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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 Department of Counselor Education 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.
### Department of Counselor Education and Family Studies Contact Information

(For further information call 434-592-4049)

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From the Clinical Mental Health Counseling Program Director

On behalf of the faculty of the Department of Counselor Education and Family Studies (CEFS), I would like to welcome you to the Graduate Clinical Mental Health Counseling program. The faculty are honored that you have chosen to pursue your studies here at Liberty University!

This 2015-2016 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 2015. 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 arrange 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 2015-2016 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
Director, M.A. in Marriage and Family 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.
Accreditations

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.

The M.A. in Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). CAPREP is a specialized accreditation body recognized by the Council for Higher Education Accreditation (CHEA) to accredit masters and doctoral degree programs in counseling and its specialties. For further information on this accreditation, consult the agency website at 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 Department of Counselor Education and Family Studies (CEFS) is a department of the School of Behavioral 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 Department of Counselor Education 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 CEFS 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 Department of Counselor Education 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 CEFS 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 CEFS 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 Department of Counselor Education 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 of the results of the background check. However, students must be aware that they may be prohibited from completing fieldwork 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 CEFS 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](http://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 CEFS 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 CEFS faculty reserves the right to offer admissions to students based on professional judgment.

**1.4 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 Department of Counselor Education and Family Studies (CEFS) 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 Department of Counselor Education and Family Studies offers three additional 60-hour M.A. licensure programs. For descriptions of the residential Master of Arts in Marriage and Family Counseling, Master of Arts in Professional Counseling (LUO) or the Master of Arts in Marriage and Family Therapy (LUO) programs, see the handbook for the specific program. Please note that only the Clinical Mental Health Counseling program is CACREP accredited.

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

This 60-hour CMHC program is designed to meet the licensure requirements for the Commonwealth of Virginia. For other states, it may provide electives that 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 provides 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 for more information)

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 awarded for life experience or continuing education. The following courses are non-transferable: CMHC 500, 501, 505, 506, 512, 667, 698, 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. The departmental policy is 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 when you set up your course of study.
M.A. in Clinical Mental Health Counseling: Residential (60 hours)

### COURSE # | COURSE NAME | HOURS
---|---|---
CMHC 500 | Orientation to Counselor Professional Identity and Function | 3
CMHC 501 | Ethical and Legal Issues in Counseling | 3
CMHC 502 | Human Growth & Development | 3
CMHC 504 | Multicultural Counseling | 3
CMHC 505 | Counseling Techniques & the Helping Relationship | 3
CMHC 506 | Integration of Spirituality & Counseling | 3
CMHC 510 | Theories of Counseling | 3
CMHC 512 | Group Counseling | 3
CMHC 515 | Research & Program Evaluation | 3
CMHC 521 | Assessment Techniques in Counseling | 3
CMHC 522 | Career Development & Counseling | 3
CMHC 601 | Marriage & Family Counseling I | 3
CMHC 604 | Crisis Counseling | 3
CMHC 646 | Psychopathology & Counseling | 3
CMHC 667 | Clinical Diagnosis & Treatment Planning | 3
CMHC 670 | Comprehensive Exam – CPCE | 0
CMHC 671 | Comprehensive Exam – Integration | 0
CMHC 691 | Substance Abuse: Diagnosis, Treatment & Prevention | 3
CMHC 698 | Counseling Practicum | 3
CMHC 699 | Counseling Internship (may be repeated) | 3
Elective | (500, 600, 700 or Seminar) | 3
Elective | (500, 600, 700 or Seminar) | 3
**Total** | **60 hours** | **18**

### 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>1st Semester</td>
<td>CMHC 500 CMHC 501 CMHC 502</td>
<td>2nd Semester</td>
<td>CMHC 504 CMHC 505 CMHC 510</td>
<td>3rd Semester</td>
<td>CMHC 506 CMHC 512 CMHC 515</td>
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<tr>
<td>4th Semester</td>
<td>CMHC 521 CMHC 522 CMHC 646</td>
<td>5th Semester</td>
<td>CMHC 604 CMHC 667 CMHC 698</td>
<td>6th Semester</td>
<td>CMHC 601 CMHC 691 CMHC 699 CMHC 670/671</td>
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<tr>
<td>7th Semester</td>
<td>CMHC 699 (2) Or Elective Elective</td>
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</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>
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<tbody>
<tr>
<td>CMHC 500</td>
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<tr>
<td>CMHC 501</td>
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<td>CMHC 502</td>
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<tr>
<td>CMHC 504</td>
<td>CMHC 500, 501</td>
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<tr>
<td>CMHC 505</td>
<td>CMHC 500, 501, 502</td>
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<tr>
<td>CMHC 506</td>
<td>CMHC 500, 501</td>
</tr>
<tr>
<td>CMHC 510</td>
<td>CMHC 500, 501 Note: All undergraduate prerequisites must be taken before student can progress past this point</td>
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<tr>
<td>CMHC 512</td>
<td>CMHC 500, 501, 502, 504, 505, 510</td>
</tr>
<tr>
<td>CMHC 515</td>
<td>CMHC 500, 501, 502, 504, 505, 510, MATH 201 (or PSYC 355)</td>
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<tr>
<td>CMHC 521</td>
<td>CMHC 500, 501, 502, 504, 505, 510</td>
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<td>CMHC 522</td>
<td>CMHC 500, 501, 502, 504, 505, 510</td>
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<tr>
<td>CMHC 601</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646</td>
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<td>CMHC 604</td>
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<td>CMHC 646</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515</td>
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<tr>
<td>CMHC 667</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646</td>
</tr>
<tr>
<td>CMHC 670/671</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 667</td>
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<tr>
<td>CMHC 691</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646</td>
</tr>
<tr>
<td>CMHC 698</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646, *667</td>
</tr>
<tr>
<td>CMHC 699</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646, 667, 698</td>
</tr>
<tr>
<td>CMHC 711</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646</td>
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<tr>
<td><strong>CMHC Electives</strong></td>
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<tr>
<td>CMHC 602</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 601, 646</td>
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<td>CMHC 603</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646</td>
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<td>CMHC 610</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646</td>
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<tr>
<td>CMHC 620</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646</td>
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<tr>
<td><strong>COUN Electives</strong></td>
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<tr>
<td>COUN 507</td>
<td>CMHC 500, 501</td>
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<tr>
<td>COUN 605</td>
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<tr>
<td>COUN 611</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646</td>
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<tr>
<td>COUN 687</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646</td>
</tr>
<tr>
<td><strong>Advanced Electives</strong></td>
<td>Only the following Ph.D. level classes can be taken as M.A. electives (Intensives)</td>
</tr>
<tr>
<td>COUC 712</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646</td>
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<tr>
<td>COUC 713</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646</td>
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<tr>
<td>COUC 716</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646</td>
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<tr>
<td>COUC 714</td>
<td>By instructor permission only</td>
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<tr>
<td>COUC 747</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646</td>
</tr>
<tr>
<td>COUC 800</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646</td>
</tr>
<tr>
<td>COUC 805</td>
<td>By instructor permission only</td>
</tr>
<tr>
<td>COUC 806</td>
<td>By instructor permission only</td>
</tr>
<tr>
<td>COUC 850</td>
<td>By instructor permission only</td>
</tr>
<tr>
<td>COUC 797</td>
<td>By instructor permission only</td>
</tr>
<tr>
<td><strong>Independent Study Courses</strong></td>
<td>The courses listed below are taught only as an independent study course. Student must submit an appeal to the program director to take IS courses</td>
</tr>
<tr>
<td>COUN 625/630</td>
<td>CMHC 500, 501, 502, 504, 505, 510, 512, 601</td>
</tr>
</tbody>
</table>
2.10 Faculty/Academic Advising

Liberty’s **residential students** in the MA Clinical Mental Health Counseling Program are assigned when you enroll in your first course. Your residential faculty advisor will contact you by email.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Anita Knight</td>
<td><a href="mailto:aknight7@liberty.edu">aknight7@liberty.edu</a></td>
</tr>
<tr>
<td>Dr. Denise Daniel</td>
<td><a href="mailto:ddaniel@liberty.edu">ddaniel@liberty.edu</a></td>
</tr>
<tr>
<td>Dr. Fernando Garzon</td>
<td><a href="mailto:fgarzon@liberty.edu">fgarzon@liberty.edu</a></td>
</tr>
<tr>
<td>Dr. John Thomas</td>
<td><a href="mailto:jctomhas2@liberty.edu">jctomhas2@liberty.edu</a></td>
</tr>
<tr>
<td>Dr. Jeanne Brooks</td>
<td><a href="mailto:jdbrooks6@liberty.edu">jdbrooks6@liberty.edu</a></td>
</tr>
<tr>
<td>Dr. David Jenkins</td>
<td><a href="mailto:djenkins@liberty.edu">djenkins@liberty.edu</a></td>
</tr>
<tr>
<td>Dr. Melvin Pride</td>
<td><a href="mailto:mpride2@liberty.edu">mpride2@liberty.edu</a></td>
</tr>
<tr>
<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 the third Saturday of February, July, and October. It is also offered at the end of the COUN 667 Intensives that are 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 on the CEFS website at [http://www.liberty.edu/index.cfm?PID=30016](http://www.liberty.edu/index.cfm?PID=30016).

The Department of Counselor Education 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 CEFS 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 515).

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, 504, 505, 506, 510, 512, 515, 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 CEFS 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 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 been able to pass 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 Counseling 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 were required for your CMHC 506 course. A study guide to prepare for the integration exam is at [http://www.liberty.edu/media/1118/INTEGRATION_EXAM_STUDY_GUIDE_A.pdf](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 courses in counseling: CMHC 500, 501, 502, 504, 505, 506, 510, 512, 515, 521, 522, and 646. CMHC 667 may be taken concurrently with CMHC 698. Students must be in good standing with the University (3.0 GPA or above; no more than 2 C’s) in order to be approved. **Prerequisite courses are non-negotiable and must be completed prior to taking CMHC 698.**
   
   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: CMHC 500, 501, 502, 504, 505, 506, 510, 512, 515, 521, 522, 646, 667, and 698. Students must be in good standing with the University (3.0 GPA or above; no more than 2 C’s) in order to be approved. **Prerequisite courses are non-negotiable and must be completed prior to taking CMHC 699.**
   
   b. **Purpose:** The primary focus of the Internship experience is the application and continued development of counseling skills. During the internship experience, the student learns to integrate and synthesize theories and techniques learned in the classroom and apply them in a clinical 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 or internship, the student’s site and supervisor must be approved by the Department of Counselor Education and Family Studies Practicum or Internship staff, under the direction of the Director of Clinical Training. Because students cannot register for the Practicum or Internship until the approval process has been completed, all documents must be submitted by the posted application deadline on the CMHC 698: Practicum or CMHC 699: Internship websites. Once the site and supervisor have been approved, the student will receive approval from the Practicum or Internship Department to register for the course.

If, during the practicum or internship, a student fails to successfully demonstrate any of the skills, professional behaviors, and/or dispositions required of a counselor-trainee, the student will be notified by his or her supervisor. The supervisor will also notify the student’s faculty supervisor. The faculty member will write an incident report for review by the Director of Clinical Training. The faculty supervisor and clinical director will determine the nature and reason for the lack of mastery of skills, behaviors, and/or dispositions. Depending on the level and severity of the deficit, the remediation process may be implemented (see sections 4.5 and 4.6). 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 (Clinical and 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 in a state 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 to find 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=29795](http://www.liberty.edu/index.cfm?PID=29795) and Internship website: [http://www.liberty.edu/index.cfm?PID=29796](http://www.liberty.edu/index.cfm?PID=29796). 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 698 practicum and the CMHC 699 internship courses occurs three times each year: approximately mid-term during the fall, spring, and summer semesters.

7. **Registration:** Once a student’s online application and attached approval documents have been reviewed, and their site and supervisor have been approved by the Director of Clinical Training’s staff, the practicum/internship office will automatically enroll the student in CMHC 698 or 699.

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

**Please carefully review the Practicum and Internship Field Manuals for additional information.**

2.13 **Break in Enrollment**

*Liberty Residential* students who discontinue course work for a semester period (fall or spring semester) will break enrolment. However, enrollment in the summer semester is not considered discontinuation. For example, if students did not enrolled 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 over seven years old must 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 Clinical Mental Health 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**

The university defines attendance for residential students 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:
Per university policy, because CEFS 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. For classes that meet once per week, the penalty for each unexcused absence over the permitted number per semester 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 Clinical Mental Health Counseling courses can be found at the following website:  http://www.liberty.edu/academics/index.cfm?PID=17993.

3.2 Financial Aid
For questions and 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. They also can have the following benefits: access to professional publications (journals, newsletters); reduced registration fees for professional activities sponsored by the organization (conventions, seminars, workshops); eligibility for member services (library resources, ethics consultation, group liability insurance); involvement in activities and issues directly or indirectly pertinent to the profession (legislation and professional credentialing including licensure, certification); and affiliation with other professionals having similar interests and areas of expertise.

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 & Remediation

**Ethical Conduct:** All students in the MA Clinical Mental Health Counseling program are responsible to behave 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. These are 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 be able 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; including 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 across the program in all interactions with faculty, staff, administrators, supervisors, adjuncts, and fellow students; including 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 areas 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:

1. **Interpersonal and Personal Problems**
   - Inappropriate interpersonal skills
   - Lacks self-control (anger, impulse control) in relationships
   - Inappropriate boundaries
   - Misleads or exploits others
   - Lacks awareness of the impact they have on others
   - Unwilling to receive feedback in supervision
   - Does not take responsibility for deficiencies and/or problems

2. **Professional Competence**
   - Lacks foundational counseling skills
   - Inappropriate affect in response to clients
   - Does not recognize limitations of expertise and competence
   - Does not apply ethical and/or legal standards to practice
   - Lacks awareness of how their beliefs and values influence practice
   - Does not demonstrate a respect individual differences and culture

3. **Professional Behaviors**
   - Deficits in punctuality, professional appearance, attendance, dependability
   - Does not complete appropriate paperwork and documentation
   - Does not adhere to the department’s or their clinical site’s policies

4. **Professional and Personal Integrity and Maturity**
   - Makes false, misleading or deceptive statements
   - Displayed academic dishonesty
   - Problems with alcohol/drug use or illegal activities
   - Inappropriate sexual behavior
   - 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 may
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 CEFS 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 Department of Counselor Education 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.
General Information

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 Department of Counselor Education 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 as determined 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 Department of Counselor Education 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 Department of Counselor Education 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.

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 Department of Counselor Education 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.
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, 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 the current professional, ethical, and legal issues related to counselor functioning in a variety of settings. A focus on learning how to systematically evaluate ethical issues from both a clinical and biblical perspective is critical and will enable students to develop a solid foundation for facing the complex and challenging ethical issues that await them in the field of counseling.

CMHC 502 Human Growth and Development (3 hours): This course explores individuals throughout the lifespan in the areas of cognitive, personality, physical, and social development specifically through the examination of various theories. Understanding development crises, specific interventions, and optimal wellness are key content areas within this course. Additionally, this course provides a framework for understanding the impact of various situational, environmental, and sociocultural factors on individuals and their families and communities.

CMHC 504 Multicultural Counseling (3 hours): Prerequisite: CMHC 500, 501. This course focuses on the multiple dimensions related to competent multicultural counseling. 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 & 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 course provides training in essential interview and counseling skills with an orientation towards wellness and prevention. Students will learn how personal characteristics and behaviors that influence the helping process as well as how counseling theory, including family systems, influences case conceptualization and interventions. Students will learn basic counseling skills for crisis intervention and suicide prevention and the role of the counselor in consultation.

CMHC 506 Integration of Spirituality and Counseling (3 hours): Prerequisites: CMHC 500, 501. Students critically examine how a Christian worldview and a client’s spirituality impact the assessment, diagnosis, and treatment planning process in counseling. Ethical, diagnostic, and assessment issues relevant to the use of Christian spiritual interventions with appropriately religious individuals, couples, & families are considered, along with current research related to spirituality and counseling.
CMHC 510 Theories of Counseling (3 hours): Prerequisites: CMHC 500, 501. This course provides in-depth exploration of selected theories of counseling and psychotherapy, including empirically supported treatment modalities. Through this course, students learn about the nature and process of therapy, and begin to learn how to conceptualize client presentations and select appropriate interventions while considering issues of diversity. Students are encouraged to begin to define their own theoretical approach to their work with individuals, couples, and families.

CMHC 512 Group Counseling (3 hours): Prerequisites: CMHC 500, 501, 502, 504, 505, 510. This course provides in-depth training in group counseling methods including group counselor orientations and behaviors, group theories, principles of group dynamics, group process components, developmental stages of groups, group members' roles and behaviors, therapeutic factors of group work, and program design and evaluation. Group counseling skills, appropriate selection criteria and methods, as well as leadership approaches, characteristics, and styles are studied. Ethical and legal considerations of group counseling are also explored. An experiential component is required in this course where students participate in small groups as members and/or leaders for a minimum of 10 clock hours.

CMHC 515 Research and Program Evaluation (3 hours): Prerequisite: CMHC 500, 501, 502, 504, 505, 510 and MATH 201 or PSYC 355. Students learn the importance of scientific inquiry in the fields of clinical mental health 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 as well as ethically appropriate integration is also addressed.

CMHC 521 Assessment Techniques in Counseling (3 hours): Prerequisites: CMHC 500, 501, 502, 504, 505, 510. This course is designed to provide an understanding of individual and group approaches to assessment and evaluation in a multicultural society. Comprehension and application of basic concepts of standardized and nonstandardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, inventory methods, psychological testing, and behavioral observations are examined. Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations are discussed. Identification of applicable ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling are evaluated.

CMHC 522 Career Development and Counseling (3 hours): Prerequisites: CMHC 500, 501, 502, 504, 505, 510. 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 faith, values, family, socio-economic status, leisure, individual interests and abilities, and other life roles.

CMHC 670 Comprehensive Exam – CPCE (0 hours): Prerequisites: CMHC 500, 501, 502, 504, 505, 506, 510, 512, 515, 521, 522, 667. The Comprehensive Exam-CPCE (Counselor Preparation Comprehensive Exam) must be successfully completed prior to degree conferral ($45 fee assessed to take the exam)

CMHC 671 Comprehensive Exam – Integration (0 hours): Prerequisites: CMHC 500, 501, 502, 504, 505, 506, 510, 512, 515, 521, 522, 667. The Comprehensive Exam-Integration must be successfully completed prior to degree conferral. There is no charge for the Integration exam.
Clinical Mental Health Specialty Courses:

CMHC 601 Marriage and Family Counseling (3 hours): Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646. This course considers the dynamics of marriage and family relationships from a systems perspective. The emphasis is on understanding 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 systemic interventions. Considerations from a historical perspective are presented along with current developments within marriage and family systemic models.

CMHC 604 Crisis Counseling (3 hours): Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646. This course provides students with foundational knowledge of the impact of crises, disasters, and other trauma-causing events on people as well as the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. The appropriate use of diagnosis during crisis, disaster, or other trauma causing events and the differentiation between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events will be examined. Students will learn specific crisis intervention practices, including procedures for assessing and managing suicide risk, suicide prevention models, and the use of psychological first aid strategies. The counselors' roles & responsibilities as members of an interdisciplinary emergency management response team during a crisis, disaster or other trauma-causing event and the operation of emergency management systems will be studied.

CMHC 646 Psychopathology and Counseling (3 hours): Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 512, 515. This course studies psychological disorders and normalcy across the lifespan. Students are prepared to responsibly and competently assess, diagnose, conceptualize, and counsel clients as defined by the Diagnostic Statistical Manual classification system. Concepts and constructs, assessment processes, etiology, cultural factors, differential diagnosis, decision-making, and evidence-based therapeutic approaches are emphasized. Clinical and scientific research is integrated through the course with a biblical worldview so that students will have a robust biopsychosocialspiritual lens to understand and treat mental disorders.

CMHC 667 Clinical Diagnosis and Treatment Planning (3 hours): Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646. Students become knowledgeable of the principles and practice of clinical diagnosis and the development of treatment plans using the current edition of the Diagnostic and Statistical Manual. Emphasis is also placed on mental status, substance use, and risk assessment. Consideration is given to ethical, dimensional, relational, multicultural, and systemic issues important in diagnosis and treatment planning.

CMHC 691 Substance Abuse: Diagnosis, Treatment, and Prevention (3 hours): Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646. This course is designed to introduce the student to current theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment. The identification of standard screening and assessment instruments for substance use disorders and process addictions are practiced, as well as screening for aggression, and danger to self and/or others, as well as co-occurring mental disorders are reviewed. The course also describes appropriate counseling strategies when working with clients with addiction and co-occurring disorders in a multicultural society.
CMHC 698 Counseling Practicum (3 hours): Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646. This course involves highly supervised experience of professional counseling at an approved clinical site in the counseling community. This supervision includes both individual and group supervision. Students are required to complete a total of 100 hours of counseling and related services, 40 of which are direct client contact hours. Written and oral presentations accompanied by audio and video recordings are a basic part of the group supervisory process. Additionally, the class will focus on the development of counseling related skills, ethics, and professionalism based on observation and exposure to the counseling field.

CMHC 699 Counseling Internship (3 hours) Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646, 667, 698. This course requires successful completion of the practicum as one of its prerequisites and involves an intensely supervised experience in the student’s designated program area at an approved site. Students are required to complete a total of 600 clock hours of counseling and related services, 240 of which are direct client contact hours. While gaining direct service experience with clients, students regularly meet with an approved onsite supervisor. Student counseling performance is evaluated throughout the internship. Written and oral presentations accompanied by audio and video recordings form the basis of the group supervisory process. The dynamics of the counseling relationship, diagnosis, treatment, and legal/ethical issues are primary areas of focus.

Marriage and Family Therapy Specialty Courses:

CMHC 602 Marriage and Family Counseling II (3 hours): Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 601, 646. This course is an experiential exploration of selected, major treatment approaches utilized in marital and family counseling. The development of practical skills and techniques constitutes the primary focus. The intent is to make practical application of family counseling theories and awareness presented in CMHC 601. Students will have significant engagements in diagnosis, treatment planning, and role-play of clinical practice of various marriage and family therapy methods. Additionally, the impact of addiction, crisis, disasters, and other trauma-causing events on diagnosis and treatment planning in marriage and family therapy will be addressed.

CMHC 603 Premarital and Marital Counseling (3 hours): Prerequisites: CMHC 500, 501, 502, 505, 510, 512, 515, 521, 522, 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.

CMHC 610 Human Sexuality (3 hours): Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 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.

CMHC 620 Counseling Children, Adolescents, and Their Families (3 hours): Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646. This course examines the developmental and psychological needs and problems of children, and the transitions of adolescence emphasizing family, social, spiritual/moral, and physical issues. Counseling theories and practices for working with children, adolescents, and their families are explored. Crisis interventions with children, adolescents, and their families will be addressed.
M.A. Counseling Elective and Advanced 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 605 Community and Agency Counseling (3 hours): Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 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 611 Counseling Children and Their Families (3 hours): Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 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 630 Gerontology and Counseling (3 hours): CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646. 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: CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 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.

Advanced Electives:

COUC 712 Psychopharmacology (3 hours): CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646. This course is a study of neurology, brain-behavioral relationships, diseases, injuries, and psychopharmacology. The effects of psychotropic drugs on individuals are examined.

COUC 713 Community Systems Counseling: Programs and Practice (3 hours): Prerequisite: CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646. Principles of service delivery in community agencies is reviewed, including roles and functions of counselors, trends in community systems, problems, and special populations.

COUC 714 Counseling Supervision (3 hours): Prerequisites: Completed CMHC 699/Instructor Permission. Theory, practice, and experience of supervision for counselors in training are reviewed. Students apply principles and theory while supervising other students, as well as being supervised themselves.

COUC 716 Consultation and Counseling (3 hours) Prerequisites: CMHC 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646. Consultation strategies in 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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<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 504 Multicultural Counseling</td>
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<td>CMHC 505 Counseling Techniques/Helping Relationship</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 515 Research &amp; Program Evaluation</td>
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**ELECTIVE COURSES (6 hours)**

Choose two 500-700 level electives from the following disciplines for which prerequisites have been met: COUN, CRIS, LIFC & SUBS

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**TOTAL HOURS 60**
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) is an Associate Professor of Counseling. 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 Associate Professor of Counseling and the Program Director for the Residential Clinical Mental Health Counseling and Marriage and Family Counseling programs. 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, American Educational Research Association, and Chi Sigma Iota (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 mmdedannon@liberty.edu.

**Fernando Garzon, Psy.D.** (Fuller Theological Seminary, Clinical Psychology) is a Professor of Counseling 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 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 of Counseling. Dr. Knight had a variety of experience in both clinical and educational settings before joining the CEFS. 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, Professional Counseling) is an Assistant Professor of Counseling Dr. Mwendwa served as a college and community counselor for seven years. She has participated in different international counseling institutes and service opportunities in Ireland, Malawi, and Kenya. Her research interests include qualitative and indigenous research methodology, the profession of counseling, multicultural competence, and the supervisory relationship. She can be reached at jmmaweu@liberty.edu

**Melvin E. Pride, Ph.D.,** (Loyola University Maryland, Pastoral Counseling, CES-CACREP) is an Associate Professor of Counseling and the Director of Clinical Training for the Department of Counselor Education 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.

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: jctomas2@liberty.edu.
Additional Residential Teaching Faculty

Edgar E. Barker, Ph.D. (University of Iowa, Counselor Education and Supervision) is Professor of Counseling in the Department of Community Care and Counseling. He is a licensed School Counselor in the State of Virginia and has served as a High School Counselor as well as in a number of capacities at the university level, including as a Dean of Students, Director of Counseling, and University Counselor. 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 and M.S. and Ed.S. degrees in Guidance and Counseling from Ft. Hays State University. He can be reached at ebarker@liberty.edu

Victor Hinson, Ed.D. (Argosy University, Counseling Psychology) is a Professor of Counseling in the Department of Counselor Education and Family Studies. 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

Clay Peters, Ed.D., LPC, CFMHE, NCC (University of Sarasota, Counseling Psychology) is an Associate professor of Counseling in the Department of Community Care and 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 using doing psychosocial testing to determine outstanding personalities and/or traits of parents whose children are remanded into foster care. His email address is cpeters@liberty.edu.
Welcome to the Liberty University M.A. Clinical Mental Health Counseling Program. As you begin your professional journey, please know that the Department of Counselor Education and Family Studies faculty members are committed to offering a program of graduate study that will lead to your professional and personal growth that ultimately will benefit the clients you may serve. The professional positions that students prepare for require individuals who are people-oriented, patient, good communicators, can tolerate ambiguity, can effectively work with people from diverse cultural backgrounds, and possess the capacity to handle themselves in unclear interpersonal situations that can be addressed in multiple ways. Because of this, the course content and experiential activities involved in the M.A. Clinical Mental Health Counseling Program are designed to afford you the opportunity to advance your intellectual, professional, and personal development and functioning. For example, you will be strongly encouraged to thoroughly research topics and analyze what we do and do not know about the counseling process and how it is that we know this information (e.g., is there research to support what we do?). In addition, throughout your program, faculty members, supervisors (faculty and site-supervisors), peers, and clients will provide you with feedback concerning your academic, personal, and professional performance. You will be expected to deal with this feedback in a mature and professional manner and explore and recognize the effect that your personal beliefs, issues, emotions, and behaviors have on your ability to effectively function as a professional counselor. We provide detailed information on this in the Clinical Mental Health Counseling Student Handbook. Please review it carefully and talk with your advisor if you have any questions.

As a student in the M.A. Clinical Mental Health Counseling program, you will be required to participate in personal reflection, value assessment, and self-growth activities. Some examples of types of activities include, but are not limited to, assuming a client role for another student for short or extended role plays, keeping a journal that helps you explore how your personal strengths and issues influence your professional work, and observing or participating in situations that expose you to cultures different from your own. In addition, as part of a class in group counseling, students in our entry-level programs are required to participate in several group counseling sessions. It is important to know that these activities may bring to light things that you like and do not like about yourself and may affirm or challenge your current beliefs, which may be uncomfortable. In addition, since we do not change in a vacuum, the self-growth nature of the counseling profession and our program may have an impact on your personal relationships. It may be helpful to know that is not unusual for students to seek personal counseling during their program and referrals are available to all students.
You must download and read the most recent copy of the *Clinical Mental Health Counseling Student Handbook* from the counseling program’s website. This handbook describes our programs, courses, requirements, and policies as of August 2015. It is your responsibility to review the handbook and to discuss any questions that you might have with your faculty advisor. Please note that although the handbook is comprehensive, it is impossible to include information about every possible situation that may arise for all students while they complete their course of study. It is therefore essential to work closely with your faculty advisor throughout your program to be sure that you have the most current information and as you plan your graduate program, enroll in courses, and make arrangements for field placements and graduation. Because of this, we require all students to review the *Clinical Mental Health Counseling Student Handbook* and to meet with their advisors to discuss any questions that they may have by the sixth week of your first semester in the program. In addition, because all M.A. Clinical Mental Health Counseling students are expected to adhere to the American Counseling Association’s *Code of Ethics*, the Graduate Student Honor Code, and the Liberty Way, you must review these documents before meeting with your advisor.

You will see a form attached to this page. Please complete the attached forms and give them to your advisor after you have reviewed the appropriate documents. Your advisor will submit them to the Department of Counselor Education and Family Studies office where they will be kept as a part of your student record.

Again, the Department of Counselor Education and Family Studies faculty members welcome you to the program. We look forward to working with you!
Student Agreement: Part Two

I, ____________________________ (student’s name) have read the Clinical Mental Health Counseling Student Agreement: Part One and the Clinical Mental Health Counseling Student Handbook. In addition, I have reviewed the American Counseling Association’s Code of Ethics, the Graduate Student Honor Code, and the Liberty Way. I understand that the Department of Counselor Education and Family Studies faculty members are committed to providing course content and experiences that are designed to help me develop the knowledge and skills I need to become an effective and ethical counselor. I also am aware that the faculty has the right and responsibility to monitor my academic and professional behavior and my personal behavior in relation to my professional work.

I have reviewed the requirements for the M.A. Clinical Mental Health Counseling program and have met with my advisor to discuss any initial questions I may have. I agree to fully participate in the courses and requirements delineated in the Clinical Mental Health Counseling Student Handbook. I also agree to abide by the policies set forth in the Handbook and to consult with my advisor as I progress through my program of study.

________________________________________
Student’s Name (print)

________________________________________  __________
Student’s Signature  Date

________________________________________
Faculty Advisor’s Name (print)

________________________________________  __________
Faculty Advisor’s Signature  Date