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Authority of the Handbook

The policies and procedures described in this handbook supersede those described in previous handbooks and replace all other communications on issues addressed herein. Particular policies and procedures are Center for Counseling and Family Studies specific. The policies and procedures apply to current and newly accepted students. Students who are currently taking Master’s courses in Clinical Mental Health Counseling must adhere to these guidelines with the exception of any changes in the academic program.

Disclosure Statement

Enrollment in the MA licensure programs does not guarantee a degree from Liberty or qualification for professional licensure. Students are responsible for meeting all academic and professional requirements for graduation. Further information regarding these academic and professional requirements is outlined in this handbook. Students enrolled the Clinical Mental Health Counseling Program are responsible for knowing the material outlined in this handbook. Further, if a student intends to practice in a state other than Virginia after graduation, it is the sole responsibility of the student, not the program, to obtain information regarding prerequisites for licensure as outlined by their state board of counseling.
## Center for Counseling and Family Studies Contact Information
*(For further information call 434-592-4049)*

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## M.A. Clinical Mental Health Counseling Program Contact Information
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From the Clinical Mental Health Counseling Program Director

On behalf of the faculty of the Center for Counseling and Family Studies (CCFS), I would like to welcome you to the Graduate Counseling program. The faculty are honored that you have chosen to pursue your studies here at Liberty University!

This 2014-2015 M. A. in Clinical Mental Health Counseling Handbook serves as a guide to help you better understand the program, courses, requirements, policies and procedures, and student rights and responsibilities as of Fall 2014. The faculty consider the handbook to be “required reading” for all M.A. Clinical Mental Health Counseling students, and it should be read in its entirety. Although you are assigned an advisor when you start the program, it is ultimately your responsibility to know the information contained in this handbook. Review this handbook periodically, and if questions arise, contact your advisor. You can find the contact information for each faculty member listed in this handbook. Because program policies and requirements may change from one year to the next, it is essential that you always refer to the most current handbook as you plan your graduate program, enroll in classes, and make arrangements for field placements and graduation.

Although there is a lot of information contained in this handbook, it may not provide answers to all of your questions. In addition to talking with your advisor and other faculty members, you may access the Liberty University Graduate Catalog at: http://www.liberty.edu/academics/catalogs/. This handbook is not intended to be a comprehensive listing of all Liberty University policies. For information about current University and departmental policies, please refer to the 2014-2015 Graduate Catalog.

We are glad you are here! You are about to engage in the exciting process of becoming a professional counselor. As you will see in the following pages of this handbook, the process and experiences offered at Liberty University are planned to ensure a comprehensive personal and professional educational experience. As a faculty, we feel honored to accompany you on your journey. Please contact us if we can offer additional information.

We look forward to serving you.

Mary M. Deacon, Ph.D., LPC, NCC, CCMHC, ACS
Director, M.A. in Clinical Mental Health Counseling Program
LIBERTY UNIVERSITY
General Information

Founded
1971

Campus
Liberty now offers 315 unique programs of study. Liberty’s more than 7,000-acre campus boasts 258 buildings that consist of over four and a half million square feet of technologically advanced academic, residential and recreational space, including 215 classrooms. Additionally, our student body is highly diverse with individuals from all 50 states and more than 80 nations.

Liberty University is nestled in the foothills of the beautiful Blue Ridge Mountains and located on the south bank of the historic James River, in a region rich in history, culture, and outdoor recreational opportunities. For more information on the history, mission, and doctrine of Liberty University visit our website at: http://www.liberty.edu/aboutliberty.

Type
Liberty University is a religiously-oriented, private, coeducational, comprehensive liberal arts institution.

Liberty University Mission and Purpose
Maintaining the vision of the founder, Dr. Jerry Falwell, Liberty University develops Christ-centered men and women with the values, knowledge, and skills essential to impact the world. Through its residential and online programs, the University educates men and women who will make important contributions to their workplaces and communities, follow their chosen vocations as callings to glorify God, and fulfill the Great Commission.

Liberty University will:
1. Emphasize excellence in teaching and learning.
2. Foster university-level competencies in communication, critical thinking, information literacy, and mathematics in all undergraduate programs.
3. Ensure competency in scholarship, research, and professional communication in all graduate programs.
4. Promote the synthesis of academic knowledge and Christian worldview in order that there might be a maturing of spiritual, intellectual, social and physical value-driven behavior.
5. Enable students to engage in a major field of study in a career-focused discipline built on a solid foundation in the liberal arts.
6. Promote an understanding of the Western tradition and the diverse elements of American cultural history, especially the importance of the individual in maintaining democratic and free market processes.
7. Contribute to a knowledge and understanding of other cultures and of international events.
8. Encourage a commitment to the Christian life, one of personal integrity, sensitivity to the needs of others, social responsibility, and active communication of the Christian faith, and, as it is lived out, a life that leads people to Jesus Christ as the Lord of the universe and their own personal Savior.
**Accreditation**

The University is approved by the State Council of Higher Education for Virginia, and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, bachelor, master, and doctoral degrees. Liberty is also a member of the Association of Christian Schools International. Liberty’s M.A. Clinical Mental Health Counseling program is **not** accredited by the Council for Accreditation of Counseling & Related Educational Programs. For further information on this accreditation, consult the agency website at [www.cacrep.org](http://www.cacrep.org).

Liberty University admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, sexual orientation, or handicap in administration of its educational policies, admission policies, scholarship and loan programs, or athletic and other school-administered programs.
The Graduate Counseling Program

Overview
The Center for Counseling and Family Studies (CCFS) is a department of the School of Health Sciences. The Graduate Counseling program, launched in 1981, is committed to providing quality professional training of clinical mental health counselors from a faith based perspective. Our training in theory and the practice of counseling is designed to prepare students to work as licensed counselors with diverse populations. The M.A. program provides foundational studies that equip students for licensure as professional counselors; careers in community mental health agencies, educational institutions, private practice, government, business and industrial settings; and doctoral studies.

Mission
The mission of the Center for Counseling and Family Studies is to produce ethically and spiritually aware mental health counselors who possess the knowledge, values, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations. The CCFS purposes to accomplish this mission by the professional development of the mental health counseling student across the following domains:
1) Attainment of scholastic competency in all coursework,
2) Acquisition of, and ability to, apply counseling skills with a diverse population to a standard acceptable by licensed professional counselors,
3) Demonstration of emotional and mental stability and maturity in interaction with others including the ability to maintain healthy boundaries, communicate appropriately, successfully manage personal anxiety or uncomfortable feelings, work collaboratively with others and resolve interpersonal conflict
4) Adherence to the Professional Identity and Standards outlined by the American Counseling Association’s Code of Ethics and Liberty Graduate Student Code of Honor, and
5) Demonstration of the ability to integrate faith and spirituality into counseling where appropriate in an ethically competent manner

Purpose
Consistent with the University’s mission to develop “Christ-centered men and women with the values, knowledge, and skills essential to impact the world,” the Center for Counseling and Family Studies seeks to educate the whole person within a framework of grace and truth, which are core values exemplified in the life of Christ and necessary for professional service; developing the knowledge, values, skills, and personal disposition necessary for effective professional service. Our mission is achieved, in significant measure, through offering rigorous academic programs, dynamic interaction with mentors, faculty, and carefully structured practica and internships.

Commitment to Diversity
Liberty University is a school founded upon fundamental Christian values like grace, truth, and love for all persons. As believers in Christ, we must demonstrate our commitment to loving others (cf. Matthew 22:34-40; Mark 12:28-34; Luke 10:25-28).

We approach counseling as a profession that fosters holistic human growth and development in the cognitive, emotional, behavioral, relational, and spiritual domains of life. Our counseling approach also supports the worth, dignity, potential and uniqueness of others who are made in the image of God. This
means for us that all persons possess dignity and worth because they are unique subjects of Divine Creation. Our vision is focused on nurturing an academic community of diverse people and ideas and assuring that diversity enhances academic excellence and individual growth.

Our faculty and students are comprised of persons that represent various national, ethnic, spiritual, and denominational backgrounds. Learning to be respectful and appreciate other cultures will add to each student’s experience at Liberty. For that reason, we are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences.

The CCFS provides an academic community for students, faculty, and staff to teach and learn from the experiences of others and to submit personal values and assumptions for reflection and critical examination. Student learning, professional and personal growth occur in a climate that encourages a deepened appreciation of differences. Therefore, we do not discriminate in our educational and counselor training programs on the bases of: race, color, creed, religion, gender, age, national/ethnic origin, sexual orientation, and physical or mental disability.

While recognizing the importance of all dimensions of diversity as mentioned above, the CCFS adheres to the following initiatives:

- To increase, through recruitment and retention measures, the diverse representation of students, faculty, and staff;
- Promote full implementation of professional standards of practice and multicultural counseling competencies across the curriculum and in specialized courses;
- To include issues of diversity throughout the instructional programs and professional development activities;
- To develop graduate assistantships opportunities to serve diverse student groups;
- To provide departmental opportunities for students and faculty to engage in the exchange of ideas and information related to diversity; and
- To maintain ongoing educational opportunities and equality of access to our academic community.
- To equip students to ethically utilize spirituality as a force for healing when and where appropriate.
Admission Policies

1.1 Admission and Licensure
The 60 hour Clinical Mental Health Counseling degree is designed to lead to professional licensure as outlined by the Virginia Board of Counseling. Before enrolling in the licensure program at Liberty University, students intending to practice in a state other than Virginia after graduation should consult the rules and regulations regarding licensure as a professional counselor for their particular state. More specifically, these students should be aware of the following before enrolling in Liberty University’s Clinical Mental Health Counseling program:

- State regulations regarding licensure restrictions if an applicant has a previous felony conviction.
- State regulations on the type and number of academic courses and practicum/internship hours.
- State accreditation requirements for educational institutions.
- To obtain your state’s web address, see: http://www.aascb.org/aws/AASCB/pt/sp/stateboards.

1.2 Admission Requirements
Admission to the Master of Arts in Clinical Mental Health Counseling program at Liberty University is a selective process. Each applicant is carefully evaluated for his or her potential as a professional counselor, compatibility with our program’s goals and mission, and ability to contribute to the counseling profession. In the application review process, each candidate’s academic, professional and personal experiences, motivation, ethics, and dispositions are considered in relation to the potential for successful graduate study.

Admission requirements to Clinical Mental Health Counseling program are as follows:

Undergraduate Prerequisites
- An earned baccalaureate degree or its equivalent from an institution accredited by an agency recognized by the U.S. Department of Education.
- An undergraduate cumulative GPA of at least 3.0 (on a 4.0 scale).
- 6 semester hours of undergraduate coursework in psychology or a closely related field (e.g., sociology, human services, social work) and 3 hours of statistics. Applicants who have not successfully completed those courses admitted with the provision that they must complete the undergraduate coursework within the first two semesters of study.

Additional Documents
- After reviewing the Liberty University and Center for Counseling and Family Studies mission statements, submit a written statement describing your professional goals and how your interests and goals match the goals and mission of the department, and what you hope to gain from graduate study. Include your reasons for seeking admission to the clinical mental health counseling program at Liberty University.
- A personal statement addressing past helping experiences, and personal qualities that will enable the applicant to be an effective mental health counselor. The statement should be 3-5 pages in length, typed, and double-spaced.
- Two letters of recommendation from professional sources (i.e., not friends or family) addressing the applicant’s character, maturity, and ability to become a counselor.
Official Test Scores (Must be within 5 years)
Note: Test Scores are not required for students with an undergraduate GPA greater than 3.25/4.0. GRE and/or MAT scores older than five years will not be accepted.

Option 1: GRE
• Current GRE: 150 Verbal Reasoning, 150 Quantitative Reasoning, 3.5 Analytical Writing
• Former GRE: 1000 total

Option 2: MAT
• 375 minimum
• GRE Analytical Writing Test (3.5 minimum)

Background Check
• During the first semester in the program, students complete a Criminal Background Check as a course requirement in CMHC 500. Students will not be dismissed from the program solely based on the results of the background check. However, students must be aware that they may be prohibited from completing field work by their field placement site if a background investigation reveals certain criminal offenses, arrests, and/or convictions. A student who does not pass a criminal background check also may not be able to obtain licensure as a professional counselor. The CCFS is not responsible for a student’s inability to complete the program, obtain licensure or certification due to a failure to pass a criminal background check.

1.3 Application Checklist & Procedures
All requirements and procedures stated in the Admissions and Academic Information sections of the Liberty University Catalog will apply unless stated to exclude M.A. program. The instructions and forms that are needed are available online at: http://www.liberty.edu/admissions/index.cfm?PID=145.

Official Transcripts
Applicants must submit an official transcript indicating successful completion of a baccalaureate degree, or individual courses, from an accredited institution. An “official” transcript is one that is received directly from the educational institutions attended, or is sent to us (by any party) within the original, sealed, university envelope. Official transcripts should be sent to the Office of Graduate Admissions. Former Liberty University students must personally request transcripts from the University Registrar.

Self-Certification Form (If in the process of completing a bachelor’s degree).
If you are sending in a preliminary transcript for acceptance, you must be in your final semester and planning to start your Master's degree after the last date of class for your Bachelor's degree. In order to be considered for full acceptance, you must fill out a bachelor's self certification form. This form is available on-line at http://www.liberty.edu/media/1158/SelfCertificationForm.pdf.

TOEFL Test Scores: The Test of English as a Foreign Language™ TOEFL®
TOEFL® is required for foreign students or students for whom English is a second language (minimum score of 600; 250 if computer-based; 80 Internet-based). An official TOEFL score report must be submitted to the University before an admission decision can be made. A score of 80 is required for the internet-based test for all graduate degree programs. In addition, the Office of Graduate Admissions may require students whose native official language is not English to submit TOEFL scores, if such documentation is deemed necessary. Enrollment in certain courses may be determined by the TOEFL
score in conjunction with other diagnostic assessments administered after the student matriculates on campus. Information regarding the TOEFL may be obtained online at www.toefl.org.

Faculty Review and Admission Decisions
Applicants must submit each of the documents listed above to the Office of Graduate Admission before being considered for acceptance to the Clinical Mental Health Counseling program. Admission decisions are not made until all documentation has been received and evaluated by the faculty.

The office of Graduate Admissions and the CCFS faculty reserve the right to use professional judgment when conducting admission reviews and may request additional documentation to evaluate a candidate’s record. In addition, if certain documentation does not meet admission standards, the CCFS faculty reserves the right to offer admission to students based on professional judgment.

1.4 Special Student (Non-Degree) Status
Students who are not seeking degrees but who meet the necessary academic requirements for admission to the University may enroll in master’s level courses as Special students. These students are limited to 6 semester hours in their first enrollment period or semester, and may accumulate no more than 9 semester hours under this status. Students admitted under “Special Status” may not enroll in the practicum or internship courses unless they have provisional acceptance into the program.

1.5 Notification of Admission to the program
Admission decisions normally are made within a few weeks following the receipt of all of the student’s documentation. Official notification of admission, and of any conditions attached to that admission, is sent by letter to the applicant by the Office of Graduate Admissions. Correspondence or notification from other sources does not constitute official notice of admission. The term for which the applicant is admitted is stated in the official admission letter from the Office of Graduate Admissions.
Academic Policies

2.1 Program Intent
The Center for Counseling and Family Studies (CCFS) Masters of Arts in Clinical Mental Health Counseling provides students with an integration of academic course work and applied learning experiences through practica and internships. Students are expected to master course work considered essential to the master’s level professional preparation of licensed clinical mental health counselors. Though students are encouraged to evaluate their own specific needs and to take advantage of available resources for personal and professional development, several learning outcomes are applicable to all students. Students will be able to:

1. Demonstrate appropriate knowledge in all core curricular areas of counseling in preparation for taking licensure exams and in procuring employment in the mental health field.
2. Demonstrate appropriate research and report writing skills including the use of APA format and computer technology.
3. Incorporate ethical and legal standards in the counseling arena.
4. Integrate Biblical principles and counseling theories in a responsibly eclectic manner.
5. Assess, diagnose, and treat clients with a broad array of presenting problems and mental disorders using multiple counseling skills in established best practices.
6. Evaluate diverse individual, group and family populations in order to effectively determine a treatment for client(s).

2.2 M.A. Programs
In addition to the residential Master of Arts in Clinical Mental Health Counseling (60 hour) program, the Center for Counseling and Family Studies offers three additional M.A. licensure programs for state licensure as a professional counselor or a marriage and family therapist. For descriptions of the 60 hour or 48 hour Master of Arts in Professional Counseling (Liberty University Online) programs or the Master of Arts in Marriage and Family therapy (60 hour), see the handbook for the specific program.

Master of Arts in Clinical Mental Health Counseling (60 hour program)

This 60 hour program is specifically designed to meet the licensure requirements for the Commonwealth of Virginia. For other states, it may provide electives which may be used to meet the requirements of the individual states. Students who intend to practice in a state other than Virginia after graduation are responsible for obtaining the current licensure requirements of that state before enrolling in a degree program. You may use elective course work to meet any state licensure requirements that differ from Liberty’s MA Clinical Mental Health Counseling degree requirements.

The Clinical Mental Health Counseling degree provide students with a thorough background in areas of integration of faith and practice; individual and group counseling theories and skills; clinical practice; ethical, professional, and legal issues in counseling; social and cultural factors in counseling; human development across the lifespan; work, leisure, and career development theories and interventions; appraisal and assessment issues in counseling; and the application of research methodology and statistics to understand mental health issues. This program provides appropriate education for students seeking career opportunities in mental health agencies, private practices; faith based counseling centers; and a variety of other public and private facilities.
2.3 Course Requirements
A student must maintain a minimum of a 3.0 GPA to remain in the program. While all course grades are averaged into the GPA, course credit toward degree completion is not granted for a grade of D or F. A student may petition the registrar’s office for permission to retake a course in which he or she received a grade of C or below. (See section 2.15)

2.4 Transfer of Credits
Students may transfer 15 hours for the 60-hour Clinical Mental Health Counseling degree, leaving a minimum of 45 hours to be earned through LU. For a transferred course to replace a Liberty University course, the following requirements must be met:
1. The institution at which the course(s) were completed is a regionally or nationally accredited institution approved through the Department of Education.
2. The course(s) were taken in another Master of Arts in Clinical Mental Health Counseling or another closely related graduate field.
3. The course(s) were completed within the previous 7 years. The content must be comparable to the current best practice standards for that course.
4. The student earned a grade of B or better in the course(s).
5. The course(s) overlap one of Liberty’s courses by at least 80%.
6. The course credit must be at least 3 semester hours or five quarter hours

Courses with a grade of “CR” or “P” will only be considered if the grade equals a B or higher. **Courses from a completed bachelor’s or master’s degree are non-transferable.** Credit is not be awarded for life experience or continuing education. The following courses are non-transferable: CMHC 500, 501, 505, 506, 512, 667, 598, and 699.

It is the responsibility of each applicant to supply transcripts along with a request to have the credit applied to the degree program. Students may be requested to submit the course syllabus for any course work being considered for transfer along with a rationale of why the student believes the course meets the program’s requirements. The office of transcript evaluations will process the information.

2.5 Dual Degrees
Students seeking to obtain a second degree thru Liberty may do so. The number of credits that can be applied toward the second degree may not exceed the maximum amount of transfer credit allowed for that degree. If two degrees share required courses exceeding the maximum allowable transfer credit for the second degree, the student must take additional courses as substitutes for the shared courses.

2.6 Independent Studies & Directed Studies
Students who need specific course work unique to their state and not offered through our program are encouraged to seek these classes in their specific state. It is the policy of this department that independent studies and directed studies are not offered for these circumstances.

2.7 Program of Study
The following chart list the courses students will take and the order and times they should enroll in the courses. Students are notified that this curriculum guide is a planning document. It is not a substitute for regular consultation with their faculty advisor. This guide is subject to change. Use this guide for course planning and for discussions with your faculty/academic advisor each semester.
2.8 Recommended Course Sequence

(Please note that the following plan is subject to change as we attempt to improve the curriculum and our scheduling sequence.)

### Course Sequencing for MA in Clinical Mental Health Counseling (60 Hour)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Semester</th>
<th>Courses</th>
<th>Semester</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(^{st}) Semester</td>
<td>CMHC 500 CMHC 501 CMHC 502</td>
<td>2(^{nd}) Semester</td>
<td>CMHC 505 CMHC 510 CMHC 504</td>
<td>3(^{rd}) Semester</td>
<td>CMHC 506 CMHC 598 CMHC 646</td>
</tr>
<tr>
<td>4(^{th}) Semester</td>
<td>CMHC 503 CMHC 522 CMHC 604</td>
<td>5(^{th}) Semester</td>
<td>CMHC 512 CMHC 521 CMHC 667</td>
<td>6(^{th}) Semester</td>
<td>CMHC 699 CMHC 711 CMHC 601 CMHC 670/671</td>
</tr>
<tr>
<td>7(^{th}) Semester</td>
<td>CMHC 699 (2) Or Elective Elective</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2.9 Course Prerequisites

The following are the courses that require prerequisite work. This should guide you in selecting the order of your courses.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMHC 500</td>
<td></td>
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<tr>
<td>CMHC 501</td>
<td></td>
</tr>
<tr>
<td>CMHC 502</td>
<td></td>
</tr>
<tr>
<td>CMHC 503</td>
<td>MATH 201 or PSYC 355; CMHC 500, 501, 502, 505, 510, 598</td>
</tr>
<tr>
<td>CMHC 504</td>
<td>CMHC 500</td>
</tr>
<tr>
<td>CMHC 505</td>
<td>CMHC 500, 501, 502</td>
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<tr>
<td>CMHC 506</td>
<td></td>
</tr>
<tr>
<td>COUN 507</td>
<td></td>
</tr>
<tr>
<td>CMHC 510</td>
<td><strong>CMHC 500, All UG prerequisites must be taken before student can progress from this point</strong></td>
</tr>
<tr>
<td>CMHC 512</td>
<td>CMHC 500, 501, 502, 505, 510, 598</td>
</tr>
<tr>
<td>CMHC 521</td>
<td>CMHC 500, 501, 502, 505, 510, 598</td>
</tr>
<tr>
<td>CMHC 522</td>
<td>CMHC 500, 501, 502, 505, 510, 598</td>
</tr>
<tr>
<td>CMHC 598</td>
<td>CMHC 500, 501, 502, 510</td>
</tr>
<tr>
<td>CMHC 601</td>
<td>CMHC 500, 501, 502, 505, 510, 598</td>
</tr>
<tr>
<td>COUN 602</td>
<td>CMHC 500, 501, 502, 505, 510, 598, 601, 646</td>
</tr>
<tr>
<td>COUN 603</td>
<td>CMHC 500, 501, 502, 505, 510, 598, 646</td>
</tr>
<tr>
<td>COUN 604</td>
<td>CMHC 500, 501, 502, 505, 510, 598, 646</td>
</tr>
<tr>
<td>*COUN 610</td>
<td>CMHC 500, 501, 502, 505, 510, 598, 646</td>
</tr>
<tr>
<td>COUN 611</td>
<td>CMHC 500, 501, 502, 505, 510, 598, 646</td>
</tr>
<tr>
<td>COUN 620</td>
<td>CMHC 500, 501, 502, 505, 510, 598, 646</td>
</tr>
<tr>
<td>CMHC 646</td>
<td>CMHC 500, 501, 502</td>
</tr>
<tr>
<td>CMHC 667</td>
<td>CMHC 501, 502, 503, 505, 510, 521, 598, 646</td>
</tr>
<tr>
<td>CMHC 670/671</td>
<td>CMHC 500, 501, 502, 503, 504, 505, 506, 510, 512, 521, 522, 667</td>
</tr>
<tr>
<td>COUN 687</td>
<td>CMHC 500, 501, 502, 505, 510, 598, 646</td>
</tr>
<tr>
<td>CMHC 691</td>
<td>COUN 500, 501, 502, 505, 510, 598, 646</td>
</tr>
<tr>
<td>CMHC 699</td>
<td>CMHC 500, 501, 502, 503, 504, 505, 506, 510, 512, 521, 598, 601, 646, 667 (co-req)</td>
</tr>
<tr>
<td>CMHC 711</td>
<td>CMHC 500, 501, 502, 505, 510, 598, 646</td>
</tr>
<tr>
<td>COUN 747</td>
<td>CMHC 500, 501, 502, 505, 510, 598, 646</td>
</tr>
</tbody>
</table>

#### Advanced Electives

Ph.D. level classes that can be taken as electives for this degree track.

- *COUN 712 CMHC 500, 501, 502, 505, 510, 598, 646*
- *COUN 713 CMHC 500, 501, 502, 505, 510, 598, 646*
- *COUN 716 CMHC 500, 501, 502, 505, 510, 598, 646*
- COUN 714 By instructor permission only
- *COUN 800 CMHC 500, 501, 502, 503, 505, 510, 521, 522, 598, 646*
- *COUN 805 By instructor permission only*
- *COUN 806 By instructor permission only*
- *COUN 850 By instructor permission only*
- *COUN 797 By instructor permission only*

#### Independent Study Only Courses

The courses listed below are taught only as an independent study and require the student to submit an appeal to the program director

- COUN 625 COUN 500, 501, 502, 503, 510, 512, 598, 601
- COUN 630 COUN 500, 501, 502, 504, 505, 510, 598, 646
- COUN 695

* Residential intensive only
2.10 Faculty/Academic Advising

Liberty’s residential students in the MA Clinical Mental Health Counseling Program are assigned a residential faculty advisor, according to the first letter of the student’s last name.

<table>
<thead>
<tr>
<th>First Letters</th>
<th>Advisor Name</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>A – B</td>
<td>Dr. Jeanne Brooks</td>
<td><a href="mailto:jdbrooks6@liberty.edu">jdbrooks6@liberty.edu</a></td>
</tr>
<tr>
<td>C – Da</td>
<td>Dr. Denise Daniel</td>
<td><a href="mailto:ddaniel@liberty.edu">ddaniel@liberty.edu</a></td>
</tr>
<tr>
<td>De – F</td>
<td>Dr. Fernando Garzon</td>
<td><a href="mailto:fgarzon@liberty.edu">fgarzon@liberty.edu</a></td>
</tr>
<tr>
<td>G – Ho</td>
<td>Dr. David Jenkins</td>
<td><a href="mailto:djenkins@liberty.edu">djenkins@liberty.edu</a></td>
</tr>
<tr>
<td>Hu – L</td>
<td>Dr. Anita Knight</td>
<td><a href="mailto:aknight7@liberty.edu">aknight7@liberty.edu</a></td>
</tr>
<tr>
<td>M – O</td>
<td>Dr. Clay Peters</td>
<td><a href="mailto:cpeters@liberty.edu">cpeters@liberty.edu</a></td>
</tr>
<tr>
<td>P – Sa</td>
<td>Dr. Melvin Pride</td>
<td><a href="mailto:mpride2@liberty.edu">mpride2@liberty.edu</a></td>
</tr>
<tr>
<td>Sc – Th</td>
<td>Dr. John Thomas</td>
<td><a href="mailto:jcthomas2@liberty.edu">jcthomas2@liberty.edu</a></td>
</tr>
<tr>
<td>Ti – Z</td>
<td>Dr. Joy Mwendwa</td>
<td><a href="mailto:jmmaweu@liberty.edu">jmmaweu@liberty.edu</a></td>
</tr>
</tbody>
</table>

It is always the responsibility of the student to be aware of University policies and regulations and state licensing requirements affecting his or her program. Advisors cannot advise on matters pertaining to the regulations of state licensure boards.

2.11 Comprehensive Examination

All Clinical Mental Health Counseling students must satisfactorily pass the comprehensive examination as a requirement for graduation. The purpose of this exam is to test both the student’s knowledge of the core courses and general knowledge of counseling. This exam also prepares students for state licensure by providing them with an examination that mirrors the content as well and format of the National Counselor Exam (NCE), a multiple-choice, timed exam used for licensure by many state licensure boards.

The Comprehensive examination is offered on the third Saturday of February, July, and October as well as the end of the COUN 667 Intensives offered throughout the year. Students must register with the Comprehensive Examination Coordinator at counselingcompexam@liberty.edu at least four weeks prior to the date of the examination. The most current information is located online.

The Center for Counseling and Family Studies utilizes two separate exams to fulfill the comprehensive examination requirement. To test students’ knowledge of the eight core curricular areas, students will take the 160 item Counselor Preparation Comprehensive Examination® (CPCE®), published by the Center for Credentialing and Education, an affiliate of the National Board for Certified Counselors, (NBCC®), for the majority of the examination. Students will also take the 20 item CCFS Integration Examination to test their knowledge of integrating faith and spirituality into counseling in an ethically competent manner.

The CPCE® covers the eight core competencies (20 items per area) of the Council for the Accreditation of Counseling and Related Educational Programs (CACREP®), as defined by their Standards for Preparation:

**Human Growth and Development** – studies that provide an understanding of the nature and needs of individuals at all developmental levels (CMHC 502).
Social and Cultural Foundations – studies that provide an understanding of issues and trends in a multicultural and diverse society (CMHC 504).

Helping Relationships – studies that provide an understanding of counseling and consultation processes (CMHC 505, CMHC 510).

Group Work – studies that provide an understanding of group development, dynamics, theories, methods, skills, and other group work approaches (CMHC 512).

Career and Lifestyle Development – studies that provide an understanding of career development and related life factors (CMHC 522).

Appraisal – studies that provide an understanding of individual and group approaches to assessment and evaluation (CMHC 521).

Research and Program Evaluation – studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research (CMHC 503).

Professional Orientation and Ethics – studies that provide an understanding of all aspects of professional functioning including history, roles, organizational structures, ethics, standards, and credentialing (CMHC 500, CMHC 501).

In addition to eight core CACREP® competencies covered by the CPCE®, each Liberty University Master of Arts in Clinical Mental Health Counseling student will be required to demonstrate competency in a ninth core area:

Integration – studies that provide an understanding of the integration of faith and spirituality into counseling where appropriate in an ethically competent manner (CMHC 506).

Students must complete at least 39 hours of graduate coursework, including the core areas (CMHC 500, 501, 502, 503, 504, 505, 506, 510, 512, 521, 522) and CMHC 667, and must have an overall GPA of 3.0 before attempting to take the comprehensive examination. Once these requirements are met Students will email the Comprehensive Examination Coordinator at counselingcompexam@liberty.edu when they are ready to sign up for the exams.

Students must be aware that it takes about four hours to complete the CPCE® portion of the comprehensive examination. The CCFS Integration Examination portion of the comprehensive will be taken online using Blackboard. To take the comprehensive examination, students will be registered for COUN 670 (CPCE®) and/or COUN 671 (Integration) courses. There will be a class fee in the amount of $45.00 charged to their student account. The fee covers the CPCE® examination, grading, and postage.

Students are allowed three attempts to pass both sections of the comprehensive exam. Students who have failed the CPCE® twice are required to complete a CPCE® Third Attempt Plan (CTAP) form and prepare for an additional minimum of one semester before registering for their final attempt. If after three tries a student has not passed the comprehensive examination, the student will not qualify for a master’s degree in Clinical Mental Health Counseling. At that point, students may choose to apply to the Human Services Counseling program for possible conferral of the MA in Human Services degree.
The best way to prepare for the comprehensive examination is to develop a study schedule (such as three months) that allows you to spend some time preparing in each of the different areas of study. Divide your study time so that you spend roughly equivalent time preparing for each area. Study consistently. Do something relaxing and get a good night’s rest the night before the examination.

Please allow two weeks for the exam results. Once these exams are processed, a notice will be sent to you immediately notifying you of the results.

There is no official study guide for the CPCE®. Since the CPCE® and the National Counselor Examination for Licensure and Certification (NCE®) are based on the same eight knowledge areas; any study materials developed for the NCE® should be useful for the CPCE®. A good source to start with is a book called Encyclopedia of Counseling by H. Rosenthal.

As you prepare for the Integration Examination please refer to the following sources:


These books have been required for your CMHC 506 course. Use the following study guide to prepare for the integration exam found at http://www.liberty.edu/media/1118/INTEGRATION_EXAM_STUDY_GUIDE_A.pdf.
2.12 Practicum and Internship

1. Practicum
   a. **Prerequisites:** To be adequately prepared for this course, the student must have completed the following graduate-level credit hours in counseling with a grade C or above: CMHC 500, 501, 502, 504, 505, and 510. Students must be in good standing with a 3.0 GPA or above with the University in order to be approved. **The prerequisite courses are non-negotiable and must be completed prior to the start of the Practicum.**
   b. **Purpose:** The primary focus of the Practicum experience is to introduce students to the counseling environment and the development of counseling related skills, ethics, and professionalism based on clinical activities and exposure to the counseling field.

   The Practicum involves participation in a planned clinical experience in an approved agency or other setting under an approved supervisor. During the Practicum experience, students are actively engaged in the field of Clinical Mental Health Counseling. They contribute to the cooperating agency by direct contact with clients and assisting its staff in carrying out many of the daily clinical activities of that agency. The purpose of the counseling Practicum is to provide a preliminary supervised, field-based, work experience for students.

2. Internship
   a. **Prerequisites:** To be adequately prepared for this course, the student must have completed the following graduate-level credit hours in counseling with a grade C or above: CMHC 500, 501, 502, 503, 504, 505, 506, 510, 512, 521, 598, 601, 646, and 667. Students must be in good standing with a 3.0 GPA or above with the University in order to be approved. **Prerequisite courses are non-negotiable and must be completed prior to the start of the Internship.**
   b. **Purpose:** The primary focus of the Internship experience is the application and continued development of counseling skills. During the practicum/internship experience, the student learns to integrate and synthesize theories and techniques learned in the classroom and apply them in a real work setting. Additionally, students develop personal qualities, characteristics and behaviors of a professional counselor, and transition from “trainee” to “professional practitioner.”

   Since most, if not all, course work has been completed by the time of the internship experience; students contribute to the cooperating site by assisting staff in carrying out many clinical activities. In order for students to successfully pass the internship course the student must demonstrate the ability to:

   - Establish rapport and effective working relationships with client(s).
   - Conduct a psychosocial history that includes client background information, behavioral observations, current functioning, quality of relationships, and resources and challenges.
   - Develop client case conceptualizations that lead to accurate diagnosis using the DSM.
   - Develop treatment plans that will motivate clients through the use of evidence-based strategies for clients’ identified problem(s).
   - Present case studies in scheduled supervision sessions.
   - Maintain an effective counseling process and relationship until the client(s)’ problem(s) have been resolved.
   - Utilize feedback, direction, and constructive criticism from supervision and consultation in order to enhance professionalism in counseling.
• Document clinical work in a way that meets the standards of the counseling site, insurance companies, and the state in which the student is working.
• Work cooperatively and effectively within an agency setting and initiate appropriate professional relationships with mental health professionals outside that agency as needed.

*In order to begin practicum/internship, the student’s site and supervisor must be approved by the Practicum/Internship Department of the Center for Counseling & Family Studies. Because students cannot register for the Practicum/Internship until the approval process has been completed, all documents must be submitted by the posted application deadline on the Practicum or Internship websites. Once the site and supervisor have been approved, the student will receive approval from the Practicum/Internship Department to register for the course.

If, during the practicum/internship, a student fails to successfully demonstrate any of the skills, professional behaviors, or dispositions required of a counselor-trainee, that student will be notified by his or her supervisor. The supervisor will also notify the student’s faculty supervisor. The faculty member will write up an incident report for review by the clinical director for the Clinical Mental Health Counseling program. The faculty supervisor and clinical director will determine the nature and reason for the lack of mastery of skills, behaviors, or dispositions. Depending on the level and severity of the deficit, the remediation process is implemented. Students may be removed from the site or placed on hold in the program in order to fulfill remediation procedures aimed to address and resolve the deficits. These remediation procedures can include such things as requiring the student to retake certain courses and/or seek personal counseling, etc. If, after remediation, the student is unable to correct the deficits, the remediation team will meet to decide the best course of action for the student up to and including removal from the program. The final decision will rest with the leadership team (Program Directors, Department Chair, and Associate Dean).

3. Preparation: Students are advised to become familiar with state(s) licensure requirements where they will be seeking future licensure. Students intending to seek licensure other than Virginia after graduation will need to meet their requirements in his/her fieldwork experience for whichever is greater - Liberty University or the state the student resides (e.g., Florida requires 1000 hours of fieldwork experience). Students are expected to be familiar with their state’s fieldwork course and supervisory requirements. More information about state licensure board regulations can be found at http://www.nbcc.org/directory/Default.aspx. Students are also required to read the materials found on the Practicum http://www.liberty.edu/index.cfm?PID=28215 and Internship website: http://www.liberty.edu/index.cfm?PID=6333.

4. Complete background checks. You need to know that state boards review an applicant’s criminal history to determine if he/she is ineligible to hold a license. If you have a criminal history, you will need to contact your state board of counseling to determine if you are eligible for a counseling license in that state. Due to these varying licensure requirements, our programs require you, as a counselor in training, to complete background checks. Clearance of the background checks will be required for application to the practicum and internship.

5. Finding a site: Students are responsible for finding their practicum/internship site and their site supervisor. Students are advised to allow a minimum of three to four months for the process. The practicum and internship webpages provide some suggestions for potential clinical sites.
6. **Getting Approval**: Students will submit an online application through the SharePoint submission portal by using a link posted on the Practicum [http://www.liberty.edu/index.cfm?PID=28215](http://www.liberty.edu/index.cfm?PID=28215) and Internship website: [http://www.liberty.edu/index.cfm?PID=6333](http://www.liberty.edu/index.cfm?PID=6333). Students will attach their approval documents to the online application. The online application with attached approval documents must be submitted by the application deadline that is displayed on the practicum/internship webpage. Blank copies of the approval documents are available for download on the practicum/internship webpage. Registration for the CMHC 598 practicum and the CMHC 699 internship courses occurs three times each year in the A term of the fall, spring, and summer semesters.

7. **Registration**: Once a student’s online application and attached approval documents have been approved, the practicum/internship office will automatically enroll the student in CMHC 598 or 699.

8. **Complete the Financial Check-in.**

2.13 **Break in Enrollment**
*Liberty Residential* students who discontinue course work for a semester period (fall or spring semester) will break enrollment. However, enrollment in the summer semester is not considered discontinuation. For example, if students did not enroll in the spring semester of 2014, then they have to re-apply to Liberty University for the fall semester of 2014.

2.14 **Statute of Limitations**
The time limit for completing the Master degree from the enrollment date of the first course taken is seven years. Any Clinical Mental Health Counseling courses taken at Liberty which are over seven years old will need to be repeated in order for a student to graduate with the Clinical Mental Health Counseling degree.

2.15 **Course Repeat Policy**
In order to graduate from the Professional Counseling program, a student must maintain an overall GPA of 3.0 on a 4.0 scale. A course grade of “D” or “F” cannot be used to fulfill the requirements of the program. A maximum of two courses (6 hours) with a grade of “C” can count toward graduation if the student maintains a GPA of 3.0. There is a maximum of two course repeats. **Students should be aware that some state licensure boards do not accept any course work with a grade below B-.**

2.16 **Attendance & Interruption of Study**
For a residential student, attendance is defined by the university as physically attending a class where there is an opportunity for direct interaction between the instructor and students, submitting an academic assignment; taking an exam, an interactive tutorial or computer-assisted instruction; attending a study group that is assigned by the school; participating in an online discussion about academic matters and initiating contact with a faculty member to ask a question about the academic subject studied in the course. Regular and punctual attendance in all classes is expected of all students.

At times, students will miss classes. These absences will be identified as either excused or unexcused and are handled per the Liberty University Graduate School policy and outlined in the course syllabus:
Because CCFS classes meet once per week, only one unexcused absence will be permitted per semester. Questions regarding unexcused absences must be resolved by the student with the faculty member within one week of the absence. The penalty for each unexcused absence over the permitted number per semester for classes that meet once per week is 150 points per incidence. Excused absences include all Liberty University sponsored events, to include athletic competition or other provost-approved event. In addition, absences due to medical illness that are accompanied by a doctor’s note will be excused. Students will not be penalized for excused absences. Extraordinary circumstances regarding excessive absences will be addressed by the student with the faculty member, department chair, and dean as required.

Faculty will provide opportunities to make up work for students who miss class for excused absences. The procedure for make-up work (e.g., projects, quizzes, tests etc.) is stated in the course syllabus.

**Failure by Non-Attendance (FN):** If a student stops attending and/or participating in a class for a period of 21 days. After a period of 21 full days without attendance, course submissions, or communication from a student will the student be assigned an FN.

*Some topics that would constitute academic related questions:*
- Questions about test answers
- Questions regarding the topic of papers or content covered in tests or quizzes
- Questions requiring further clarification on a discussion board topic, etc.

*Some topics that would not constitute academic related questions:*
- Emails planning on submitting assignments
- Emails asking for additional time to submit assignments
- Emails asking how or where to purchase course materials

### 2.17 American Psychological Association Format

The Graduate Counseling Program requires students to use the most current version of the APA writing style guide for all submitted coursework. The most recent edition of the Publication Manual of the American Psychological Association is required for every student. It is imperative that all graduate students become familiar with and use this writing format.

### 2.18 Graduation

All degree completion requirements must be fulfilled before the university will confer the MA in Clinical Mental Health Counseling degree. Students who wish to participate in the yearly Spring Commencement program must file an Application for Graduation in accordance with the calendar deadlines listed on ASIST and posted by the Registrar on the Graduation Requirements webpage. Students are advised to submit their applications well in advance of the deadline date.
Financial Policies

3.1 Tuition and Fees
Information about tuition and fees for the Master of Arts in the Clinical Mental Health Counseling courses can be found at the following website: http://www.liberty.edu/index.cfm?PID=14286.

3.2 Financial Aid
For questions and resource information regarding financial aid see the following website: http://www.liberty.edu/financeadmin/financialaid/index.cfm?PID=294.

Student Expectations

4.1 Professional Organizations
A significant arena in which counselors can make an impact is within the field through involvement with professional organizations. Students are encouraged to join the American Counseling Association (ACA) and ACA associated divisions, the American Mental Health Counselors Association (AMHCA), and/or the American Association of Christian Counselors (AACC). These organizations also have national, regional, state, and local divisions that allow students higher levels of involvement in more specific areas of interest. Most professional organizations and divisions offer reduced membership rates to students as well as the following benefits: receipt of professional publications (journals and newsletters); reduced registration fees for professional meetings (seminars, conventions, workshops) that are sponsored by the particular organization; eligibility for member services (library resource use, legal defense funds and services, group liability insurance); involvement in activities and issues which are directly or indirectly pertinent to the profession (legislation and professional credentialing including licensure, certification); affiliation with other professionals having interests and areas of expertise similar to one’s own.

4.2 Academic Honesty & Plagiarism
As a Christian institution, Liberty University holds its students to high standards of ethics. One significant area of integrity in academics is honesty. Students are expected to submit only their own work. Further, students are expected to neither give nor receive assistance of any kind that is not specifically permitted on graded assignments or examination. For specific policy information, see the Graduate Student Code of Honor found at the Graduate Student Affairs website: http://www.liberty.edu/index.cfm?PID=19155.

4.3 Academic Appeal Policy
To appeal a grade or a decision regarding academic honesty, follow the policy & procedure outlined at the graduate student affairs website: http://www.liberty.edu/index.cfm?PID=19155.

4.4 Counseling Faculty-Student Interaction
The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty are responsible to avoid dual relationships with students such as entering a student-counselor relationship. Thus, faculty do not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in
need of personal or professional counseling then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

In the event of a student’s disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the program director or department chair. The incident and action taken will become part of the student’s permanent record.

4.5 Professional Development

Ethical Conduct: All students in the MA Clinical Mental Health Counseling program is responsible for behaving in an ethical manner throughout their training, as well as in clinical and professional settings. Violations of the ACA Code of Ethics, the Graduate Student Honor Code, or the Liberty Way and/or failure to take steps to rectify violations are considered extremely serious and may result in termination from the program.

Although students are expected to adhere to the ACA Code of Ethics, the Graduate Student Honor Code, and the Liberty Way as a guide to their behavior throughout their program, reading it is just the beginning of understanding professional ethics. Being an ethical counselor-in-training involves understanding the underlying principles and values associated with professional Code of Ethics that is built upon a strong commitment to biblical principles, developing a set of beliefs that guide one’s everyday practice, being able to discern potential as well as realized ethical problematic situations, and having the character to stand by these when faced with challenging situations. This is an essential component of your professional development.

Professional Development: To successfully complete the Clinical Mental Health Counseling program at Liberty University and be eligible for graduation, a student must demonstrate proficiency in four areas:

1. Attainment of scholastic competency in all coursework as evaluated through the assessment of CMHC standards, the comprehensive examination (see section 2.10 of handbook) given at the completion of core curriculum, and by maintaining an overall GPA of 3.0.
2. Acquisition of, and ability to, apply counseling skills with a diverse population and to a standard acceptable by licensed professional counselors. This ability is evaluated by faculty using the Counseling Competency Scale (CCS) in the skills courses (CMHC 505, 512, 667) and by the student’s approved site and faculty supervisor using the CCS during practicum/internship.
3. Demonstration of emotional and mental stability and maturity in interaction with others, including the ability to maintain healthy boundaries, communicate appropriately, successfully manage personal anxiety or uncomfortable feelings, work collaboratively with others and resolve interpersonal conflict. This proficiency is evaluated throughout the program in all interactions with faculty, staff, administrators, supervisors, adjuncts and fellow students and includes both verbal and written communications.
4. Adherence to the Professional Identity and Standards as outlined by the American Counseling Association’s Code of Ethics and the Liberty Graduate Student Code of Honor. This proficiency is evaluated throughout the program in all interactions with faculty, staff, administrators, supervisors, adjuncts and fellow students and includes both verbal and written communications.
5. Demonstration of the ability to integrate faith and spirituality into counseling where appropriate in an ethically competent manner

The counseling faculty will develop and evaluate students on the above areas of proficiency on an ongoing and consistent manner in all settings in which faculty and students interact. This interaction can include formal and informal settings such as classroom, online communication, advising and personal conversations.

4.6 Remediation

If, during the course of a student’s studies, a faculty, staff, administrator or supervisor believes a student lacks required skills, professional behaviors and dispositions to progress in the program, that person will begin remediation procedures aimed to provide the student with information and actions to correct the impairment/deficiency. The purpose of the remediation plan is to assist the student in correcting any deficits in counseling knowledge and skills, as well as problematic personal, interpersonal, or ethical behaviors so the student may successfully continue in the program. As such, remedial instruction or interventions are closely linked to the students’ developmental growth, recognizing the relationship between the alleviation of deficiencies and the development of new competencies.

We conceptualize remediation in terms of a response continuum based upon the type and severity of students’ limitations, with the need to distinguish between deficient, lacks competence, and impaired:

- **Deficient**: Requires skill-based and/or academic approach
- **Lacks competence**: Requires additional ethical practice-based and/or conceptual approach
- **Impaired**: Requires additional intervention-based and/or therapeutic approach

The problematic behavior continuum can also be considered along lines of Academic, Clinical, and Personal, with Academic being more related to deficiencies and Personal more related to impairments. Clinical limitations may likely have both Academic and Personal involvement. Additionally, the program response can be considered along a continuum of education, formal remediation, and termination.

**Deficient** describes those behaviors, attitudes, or characteristics that need to be the focus of attention and change but are not considered excessive or inappropriate. Rather, they may be important components of the student’s learning experience. At this level, remediation likely involves instruction and feedback to address the deficit.

**Lacks Competence** describes a deficit in developmentally appropriate clinical competencies that are needed for ethical practice. These would include area such as performance of counseling skills and/or professional behaviors, attitudes, or characteristics, response to supervision, and/or ability application of ethics into practice. These behaviors are considered to be excessive or inappropriate, requiring remedial action beyond the course instructor or supervisor.

**Impairment** describes those behaviors that result in a significant negative impact on professional functioning. Impairment is demonstrated by one or more of the following behaviors: (a) an inability and/or unwillingness to acquire and integrate professional standards into their repertoire of professional behavior; (b) an inability to acquire professional skills to reach an acceptable level of competency; (c) an inability to control personal stress, psychological dysfunction and/or excessive emotional reactions that interfere with professional functioning.
The Type and Severity of Limitation are considered when determining the need, if any, for remediation.

**Students Determined to be Deficient:**
- Inadequate knowledge base commensurate with status in program
- Inadequate, but improving, counseling skills
- Rudimentary ethical processing
- Simplistic, narrow, or disjointed case conceptualization
- Insufficient interpersonal skills and awareness, but willingness to develop

**Students Determined to Lack Competence:**
- Lack of awareness of ethical principles and obligations
- Failure in responsibilities to site and/or supervisor
- Unwillingness/inability to be effective in basic counseling techniques
- Unwillingness/inability to complete appropriate documentation
- Failure to function as effective member of treatment team

**Students Determined to be Impaired (not inclusive):**
- **Four Themes:**
  I. Interpersonal and Personal Problems
    1. Inappropriate interpersonal skills
    2. Lacks self-control (anger, impulse control) in relationships
    3. Inappropriate boundaries
    4. Misleads or exploits others
    5. Lacks awareness of the impact they have on others
    6. Unwilling to receive feedback in supervision
    7. Does not take responsibility for deficiencies and/or problems
  II. Professional Competence
    1. Lacks foundational counseling skills
    2. Inappropriate affect in response to clients
    3. Does not recognize limitations of expertise and competence
    4. Does not apply ethical and/or legal standards to practice
    5. Lacks awareness of how their beliefs and values influence practice
    6. Does not demonstrate a respect individual differences and culture
  III. Professional Behaviors
    1. Deficits in punctuality, professional appearance, attendance, dependability
    2. Does not complete appropriate paperwork and documentation
    3. Does not adhere to the department’s or their clinical site’s policies
  IV. Professional and Personal Integrity and Maturity
    1. Makes false, misleading or deceptive statements
    2. Displayed academic dishonesty
    3. Problems with alcohol/drug use or illegal activities
    4. Inappropriate sexual behavior
    5. Refused to consider personal counseling when recommended

Once the Type and Severity of Limitation are determined, there are several avenues that may be pursued when determining the need, if any, for remediation. Faculty are encouraged to consult with the program director, faculty remediation committee members, and other faculty when deciding the level of severity and which stage to engage the remediation process.
Early Remediation Process (Stages 1 and 2)
Faculty or advisor meets with the student
Determine action plan for addressing deficits
Follow-up

Secondary Review Remediation Process (Stage 3)
Notification of meeting with the director
Assessment of problematic behavior
Review and development of a plan
Acceptance or appeal

Formal Remediation Process (Stages 4-6)
Notification
Assessment of Problematic Behavior
Development of a Plan
Acceptance or Appeal
Provision if Unsuccessful

Possible Committee Recommendations for a Remediation Plan
Personal Counseling
Increased supervision
Reduced practicum or internship
Leave of absence
Formal reprimand
Formal probation
Counseling out of the program
Dismissal from the program

Immediate Interventions:
In the event of a student’s disclosure, either verbally, or in writing, of either threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator or supervisor, will take immediate action. This action may include, but is not limited to, immediate notification of Liberty University Police Department, appropriate state law enforcement, social services personnel, emergency contacts, and notification of the appropriate program chair or associate dean. The incident and action taken will become part of the student’s permanent record.

Remediation Process for the CMHC Program:
Note: The remediation plan is designed to protect the student’s right to Due Process. In addition, we stress the importance of engaging the student in the remediation process. These principles are infused throughout the CMHC program’s response continuum. Once a remediation plan is instituted, student response to remediation efforts is considered when deciding student status in the program. All phases of this remediation process will become a part of the student’s record.

Stage 1: Notification by Advisor. When a determination is made by a faculty member that problematic behavior of an academic, clinical, or personal nature exists, and could not be resolved on an informal basis, the faculty member discusses this with the student and her or his advisor. If student problematic behavior is brought to the attention of the department through other means (e.g., from another
student, report from university staff, evaluation from supervisor, etc.), the student’s advisor will notify the student and discuss the concerns.

The student and her or his advisor will meet to discuss the problem and collaboratively outline a remedial action plan to address the concerns. This interactive process should allow the student ample opportunity to react to the information presented regarding a problem area. If the problem is resolved, no further action is needed. The advisor will document the meeting, the remedial action plan, and outcome into the student’s personal record. The advisor will follow up with the faculty to ensure that the agreed-to remedial action plan was completed and the behavioral issue was successfully resolved.

If the problem is not resolved at this stage because the student does not engage in the process, disagrees with the validity of the concerns, or does not agree with the remedial action plan, the advisor will notify the program director of the outcome of the meeting. A meeting will then be scheduled with the student's advisor, the program director, the student, and the concerned faculty member as appropriate. This meeting will be considered a Phase 3 remediation.

Stage 2: Primary Assessment of Problematic Behavior: If the behaviors addressed by the program faculty and the advisor persist, the advisor will again meet with the student and outline, verbally and in writing, the continued nature and extent of problematic behavior. Informal (e.g., interview with student and faculty) and formal (e.g., instruments) may be utilized as part of the assessment process. This includes feedback from the student concerning the outcome of any remedial actions taken by the student in response to the concerns raised during the notification session. When it is apparent that the student is engaged in the process but has not met the goal of the initial remedial action, a collaborative approach involving student engagement will be used to evaluate and refine the remedial action plan. If the problem is successfully resolved, no further formal action is needed. The advisor will document the meeting; outline the agreed adaptations to the remedial action plan; and the outcome. The advisor will follow up with faculty and the program director to ensure that the behavioral issues were successfully resolved and all agreed-to remedial mandates were implemented.

Stage 3: Secondary Assessment of Problematic Behavior: If the faculty advisor or core faculty determine that the student’s behaviors are at a level that requires a formal remediation process (Stage 4) or the student rejects or appeals a remedial action plan, a meeting will be held with the student, his or her advisor, the program director, and referring faculty member (if appropriate). The meeting date will be set to allow the student the opportunity to provide additional evidence to the group for consideration at the meeting. The purpose of the meeting will be to either 1) collaboratively re-assess the problem behavior and develop a remedial action plan or 2) determine that the problem needs to be addressed by the program core faculty through a remediation plan. The program director will document the meeting and outcome. The program director will report the meeting outcome to the faculty Remediation Committee.

Stage 4: Referral to the Remediation Committee: In cases when the outcome of the meeting of the student, advisor, and program director results in a decision that the situation should be brought to the Remediation Committee, a meeting of the committee will be scheduled. The student will be informed in advance of the time of this meeting and will have an opportunity to provide additional information or evidence in writing to the committee for consideration at the meeting. The student may request or be requested to be in attendance. Once all information has been presented, the Remediation Committee will decide the level and scope of remediation required to assist the student and develop a formal Remediation Plan.
Stage 5: Development of a Remediation Plan: The Remediation Committee will review the presented information, examine the remedial action plan developed by the student and advisor, evaluate the progress made towards remediating problem behaviors, and develop a formal Remediation Plan. The purpose of the remediation plan is to assist the student in correcting any deficits in counseling skills or personal, interpersonal, or ethical problems so that the student may successfully continue in the program. The elements of the plan will be congruent with the extent of the correction needed. Remediation Plans can include such actions as repeating particular courses, obtaining personal counseling, completing additional assignments, reviewing the ethics code, transferring to a non-licensure program, or academic dismissal from the CCFS or Liberty University.

The program director and/or other designated persons will inform the student of the decision both orally and in writing. The student will have five working days to respond in writing (and orally, if desired) to the recommendation. The committee will review the student’s response to the action decided and will make a final decision regarding the disposition of the case. Should the student file no response to the action, the decision of the committee will be considered as final. The program director and the student’s advisor will notify the student in writing and orally of the outcome of the meeting.

Stage 6: Acceptance or Appeal: The student will be given the opportunity to accept the plan of correction or to appeal it. If accepted, the student will follow the plan as developed and regularly report progress to her or his advisor. If not fully resolved, additions, amendments, or extensions to the plan may be implemented. If the problematic behavior is corrected, no further action is needed. Four options are available to faculty when reevaluating the student: (1) continuation in the program, (2) continued probation and remediation, (3) counsel the student out of the program, and (4) dismissal from the program.

Provision if Unsuccessful: If remediation is unsuccessful or the student refuses to comply with the Remediation Plan, the student will be dismissed from the CMHC program. Notice of dismissal from the program will be provided to the student in writing by the program director. Should the student decide to appeal, the student will follow appeal procedures as described in the university’s Graduate Catalog and on the Graduate Student Affairs website at: http://www.liberty.edu/academics/graduate/index.cfm?PID=19155.

Remediation for Practicum and Internship:
If, during the practicum or internship, a student fails to successfully demonstrate the required skills in these courses and consequently receives failing evaluations or if a student is dismissed from a site, the supervisor will notify the student’s professor. The professor will write an incident report and send it to the Practicum/Internship office of the Center for Counseling and Family Studies. The director of clinical training and the Leadership Team will examine the nature and reason for the skills deficit and/or dismissal. At that point, the student may receive a grade F for the course and be placed on hold in the program in order to fulfill remediation procedures aimed to address and resolve the verifiable deficits.

For behaviors that constitute a violation of the University’s Honor Code and the student’s professor will fill out an Honor Code Violation form, which will be investigated by the Director, LU Online and Graduate Student Affairs. Students are given an opportunity to appeal. For further information on the expectations for clinical courses and the remediation process for practicum and internships, see the Practicum Fieldwork Manual and/or the Internship Fieldwork Manual.
4.7 Sexual Harassment
Sexual harassment, like harassment on the basis of color, race, religion, or national origin has long been recognized as a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended. Such behavior does not befit a committed Christian. Accordingly, Liberty University strongly disapproves of sexual harassment and intimidation of its employees.

4.8 Personal Counseling
Students are strongly encouraged to seek group and individual counseling as a part of the educational experience. As counselor-trainees who are in the process of developing the skills, professional behaviors, and dispositions needed to become a licensed clinical mental health counselor, it is imperative that we deal with our own personal issues that may interfere with our ability to work with clients in competent and ethical ways. Moreover, experiences as a client will help the counselor better understand the client’s experience in counseling.

4.9 Faculty Endorsement
Upon successful completion of the program of studies and demonstration of the requisite competencies, faculty members endorse students for certification and licensure. Upon request, the faculty will write letters of recommendation for employment in the student’s specified area of specialization or for advanced studies (e.g., Doctoral programs). Endorsement only occurs when faculty believe students are qualified to perform the duties associated with credentialing or employment.

In addition to credentialing and employment, faculty members endorse students for practicum and internship. Endorsement occurs only when students have successfully completed the prerequisite courses and if faculty members believe students are qualified to perform the duties associated with the practicum or internship. In compliance with the ACA Code of Ethics, regardless of academic qualifications, faculty do not endorse students whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.
5.1 Course Delivery Formats

Students enrolled in the residential program primarily complete their degree using the traditional 16 week semester classroom format on the Liberty University campus. Residential students may choose to meet some program requirements through intensives and online courses.

The Center for Counseling and Family Studies offers courses in multiple-delivery formats:

Format 1: Traditional Residential
Clinical Mental Health Counseling courses are offered in the traditional 16 week semester classroom format during the fall and spring semesters on the Liberty University campus. Our courses are delivered as one class session per week for a minimum of 2.5 hours per class. These residential experiences occur in a variety of formats, including lecture-based and experiential learning.

Format 2: One-week Residential Intensive
Students in the Clinical Mental Health Counseling may take elective courses in the intensive format. Offered in and throughout each semester and summer, intensive courses involve attending five eight-hour class days at our campus in Lynchburg. In addition to class time, students are expected to complete additional work online both pre and post intensive over the duration of this 16 week course. Students must enroll a minimum of 60 days in advance, read the required texts, and complete all pre-class assignments prior to the beginning of class. Intensive classes are in session from 8:00 a.m. until 4:30 p.m. Monday – Friday with an hour for lunch. Grades are posted according to end of semester deadline dates issued by the registrar’s office.

Format 3: Online Format Using Blackboard®
M.A. Counseling courses are also available via distance learning. The University has adopted Blackboard®, an online software platform, as its primary online instructional delivery method. Students have interaction with other students taking the same course, utilize links to online resources, view supplemental streaming video clips, and receive direct feedback from their professors using this innovative means of delivery.

5.2 Graduate Assistantships
The Center for Counseling and Family Studies has a limited number of Graduate Assistantships (GA) positions to award on an annual basis. These assistantships are intended to support the instructional and administrative needs of the graduate programs. Some of the responsibilities include assisting faculty, and completing administrative duties associated with management of the Center for Counseling and Family Studies. To apply to a GSA position, students will need to contact the Graduate School.

5.3 Computer Needs
Each student at Liberty University is expected to demonstrate computer literacy prior to admission to the program. Each course in the M.A. Clinical Mental Health Counseling program requires the student to use computer programs, which function in the process of course completion. In order to successfully accomplish the requirements, students must have access to a computer that has the capacity to:
• Read and write in Microsoft Office® software (Microsoft Office® is available to Liberty University students for a small charge through the Liberty University Helpdesk or CCD)
• Access online sites including the Liberty University website
• Send and receive email via Liberty Webmail. **The student is required to use Liberty Webmail in all correspondence with the University.**
• Operate SPSS software for computer data analysis

For information on recommended hardware, software, operating systems and student discounts on computers, see the Liberty Information Technology website at: [http://www.liberty.edu/informationservices/index.cfm?PID=20923](http://www.liberty.edu/informationservices/index.cfm?PID=20923).

### 5.4 Email Account & Communication

Upon admission each student is assigned a computer account and an email address on Liberty University’s system. **Correspondence from the campus, including the Center for Counseling and Family Studies Office, will be delivered via this email address. Students are strongly urged to check their Liberty University email accounts daily for communication from the university and counseling faculty.**

Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face. Your emails should be courteous and well thought out to avoid knee-jerk responses that will be interpreted as “flaming” or sarcasm. Communicate complaints directly to the individual involved. Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allowed them time to respond. Do not post a message to the class on Blackboard that is more appropriate for an individual. Avoid offensive language of any kind. Because students are responsible to behave in an ethical manner throughout the course of the program, continual unprofessional, discourteous communication cannot be tolerated and may result in remediation procedures up to and including dismissal from the program.

### 5.5 Dress Code

When on campus, students are expected to comply with the dress code outlined in the *Graduate School Code of Honor* found at the Graduate Student Affairs website: [http://www.liberty.edu/index.cfm?PID=19155](http://www.liberty.edu/index.cfm?PID=19155).
Appendices

A. M.A. Course Descriptions
B. Academic Planning Sheets
C. Teaching Faculty
D. Student Agreement Forms
M.A. COURSE DESCRIPTIONS

CMHC 500 Orientation to Counselor Professional identity and Function (3 hours): This course introduces students to concepts regarding the professional functioning of licensed professional counselors, marriage and family therapists, and human services workers, including history, roles, professional organizations, standards, and credentialing. Current issues in the practice of counseling and marriage and family therapy in a variety of professional settings are explored. Students are also introduced to program policies, graduate level writing and APA style.

CMHC 501 Ethical and Legal Issues in Counseling (3 hours): This course introduces students to concepts regarding the professional functioning of counselors and marriage and family therapists including history, roles, professional organizations, ethics, legalities, standards, and credentialing. Current issues in therapeutic practice in a variety of professional settings are explored.

CMHC 502 Human Growth and Development (3 hours): This course includes a survey of the organic, social, and psychological factors that influence the development of personality. It seeks to understand what makes a person distinctively different along with a critical evaluation of various theories of personality development, particularly as they relate to questions of values and religious commitment.

CMHC 503 Research and Program Evaluation (3 hours): Prerequisite: MATH 201 or equivalent (or PSYC 355), CMHC 500, 501, 502, 505, 510, 598. Students learn the importance of scientific inquiry in the fields of counseling and marriage and family therapy. Emphasis is on research methods (designs, statistical analysis, needs assessment, and program evaluation) and locating, interpreting, and evaluating research and program evaluation articles that inform evidence-based practice. Ethical and cultural relevance is also addressed.

CMHC 504 Social and Cultural Foundations in Counseling (3 hours): Prerequisite: CMHC 500. This course focuses on the contribution of ethnic background to family makeup and functioning. Major ethnic groups are studied along with the counseling, social justice, and advocacy approaches appropriate to each. In a similar fashion, the overarching cultural context of relationships, including factors such as age, race, gender, sexual orientation, religious and spiritual values, mental and physical characteristics, education, family values, socioeconomic status, and within group as well as between group cultural differences are examined. Theories of multicultural counseling, identity development, pluralistic trends, and systems-oriented intervention strategies (couple, family, group, and community) are considered. Counselor cultural self-awareness and the role of counseling in eliminating biases, prejudice, oppression, and discrimination are emphasized.

CMHC 505 Counseling Techniques & the Helping Relationship (3 hours): Prerequisites: CMHC 500, 501, 502. This experiential and didactic course provides students an understanding of effective interventions from individual, relational and system perspectives. Students also examine personal characteristics and their effect on individual, couple, and family counseling using case discussion and analysis.

CMHC 506 Integration of Spirituality and Counseling (3 hours): Students critically examine the implications of a Christian worldview for counseling and marriage and family practice. Ethical issues relevant to the use of spiritual and religious interventions with individuals, couples, and families are considered, along with current research related to spirituality and counseling.
CMHC 510 *Theories of Counseling* (3 hours): Prerequisites: CMHC 500. This course provides an intensive look at selected theories of counseling and psychotherapy. Theoretical and empirical foundations of individual, relational, and systemic approaches are examined. Students are encouraged to begin to define their own theoretical approach to their work with individuals, couples, and families.

CMHC 512 *Group Counseling (Group Process)* (3 hours): Prerequisites: CMHC 500, 501, 502, 505, 510, 598, 646. This course enables students to understand the types of groups, their purpose, development and dynamics, counseling theories, and group counseling methods and skills. Ethical and legal considerations of group counseling are also explored. Students are required to participate in small groups for educational and self-assessment purposes.

CMHC 521 *Assessment Techniques in Counseling (Individual Appraisal)* (3 hours): Prerequisites: CMHC 500, 501, 502, 505, 510, 598, 646. A survey of the appraisal methods in counseling, marriage and family therapy and education is given. Basic psychometric properties of these are also examined along with issues related to the use and interpretation of tests. Emphasis is on the use of tests by counselors, marriage and family therapists and educators.

CMHC 522 *Career Development and Counseling* (3 hours): Prerequisites: CMHC 500, 501, 502, 505, 510, 598, 646. This course provides students an understanding of career development and related life factors. Students study career development theory and decision-making models, procedures for planning and conducting effective job searchers, assessment instruments and techniques relevant to career planning and decision-making, and the use of career information. Emphasis is placed on understanding the interrelationships between career development and career decision-making and such factors as God’s calling, family, socio-economic status, leisure, individual interests and abilities, and other life roles.

**Clinical Mental Health Counseling Specialty Courses:**

CMHC 598 *Counseling Practicum* (3 hours): Prerequisites: CMHC 500, 501, 502, 505, 510. Students will complete a supervised counseling-related experience in a professional setting. The primary focus is on the introduction to the counseling environment and the development of counseling related skills, ethics, and professionalism based on observation and exposure to the counseling field.

CMHC 601 *Marriage and Family Counseling I* (3 hours): Prerequisites: CMHC 500, 501, 502, 505, 510, 598. This course considers the dynamics of marriage and family relationships from a systems perspective. The emphasis is on understanding the family and other systems theories, the structure and function of marriage, various aspects of the marital relationship and family systems, and models of family and systematic interventions.

CMHC 604 *Crisis Counseling* (3 hours): Prerequisites: CMHC 500, 501, 502, 505, 510, 598, 646. An examination of the theory and practice of crisis intervention and approaches to brief therapy.

CMHC 646 *Psychopathology and Counseling* (3 hours): Prerequisites: CMHC 500, 501, 502. This course studies various forms of psychopathology, etiological factors, differential diagnoses, and current therapeutic approaches. Students are introduced to the DSM, with attention also given to relational and systemic considerations.
**CMHC 667 Clinical Diagnosis and Treatment Planning (3 hours):** Prerequisites: CMHC 501, 502, 503, 505, 510, 521, 598, 646. Students become knowledgeable of the principles of clinical diagnosis and the development of treatment plans. The current edition of the Diagnostic and Statistical Manual is emphasized, with consideration also given to dimensional, relational, and systemic issues important in diagnosis and treatment planning.

**CMHC 699 Counseling Internship (3 hours*)** Prerequisites: CMHC 500, 501, 502, 503, 504, 505, 506, 510, 512, 521, 598, 601, 646, 667, 698. *This course may be repeated. This course requires student participation in a supervised counseling experience in an approved site. While gaining direct service experience with clients, students regularly meet with an approved onsite supervisor. Student counseling performance is evaluated throughout the internship.

**CMHC 670 Comprehensive Exam – CPCE (0 hours):** Prerequisites: CMHC 500, 501, 502, 503, 504, 505, 506, 510, 512, 521, 522, 667 must be taken no earlier than completion of the prerequisite courses listed. The Comprehensive Exam-CPCE (Counselor Preparation Comprehensive Exam) must be successfully completed prior to degree conferral.

**CMHC 671 Comprehensive Exam – Integration (0 hours):** Prerequisites: CMHC 500, 501, 502, 503, 504, 505, 506, 510, 512, 521, 522, and 667 can taken no earlier than completion of the prerequisite courses listed. The Comprehensive Exam-Integration must be successfully completed prior to degree conferral.

**CMHC 691 Substance Abuse: Diagnosis, Treatment, and Prevention (3hrs):** Prerequisite: CMHC 500, 501, 502, 505, 510, 598, 646. A course designed to introduce the student to current counseling treatment techniques for substance abuse. Emphasis is placed on etiological factors, physiological and psychological effects, and related behaviors.

**CMHC 711 Diagnosis and Treatment and Addictive Behaviors (3 hours):** Prerequisites: Ph. D student or M.A. student who has completed CMHC 500, 501, 502, 505, 510, 598, 646. The psychological and psychosocial effects of various drugs are examined, along with current information about the addictive patterns and behaviors of individuals, couples and families. Emphasis is placed on counseling skills and techniques from individual, relational, and systemic perspectives in working with various types of addictive behaviors.

**M.A. Counseling Elective Courses**

**COUN 507 Theology and Spirituality in Counseling (3 hours):** An examination of the content, comprehensiveness, and validity of several counseling theories that have been developed by prominent Christian counselors.

**COUN 602 Marriage and Family Counseling II (3 hours):** Prerequisites: COUN/CMHC 500, 501, 502, 505, 510, 598, 601, 646. This course is an experiential exploration of selected, major treatment approaches utilized in premarital, marital and family counseling. Development of practical skills, interventions and techniques constitute the primary focus.

**COUN 603 Premarital and Marital Counseling (3 hours):** Prerequisites: COUN/CMHC 500, 501, 502, 505, 510, 598, 646. This course introduces students to a variety of approaches that have been developed for through premarital counseling. The course also teaches students a conceptual model of understanding the variety of ways marriages can become dysfunctional, and introduces them to short-term method that can be used when those kinds of problems develop.
COUN 605 Community and Agency Counseling (3 hours): Prerequisites: COUN 500, 501, 502, 505, 510, 598, 646. This course provides an overview of the theory and practice of counseling in human services agencies and other community settings. Emphasis is given to principles and practices of community outreach, intervention, education, consultation, and client advocacy in multicultural settings.

COUN 610 Human Sexuality (3 hours): Prerequisites: COUN 500, 501, 502, 505, 510, 598, 646. An analysis of the physiological, psychological, cultural, and religious aspects of a wide range of topics in the area of human sexuality. Emphasis is on the development of an understanding and appreciation of the role of sexuality in individuals, couples and families throughout the various phases of the life cycle.

COUN 611 Counseling Children and Their Families (3 hours): Prerequisites: COUN 500, 501, 502, 505, 510, 598, 646. The developmental and psychological needs and problems of children are examined through the analysis of personality types and family structure. Counseling techniques (e.g. play therapy) for children are also examined.

COUN 620 Counseling Adolescents and Their Families (3 hours): Prerequisites: COUN 500, 501, 502, 505, 510, 598, 646. This course examines the transitions of adolescence emphasizing family, social, spiritual/moral, and physical issues. Counseling theories and practices for working with adolescents are explored. Opportunities for application of theory are provided.

COUN 625 Psychopharmacology and Counseling (3 hours): Prerequisites: COUN 500, 501, 502, 505, 510, 598, 646. This course is designed to teach the prospective counselor about the history and development of psychopharmacologic agents, the biochemical nature of the central nervous system and its relationship to psychopharmacology. The legitimate use of medications and their importance for treatment are also examined.

COUN 630 Gerontology and Counseling (3 hours): This course acquaints the counselor with the issues and problems unique to the elderly in American society. Topics such as suffering, societal attitude, and family structures are examined.

COUN 687 Counseling Women (3 hours): Prerequisite: COUN/CMHC 500, 501, 502, 505, 510, 598, 646. This course examines the most common problems women bring to counseling, including developmental and situational crises. It explores biblical perspectives and the most effective treatments for these situations.

COUN 695 Directed Research in Counseling (1 to 3 hours): Prerequisite: Offered to M.A. and Th.M. students or by permission of instructor and advisor: Designed for advanced students in good standing who have demonstrated an ability to work on their own. Students will work with the instructor in developing a proposal for guided research in a specified area of counseling.

COUN 697 Seminar in Counseling (3 hours): An intensive study of a specific subject in counseling. This course allows variation in the approach and content of the regular curriculum.

COUN 716 Consultation and Counseling (3 hours): Prerequisites: Ph.D. student or MA student who has completed COUN 646. Consultation strategies working with individuals and groups are surveyed. Topics, problems and research are taken from counseling, adult education, community service agencies, and instructional technology.
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<th>CORE COURSES (54 hours)</th>
<th>Hrs</th>
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<tr>
<td>CMHC 500 Orient. to Counselor Profession Identity/Function</td>
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<td>CMHC 501 Ethical &amp; Legal Issues in Counseling</td>
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<td>CMHC 502 Human Growth &amp; Development</td>
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<td>CMHC 503 Research &amp; Program Evaluation</td>
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<td>CMHC 504 Multicultural Counseling</td>
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<td>CMHC 505 Counseling Techniques/Helping Relationship</td>
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<td>CMHC 506 Integration of Spirituality &amp; Counseling</td>
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<td>CMHC 510 Theories of Counseling</td>
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<td>CMHC 512 Group Counseling</td>
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<td>CMHC 521 Assessment Techniques in Counseling</td>
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<td>CMHC 522 Career Development &amp; Counseling</td>
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<td>CMHC 598 Counseling Practicum</td>
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<td>CMHC 601 Marriage &amp; Family Counseling I</td>
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<td>CMHC 604 Crisis Counseling</td>
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<td>CMHC 646 Psychopathology &amp; Counseling</td>
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<td>CMHC 667 Clinical Diagnosis &amp; Treatment Planning</td>
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<td>CMHC 670 Comprehensive Exam-CPCE(^2)</td>
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<td>CMHC 671 Comprehensive Exam-Integration(^2)</td>
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<td>CMHC 691 Substance Abuse: Diagnosis, Treatment,</td>
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<td>CMHC 699 Counseling Internship(^3)</td>
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<td>CMHC 711 Diagnosis &amp; Treatment of Addictive Behaviors</td>
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<th>ELECTIVE COURSES (6 hours)</th>
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<tr>
<td>Choose two 500-700 level electives from the following disciplines for which prerequisites have been met: COUN(^4), CRIS, LIFC &amp; SUBS</td>
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**TOTAL HOURS** 60

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**Graduation Requirements**

- Complete 60 total hours
- A minimum of 45 hours must be completed through Liberty University, not to include credits from a prior degree earned through Liberty
- A maximum of 15 hours of transfer credit, including credit from a degree on the same academic level previously earned through Liberty, may be applied to the degree
- A 3.0 GPA
- No more than two grades of C may be applied to the degree (includes grades of C+ & C-)
- No grade of D or below may be applied to the degree (includes grades of D+ & D-)
- Successful completion of Comprehensive Exam

Notes:
- Students must successfully complete six hours of undergraduate coursework in psychology or related study and three hours in statistics. For those who did not complete these courses in their undergraduate programs, they may fulfill these prerequisite requirements during the first two semesters of the program.
- May be repeated
- COUN electives must be 600-700 level
Core Teaching Faculty

The following information summarizes the professional achievements and qualifications of the Clinical Mental Health Counseling faculty.

Jeanne Brooks, Ph.D. (Northcentral University, Psychology). Dr. Jeanne Brooks has been working in the field for over twenty years. She had a private practice with the Samaritan Counseling Center of East Texas for over ten years. Her specialty areas are working with troubled adolescents, alcohol and drug addiction, as well as helping children and families adjust to divorce. Dr. Brooks has worked in schools providing programming for alcohol/drug abuse and violence prevention. She has worked closely with the local Juvenile Probation Office providing parenting, alcohol and drug abuse, and healthy coping groups. Finally, she worked closely with the Courts in her area and surrounding counties providing psychological assessments, referral, and treatment services for children and parents adjusting to divorce. She can be reached at jdbrooks6@liberty.edu.

Denise Daniel, Ph.D., L.P.C., RN (Regent University, Counselor Education and Supervision) is an Associate Professor of Counseling. Her job includes instruction, student advisement, and research in both online and traditional classroom. Her most recent publication was titled, “The integration of technology into an online doctoral program in counselor education and supervision,” which was published in The Journal of Technology in Counseling. Her most recent presentation was on incorporating “Bibliodrama” as a means to deepen self-awareness in group work at the Association for Spiritual, Ethical, and Religious Values in Counseling in Santa Fe, New Mexico. She is also a founder of Carin Counseling and Educational, an intensive group therapy experience for women. Online support groups, online therapy, and women’s issues and development continue to be her primary research interests. She is a member of the American Counseling Association and the Association for Counselor Education and Supervision. She can be reached at ddaniel@liberty.edu.

Mary M. Deacon, Ph.D. (University of Virginia, Counselor Education and Supervision) is an Assistant Professor of Counseling and the Program Director for the Residential Professional Counseling program. Her professional experiences include providing career, mental health, and substance abuse counseling in university and community mental health settings. Her teaching and research interests include the areas of girls’ and women’s career development, enhancing supervision for counselor-trainees, social justice, gender equity, and multicultural competency. Dr. Deacon has written in the areas of increasing female access in science, technology, engineering, and math (STEM) and developmental/social learning theories of career. She has presented her findings at several national conferences, including the Association for Counselor Education and Supervision, Association for Assessment in Counseling and Education, National Career Development Association, Association for Spiritual, Ethical, and Religious Values in Counseling, and American Educational Research Association, and Chi Sigma Iota (International Counseling honors society). Dr. Deacon is a licensed professional counselor (LPC-Virginia), nationally certified counselor (NCC), certified clinical mental health counselor (CCMHC), and an approved clinical supervisor (ACS). She can be reached at mmdeacon@liberty.edu.

Fernando Garzon, Psy.D. (Fuller Theological Seminary, Clinical Psychology) is a Professor in the Center for Counseling and Family Studies and the director of the Institutional Research Board. His diverse professional experiences include practicing as a clinical psychologist, directing the provider services department of a managed care insurance company, being an associate pastor for a Latino church, and...
pastoral care ministry. His research interests focus on investigating Christian interventions in counseling and evaluating counselor education practices in spirituality. Dr. Garzon has written in the areas of forgiveness, Christian inner healing prayer, multicultural issues, and lay counseling models of ministry. He is the faculty advisor of the student chapter of the American Association of Christian Counselors (AACC) and a board member of the Eastern Regional division of the Christian Association for Psychological Studies (CAPS). He is a frequent presenter at both CAPS and AACC conventions. Dr. Garzon can be reached at fgarzon@liberty.edu

David E. Jenkins, Psy.D. (George Fox College, Clinical Psychology) is Associate Professor of Counseling. As a licensed psychologist, Dr. Jenkins has over 20 years of clinical experience in a variety of settings both public and private, mainly in outpatient settings. He has worked primarily with adults and adolescents in individual, marital, and family therapy. Prior to joining the faculty of the Center, Dr. Jenkins has been active in leadership for several years with the American Association of Christian Counselors and presently serves as Director of the Christian Care Network, a national referral directory of state licensed Christian mental health professionals. He is also a member of the American Psychological Association and makes regular presentations at conferences, seminars, workshops, and retreats. Dr. Jenkins’ teaching and research interests include professional ethics, addiction, integration of Christian faith and clinical practice, and marital/identity/gender issues related to the image of God. His email address is: djenkins@liberty.edu

Anita Knight, Ph.D. (Regent University, Counselor Education and Supervision) is an Associate Professor and for the residential program. While, at Regent University, Dr. Knight studied effective techniques in counseling skills training and presented her research findings at local, state, national, and international conferences. Dr. Knight has also published articles in peer-reviewed journals, newsletters, and popular press venues. Dr. Knight coordinated The Women’s Center at a college campus, and provided supervision to counselor trainees, individual counseling, and group counseling for college students. Dr. Knight worked on a National Science Foundation grant to develop a program for helping college students overcome Math Anxiety, which is an educational barrier for women studying engineering, math and the sciences. Dr. Knight co-authored a book that serves as a guide for math instructors, and school and college counselors working with students who struggle with math anxiety. Dr. Knight has been an invited speaker at Virginia colleges and Universities on topics such as: Overcoming Math Anxiety, Studying Smarter Not Harder, Spiritual Growth and Development, and Emotional Intelligence. Dr. Knight also served as head counselor for a Christian Substance Abuse Rehabilitation program for adolescent boys. Dr. Knight is a member of the American Counseling Association, Southern Association for Counselor Educators and Supervisors, Christian Association of Psychological Studies, American Psychological Association, and Chi Sigma Iota (International Counseling honors society). Her email address is: Aknight7@liberty.edu

Joy Mwendwa, Ph.D. (Old Dominion University, Counselor Education and Supervision) is an Assistant Professor in the Center for Counseling and Family Studies this fall semester. She joins us from Old Dominion University, Norfolk, VA. where she is completing her Ph.D. in Counselor Education and Supervision. Joy was born in Denver, Colorado and was raised in Kenya, East Africa. She completed her undergraduate in Psychology, and her Masters in Marriage and Family Therapy from Liberty University. In the 2012/2013 academic year, Joy completed a one year service teaching, supervising and counseling at the Guidance and Counselling and Youth Development Centre for Africa located in Malawi, Africa. Dr. Mwendwa’s dissertation is entitled, the Development of the Profession of Counseling in Kenya, Uganda, and Tanzania: A Grounded Theory Study. Her research interests include qualitative and indigenous methodology, the profession of counseling, multicultural competence and the supervisory relationship.
Mark Myers, Ph.D. (Liberty University, Professional Counseling) is currently the Department Chair for the Center for Counseling and Family Studies. He holds a M.A. in religion (Counseling), a M.R.E. in Religious Education and Counseling and a PhD in Professional Counseling. Dr. Myers has clinical experience working with Virginia Baptist Hospital in-patient psychiatric center and with a local counseling agency doing court ordered adolescent counseling with at-risk youth. Dr. Myers has taught marital and pre-marital courses in both class and conference settings. He recently completed training in Mindfulness at the University of Virginia Medical School and Harvard University. Dr. Myers has been on the faculty of Liberty University for three years. He can be reached at mjmyers@liberty.edu.

Clay Peters, Ed.D., LPC, CFMHE, NCC (University of Sarasota, Counseling Psychology) is an Associate professor of Counseling. He was the Counseling Director in an alternative school setting for seven years with seriously emotionally disturbed kids, overseeing several counselors and masters-level interns, as well as doing all the tests and assessments required for their special education requirements. He has worked in group and solo practices, primarily counseling children, adolescents, and adults. He is a Licensed Professional Counselor, a National Certified Counselor, a Nationally Certified Forensic Mental Health Evaluator, and completed training through the University of Virginia to perform competency to stand trial evaluations for juveniles for the Virginia court system. He performs numerous psychosocial evaluations for the Bedford Department of Social Services and the 24th Judicial Circuit Court of Virginia each year. His areas of teaching and interest are in personality disorders, criminal behavior, and research he is engaging in is doing psychosocial testing to determine if there are any outstanding personalities and/or traits of parents whose children are remanded into foster care. His email address is cpeters@liberty.edu.

Melvin E. Pride, Ph.D., (Loyola University Maryland, Pastoral Counseling, CES-CACREP) is currently an Associate Professor of Counseling for the Center of Counseling and Family Studies. Dr. Pride holds a Master of Arts in Pastoral Counseling (CACREP-CMHC) and served as a Professor of Counseling at CBS for over ten years. He is a licensed professional counselor both in Maryland and in Virginia, and is a National Certified Counselor (NCC). Dr. Pride has over 15 years of counseling experience specializing in both marriage and family and individual counseling. Additionally, Dr. Pride has a passion for understanding differences among diverse people groups and for bridging relational obstacles among them. He has conducted many leadership training seminars as well as seminars targeting healthy relationships and conflict resolution. Dr. Pride is a member of the American Counseling Association, the Association for Spiritual, Ethical, and Religious Values in Counseling, and the American Association of Christian Counselors. Dr. Pride may be contacted by email: mpride2@liberty.edu.
Additional Residential Teaching Faculty

**Edgar E. Barker, Ph.D.** (University of Iowa, Counselor Education and Supervision) is Professor of Counseling in the Center for Counseling and Family Studies. He is a licensed School Counselor in the State of Virginia and has served as a High School Counselor and taught 7th, 8th and 9th grade English. He has also served in a number of capacities at the university level, including as a Dean of Students, Director of Counseling, and University Counselor. He spent nearly 20 years in Sweden, where he served as Head of English instruction for two institutions, as well as being a Certified Cambridge Examiner in English and spoke in numerous European countries on Christian and education-related topics. At Liberty University he has served as Moderator of the Faculty Senate, Associate Professor and Professor of Psychology and Chair of the Psychology Department prior to moving to his present position. He currently serves as one of the sponsors of the student AACC chapter at LU. His areas of emphasis in Counseling include Crisis Intervention, Trauma, PTSD, Sexual Abuse and Assault, the Psychology of Criminal Behavior, counseling victims of violence, and negative coping behaviors. In addition to his Ph.D., he has a graduate degree from Oxford University in Jewish Studies, M.S. and Ed.S. degrees in Guidance and Counseling from Ft. Hays State University. He studied Theology at Regent University, is ABD in Comparative Religions at the University of Lund, and ABD for a Doctor of Ministry at Liberty Baptist Theological Seminary. He can be reached at ebarker@liberty.edu

**Victor Hinson, Ed.D.** (Argosy University, Counseling Psychology) is a Professor of Counseling within the Center. Dr. Hinson is a licensed professional counselor who has worked in the private counseling agency arena along with extensive work with young married couples. He has varied professional experiences in professional counseling, student counseling, and mentoring young married couples. As a pastor, he has over 16 years of experience teaching groups and facilitating small group therapy in churches and the community. His research interest includes clinical mental health counseling, group counseling, marriage and family counseling, and adult children of alcoholics. Due to Dr. Hinson’s background, training and passion, his primary teaching interest is in the areas of Christian integration and Marriage and Family Counseling. His e-mail address is vdhinson@liberty.edu

**Laurel Shaler, Ph.D.,** (Regent University, Counselor Education and Supervision) is an Assistant Professor of Counseling. Dr. Shaler earned her Master’s Degree in Social Work from Florida State University and is a Licensed Social Worker and a national certified counselor. Her dissertation was on The Correlates of Anger among Operation Enduring Freedom and Operation Iraqi Freedom. Dr. Shaler has presented the results of her research at local, state, and national conferences. She was a psychotherapist with the Department of Veterans Affairs (VA) where she was a Cognitive Processing Therapy (CPT) Provider for the treatment of Posttraumatic Stress Disorder, and provides training on this topic for numerous counseling and social work organizations. While with the VA, she also trained in the treatment of military sexual trauma. Dr. Shaler developed an Anger Management Group protocol, and worked with clients with a variety of mental health, emotional, and relational issues. In addition to anger management, military/veteran issues, and trauma, her professional interests include crisis management, emotional well-being of women, expressive therapy, marital enhancement, and suicidology. Dr. Shaler is an active member of a number of professional organizations including the American Counseling Association, Association for Counselor Education and Supervision, Association of Counselors and Educators in Government, the Association of Clinical Mental Health Counseling, the American Association of Christian Counselors, the North American Association of Christians in Social Work, and Chi Sigma Iota (International Counseling honors society). Her email address is lshaler@liberty.edu.
John C. Thomas, Ph.D. (University of South Carolina, Counselor Education and Supervision), Ph.D. (Capella University, Organizational Psychology) is a Professor of Counseling. Prior to joining the faculty in 2004, he worked as an Employee Assistance Consultant (EAC) with DuPont in Waynesboro, Virginia for over twelve years, a role he still provides for DuPont in Front Royal, Virginia as a contractor. Dr. Thomas’s professional experience includes private practice, clinical director of the Lexington/Richland Alcohol and Drug Abuse Council in Columbia, South Carolina, adjunct professor at the University of South Carolina, and chair of the counseling and psychology program at Florida Bible College. In addition to two Ph.D. degrees, he has a Graduate Certificate in Alcohol and Drug Studies from the University of South Carolina and a Master of Arts in Counseling from Liberty University. Dr. Thomas is a Licensed Professional Counselor (LPC), Certified Substance Abuse Counselor (CSAC), and Certified Employee Assistance Consultant (CEAP). He is and has been a member of many professional organizations including the American Counseling Association (ACA), American Association of Marriage and Family Therapy (AAMFT), Employee Assistance Professional Association (EAPA), and the American Association of Christian Counselors (AACC). Dr. Thomas has authored numerous professional publications as well as two curriculum series and two books. His e-mail address is: jcthomas2@liberty.edu