of 35% or higher will initiate an academic integrity review by the instructor and additional Professional Counseling faculty. Detection scores are screening indicators and are not, by themselves, a final determination of misconduct.

The review may consider whether the use was permitted, the accuracy of any disclosure, consistency with the candidate's established professional voice and developmental level, depth of clinical reasoning and application, accuracy and validity of sources, assignment drafts or revision history, and the candidate's ability to explain and defend the submitted work.

Following the required review, work with a Turnitin AI-generated-content indicator of 80% or higher will receive a zero for the assignment unless the instructor documents specific circumstances supporting a different outcome. Depending on the findings and any prior concerns, other outcomes may include no violation, an instructional warning, or an academic integrity referral.

Privacy and Ethical Use - Zero-Tolerance Area

Candidates must never enter client information, practicum or internship site details, supervision content, protected health information, or any identifiable or re-identifiable material into a GenAI system. A privacy or ethical breach involving GenAI results in automatic referral for academic and professional-integrity review.

Candidate Checklist Before Submission

- The submission reflects my own thinking, analysis, and professional voice.
- I can explain and defend every idea, citation, and conclusion I submitted.
- I followed the instructor's directions concerning whether GenAI was permitted.
- If GenAI was permitted and used, I included the complete required disclosure.
- All sources are real, accurate, and verifiable.
- I did not enter client, site, supervision, or other confidential information into GenAI.

Bottom line: Use GenAI transparently, minimally, and ethically, and only when the instructor or assignment explicitly permits its use.

Professional Counseling Program Continuous Evaluation Policy

To encourage growth and development of students, and to fulfill ethical obligations to evaluate readiness and suitability of the counseling candidates for the profession, faculty utilize the following continuous evaluation policy and process:

1. The admissions committee, made up of Professional Counseling faculty, selects applicants who demonstrate academic, professional, and personal characteristics necessary to fulfill the obligations of the counseling profession. After admission to the program, candidates commit to a program of study signed by the student, their advisor, and program director. Students are encouraged to continue their personal and professional growth during class activities and are expected to follow the current professional ethical standards applicable to their concentration, training role, placement, and jurisdiction as identified in this handbook.
2. Students are expected to “Meet Expectation” or be “Developing” in the Professional Counselor Candidate Dispositions. In addition to course grades, candidates’ dispositions are continuously evaluated by faculty.
3. In the Spring semester, Professional Counseling faculty conduct a systemic evaluation of each student’s progress in the program. Faculty utilize the Candidate Dispositions rubric and the academic requirements of the program noted above and the Progression Through

the Program Document included in the handbook. Each student is sent a letter informing them about their progress in the program. The letters are to celebrate candidates who are on track and to assist candidates who are not making adequate academic, professional, or personal progress.

4. At the Faculty meeting in the Spring, Faculty review each candidate's practicum readiness by reviewing the student's practicum application and the Professional Counselor Candidate Dispositions Rubric. Students are then notified of their acceptance to practicum or notified of the academic or disposition deficits that need to be remediated prior to entering the practicum phase of training.
5. The faculty review each candidate's readiness for internship utilizing the application and Professional Counselor Candid Dispositions Rubric. Students are then notified of their acceptance to practicum or notified of the academic or disposition deficits that need to be remediated prior to entering the practicum phase of training.
6. If a faculty member feels, at any time, that a candidate is demonstrating "Needs Improvement" on the Professional Counselor Candid Dispositions, they may bring this to the attention of the faculty. Additionally, if a faculty member is concerned about a candidate's academic, personal, or professional functioning, they may bring this to the attention of the Counseling Program Director. Faculty may choose to have an informal meeting with the student to express and attempt to resolve concerns or a developmental plan.
7. Faculty members may initiate a formal evaluation of a candidate's performance at any time, specifically if the concern relates to the Professional Counselor Candidate Dispositions. The following process will be initiated:
 - a. The faculty member completes the Professional Counseling Program Development Plan and gives a copy to the Program Director.
 - b. Program director will collect further written documentation from faculty and others involved.
 - c. Program faculty will meet to consider the situation and data collected.
 - d. Faculty who initiated the review and program director will meet with the student to discuss the evaluation and have student sign Professional Counseling Program Developmental Plan to indicate they have read it.
 - e. Candidate is provided the opportunity to give a written or oral response to the faculty. The response should be submitted within fourteen days after the meeting.
 - f. If the candidate chooses to respond to the Developmental Plan, counseling faculty will consider the student's response in their recommendations.
 - g. Program director and a faculty member will meet with the student again or contact candidate by email to share their recommendations and provide candidate with information about their rights.

8. Program faculty can make recommendations for remediation at any point in the continuous evaluation process. Faculty will inform the candidate if their continuation in the program is contingent on them carrying out recommendations made by counseling faculty. Recommendations may include, but are not limited to, obtaining personal or career counseling, taking a semester off from classes to allow time to resolve personal issues, explore other educational options, or taking remedial coursework. Candidates may appeal recommendations through the appeals process in the graduate school.
9. Faculty may withhold permission to non-degree seeking students (licensure add-on) to take courses in the Professional Counselor program if a student receives a “Needs Improvement” on the Professional Counselor Dispositions Rubric.
10. Candidates must be able to meet the demands required of professional who works in the counseling field. If a faculty member has concerns about a candidate’s performance and the student does not work to improve the identified areas in their developmental plan, dismissal from the program may occur. Candidates will be put on immediate suspension of clinical privileges in practicum and internship until the necessary changes have been made. Candidates can be dismissed from the program if they: a) Commit a serious ethical breach or engage in gross professional negligence b) Demonstrate impaired psychological functions that would endanger themselves or others they work with c) Engage in behaviors that are detrimental to the best interest of clients, fellow students, or faculty members.
 ** If a candidate is arrested during practicum or internship, they are to let the Practicum and Internship Coordinator and Counseling Program Director know immediately. Candidates are not to go to practicum or internship sites until they meet with counseling faculty. Faculty will schedule a meeting with the student and decide what steps need to be taken. The recommendations made by faculty may include immediate suspension of clinical privileges in practicum and internship until the necessary changes have been made or dismissal from the program.

GRADING, ACADEMIC STANDING, PROBATION, AND COURSE REPETITION

A student receives a grade for most registered course work (except “Audit”). Grades are indicated by letters and assigned quality points as shown below. Credit toward a degree program will be granted only for courses in which a grade of “C” or better is earned.

Quality Points

Grade	Definition	Per Semester Hour
A	Superior (Quality of work exceptional)	4.00
A-	Excellent (Quality of work above course expectation)	3.67

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

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

IP: In Progress; only given in clinical coursework to complete required hours for licensure NC: No Credit. No credit assigned for the course. Not computed in the GPA

AU: Audit

WD: Withdrawal

P: Pass; carries credit, but no quality points

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

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

Academic Standing and Probation

To remain in good academic standing, the graduate student must earn grades of “B-” or better for all coursework. A grade of “C” or lower is considered unsatisfactory graduate-level work and constitutes probationary status in the Counseling Program. A student who earns a grade of “C” or lower will be placed on academic probation and will be required to complete an Academic Support Plan. A second grade of “C” or lower will result in dismissal from the Counseling Program.

Academic Support Plan during and following probation. When a counseling candidate is placed on academic probation, the program will develop an Academic Support Plan (ASP) with the candidate. The ASP will identify academic expectations, required supports, monitoring procedures, and applicable deadlines. After the candidate is removed from probation and returns to good academic standing, an Academic Support Plan will remain in effect for the candidate's first semester off probation to support continued progress and a successful transition.

Course Repetition

Graduate students can repeat courses only once. Both attempts will remain a part of the permanent academic record. Only the most recent grade will be used in computing the cumulative GPA. (From Graduate Catalog)

Academic appeals related to probation, suspension, or dismissal follow the Academic Appeals, Grievances, and Complaint Procedures immediately below and the current Graduate Catalog.

Professionalism, Respectful Communication, and Chain of Command

Counseling candidates are expected to communicate professionally, respectfully, and directly with faculty, staff, peers, site personnel, clients, and other University stakeholders. Professional communication includes an appropriate tone, accurate and complete information, reasonable response time, respect for confidentiality and boundaries, and a willingness to participate in constructive problem solving even when disagreement occurs.

Candidates should use their LMU email account for program-related communication, review messages before sending, and avoid hostile, threatening, demeaning, or disrespectful language. Concerns should be addressed through the appropriate chain of command rather than through group escalation, social media, or copying individuals who are not directly involved.

- 1. Instructor:** The candidate first communicates directly with the instructor responsible for the course, assignment, grade, or classroom concern and provides the instructor a reasonable opportunity to respond.
- 2. Program Director:** If the concern remains unresolved after direct communication with the instructor, the candidate may contact the Professional Counseling Program Director and include relevant documentation and the steps already taken.
- 3. Formal process:** If the concern remains unresolved, the candidate follows the applicable complaint, grievance, or appeal process stated in this handbook and the Graduate Catalog.

A candidate may contact the Program Director or the appropriate University office without first contacting the instructor when the concern involves an immediate safety issue, a serious ethical concern, discrimination or harassment, or a conflict of interest that makes direct communication inappropriate.

Academic Appeals, Grievances, and Complaint Procedures

There is a distinct difference between a grievance and a complaint. Generally, a complaint addresses a process that is used and the interpretation of that process. A grievance is an action or inaction that impacts a student or class only by applying a specific policy or procedure. For our purposes, the catalog defines the following terms: A grievance is defined as an alleged violation of a specific policy or procedure outlined in the catalog or student program handbook.

A complaint is defined as a disagreement made by the faculty or staff.

The following paragraphs outline the procedures to be followed and the expectations of faculty, staff, and students, whether it involves a grievance or complaint.

Complaint Procedure

The complaint process begins with an informal resolution step. The student (complainant) must initiate a documented meeting with the faculty or staff member involved to discuss the issue. This meeting should not focus on grades or assignments unless the grade or assignment is the source of the complaint. The faculty or staff member must document the meeting in writing, including the date, time, issues discussed, and any proposed resolution or support offered.

After this discussion, the faculty or staff member must ask the student whether the issue has been resolved to their satisfaction. If the student confirms that the matter is resolved, the faculty or staff member will document this resolution. If the student indicates that the issue remains unresolved, the student will be referred to the complaint procedure in the catalog. The faculty or staff member will then memorialize the meeting and provide a written summary of the discussion and determination.

If informal resolution fails, the student must submit a written complaint to the program director within ten (10) calendar days of the meeting. This written complaint must outline the issue(s), prior efforts to resolve the matter, and the student's proposed resolution. Upon receiving the written complaint, the program director will schedule a meeting with the student and the involved faculty or staff member to discuss the matter and seek a resolution.

If an agreement is reached, the program director will document the resolution in writing. If the issue remains unresolved, the program director must forward a written summary of the complaint and meeting to the Dean of the Carter & Moyers School of Education or the Dean's designee within three (3) business days. The decision made at that level is considered final in the complaint process.

Grievance Procedure

The grievance process applies when a student (the grievant) believes that a specific policy or procedure outlined in the catalog or student handbook has been violated. The process begins with a required documented meeting between the grievant and the faculty or staff member involved. The grievant must provide a written statement that clearly references the specific language from the handbook or catalog that was allegedly violated. This initial discussion is not intended to address grades or assignments unless those are the basis of the grievance.

The faculty or staff member must memorialize this meeting in writing, including a summary of the issue and any proposed support.

After the meeting, the faculty or staff member will ask whether the student feels the matter is resolved. If the

student indicates satisfaction, the resolution will be documented, and the matter will be closed. If the student remains unsatisfied, the faculty or staff member will refer the student to the grievance procedure in the catalog and document the outcome accordingly.

The student must then submit a formal written grievance to the program director within ten (10) calendar days. This document must detail the issue(s) and the desired resolution. The program director will meet with the student and the involved party to hear the grievance and attempt to resolve the issue. If the matter is resolved, the meeting and outcome will be documented. If unresolved, the program director will forward the documentation to the Chairperson of the Appeals and Grievance Committee within three (3) business days.

The Appeals and Grievance Committee will conduct a hearing within ten (10) business days based solely on the existing documentation. No new evidence will be accepted. Committee members must be impartial and not have participated in earlier stages of the case. A decision will be rendered within ten (10) business days of the hearing. If the student is satisfied with the decision, the case is closed with prejudice and cannot be reopened.

If the student remains unsatisfied, the student may appeal to the Dean of the Carter & Moyers School of Education or the Dean's designee within three (3) business days. The appeal must be in writing and clearly state the grounds for appeal, as well as the specific policy or procedure allegedly violated. The Dean will review the record and issue a decision within five (5) business days.

If the student still believes the matter is unresolved, the student may submit a final written appeal to the Vice President of Academic Affairs within three (3) business days. This appeal must clearly

identify the specific policy, procedure, or action or inaction in question. The Vice President of Academic Affairs will review the case on the record and issue a final, binding decision. Lack of adherence to the timeline in the process by the grievant shall cause the grievance to be mooted and the process to be terminated with prejudice.

Additional Provisions

All grievance and complaint matters will be treated with the highest level of confidentiality. Retaliation against any individual for participating in these procedures is strictly prohibited. Records of all complaints and grievances, including documentation and resolutions, will be maintained in the student's file following institutional policy and applicable laws.

PROGRAMMATIC TRANSITIONS

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

Program Entry

Admission to Program

- a. Application to LMU Graduate Education – Masters in Counseling Program
- b. Praxis scores if currently a teacher
- c. TBI Child Care Background Check
- d. Transcript of baccalaureate degree from an accredited institution
- e. Personal Statement essay with focus on career goals and multicultural aspects
- f. Undergraduate GPA
- g. Three Letters of Recommendation
- h. DAP Group Interview
- i. Individual interview with core counseling faculty
- j. Interview Rating
- k. In person writing sample

Transition 1

Begin Graduate Courses and Initial Entry into the Counseling

Program Steps to meet Transition:

- ___ Successfully completed at least one graduate level course, but no more than three courses
- ___ Application for Degree to Candidacy completed
- ___ Meeting with Advisor and completion of Program of Study Form prior to end of First Semester
- ___ Applicant assessment forms (3)
- ___ Admitted to candidacy

Relevant Courses, Assessments, and KPI's

COUN 501 Professional Orientation and Ethics in Counseling	Professional Objective Statement, Ethical case study analysis, interview of counselor (school or mental health) and discuss ethical issues they have encountered, midterm, class participation	KPI 1: Counseling Degree Candidates will demonstrate in-depth understanding of the ethics and professional standards of the counseling profession
COUN 541 Counseling Skills	Counseling Skills Demonstration Video Analysis, role play in class, observation of classmate role-play activities, dispositions completed at the end of the semester by instructor	KPI 5: Counseling Degree Candidates will demonstrate an understanding of Counseling and Helping Relationships through specific skills assessed in their video.
EDUC 511 Research and statistics in Counseling	Literature review, Counseling Research Proposal assessed by course instructor, class participation, blackboard participation	KPI 8: Counseling Degree Candidates will demonstrate a meaningful understanding of Research and Program Evaluation.

Transition 2

Beginning level of counselor training Steps to meet Transition

Successfully complete introductory courses

Relevant Courses and Assessments

COUN 521 Career Counseling	Career self-exploration paper, special topics in career counseling presentation, Career Development Handbook, homework	KPI 4: Counseling Degree Candidates will demonstrate an understanding of Career Development and Counseling through creation of a handbook that provides developmentally
		appropriate resources for clients. Candidates will also demonstrate an understanding of career assessments through interpretation of assessments.
COUN 531 Social and	Acculturation Experience	KPI 2: Counseling Degree

		appropriate resources for clients. Candidates will also demonstrate an understanding of career assessments through interpretation of assessments.
Cultural Aspects of Counseling	Assessment assessed by course instructor, Cultural Autobiography, Case Study Analysis, class participation	Candidates will demonstrate an understanding of Social and Cultural Diversity in Counseling by writing an in-depth self-reflection that focuses on cultural development throughout their life and examining different cultures during in class experiences.
COUN 581 Human Growth and Development	Case Study on a child or young person, field observation, blackboard discussions, class participation, journal articles	KPI 3: Counseling Degree Candidates will demonstrate an understanding of Human Growth and Development in Counseling through quizzes throughout the course, discussions in class, and an in-depth case study and through.
COUN 508 Foundations of School Counseling	Professional School Counseling Portfolio, class participation, research paper or observation paper, and homework	KPI 9: School Counseling Degree Candidates will demonstrate an understanding of School Counseling Competencies through in class discussion, final exam and midterm that assess foundational information, and their professional portfolio that illustrates the “why school counselors” and utilizes the ASCA model to guide the portfolio.
COUN 509 Foundations of Mental Health Counseling	Professional Development Reflection, Research Paper, special topic in mental health counseling presentation, class discussion	KPI 10: Mental Health Counseling Degree Candidates will demonstrate an understanding of Clinical Mental Health Counseling through an in- depth developmental reflection.
COUN 631 Group Counseling	Design and outline a parent education group session, Lead small group in class, reflection of group leadership experience.	KPI 6: Counseling Degree Candidates will demonstrate an understanding of Group Counseling and Group Work

		appropriate resources for clients. Candidates will also demonstrate an understanding of career assessments through interpretation of assessments.
	Dispositions evaluation completed at end of course	by leading a small group in class and the development of a parent education group.
Successful completion of 9 semester credit hours and Application for Degree Candidacy	Transcript review completed by Program Director	
Application to Practicum	Application review completed by Practicum and Internship Coordinator	

Transition 3

Admission to Clinical Practice (Practicum)

Steps to meet Transition

- ___ Student must successfully complete 18 required graduate credit hours prior to practicum placement
- ___ Student must complete practicum application in Spring for Fall placement
- ___ Student must attend practicum orientation meeting in Spring for Fall placement
- ___ Advisor check program of study
- ___ Intent to graduate form completed and submitted

Relevant Courses and Assessments

COUN 611 Counseling Theories	Weekly homework comparison chart of theories, Philosophy of counseling Paper, final exam, case study	KPI 5: Counseling Degree Candidates will demonstrate an understanding of Counseling and Helping Relationships through the development of their philosophy of counseling as illustrated in their paper.
COUN 593 Seminar and Practicum in Counseling	1) Students complete supervision forms prior to weekly supervision in practicum. The supervision forms require students to reflect on the past week at their placement and guide the supervision session. 2) Students record a minimum of two counseling sessions and submit a case conceptualization	KPI 9: School Counseling Degree Candidates will demonstrate an understanding of School Counseling Competencies through their 100-hour placement at a school through demonstrated skills on recordings and student case conceptualization. -or- KPI 10: Mental Health Counseling Degree Candidates will demonstrate an understanding of Clinical Mental Health Counseling through their 100-hour placement at a mental health agency

COUN 611 Counseling Theories	Weekly homework comparison chart of theories, Philosophy of counseling Paper, final exam, case study	KPI 5: Counseling Degree Candidates will demonstrate an understanding of Counseling and Helping Relationships through the development of their philosophy of counseling as illustrated in their paper.
	for each recording. LMU supervisor reviews their case conceptualization and listens to part of the session with the student and completes the recording review form. The form provides feedback about theories and techniques utilized in session. 3) Self-reflection paper 4) The Site Supervisor Evaluation is completed at the end of the semester and reviewed with the practicum student. 5) LMU site supervisor completes Disposition Evaluation at the end of the semester.	through demonstrated skills on recordings and client case conceptualization.

Transition 4

Degree Program Completion Requirements

- ___ Intent to Graduate form Completed
- ___ Comprehensive Examination Passed
- ___ Registrar Reviews Transcript
- ___ Exit Survey

Relevant Courses and Assessments

COUN 671 Assessment in Counseling	Assessment Case study analysis and presentation, research paper, discussion questions	KPI 7: Counseling Degree Candidates will demonstrate an understanding of Assessment and Testing through a case study analysis.
COUN 698/ COUN 699	1) Students complete supervision forms prior to weekly	COUN 698 KPI 9: School Counseling Degree

COUN 671 Assessment in Counseling	Assessment Case study analysis and presentation, research paper, discussion questions	KPI 7: Counseling Degree Candidates will demonstrate an understanding of Assessment and Testing through a case study analysis.
Internship and Seminar in School	supervision in practicum. The supervision forms require students to reflect on the past week at their placement and guide the supervision session. 2) Students record a minimum of two counseling sessions and submit a case conceptualization for each recording. LMU supervisor reviews their case conceptualization and listens to part of the session with the student and completes the recording review form. The form provides feedback about theories and techniques utilized in session. 3) School Counseling or Mental Health Counseling Portfolio 4) The Site Supervisor Evaluation is completed at the end of the semester and reviewed with the practicum student. 5) LMU site supervisor completes Disposition Evaluation at the end of the semester.	Candidates will demonstrate an understanding of School Counseling Competencies through their 600-hour internship at a school through demonstrated skills on recordings and integration of knowledge through student case conceptualization. -or- COUN 699 KPI 10: Mental Health Counseling Degree Candidates will demonstrate an understanding of Clinical Mental Health Counseling through their 600-hour internship at a mental health agency through demonstrated skills on recordings and integration of knowledge through client case conceptualization.
Comprehensive Examination	CPCE	KPI 1-10

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Transition 5**Post-Graduation Transition to career in professional counseling**☐ NCE☐ School Counseling Praxis☐ Alumni Survey☐ Employer Survey**Required Courses for Counseling Concentrations at Lincoln Memorial University
Counseling Common Core**

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

*Prerequisite for practicum

**Prerequisite for internship

Total 36 Hours**Required for Clinical Mental Health Counseling**

Term/Year	Course Number/Title	Credits	Grade
	COUN 509 Foundations of Mental Health Counseling*	3	
	COUN 551 Personality and Mental Health	3	
	COUN 651 Evidence-based Treatment and Treatment Planning	3	
	COUN 669 Psychopharmacology for Counselors	3	
	COUN 699 Internship and Seminar in Mental Health Counseling	3	

Term/Year	Course Number/Title	Credits	Grade
	COUN 699 Internship and Seminar in Mental Health Counseling	3	
	COUN /EDUC Elective (COUN 577 Addictions Counseling)	3	
	COUN /EDUC Elective (Marriage and Family)	3	

*Prerequisite for practicum

Total 24 Hours

Required for School Counseling

Term/Year	Course Number/Title	Credits	Grade
	COUN 508 Foundations of School Counseling*	3	
	COUN 698 Internship and Seminar in School Counseling	6	
	EDUC 501 Foundations of American Education	3	
	SPED 530 Special Education Law, Policy and Ethics	3	
	SPED 550 Managing Academic & Social Behavior Using Positive Behavior Supports	3	
	COUN/EDUC Elective	3	
	COUN/EDUC Elective	3	

*Prerequisite for practicum

Total 24 Hours

Delivery format is identified in the published schedule; see Course Delivery Formats.

Program review required before distribution: The obsolete 2019-2021 labels have been removed. The semester-by-semester sequence below is retained from the prior handbook as a working draft and must be confirmed against the approved 2026-2027 course rotation.

School Counseling – Schedule of Courses for Cedar Bluff

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

Year 1 Fall	Year 2 Fall
COUN 501 Professional Orientation & Ethics	COUN 593 Practicum (Synchronous)
COUN 541 Counseling Skills	COUN 611 Counseling Theories (Online)
SPED 530 Special Education Law, Policy and Ethics	SPED 550 Managing Academic & Social Behavior Using Positive Behavior Supports
EDUC 501 Foundations of American Education	COUN/EDUC Elective

Year 1 Fall		Year 2 Fall
Year 1 Spring		Year 2 Spring
COUN 508 Foundations School Counseling		COUN 698 School Internship (6 credit hours; delivery per published schedule)
COUN 521 Career Counseling (Online)		COUN 662 Psychopathology
COUN 531 Social & Cultural		COUN 671 Assessment in Counseling
EDUC 511 Research and Statistics (Online)		
Year 1 Summer		
COUN 631 Group Counseling		
COUN 581 Psychology of Human Development (Online)		
COUN 621 Crisis Intervention & Consultation		
COUN/EDUC Elective		

Current fully online courses are COUN 521 Career Counseling, COUN 581 Psychology of Human Development, COUN 611 Counseling Theories, and EDUC 511 Research and Statistics.

Hybrid courses include scheduled 4.5-hour in-person meetings with reasonable breaks and additional online instruction. Practicum is offered synchronously. Internship seminar delivery follows the published course schedule.

Unless otherwise noted, courses are offered according to the published semester schedule.

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

Program review required before distribution: The semester-by-semester sequence below is retained from the prior handbook as a working draft and must be confirmed against the approved 2026-2027 course rotation.

Mental Health Counseling - Schedule of Classes for Cedar Bluff

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

Year 1 Fall		Year 2 Fall
COUN 501 Professional Orientation & Ethics		COUN 593 Practicum (Synchronous)
COUN 541 Counseling Skills		COUN 611 Counseling Theories (Online)
COUN 509 Foundations of Mental Health Counseling		COUN 551 Personality and Mental Health
Year 1 Spring		Year 2 Spring
COUN 521 Career Counseling (Online)		COUN 699 Mental Health Counseling Internship & Seminar (3 credits)
COUN 531 Social & Cultural Counseling		COUN 662 Psychopathology
COUN 651 Evidence Based Treatment		COUN 671 Assessment in Counseling
Year 1 Summer		Year 2 Summer
COUN 631 Group Counseling		
COUN 581 Psychology of Human Development (Online)		COUN 621 Crisis Intervention & Consultation
EDUC 511 Research and Statistics (Online)		COUN 687 Foundations of Marriage and Family Counseling or COUN 577 Addictions Counseling
COUN 669 Psychopharmacology		COUN 699 Mental Health Counseling Internship and Seminar (3 credits; delivery per published schedule)

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

Current fully online courses are COUN 521 Career Counseling, COUN 581 Psychology

of Human Development, COUN 611 Counseling Theories, and EDUC 511 Research and Statistics. Hybrid courses include scheduled 4.5-hour in-person meetings with reasonable breaks and additional online instruction.

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

IMPORTANT NOTES ON COURSE SCHEDULING

Registration and graduation disclaimer: Candidates who do not follow the approved Program of Study and registration schedule may be unable to complete prerequisites or required clinical courses on the anticipated timeline. This may affect an Intent to Graduate and move program completion to a later semester.

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

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

Policy on Changing Concentrations

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

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

Counseling Course Descriptions

COUN 501 - Orientation and Ethics in Counseling3 credits

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

COUN 508 - Foundations of School Counseling 3 credits

This course studies the history and trends of the modern school counseling movement and examines the challenges and situations the school counselor faces in the school setting.

Curriculum development and teaching methods utilizing best practices for the effective delivery of a comprehensive guidance program encompassing cultural diversities and special needs are emphasized. Ethical and legal standards, as well as organizations governing the profession of school counseling are addressed.

COUN 509 - Foundations of Mental Health Counseling.....3 credits

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

Ethical and legal standards, as well as organizations governing the profession of clinical mental health counseling are addressed.

COUN 521 - Career Counseling..... 3 credits

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

COUN 531 - Social and Cultural Aspects of Counseling3 credits

Social and Cultural Aspects of Counseling highlights the importance of diverse cultural factors on the counseling relationship. This course is an introduction to principles, theories, and applications of multiculturalism. Attention is given to how stereotyping and personal worldviews may influence counselors' judgments and dynamics within the counseling session.

COUN 541 - Counseling Skills 3 credits

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

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

This course provides an overview of the personality theories with application to

counseling and education and includes adjustment issues and various perspectives of mental health with application to education and counseling settings.

COUN 577 – Addictions Counseling..... 3 credits

This course provides students with an overview of the theories and etiology of addictions and addictive behaviors. Topics to be covered include substance abuse and other addiction issues, diagnosis, comorbidity, treatment planning, and psychopharmacology. Students will explore treating diverse populations from individual, family and group counseling approaches.

COUN 581 - Human Growth and Development 3 credits

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

COUN 593 - Counseling Practicum and Seminar3 credits

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

COUN 595 - Topics in Counseling3 credits

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

COUN 611 - Counseling Theories 3 credits

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

COUN 621 - Crisis Intervention and Consultation.....3 credits

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

COUN 631 - Group Counseling 3 credits

The course emphasizes didactic and experiential learning in group counseling and guidance. This course involves experience as a group leader and/or group participant.

COUN 651 – Evidence-Based Treatment and Treatment Planning..... 3 credits

This course is designed to assist clinical mental health counselors in designing client-centered, individualized and culturally sound treatment plans for a wide variety of

clinical mental health disorders. Candidates completing this course with satisfactory evaluation will be able to create basic treatment plans using evidence-based interventions for depression, anxiety disorders, substance abuse, and other common presenting problems, and to construct means of evaluation for client progress.

COUN 662 - Psychopathology3 credits

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

COUN 669 - Psychopharmacology for Counselors3 credits

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

COUN 671 - Assessment in Counseling3 credits

Individual assessment of cognitive, affective, motor, and academic performance.

Topics covered include review of psychometric properties of standardized assessment, clinical assessment interviewing, structured observations, rating scales and the role of assessment in the treatment planning process. Candidates will administer a standardized test, complete structured observations, clinical assessments interviews, rating scales, and an integrated assessment report.

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

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

COUN 687 - Foundations of Marriage & Family Counseling3 credits

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

COUN 698 - Internship and Seminar in School Counseling3-6 credits

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

required; and supervision is provided through scheduled professional seminars and field supervision on the school site. Pass/ Fail grade.

COUN 699 - Internship/Seminar in Mental Health Counseling.....3-6 credits

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

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

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

EDUC 501 Foundations of American Education3 credits

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

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

Student engagement is central to effective teaching and learning. This course examines the research and theory related to the role of classroom engagement and student achievement. Candidates will engage in reading, collaboration, examining current practice and implementation and assessment of strategies.

CI 501 Curriculum, Instruction, & Assessment3 credits

This course focuses on systematic processes of instruction, assessment, and evaluation. Candidates will examine research-based best practices for implementing a rigorous and relevant curriculum, to include literacy and numeracy principles.

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

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

Practicum and Internship Requirements

A significant portion of the training program in professional counseling is in the practicum and internship experience. A faculty member is designated as the practicum/internship coordinator. This person works with students and site supervisors in developing field experiences that are developmentally appropriate and address institutional, state, and CACREP learning outcomes. Field Experience placements are selected with intentionality and based on affording the counseling degree candidate the

opportunity to work with a wide range of diverse clients with respect to ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation and geographical area.

To begin a Practicum and to remain in the experience, each student must not only be successful in coursework, but also must exhibit appropriate School of Education Unit Professional Dispositions. Practicum in Counseling is taught during Fall term and is available to students who have successfully completed 18 semester hours. **For consideration of Practicum placement, counselor candidates must complete and apply for Practicum to the Counseling Practicum and Internship Coordinator by February 14.** Applications are reviewed in counseling faculty meeting. Faculty approve students for entry into clinical placement on a case-by-case basis after a thorough review of assessment data related to dispositions, course work, and faculty comments on classroom conduct.

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

Internship is a capstone experience that consists of 600 total clock hours and is designed to meet the requirements for licensure in the student's chosen area of specialty. Internship site and Site

Supervisor must be approved through the Practicum and Internship Coordinator in advance. For students on the mental health track, internship spans two semesters and is to be taken in the Spring and Summer term of the Counseling student's second full academic year. For students in the school counseling track, internship is the Spring Semester of the second year. For questions regarding these field experiences, contact the Counseling Program Practicum and Internship Coordinator.

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

<https://www.lmunet.edu/academics/catalogs/index>

ADDITIONAL PROGRAM REQUIREMENTS

- II. **TBI-L1 Background.** To be considered for the Master of Education in School Counseling or Clinical Mental Health Counseling Programs, applicants must complete a fingerprint background check, prior to beginning the program. **This must be completed even if you have recently submitted a TBI background check to a different institution or organization.** It is recommended that you complete this process at least 1 week prior to submitting application materials so that background check results will not delay processing.

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

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

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

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

III. Drug Screening Test

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

IV. Liability Insurance

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

V. Technology Requirements

Our program utilizes Watermark online assessment system to monitor student progress and meet CACREP requirements for student assessment and program evaluation.

Students are required to purchase Watermark at the beginning of their program. Students are required to upload documents to Watermark throughout their program of study.

Faculty utilize Watermark to provide ongoing feedback to students.

Students are provided activation instructions during orientation.

Facilities Available at Cedar Bluff and Harrogate

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

PROCEDURES FOR LICENSURE

School counselors are licensed by the Tennessee Department of Education and mental health counselors are licensed by the Tennessee Health Related Boards. The curriculum in mental health counseling will satisfy the academic requirements necessary for licensure as a Licensed Professional Counselor/Mental Health Service Provider (LPC/MHSP) by the health-Related Boards in Tennessee. Students should understand that the academic requirements for mental health licensure must be followed by the successful completion of the post graduate supervision requirement as well as finding an approved licensure supervisor to complete 150 supervision hours, 1500 direct clinical hours, and 1500 indirect clinical hours, pass the National Counselor Exam (NCE), pass The Jurisprudence Exam and pass the National Clinical Mental Health Counselor Exam (NCMHCE) to be license eligible in Tennessee. As licensure requirements vary by state, the student is responsible for becoming familiar with licensure requirements of other states in which they may wish to practice and become

license eligible. Similarly, school counselor licensure requirements are determined by the individual states and students selecting this path should become familiar with the Department of Education requirements for licensure in any other state in which they may seek licensure.

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

Teacher/Counselor Licensure: www.tn.gov/education/lic/index.shtml

Health Related Boards for LPC/MHSP: health.state.tn.us/Boards/PC_MFT&CPT/index.htm

RECOMMENDATION AND LICENSURE ENDORSEMENT POLICY

The counseling faculty believes that it is their professional duty to only endorse or recommend a student or graduate for employment opportunities, licenses, certifications

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

Students should plan their program carefully with their advisor and keep in contact with the licensure granting agencies and the Professional Counselor program regarding any changes that may evolve regarding licensure.

Professional Certification and Licensure Disclaimer

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

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

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

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

STATEMENT OF NON-DISCRIMINATION

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

STUDENTS WITH DISABILITIES

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

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

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Jason Davis at Jason.davis@lmunet.edu and/or 423.869.6587 (800-325-0900 ext. 6587).

USEFUL WEBSITES

Lincoln Memorial University www.lmunet.edu

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

American School Counselor Association

<http://www.schoolcounselor.org/> Tennessee Licensed Professional

Counselor Association: <https://tlpca.net/> School Counselor License

information for Tennessee: [https://www.tn.gov/education/student-](https://www.tn.gov/education/student-support/school-counseling.html)

[support/school-counseling.html](https://www.tn.gov/education/student-support/school-counseling.html) LPC/LMFT information for

Tennessee:

[https://www.tn.gov/health/health-program-areas/health-professional-](https://www.tn.gov/health/health-program-areas/health-professional-boards/pcmft-board/pcmft-board/licensure.html)

[boards/pcmft-board/pcmft-board/licensure.html](https://www.tn.gov/health/health-program-areas/health-professional-boards/pcmft-board/pcmft-board/licensure.html)

Lincoln Memorial University
Program of Study
Master of Education, Professional Counseling
School Counseling

Program of Study for _____
Student's Name S.S. #

Faculty Advisor _____

A. Common Counseling Core

**Semester completed Semester
or transfer institution Hours**

COUN 501 Prof Orientation/Ethics in Counseling	_____	_____
COUN 521 Career Counseling	_____	_____
COUN 531 Soc & Cultural Aspects of Counseling	_____	_____
COUN 541 Counseling Skills	_____	_____
COUN 581 Psychology of Human Development	_____	_____
COUN 593 Practicum in Counseling	_____	_____
COUN 611 Counseling Theories	_____	_____
COUN 621 Crisis Intervention & Consultation	_____	_____
COUN 631 Group Counseling	_____	_____
COUN 662 Psychopathology	_____	_____
COUN 671 Assessment in Counseling	_____	_____
EDUC 511 Research and Statistics	_____	_____

B. Concentration Specific Courses

COUN 508 Foundations of School Counseling	_____	_____
EDUC 501 Foundations of American Education	_____	_____
COUN 698 Internship & Seminar Sch Counseling	_____	_____
SPED 550 Managing Academic and Social Behaviors	_____	_____
SPED 530 Special Ed. Law, Policy & Ethics	_____	_____
COUN/ EDUC Elective	_____	_____
COUN/EDUC Elective	_____	_____

Total Semester Hours 60 Hours

We have jointly discussed the program above and I understand that any changes must be approved by the Program Director and may delay my graduation.

Student's Signature _____ Date _____ Advisor's Signature _____ Date _____

Program Director _____ Date _____

This program is designed to meet licensure requirements for the State of Tennessee. Students from other states must follow licensure requirements for their respective state departments of education.

Lincoln Memorial University
Program of Study
Master of Education, Professional Counseling
Mental Health Counseling

Program of Study for _____

Student's Name

Student ID Number

Faculty Advisor _____

A. Common Counseling Core

**Semester completed
or transfer institution Semester
Hours**

COUN 501 Prof Orientation/Ethics in Counseling	_____	_____
COUN 521 Career Counseling	_____	_____
COUN 531 Soc & Cultural Aspects of Counseling	_____	_____
COUN 541 Counseling Skills	_____	_____
COUN 581 Psychology of Human Development	_____	_____
COUN 593 Practicum in Counseling	_____	_____
COUN 611 Counseling Theories	_____	_____
COUN 621 Crisis Intervention & Consultation	_____	_____
COUN 631 Group Counseling	_____	_____
COUN 662 Psychopathology	_____	_____
COUN 671 Assessment in Counseling	_____	_____
EDUC 511 Research and Statistics	_____	_____

B. Concentration Specific Courses

COUN 509 Foundations of MHC	_____	_____
COUN 551 Personality and Mental Health or	_____	_____
COUN 577 Special Topics: Addiction Coun	_____	_____
COUN 651 Evid-based Treatment Planning	_____	_____
COUN 669 Psychopharmacology	_____	_____
COUN 699 Internship & Seminar in MHC	_____	_____
COUN Elective	_____	_____
COUN Elective	_____	_____

Total Semester Hours 60 Hours

We have jointly discussed the program above and I understand that any changes must be approved by the Program Director and may delay my graduation.

Student's Signature

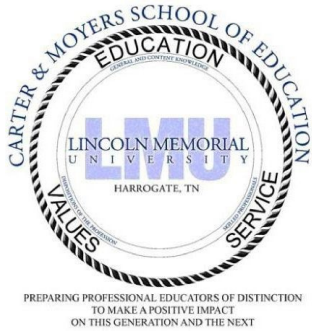
Date

Advisor's Signature

Date

Program Director

Date



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

Student Signature

Date