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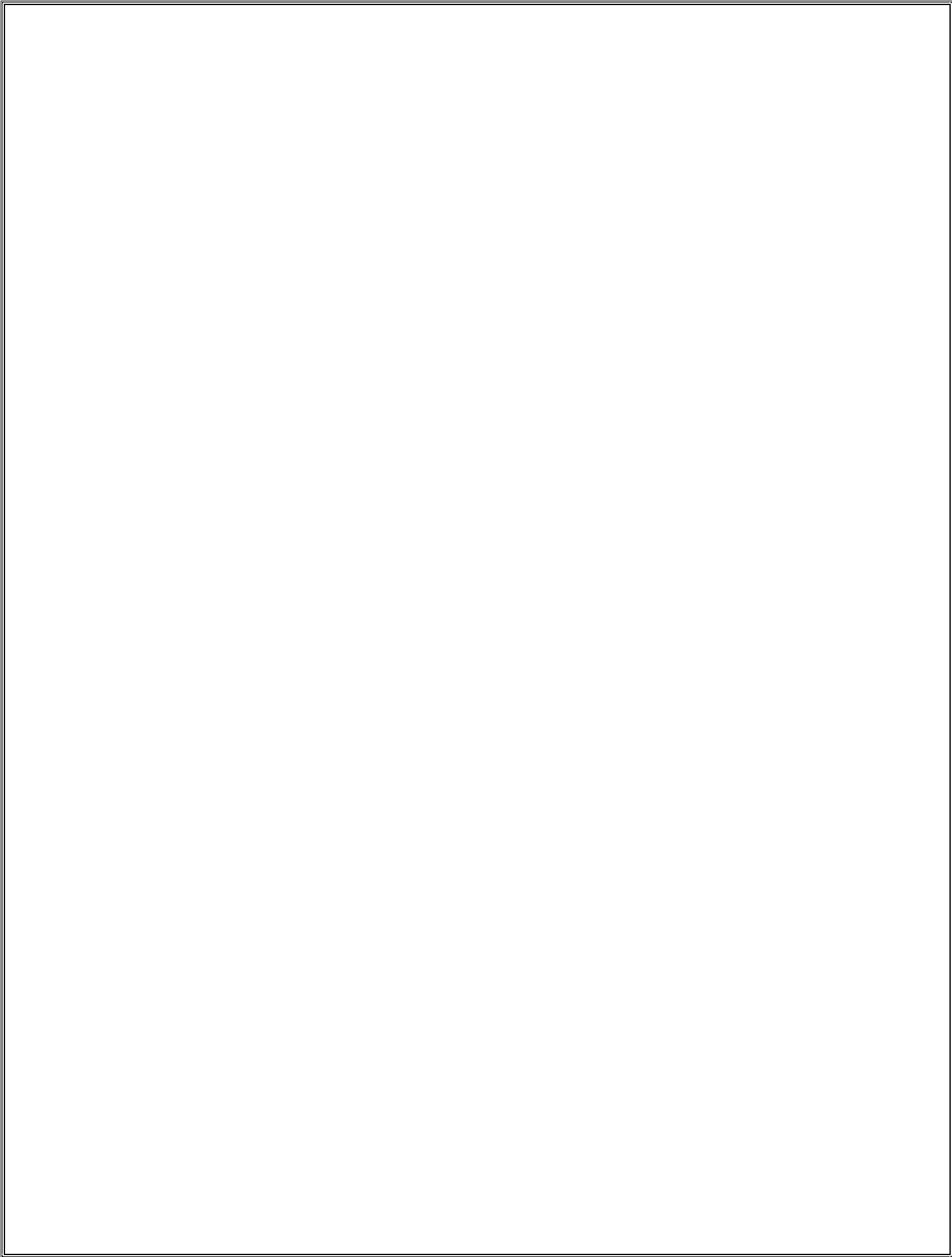
M.A. Addiction Counseling
2025-2026 Program Handbook

Department of Community Care & Counseling

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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 specific to the Department of Community Care and Counseling. The policies and procedures apply to current and newly accepted students. Students who are currently taking Master's courses in Addiction Counseling must adhere to these guidelines with the exception of any changes in the academic program.

Disclosure Statement

The 48-hour M.A. in Addiction Counseling degree program has been designed to exceed the requirements set for certification as a Certified Substance Abuse Counselor (CSAC) in Virginia and, with 12 additional hours of coursework, meets the current academic education and degree requirements established by the [Virginia Board of Counseling](#) for licensure as a Licensed Substance Abuse Treatment Professional (LSATP).

The program meets state licensure in other states other than Virginia. Information on the requirements of each state and the programs' compatibility with those requirements can be found at <http://www.liberty.edu/statelicensure>.

Additionally, students are encouraged to visit their state licensure board to further familiarize themselves with the process, requirements, and post-graduation policies and procedures.

For issues regarding the program, contact Academic Advising. Then, if needed, contact Program Director Dr. Brad Imhoff at bimhoff@liberty.edu. For Internship, please contact internship@liberty.edu. If appealing a decision made by the Internship office, please contact Dr. April Crable at acrable@liberty.edu.

Contact Information

[Liberty University Executive Leadership](#)

Department of Community Care and Counseling Administration (For further information call 434-592-4049)

Leadership	Email
Kenyon Knapp, Ph.D. Dean, School of Behavioral Sciences	SBSDean@liberty.edu
Jeff Boatner, Ph.D. Associate Dean, School of Behavioral Sciences	behavioralsciences@liberty.edu
Shawn George Associate Dean, School of Behavioral Sciences	behavioralsciences@liberty.edu
Jama Davis, Ph.D. Department Chair	jldavis3@liberty.edu
Whitni Buckles, Ph.D. Department Chair	webuckles@liberty.edu

Addiction Counseling Leadership	Email
Brad Imhoff, Ph.D., LPC (OH) Director, Addiction Counseling Program	bimhoff@liberty.edu
April Crable, Ph.D. Clinical Director, Department of Counselor Education and Family Studies	acrable@liberty.edu

[Department of Community Care and Counseling Faculty and Staff](#)

From the Addiction Counseling Program Director

On behalf of the faculty of the Department of Community Care and Counseling (DCCC), we would like to welcome you to the M.A. in Addiction Counseling online program. The faculty are honored that you have chosen to pursue your studies here at Liberty University!

This 2025-2026 M.A. in Addiction 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 2025. The faculty consider the handbook to be “required reading” for all M.A. Addiction Counseling students, and it should be read in its entirety. Although you have access to an academic, it is ultimately your responsibility to know the information contained in this handbook. Your academic advisor will assist you in registration and course information. The program director will answer program-related questions. Review this handbook periodically, and if questions arise, contact the program director. 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. This handbook is not intended to be a comprehensive listing of all Liberty University policies. Therefore, in addition to talking with the program director and other professors, you can access the [Liberty University Graduate Catalog](#) for information about current University and departmental policies.

We are glad you have chosen Liberty University! You are about to engage in the exciting process of becoming an addiction counselor. As you will see in the following pages of this handbook, the process and experiences offered at Liberty are focused on ensuring 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.

Be well and take care,

Brad Imhoff, Ph.D., LPC (OH)
Program Director, Addiction Counseling

The M.A. in Addiction Counseling Program

1.1 Accreditation

Liberty University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, bachelor's, master's, specialist, and doctoral degrees. Questions about the accreditation of Liberty University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Liberty is also a member of the [Association of Christian Schools International](#).

1.2 Overview

The Department of Community Care and Counseling (DCCC) is a department of the School of Behavioral Sciences. The Graduate Counseling program, launched in 1981, is committed to providing quality professional training for healing human hurts from a perspective permeated by Christian faith. Our training in theory and the practice of Counseling is designed to prepare students to work as licensed Counselors in a variety of settings. The M.A. program provides foundational studies that equip students for licensure, to pursue doctoral studies and careers in community mental health and human service agencies, educational institutions, private practice, government, and business and industrial settings.

1.3 Mission

The mission of the Department of Community Care and Counseling (DCCC) 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 with unique worldviews.

The DCCC purpose is to accomplish this mission by the professional development of the mental health counseling student across the following domains:

- 1) Attainment of scholastic competence 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 Student Honor Code](#), and
- 5) Demonstration of the ability to integrate faith and spirituality into counseling where appropriate in an ethically competent manner

1.4 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 Community Care and Counseling 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 practicum and internships.

1.5 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 (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 School of Behavioral Sciences 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 occurs in a climate that encourages a deepened appreciation of differences. Therefore, we do not discriminate in our educational and counselor training programs on the basis 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 DCCC adheres to the following initiatives:

- To increase, through recruitment and retention measures, the diverse representation of students, faculty, and staff;
- Promote the 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.

Students in the M.A. program must exhibit the [American Counseling Association's standards and ethics](#) of the counseling profession regarding sensitivity to and celebration of diversity.

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.

Academic Policies

2.1 Program Learning Objectives

The Master of Arts in Addiction Counseling (ADCN) provides students with both academic course work in the classroom and applied learning experiences at supervised internships. Students are expected to demonstrate the knowledge, skills, and dispositions considered essential to the professional preparation of licensed counselors. To this end, the faculty developed the following learning outcomes applicable to all ADCN students.

MA in Addiction Counseling
<i>Cluster 1</i>
361 Demonstrate Knowledge in Core Areas of Addiction Counseling PLO 1: Demonstrate appropriate knowledge in all core curricular areas of addiction counseling in preparation for taking licensure or certification exams and in procuring employment in the addiction counseling field.
362 Evaluate Research and Apply to Counseling PLO 2: Evaluate research and apply it to their counseling practice in accordance with best practices.
<i>Cluster 2</i>
363 Apply Ethical Principles Integral to Addiction Counselor's Role & Identity PLO 3: Apply the ethical and professional principles, standards, and expectations that are integral to an addiction counselor's role and identity.
364 Integrate Faith & Spirituality into Counseling PLO 4: Integrate faith and spirituality into counseling where appropriate in an ethically competent manner.
<i>Cluster 3</i>
365 Assess & Treat Diverse Clients with Addictive and Mental Disorders PLO 5: Assess, diagnose and treat a diverse range of clients with addictive and co-occurring mental disorders using established best practices in addiction counseling.

1. Demonstrate appropriate knowledge in all core curricular areas of addiction counseling in preparation for taking licensure or certification exams and in procuring employment in the addiction counseling field.
2. Evaluate research and apply it to their counseling practice in accordance with best practices.
3. Apply the ethical and professional principles, standards, and expectations that are integral to an addiction counselor's role and identity.
4. Integrate faith and spirituality into counseling where appropriate in an ethically competent manner.
5. Assess, diagnose and treat a diverse range of clients with addictive and co-occurring mental disorders using established best practices in addiction counseling.

See [Graduate Catalog](#).

2.2 Program 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 below for information on Incompletes.

[Incomplete Policy \(including Medical Incomplete\)](#)

[Military Incompletes](#)

2.3 Transfer of Credits

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 coursework being considered for transfer along with a rationale of why the student believes the course meets the program's requirements. The [Office of Transfer Evaluations](#) will process the information. Questions related to transfer of credit may be directed to the [Registrar's Office](#) (registrar@liberty.edu).

Please reference the [School of Behavioral Sciences Transfer Policies](#) for information specific to your program.

2.4 Independent Studies & Directed Studies

Students who need specific coursework 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.

2.5 Program of Study

The following chart lists the courses students will take and the order and times they should enroll in the courses. This curriculum guide is a planning document and is not a substitute for regular consultation of their DCP or with the program director. This guide is subject to change. Use this guide for course planning and for discussions with the program director when you set up your course of study.

M.A. in Addiction Counseling (48 Hour)

COURSE #	COURSE NAME	Prerequisites/Course Notes
ADCN 500	Orientation to Addiction Counseling	None
ADCN 501	Ethical & Legal Issues in Addiction Counseling	None
FSPC 504	Multicultural Considerations in the Helping Professions	None
FSPC 506	Integration of Spirituality in the Helping Professions	None
ADCN 510	Theories of Counseling	ADCN 500, 501
FSPC 515	Research & Program Evaluation	None
ADCN 521	Assessment Techniques in Counseling	FSPC 504, ADCN 500, 501, 505, 510
ADCN 546	Psychopathology & Counseling	FSPC 504 ADCN 500, 501, 510

ADCN 601	Theories of Family Systems	FSPC 504ADCN 500, 501, 505, 510
ADCN 505	Techniques in Addiction Counseling	ADCN 500, 501
ADCN 512	Group Dynamics	FSPC 504 ADCN 501, 505, 510
ADCN 605	Client, Family, & Community Education in Addiction Counseling	ADCN 500, 501, 505, 510
ADCN 607	Case Management & Relapse Prevention in Addiction Counseling	ADCN 500, 501, 505
ADCN 667	Diagnosis & Treatment Planning of Addictive Disorders	ADCN 500, 501, 505, 512, 521, 546, FSPC 504, 515
ADCN 693*	Addiction Counseling Internship I	ADCN 500, 501, 505, 512, 521, 546, 667, FSPC 504, 515
Electives ADCN 606 ADCN 608 ADCN 694 CRIS 606 FSPC 502	Pharmacology of Addiction & Recovery Diagnosis & Treatment of Behavioral Addiction Addiction Counseling Internship II Acute Stress, Grief, & Trauma Human Growth and Development	See Graduate Catalog

*May be taken twice for students whose state requires 600 internship hours

2.6 Recommended Course Sequence

Semester	Courses	Semester	Courses	Semester	Courses
1 st Semester	ADCN 500 ADCN 501 FSPC 504	2 nd Semester	ADCN 505 ADCN 510 ADCN 512	3 rd Semester	FSPC 506 ADCN 521 ADCN 546
4 th Semester	ADCN 601 ADCN 605 FSPC 515	5 th Semester	ADCN 667 ADCN 607 Elective	6 th Semester	ADCN 693

*Students whose state requires 600 internship hours may take ADCN 694 in a subsequent semester.

Travel with LU Send

LU Send organizes international and domestic travel experiences that are linked to course credit. Details related to requirements for participation, specific destinations, and course credit information can be found here: <https://www.liberty.edu/osd/lu-send/>.

2.7 Course Delivery Formats

M.A. Addiction Counseling courses are carefully designed to provide students with a full academic experience via distance learning. Students enrolled in the online program complete their degree using a 16-week online semester with 8-week courses offered 3 times throughout the semester.

Online Format Using Canvas®

The University currently uses *Canvas*®, an online software platform, as its primary online instructional delivery method. Students interact 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.

2.8 Dual Degrees

Students seeking to obtain a second degree through Liberty may do so, but due to the extent of overlap between required courses in the DCCC Department programs, dual degrees will not be awarded within the department. However, students may elect to take additional courses for dual licensure. For most students it is recommended to pursue the [M.A. Clinical Mental Health Counseling](#) degree and take additional courses for their addiction counseling state credentials.

For students pursuing a second degree outside of the DCCC department, 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.

2.9 Advising

LUO Academic Advising

Liberty's **online students** also work with a team of academic advisors throughout their program. The academic advisors will guide students through the logistics of course advising, such as registering for classes and adding/dropping courses. Online advisors can be contacted through <https://www.liberty.edu/online/academic-advisors/> or 1-800-424-9596 or luoadvising@liberty.edu.

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. LUO Academic Advisors cannot advise on matters pertaining to the regulations of state licensure boards.

2.10 [Internship](#)

Visit the [Internship website](#) for full details.

Succeeding in Internship

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 various clinical activities. 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.

Approval Process

Students will submit an online application through the SharePoint submission portal by using a link posted on the Internship website located on the [Degree Program Information](#) website. Students will attach their approval documents to the online application. 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 699 internship course occurs three times each year: approximately mid-term during the fall, spring, and summer semesters.

*To begin internship, the student's site and supervisor must be approved by the DCCC Internship staff, under the direction of the Director of Clinical Training. Because students cannot register for the Internship until the approval process has been completed, all documents must be submitted by the posted application deadline. Once the site and supervisor have been approved, the student will receive approval from the Internship Department to register for the course.

Preparation

Because of university and state requirements for placing students in internship courses, it is essential that students begin preparing for their internship early in their programs. Students are encouraged to read the [Internship Manual](#).

Please carefully review the Internship Field Manual for additional information.

Complete Background Checks

Be aware that state boards review an applicant's criminal history to determine if he/she is eligible 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 internship.

Finding a Site

Students are responsible for finding their internship site and their site supervisor. Students are advised to allow a minimum of three to four months for the process. The internship webpage provides some suggestions for potential clinical sites. The M.A. in Addiction Counseling program is specifically intended to prepare graduates for work in the Addiction field. Therefore, the internship is focused on developing competence in Addiction-related counseling activities. This means that your internship's site supervisor, activities, and the site must provide you with the opportunity to obtain the necessary supervised clinical experience.

State Licensure Requirements

Students intending to seek addiction counseling credentials in a state other than Virginia after graduation are required to know the licensure requirements in the state where they will seek licensure because a state's fieldwork course hours and supervisory requirements may differ from Virginia. When there is a difference, students must complete the greater amount: Liberty University or the state (e.g., Indiana requires a course in Human Growth and Development and 700 internship hours for their LCACA addiction credential). More information about state licensure board regulations can be found at <http://www.nbcc.org/directory/Default.aspx>.

International Internship Policy

The Department of Community Care and Counseling is aware of many challenges that students living abroad face regarding the completion of the internship requirements. Therefore, the Internship Office has created the following policy to help our students living abroad succeed in completing their internship experience.

Students who are seeking licensure in the United States are responsible for knowing and understanding the requirements of the state board for the state in which they wish to become licensed.

Specific states may require internships to be taken at a site location in the state where you plan to seek licensure. If this is the case, an international internship may not be eligible towards licensure. Before identifying an international internship site, please check with your state regarding any potential residency requirements pertaining to the actual physical location of internship sites. You are solely responsible to find out this information. The Department of Community Care and Counseling may not provide this or any other information pertaining to specific state licensure requirements.

In addition to the standard application process, students looking to complete an international internship must also meet the following criteria:

- Submit required documents

- Informed consent
- Treatment plans
- Recordkeeping

International internship sites and supervisors must meet the following criteria for students seeking eventual licensure in the United States:

- **Site must be sponsored by an American organization**
- **Site must follow the general guidelines established by the counseling profession in the U.S.** (e.g., ACA, AAMFT Codes of Ethics; state board regulations; etc.).
- Supervisor must be licensed in the United States.
- Supervisor must hold a valid state license in counseling, marriage and family therapy, or clinical social work and have a master's degree in Counseling, Psychology, or Social Work and/or hold a PhD or EdD in Counseling, Psychology, or a closely related field from a regionally accredited university.
- The site and supervisor approval will be reviewed on a case-by-case basis at the discretion of the Practicum/Internship office.

Students not seeking licensure in the United States:

- **Must provide Practicum/Internship Office with a written statement of their intent to not pursue licensure in the United States.**

2.11 Break in Enrollment

A student breaks enrollment if he/she does not matriculate in a course at least once every academic year. Admission status is subject to the terms of any previous academic or disciplinary probation, suspension, or dismissal. Students may be required to provide official transcripts from all educational institutions attended since enrollment at Liberty. Admission decisions for re-applicants will be based on the current admission criteria of the respective degree program at the time the new application is submitted. Students who break enrollment and apply for readmission will be required to follow the current degree completion plan in effect at the time of re-entry to the University. Any military student wishing to be readmitted who broke enrollment due to deployment must contact the Office of Military Affairs.

2.12 Time Limit for Degree Completion

The time limit for completing the Master's degree from the enrollment date of the first course taken is ten years. Any Addiction Counseling courses taken at Liberty, which are over ten years old, will need to be repeated for a student to graduate with the Addiction Counseling degree.

2.13 [Course Repeat and Grade Replacement Policy](#)

In order to graduate from the Addiction 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+/C/C-"

can count toward graduation, but the student must maintain a GPA of 3.0. Students who receive a grade less than B- may repeat a course and replace the initial grade; however, students can only replace a maximum of two courses (6 credits). Both grades will appear on their transcripts, but the replaced grade will not count towards their GPA. The grades of any courses repeated beyond the six credits will apply to their GPA. There is a maximum of two **total** course repeats. In other words, students may repeat **and replace a course in which a grade below B- was received two times**, keeping in mind grade replacement can only be used **a maximum of two times in the program**. Once the grade replacement limit has been met (i.e., two courses have been repeated and initial grades replaced), any additional course repeats will apply to the student's overall GPA. If a student exceeds the course repeat and grade replacement policy and is unable to maintain a 3.0 GPA **or** has not satisfactorily completed pre-requisite courses in order to continue with degree completion course progression, the administrative dismissal policy may be enacted. Students **should be aware that some state licensure boards do not accept any course work with a grade below B-**.

2.14 Administrative Dismissal

Students will be eligible for Administrative Dismissal from the M.A. in Addiction Counseling if any of the following are true:

1. It will be mathematically impossible for them to raise their cumulative Graduate GPA to 3.00 with their remaining required courses.
2. They do not have a cumulative Graduate GPA of at least a 2.7 after completion of early core counseling courses.
3. They have three (3) grades or three (3) courses of C+/C/C- applying to their degree and they have applied the repeat policy for the maximum allowed nine (9) hours or three (3) courses, and they earn two (2) or more additional grades or courses of C+ or lower.
4. They earn two (2) grades of D+ or lower.

2.15 Attendance

Regular attendance in courses is expected throughout the length of the term/semester. The U.S. Department of Education requires that every university monitor the attendance of their students.

[Online Attendance Policy](#)

[Intensive Attendance Policy](#)

2.16 American Psychological Association (APA) 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.

2.17 Graduation

All degree completion requirements must be fulfilled before the university will confer the M.A. in Addiction 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.

Student Expectations

3.1 Professional Organizations

A significant arena in which counselors can make an impact within the field is through involvement with professional organizations. Students are encouraged to join the [American Counseling Association \(ACA\)](#) and ACA associated national, state, and local divisions as well as the [American Association of Christian Counselors \(AACC\)](#). These organizations allow students higher levels of involvement in their areas of interest. Most professional organizations and divisions offer reduced membership rates to students as well as:

- benefits such as access to their professional journals and newsletters,
- reduced registration fees for professional seminars, conferences, and workshops
- eligibility for member services (ethics consultation, liability insurance)
- involvement in activities and issues which are directly or indirectly pertain to the profession (legislation and professional credentialing, licensure, certification)
- affiliation with other professionals having similar interests and areas of expertise.

3.2 Academic Honesty & Plagiarism

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, which includes not using AI (Artificial Intelligence) generated content. Furthermore, students are expected not to give nor receive assistance of any kind specifically regarding assignments or examinations. For more information on the *Academic Code of Honor* and *Personal Code of Honor*, see the [Liberty Way](#).

3.3 Academic Appeal Policy

In circumstances where a student disagrees with either a course final grade or a sanction due to an Honor Code violation, students have the right to appeal the grade or sanction through the [Office of Student Affairs](#). The procedures followed for academic misconduct, personal misconduct, or grade appeals are outlined at the [Student Affairs website](#).

3.4 Department Faculty-Student Interaction

The faculty is responsible to interact with 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 students' 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.

3.5 Professional Development, Student Support, & Administrative Review

Ethical Conduct

All students in the M.A. in Addiction Counseling program are responsible for behaving in an ethical manner throughout their training, as well as in clinical and professional settings. Violations of the [ACA Code of Ethics](#), and/or the [Student Honor Code/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 guides to their behavior throughout their program, reading these guidelines is just the beginning of understanding professional ethics. Being an ethical counselor-in-training involves understanding the underlying principles and values associated with professional Code of Ethics that 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. For behaviors that constitute a violation of the University's Honor Code, the candidate's professor will complete the Honor Code Violation form and send it to the faculty advising mentor, who will document the incident in the candidate's record and inform the program director, then forward the form to the Associate Dean, who may involve Liberty University Online and Graduate Student Affairs. Students are given an opportunity to appeal.

Professional Development

To successfully complete the Addiction Counseling program at Liberty University and be eligible for graduation, a student must be able to demonstrate proficiency in five areas:

1. Attainment of scholastic competency in all coursework as evaluated through the assessment of Addiction Counseling standards and 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 (ADCN 505, 512, 667) and by the student's approved site and faculty supervisor using the CCS during internship.

3. Demonstration of emotional and mental stability and maturity in interaction with others, including the ability to maintain healthy boundaries, communicate appropriately, successfully manage personal anxiety or uncomfortable feelings, work collaboratively with others, and resolve interpersonal conflict. This proficiency is evaluated throughout the program in all interactions with faculty, staff, administrators, supervisors, adjuncts, and fellow students and includes both verbal and written communications.
4. Adherence to the Professional Identity and Standards as outlined by the American Counseling Association's Code of Ethics and the Liberty University Student Code of Honor. This proficiency is evaluated across the program in all interactions with faculty, staff, administrators, supervisors, adjuncts, and fellow students and includes both verbal and written communications.
5. Demonstration of the ability to integrate faith and spirituality into counseling where appropriate in an ethically competent manner

The counseling faculty will develop and evaluate students in 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, as well as written communications.

3.6 Remediation

Student Support and Development

Our department is committed to helping students be successful in their academic and professional endeavors. The Student Support and Development Committee (SSD) serves to assist in this process. This committee will support students in their professional development and serve as a secondary mentor in this process. The SSD committee will connect the student with appropriate referrals and resources as needed. A referral to this committee will be made if a student is noted to have deficiencies in any of the following areas:

- Counseling Skill Development
- Academic Integrity
- Student Support and Care (prayer, encouragement, etc)
- Student Professional/Dispositional Development

This committee exists to come alongside students and assist in student development.

Administrative Review

In keeping with the American Counseling Association Code of Ethics (ACA, 2014), Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016), and Southern

Association of Colleges and Schools (SACS) requirements, faculty in counselor education programs are required to assess the knowledge, skills, values, and dispositions of students in their programs. Faculty must take action if issues arise that could compromise the well-being of present or future clients. The following summarizes the School of Behavioral Sciences procedures for assessing these competencies.

Administrative Hold

A student's account may be placed on administrative hold by the program director for the following reasons:

- Dispositional concerns
- Refusal to meet via an audio and video platform to discuss dispositional concerns
- As part of an administrative review
- As part of the remediation process
- As part of the disciplinary process
- As part of the grade appeals process

A hold may prevent the candidate from registering for courses, including practicum and internship, which would prevent them from progressing in the program until the issue has been resolved. Students will be notified of any hold placed on their account by the Program Director. Once initiated, the student will remain on administrative hold in the program pending the outcome of ongoing processes. As part of the Administrative Review, the Program Director will review all of the available and relevant evidence to determine an appropriate interim action to address dispositional issues or other concerns, which may include an interim suspension of the candidate from courses, internships, or clinical placements. The program director may, in his or her discretion, also apply a registration hold to prevent the candidate from progressing in the program pending resolution of the issue.

Behavioral Concerns at Practicum and Internship Sites

If during the Practicum or Internship, a student fails to successfully demonstrate the required skills, professional behaviors, or personal or professional dispositions in this course and/or receives failing evaluations, is dismissed from the site, or is found practicing at a site without having received approval by the department for the site, the site supervisor will notify the student's professor. The professor will write an incident report and send it to the Program Director and the department's Internship Office. The Program Director, the Director of Clinical Training, and the Leadership Team will examine the nature and reason for the skills deficit, professional behaviors, or dispositions and/or site dismissal and recommend a course of action, which could include Administrative Review for Behavioral Intervention and/or referral to Remediation and/or the Office of Community Life. Administrative Review is appropriate when a student's behavior is so concerning and/or non-professional that prompt protective action is required (see below section, "Administrative Review for Behavioral Intervention").

Note: The steps within this section are specifically designed to address the unique aspects of practicum and internships, and certain steps in this section may overlap with those of other

processes. For instance, the practicum or internship professor's submission of an incident report to the Program Director and Internship Office and their examination of the incident report will satisfy the early and secondary stages of the remediation process (i.e., remediation stages 1-3). Also note that remediation can be engaged at any step, as the School of Behavioral Sciences deems appropriate.

If a failing evaluation or dismissal from the site involves a violation of the University's Honor Code, the professor will fill out an Honor Code Violation form, which will be investigated by the Program Director and the Office of Community Life. At any point in this process, the student may receive a grade of "F" based on the skills deficit, professional behaviors, or personal or professional dispositions, dismissal from their site, and/or failure to follow approval policies. The student will be placed on hold in the program pending the outcome of any ongoing process(es) (e.g., Administrative Review, the remediation process, the disciplinary process, and/or grade appeals process).

For violations that do not result in dismissal from the program, the remediation process can include requiring the student to retake certain courses, seek personal counseling, etc. If, after remediation, the student is unable to correct the deficits, the Remediation Committee will meet to decide the best course of action for the student, up to and including an "F" for the course and dismissal from the program. The final decision regarding whether the student is eligible to retake the Internship and disposition of the hours accrued during the Internship are at the discretion of the Leadership Team and based on a thorough evaluation of the incident.

Note: When necessary, the Department may immediately remove a student from the site upon notification of concerning behavior by the supervisor. During the remediation process, the student has an opportunity to appeal interim actions following Administrative Review, grades, honor code violations, and dismissals in accordance with the procedures outlined for the applicable process(es). See, for example, Appeals Policy (Section 6.3) and the appeal sections below for information on the appeal process. Please consult the Practicum Field Manual and Internship Field Manual for additional information.

Administrative Review for Behavioral Intervention

There may be times when the School of Behavioral Sciences faculty determines that a student's behavior is so concerning and/or non-professional, regardless of whether the student is making satisfactory academic progress, that prompt protective action is required. This is especially true when students are interacting with clients in a clinical setting. In such situations, the Program Director will place the student on Administrative Review. As part of the Administrative Review, the Program Director will review all of the available and relevant evidence to determine an appropriate interim action to address the concerning behavior, which may include an interim suspension of the student from courses, internships, or clinical placements. The Program Director may, in his or her discretion, also apply a registration hold to prevent the student from registering for courses, internships, or clinical placements (and potentially, therefore, from progressing in the program) until the behavior at issue has been resolved. The interim action should be narrowly tailored to address the concerning behavior such that it places as few restrictions as possible on the student and only as determined necessary to address the

concerning behavior. Interim actions should also balance the School of Behavioral Sciences' gatekeeping function of protecting others with promoting the student's best interest. Administrative Review is protective, not disciplinary, in nature. Interim actions will remain in place until the Program Director (in consultation with the student and faculty) determines both that the concerning behavior has been resolved and that any pending processes to address the student's behavior are complete (e.g., the remediation process or a disciplinary matter in the Office of Community Life or the Office of Equity and Compliance).

Within 48 hours of the Program Director's decision to initiate the Administrative Review, the Program Director will notify the student in writing, which may include email, of (1) the initiation of the Administrative Review, (2) the interim action(s) imposed, and (3) the reason(s) for the Administrative Review. The Program Director will also notify the Registrar's Office of the interim action(s), including any registration hold. The student will have an opportunity to review all of the evidence that formed the basis for the interim action(s) and to respond (including the opportunity to present any relevant evidence) to the Program Director. Once the Program Director has an opportunity to review all of the available and relevant evidence, the Program Director will either reverse the interim action(s) or keep the interim action(s) in place, pending the outcome of any other processes (e.g., remediation). The Program Director may refer the student to the Office of Community Life and/or the Remediation Committee. If the student's behavior cannot be remedied to a point such that the student is qualified to continue in the program, the student may ultimately be dismissed from the program. Should the student decide to appeal the interim action(s) imposed by the Program Director, the student must follow the appeal procedures below.

Appeal of Interim Action(s) Following Administrative Review

Students who disagree with the interim action(s) imposed by the program director following Administrative Review have an opportunity to appeal. Students must submit the appeal in writing to the Dean of the School of Behavioral Sciences within seven (7) days of receiving the notice of the Program Director's decision. The appeal should clearly state the reason(s) the student believes the interim action(s) should be reversed. Once received, the Dean of the School of Behavioral Sciences (or designee) will review all available and relevant evidence and, if determined necessary, speak with the student, the Program Director, and/or any other person with relevant information. The Dean of the School of Behavioral Sciences (or designee) will endeavor to make a determination within ten (10) days of receiving the appeal. The determination to uphold or reverse the interim action(s) will be sent to the student in writing, and the Dean of the School of Behavioral Sciences (or designee)'s determination concerning the interim action(s) will be final, pending the outcome of any other processes.

Remediation

If during the course of a student's studies, a faculty, staff, administrator or supervisor believes a student lacks required skills, professional behaviors, or 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 process 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 / conceptual approach
- *Impaired*: Requires additional intervention-based and/or therapeutic approach

The problematic behavior continuum can also be considered along the 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 the 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 an effective member of the treatment team

Students Determined to be Impaired (not inclusive)

Four Themes:

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

Once the Type and Severity of Limitation are determined, there are several avenues that may be pursued when determining the need, if any, for remediation. Faculty are encouraged to consult with the Program Director, faculty remediation committee members, and other faculty when deciding the level of severity and which stage to engage the remediation process. Please note that the remediation process is not always linear or sequential. Faculty reserve the right to initiate remediation at whatever stage they deem appropriate for the student.

Early Remediation Process (Stages 1 and 2)

- Faculty or Program Director meets with the student
- Determine an action plan for addressing deficits
- Follow-up

Secondary Remediation Process (Stage 3)

- Student Support and Development
- Notification of meeting with the director
- Assessment of problematic behavior
- Review and development of a plan
- Acceptance or appeal

Remediation Committee Referral (Stages 4-6)

- Notification
- Assessment of Problematic Behavior
 - Problems concerning attendance and approach to assignment completion
- Development of a Plan
- Acceptance or Appeal
- Provision if Unsuccessful

Possible Remediation Committee Recommendations for a Remediation Plan

- Psychological or evaluation by a mental health professional
- Increased supervision
- Reduced practicum or internship
- Leave of absence
- Formal reprimand
- Formal probation
- Counseling out of the program
- Dismissal from the program
- Or any other information gathering deemed necessary in order to properly support student growth

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 M.A. in Addiction Counseling Program

Note: The remediation plan is designed to protect the student's rights under University policies and a fair process. In addition, we stress the importance of **engaging the student** in the remediation process. These principles are infused throughout the School of Behavioral Sciences program's response continuum. Once a remediation plan is initiated, 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. The description of the stages below does not necessarily reflect a sequential process. Instead, the faculty reserve the right to initiate remediation at any Stage 1, 2, 3, or 4-6, based on their assessment of the level of deficit and/or impairment.

Stage 1: Notification. 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 the Program Director. If problematic student behavior is brought to the attention of the department through other means (e.g., from another student, a report from university staff, evaluation from a supervisor, etc.), the Program Director will notify the student and discuss the concerns.

The student and Program Director 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 the problem area. If the problem is resolved, no further action is needed. The Program Director will document the meeting, the remedial action plan, and the outcome in the student's personal record. The Program Director 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**, a meeting will then be scheduled with the Program Director, the student, the concerned faculty, and/or an administrative 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 faculty and the Program Director persist, the Program Director 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 a 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 Program Director will document the meeting, outline the agreed adaptations to the remedial action plan, and document the outcome. The Program Director will follow up with the faculty 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 Program Director or faculty determines 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, the Program Director, referring faculty member, and/or administrative member, as 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 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, the Program Director, referring faculty member, and/or administrative member results in a decision that the situation should be brought to the Remediation Committee, a meeting of the committee will be scheduled. 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 Program Director, 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 DCCC or Liberty University.

The Program Director and/or other designated persons will inform the student of the decision. 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 will notify the student in writing 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 the Program Director. 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 the Remediation Committee determines that remediation is unsuccessful or that the student refuses to comply with the Remediation Plan, the Remediation Committee may recommend to the program director that the student be dismissed from the program.

Final Determination Following Recommendation of Dismissal: Based on the Remediation Committee's recommendation of dismissal, the Program Director will either dismiss the student from the program or allow the student to remain in the program until the concerning behavior has been fully addressed to the satisfaction of both the Program Director and the Remediation Committee. If the student is dismissed from the program, the Program Director will provide a notice of dismissal to the student in writing. If any interim action(s) were put into place following Administrative Review (e.g., interim suspension or registration hold), those interim action(s) will remain in place. If the Program Director allows the student to remain in the program, the student must continue to work with the Remediation Committee to address its concerns. Any interim action(s) from Administrative Review will remain in effect, and accordingly, the student should be aware that, if he or she does not re-enroll in courses within a certain period of time, he or she may break enrollment and need to re-apply to the program. In those situations, admission is not guaranteed. The student may appeal to the Program Director's final determination of dismissal. Should the student decide to appeal his or her dismissal, he or she must follow the appeal procedures outlined below.

Appeal of Dismissal: Students who disagree with the Program Director's final determination have an opportunity to appeal. The appeal must be submitted in writing to the Dean of the School of Behavioral Sciences within seven (7) days of notification of receiving the notice of the Program Director's decision. The appeal should clearly state the reason(s) the student believes the final determination should be overturned. Once received, the Dean of the School of Behavioral Sciences (or designee) will review all relevant evidence and, if necessary, speak with the student, the Program Director, and any others who have relevant information (e.g., members of the Remediation Committee). The Dean of the School of Behavioral Sciences (or designee) will endeavor to make a determination within ten (10) days of receiving the appeal. The determination to uphold or overturn the final determination will be sent to the student in writing, and the Dean of the School of Behavioral Sciences (or designee)'s determination concerning the interim action(s) will be final, pending the outcome of any separate processes. If the Dean of the School of Behavioral Sciences (or designee) overturns a dismissal, the student will have the option either to remain in the program and continue work with the Remediation Committee to fully address its concerns, or to withdraw from the program.

3.7 Harassment

Sexual harassment, or any 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 will not tolerate sexual harassment and intimidation of its employees.

3.8 Sexual Violence Consultation & Counseling Policy

Liberty University is committed to providing a safe place for learning. As such, Liberty adheres to the Title IX directive of not tolerating any form of sex-based discrimination, which can include: acts of sexual violence, sexual misconduct, and disrespect for one another including non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, sexual harassment, dating violence, domestic violence, childhood sexual abuse, and stalking. Additionally, Liberty University is committed to supporting and coming along-side students who may be victims of sexual discrimination and/or violence, currently, or in the past. Under Title IX, faculty are obligated to disclose to the university's Title IX office any student disclosure of current or past experience of sex-based discrimination, physical violence, and/or sexual violence. For additional information and up to date policy, please reference the [Title IX information page](#).

Thus, if a student discloses to a faculty member, verbally or in writing, that he/she has experienced sex-based discrimination, physical violence and/ or sexual violence, presently or in the past, then the faculty member will make a referral to the Title IX office. This process is in place so that the university can help ensure that students are offered both the support and resources needed to help them succeed in their educational endeavors. An employee from the Title IX Office will reach out to the student and offer support, resources, and information. Though faculty are required to report incidents of sex-based discrimination and/or violence to the Title IX office, students are not required to accept any offers of support, resources, or information.

3.9 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 an addiction counselor, it is imperative that we deal with our own personal issues that may interfere with our ability to work with clients competently and ethically. Moreover, experiences as a client will help the counselor better understand the client's experience in counseling.

3.10 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. Students should reach out to a faculty member who can best speak to their academic and professional performance.

In addition to credentialing and employment, faculty members endorse students for 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 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.

3.11 Student Record Keeping

Students should keep copies of all class syllabi and course schedules for future use. Students should also keep copies of all clinical and supervision hours accrued in internship classes. Examination boards for counseling licensure, insurance companies, and other organizations may require proof of course content and/or clinical work by evidence of the course syllabus, course schedule, or official clinical hours spreadsheets. Do not discard old syllabi and other academic records but save them in a few formats (electronic, print, or backup) and in a secure location. It is difficult and sometimes impossible, for faculty or program administration to locate old syllabi. Keeping copies of your course syllabi, schedules, and clinical hours is the student's responsibility.

3.12 Computer Needs

Each course in the M.A. Addiction Counseling program requires the student to have a reliable internet connection and computer software programs. Because these are essential for your interactions and completion of the course, students **must** have access to the following:

- Microsoft Office® (Note: Microsoft Office 365® is available for free to Liberty University students at <https://www.liberty.edu/information-services/products/microsoft-365/>)
- Internet that can access Canvas and Liberty University's website
- A computer that meets the hardware/software specifications to access Canvas
- Send and receive emails via their Liberty Webmail address.

For information on recommended hardware, software, operating systems and student discounts on computers, see the [Liberty Information Technology website](#).

3.13 Email Account and Communication

Upon admission, each student is assigned a Liberty University username and email account (username@liberty.edu). **All correspondence from the university, counseling department, and your course instructor 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 practice professionalism in email communications. We live in a fast-paced world with text messaging, which encourages short and abbreviated communication. However, since you are in a counseling program, you are encouraged and expected to use full

sentences and good grammar when communicating with other students and faculty. It is also an expectation that your electronic communication is pleasing to God. Being courteous and polite to peers and professors demonstrates dignity and respect, "And as you wish that others would do to you, do so to them" (Luke 6:31, ESV).

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 Canvas that is more appropriate for an individual. Avoid offensive language of any kind. Because students are responsible for behaving 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.

3.14 Dress Code

When on campus or in a class (in person or virtual), students are expected to comply with the dress code outlined in the *Liberty Way*. See also [Intensive Dress Code](#).

For a listing of general resources, please visit the [Addiction Counseling Advising Guide](#).

Appendix A – Addiction Counseling Resources

[State Boards](#)

[State Licensure Information](#)

[Computer and Technology Requirements](#)

[IT Helpdesk Homepage](#)

[Graduate Catalog](#)

National Suicide Prevention Lifeline 800-273-8255

National Mental Health Hotline | 866-903-3787

Appendix B

[Course Descriptions](#)