



***DEPARTMENT OF COUNSELOR EDUCATION AND FAMILY STUDIES***



**Ph.D. in Counselor Education and Supervision  
Program Handbook  
2019-2020**

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## ACCREDITATION

Liberty University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools

(1866 Southern Lane, Decatur, Georgia 30033-4097; 404-679-4501)  
to award associate, bachelors, masters, and doctoral degrees

The Liberty programs accredited by the Council for Accreditation of Counseling & Related Educational Programs are the residential and online *M.A. in Clinical Mental Health Counseling*, *M.A. in Marriage and Family Counseling* and the online *M.Ed. in School Counseling* programs. Liberty's Ph.D. Counselor Education and Supervision program is accredited by CACREP. For further information on CACREP accreditation, consult the agency website at [www.cacrep.org](http://www.cacrep.org)

## 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. These policies and procedures apply to current and newly accepted students.

## FROM THE COUNSELOR EDUCATION AND SUPERVISION PROGRAM DIRECTOR

### **Welcome to Liberty University, the Department of Counselor Education and Family Studies, and the Ph.D. Program in Counselor Education and Supervision!**

We consider it an honor and privilege to support you as you develop leadership knowledge and skills in the field of counseling. The department staff and faculty are here to encourage, mentor, and support you during your doctoral studies. We believe that becoming a leader in the field of counseling is a vital calling, and we are committed to providing you with experiences and relationships that are both rewarding and rigorous. It is our desire that you leave this program fully equipped to make a profound difference in the lives and communities in which you work. May you devote yourself to this endeavor with a mission to serve Christ as highly competent, diversity honoring, ethically grounded counselor educators, supervisors, advanced clinical practitioners, scholar-researchers, and social justice advocates.

Albeit we devote ourselves to walking along side you in the most helpful and meaningful ways possible, ultimately you are responsible for your degree and to obtaining the goals you have related to your vocation. It is our hope and prayer that you flourish in all ways during your doctoral journey!

Lisa S. Sosin, Ph.D., LPC, LLP, BACS  
Director, Ph.D. Counselor Education and Supervision Program

## PURPOSE OF THE HANDBOOK

It is essential that students in the Ph.D. Counselor Education and Supervision program thoroughly read and understand the Handbook as it provides a detailed summary of the requirements and structure of the Ph.D. CES Program. When students enter this Ph.D. Program, they agree to adhere to all the policies and procedures outlined in the Handbook. Additionally, because the Handbook is revised as Program and/or University policies and procedures evolve, students must review the Handbook each year to remain aware of the Handbook revisions.

Prospective students will find information to assist them in determining if our doctoral program is right for them.

To summarize, this Ph.D. in Counselor Education and Supervision Program Handbook offers information that supplements the content in the Liberty University's *Catalog*. The Handbook clarifies relevant information, policies, procedures, requirements, and expectations of the Ph.D. in Counselor Education and Supervision Program at Liberty. The following pages provide critical information to the pursuit of this degree. Doctoral students must know and adhere to the content of the current Handbook ***at all times***.

## PH.D. IN COUNSELOR EDUCATION AND SUPERVISION PROGRAM

### PROGRAM OVERVIEW

The Ph.D. in Counselor Education and Supervision Program is housed in The Department of Counselor Education and Family Studies, School of Behavioral Sciences at Liberty University. The primary aim of the Ph.D. Program is to mentor a diverse body of Doctoral students, our future colleagues, who sense a calling to extend the foundation of knowledge on ethical and effective counseling, counselor education, and supervision through the dissemination of meaningful research and scholarship and by impacting the field in leadership positions in clinical settings, higher education, and counseling associations.

The Ph.D. in Counselor Education and Supervision is a 60 hour program, founded on 33 hours of M.A. level counseling competencies that comprise the CACREP entry level standards encompassed by our CACREP accredited Clinical Mental Health Counseling, Marriage and Family Counseling, and School Counseling degrees. As such, students who gain entrance to this Ph. D. Program demonstrate that they have previously met all of the entry level competencies outlined in the CACREP Accreditation Manual (CACREP, 2009; 2016) prior to beginning doctoral level counselor education coursework.

This Ph.D. degree Program provides education for students seeking career opportunities as leaders in the field of counseling. Graduates develop knowledge and skills that enable them to ethically and competently promote advocacy, social justice, and social change at the individual and systemic level, disseminate research and scholarship that extends the knowledge base of the counseling field, and impact the field through association membership and participation.

## MISSION STATEMENT

The mission of the Department of Counselor Education and Family Studies is to develop ethically and spiritually aware mental health counselors and counselor educators who possess the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations. The mission of the Doctoral Program in Counselor Education and Supervision is to train highly competent counselor educators, supervisors, clinical practitioners, researchers, scholars, and leader-advocates.

Faculty in the Department of Counselor Education and Family Studies are committed to collaborative inquiry wherein doctoral students are supported in developing competencies in leadership roles in the counseling field. To facilitate these outcomes faculty and students engage in learning experiences that support them in developing:

1. Collaborative relationships with faculty and other professionals in the field of counseling
2. Leadership skills in counselor education, supervision, advanced clinical practice, research and scholarship, and social justice action
3. Expertise in an area or areas of professional identity and functioning
4. Knowledge and skills in developing and disseminating research and scholarship that makes a significant impact on the field and the lives of others
5. Competency and comfort in participating in professional counseling organizations (i.e., American Counseling Association and its Divisions)

## COMMITMENT TO DIVERSITY

Liberty University is a school founded on Christian values like grace, truth, and love for all persons. As believers in Christ, we demonstrate our commitment to loving others by celebrating and honoring diversity (cf. Matthew 22:34-40; Mark 12:28-34; Luke 10:25-28). We approach counseling leadership as a profession that fosters holistic human growth and development in the cognitive, emotional, behavioral, relational, and spiritual domains of life. Our 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 adds 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 Department of Counselor Education and Family Studies 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 development, 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 Department of Counselor Education and Family Studies 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;
- 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 Ph.D. program must exhibit the American Counseling Association's standards and ethics of the counseling profession regarding sensitivity to and celebration of diversity.

## PROGRAM INTENT

The Department of Counselor Education and Family Studies Doctor of Philosophy in Counselor Education and Supervision program provides students with an integration of academic course work and applied learning experiences. Students are expected to master course work considered essential to the doctoral level professional preparation of counselor leaders who seek to offer services consistent with a biblical worldview. Though students are encouraged to evaluate their own specific needs and to take advantage of available resources for personal and professional development, the following learning outcomes are applicable to all students:

1. The student will be able to apply supervision theory and skills to clinical supervision.
2. The student will be able to demonstrate course design, delivery, and evaluation methods appropriate to counselor education learning outcomes.
3. The student will be able to critically analyze and evaluate scholarly research, develop and implement research designs, and produce scholarly reports that disseminate findings to the profession of counseling.
4. The student will be able to critically analyze, evaluate, and synthesize a broad range of counseling theories, with an advanced understanding of psychopathology, to inform case conceptualization and deliver and evaluate evidence-based interventions across diverse populations and settings.



5. The student will be able to provide leadership and advocacy within the profession and on behalf of its clientele.
6. The student will be able to integrate faith and spirituality into counselor education and supervision in an ethical manner.

## ADMISSION POLICIES

### 1.1 ADMISSION REQUIREMENTS

Students admitted to the Ph.D. in Counselor Education and Supervision must meet several admission requirements. Elements of the application package facilitate the Admissions Committee's ability to assess that potential students are well beyond meeting the entry level counseling competencies. Additionally, students demonstrate through the elements that they (a) are prepared for the academic rigor of doctoral level training; (b) have a solid foundation of previous professional experience; (c) are mature in that they are appropriately self-aware and emotionally regulated; (d) are able to communicate effectively orally and in writing; and (e) are highly interested and have aptitude for research, scholarship, leadership, and advocacy in the field of counseling.

All requirements and procedures stated in the Admissions and Academic Information sections of the [Liberty University Catalog](#) and on the [Liberty Admissions website](#) must be included in each admission package. Doctoral applicants submit each of the requirements listed to the Office of Graduate Admissions, Attention: Ph.D. in Counselor Education and Supervision.

1. \$50 Application Fee (non-refundable, non-transferable)
2. Completed Application for Graduate Admission
3. Official Transcripts from all previous colleges and universities attended at the graduate and undergraduate level. Former Liberty University students must personally request transcripts from the University Registrar. (Note: Transcripts are not necessary from undergraduate institutions where less than twelve hours were taken.) Applicants must have an earned Master's degree or its equivalent from a regionally accredited seminary or graduate school, with a cumulative GPA of at least 3.25 on a 4.0 scale.
4. Test Scores: MAT® or GRE® and TOEFL® (international students only)
  - a. The Miller Analogies Test® (MAT®). The MAT® assesses the student's ability to solve problems stated as analogies. Whereas the GRE® assesses knowledge, the MAT® is designed to reflect the student's analytical thinking. The MAT® is an excellent option for students who have been out of school for a while.
  - b. Graduate Record Examination® (GRE®). Applicants should submit verbal, quantitative, and analytic scores for admission. Applicants who have taken

the GRE® can contact the College Testing Service and request an official score report to be sent.

- c. The Test of English as a Foreign Language™ (TOEFL®). International and English as a Second Language students are required to provide evidence of English language proficiency by submitting The TOEFL®. The Graduate School requires a score of 80 on the TOEFL® for admission to Graduate Programs at Liberty University.
5. Two Letters of Professional Recommendation: These must be professional references (i.e., professor, clinical supervisor, administrator) from persons who are familiar with the applicant's training and subsequent practice. All should be obtained from individuals qualified to address the applicant's maturity, motivation, and ethics.
6. A 300-Word Letter of Intent specifying the applicant's purpose and goals for entering the Ph.D. Program. This letter should detail how the applicant fits into our Ph.D. Program's mission, while still bringing his or her own sense of uniqueness.
7. Curriculum Vita including earned degrees, ministry and/or counseling experience, career goals, and indicating counseling licensure, or, a minimum of at least one year of clinical experience in the counseling field with a commitment to obtain counseling licensure prior to graduation from the Ph.D. Program, if possible.
8. Vignette Response: The Vignette Response is submitted in the form of an American Psychological Association Formatted Paper.
9. A Ph.D. Graduate Status Record Form.
10. Personal Interview with Core Ph.D. Faculty: Selected applicants may be invited to participate in an interview with core faculty.

All written application materials must be submitted in proper APA style and reflect appropriate levels of professionalism and scholarship for this level of learning.

## 1.2 FACULTY REVIEW AND ADMISSION DECISIONS

Once all the required application materials are received by the Admissions Office, the student's file is posted to the Ph.D. Counselor Education and Supervision Core Faculty Admissions Committee for evaluation. The office of Graduate Admissions and the Department of Counselor Education and Family Studies Faculty reserve the right to use professional judgment when conducting admission reviews and may request additional documentation to evaluate a candidate's record. In rare cases, if certain documentation does not meet admission standards, the Department of Counselor Education and Family Studies Faculty reserves the right to offer admissions to students based on professional judgment.

## 1.3 NOTIFICATION OF ADMISSION TO THE PH.D. PROGRAM

Admission decisions are made within a few weeks following the receipt of all of the student's documentation. Official notification of admission, and any conditions attached to that admission, is sent by email to the applicant by the Department of Counselor Education and

Family Studies. Correspondence or notification from other sources does not constitute official notice of admission.

#### 1.4 ACCEPTANCE OF FORMAL ADMISSION TO THE PH.D. PROGRAM

To formally accept the invitation of admission, the potential doctoral student must respond within twenty-one days of the date of acceptance by sending back the required documents including the signed Learning Contract to the Department of Counselor Education and Family Studies Faculty Support Coordinator. For questions about this process, potential applicants may contact the Department of Counselor Education and Family Studies Faculty Administrative Assistant Ms. Bonnie Gould at [bcsmith@liberty.edu](mailto:bcsmith@liberty.edu)

Once the required materials are received by the department, the student becomes a doctoral student in the Ph.D. Counselor Education and Supervision Program. Upon admission, new students are placed in the Ph.D. in Counselor Education and Supervision Center, which is under the Organizations tab in the Blackboard, to join the Faculty and Advanced Doctoral Student Mentoring Discussion Board, review upcoming events and announcements, complete the required Ph.D. in Counselor Education and Supervision Orientation Course and Orientation Quiz, and upload required documents: Learning Contract, Liability Insurance, Personal Counseling Referral Information, Background Check, and Verification of Counseling License (or of one year of clinical experience).

#### 1.5 TRANSFER OF CREDITS

With approval of the Ph.D. Admissions Committee up to fifteen (15) semester hours of post-master's credits can be transferred into the Ph.D. in Counselor Education and Supervision Program. Transfer of coursework for post master's degree coursework may be granted for the Ph.D. Program if the following requirements are met: (a) courses must be comparable to Liberty University's graduate courses; (b) courses must carry a grade of at least a B; (c) courses must be part of a student's post-master's study, in other words, the courses are doctoral level or upper-level post-master's work: 700-900 level; (d) coursework must have been completed within the five years prior to the student's date of admission; and (e) coursework is not part of a completed degree. Correspondence studies or life experiences will not be accepted for transfer credit.

It is the responsibility of each applicant to supply transcripts along with a request to have the credit applied to the Ph.D. Program. Students may be requested to submit the syllabus for any coursework being considered for transfer along with a rationale of why the student believes that the course meets the Ph.D. Program's requirements.

#### 1.6 NON-DEGREE SEEKING ENROLLMENT

A non-degree seeking student may take up to twelve hours in the program. Applicants for special student status must submit official transcripts, a special student application, a letter of intent stating a willingness to meet all course requirements and participate in the class, the

required APA Paper, and two approved letters of recommendation. Special status students must receive permission from the Program Director to take a Ph.D. Core course.

## 1.7 PH.D. PROGRAM CLINICAL PREREQUISITES

Applicants must submit their master's transcripts to verify they met CACREP's entry level core curricular, professional practice, and program area competencies. Applicants who are not yet licensed agree to work towards licensure prior to graduation from the Ph.D. Program. If the Ph.D. Admissions Committee finds that a student is missing any M.A. entry-level prerequisite courses, the Invitation of Admission letter will list the course(s) that must be completed prior to formal admission.

If a student believes that previous coursework satisfies a clinical prerequisite, s/he may appeal the Admission Committee's decision. To access the required course content, students should review the course descriptions for the clinical prerequisite at [http://www.liberty.edu/media/1118/CMHC\\_Course\\_Descriptions.pdf](http://www.liberty.edu/media/1118/CMHC_Course_Descriptions.pdf).

For each clinical prerequisite that the student wishes to appeal, s/he must clearly outline how a previous master's level counseling course meets the content and intent of the clinical prerequisite. A syllabus from the previous course must accompany the letter of appeal. The clinical prerequisites can be taken at Liberty University or any regionally accredited college or university.

The Clinical Prerequisite Courses include the following:

### Core Curricular:

- Orientation to Professional Identity & Function
- Ethical and Legal Issues in Counseling
- Human Growth and Development
- Research and Program Evaluation
- Multicultural Counseling
- Counseling Techniques & the Helping Relationship
- Assessment Techniques in Counseling
- Group Counseling
- Career Development & Counseling

### Program Area (Clinical Mental Health Counseling)

- Psychopathology & Counseling
- Clinical Diagnosis/Treatment Planning

### Professional Practice

- Practicum (100 Hours / 40 Hours of Direct Client Contact)
- Internship (600 Hours / 240 Hours of Direct Client Contact)

Students admitted to the Ph.D. Program with clinical prerequisite course requirements complete these requirements (with a grade of B or better) between March and August, if accepted into the fall cohort, or between July and December, if accepted into the spring

cohort. Clinical prerequisites can be taken at Liberty University or any regionally accredited college or university.

## ACADEMIC POLICIES

### 2.1 COURSE FORMAT

Although the program is classified as an online program, to ensure that faculty meet the gatekeeping responsibility of assessing the character, knowledge, and skills of students, the program is designed so all doctoral courses are delivered in a blended format. As such, students participate in both classroom and online coursework activities during the 16-week semester as outlined below:

**Campus-Based Instruction:** Students in the Counselor Education and Supervision program fulfill the classroom component of the courses in the intensive format. During the intensive week, students meet for Monday through Thursday from 8:00 a.m. until 5:00 p.m. with an hour for lunch. Friday course hours are from 8:00 a.m. until 12:00 p.m. Students must enroll prior to the start of each semester for a given course. They must complete the required pre-intensive assignments prior to beginning class. Students who do not complete the required pre-course work will not be permitted to attend the intensive. Students are expected to enter the first class session with the necessary textbooks, course syllabus, and completed pre-class assignments. Students can expect to complete group assignments after class hours. In most cases, major exams will not be given during the week of class, unless specifically stated in the course syllabus and pre-class information. Under no circumstances can students miss any portion of the week-long intensive.

**Blackboard-Based Instruction:** All courses involve online participation using the Blackboard® platform for the duration of each semester. In addition to class time, students are expected to actively participate during the pre and post intensive portions of the class over the duration of this 16-week course. Students interact with other doctoral 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.

### 2.2 PROGRAM OF STUDY

The Program of Study is a road map through the Ph.D. in Counselor Education and Supervision Program. Once entrance to the Ph.D. Program is ascertained, students gain access to the Ph.D. Counselor Education and Supervision (CES) Center, found under the Organizations tab on the student's Blackboard, where they complete the New Student Orientation and Orientation Test to ensure full awareness of Ph.D. Program requirements and Department of Counselor Education and Family Studies expectations. In addition to the Orientation Test, students post Liability Insurance and Background Check, Personal Counseling Referral Information, the Ph.D. Learning Contract, and Verification of Counseling

License (or of one year of clinical experience). These tasks are required prior to registration for coursework is permitted.

The doctoral program curriculum includes required coursework, non-course requirements, Qualifying Examination, Practicum, Internship, Candidacy Examination (Learning Outcomes Portfolio), and original Dissertation Research. Students have up to seven years to complete all Ph.D. Program requirements. Faculty advisors, academic advisors, and advanced doctoral student mentors are available at all times to support students in developing proficiency in all learning outcomes.

The following is an outline of the course of study; including pre-requisite Master's level foundational competency requirements, core and specialization courses, examinations, fieldwork, and scholarly research. In addition to course requirements, students must also meet non-course related requirements that ensure proper preparation for leadership roles in the field of counseling. These are listed below and should be included in doctoral students Candidacy Examination/Learning Outcomes Portfolio.

### 2.3 CLINICAL PREREQUISITE COURSES

Students admitted without clinical prerequisite courses may begin their Ph.D. coursework. However, they may only enroll in the pre-Qualifying Examination courses (COUC 715, COUC 730, COUC 740 and COUC 745) until all clinical prerequisite coursework is completed. Clinical prerequisites can be taken at Liberty University or any regionally accredited college or university.

### 2.4 CORE COURSES

The Core consists of the following 33 hours of prescribed coursework:

***Pre-Qualifying Exam:***

COUC 715	Advanced Theory Application
COUC 740	Advanced Research Design

***COUC 969: Qualifying Exam***

***Post-Qualifying Exam:***

COUC 730	Issues in Integration
COUC 745	Advanced Multivariate Statistics and Quantitative Research
COUC 710	Advanced Group Counseling
COUC 714	Supervision & Consultation
COUC 747	Instruction in Counselor Education
COUC 750	Qualitative Research
COUC 810	Dissemination of Research & Scholarship in Counseling
COUC 850	Advanced Career Counseling
COUC 860	Counseling Leadership and Advocacy

Students complete the two pre-Qualifying Examination courses (COUC 715 and COUC 740) and then take the [Qualifying Exam](#). After passing the Qualifying Examination, students proceed in the Ph.D. Program. Students may request to take post Qualifying Examination courses prior to passing the Qualifying Examination, but do so at their own risk. This is risky because students who do not pass the Qualifying Examination within two attempts are dismissed from the Ph.D. Program, whether or not they elected to take post Qualifying Examination courses. It is not suggested that students take post-Qualifying Examination courses prior to the passing the Qualifying Examination; however, this is offered as an option for those whose financial aid benefits require continual enrollment each term.

## 2.5 ADVANCED CLINICAL MENTAL HEALTH COURSES (3-9 HOURS)

COUC 805	Advanced Psychopathology & its Treatment
COUC 815	Empirically Supported Treatments for Adults
COUC 820	Empirically Supported Treatments for Children & Adolescents
COUC 806	Cognitive-Behavioral Therapy
COUC 720	Advanced Development, Family, and Systems
COUC	Elective (700-900 level course)

The Ph.D. in Counselor Education and Supervision Program includes a concentration in advanced clinical competence. Students are required to take one of these courses. Students who wish to graduate with a concentration, can take up to three.

## 2.6 PRACTICUM AND INTERNSHIP (12 HOURS)

COUC 998	Practicum
COUC 970	Teaching Internship
COUC 980	Supervision Internship
COUC 999	Internship

[Practicum](#) and [Internship](#) courses in the Ph.D. in Counseling and Supervision Program are designed to facilitate students' skills as effective and active leaders in the counseling field, which include teaching, supervision, leadership and advocacy, research, and advanced counseling roles and functions.

Practicum and Internship and non-course experiences throughout the Ph.D. in Counseling and Supervision Program are designed to facilitate students' skills as effective and involved leaders in the counseling field. As such, doctoral students are encouraged to engage in collaborative mentoring opportunities with department faculty throughout their doctoral journey including research, scholarship, conference involvement and presentations, administrative opportunities, Ph.D. Program Review, etc. Opportunities for involvement are continually communicated through the Ph.D. Counselor Education and Supervision Center. All new announcements posted in the Center are also sent via e-mail to all students.

## 2.7 RECOMMENDED COURSE SEQUENCE

Semester	Courses	Semester	Courses	Semester	Courses
1 <sup>st</sup> Semester	COUC 715 COUC 740	2 <sup>nd</sup> Semester	COUC 730 COUC 745 COUC 969	3 <sup>rd</sup> Semester	COUC 714 COUC 710
4 <sup>th</sup> Semester	COUC 747 COUC 998 COUC Elective	5 <sup>th</sup> Semester	COUC 810 COUC 750	6 <sup>th</sup> Semester	COUC 860 COUC 970
7 <sup>th</sup> Semester	COUC 850 COUC 980	8 <sup>th</sup> Semester	COUC 870 COUC 999	9 <sup>th</sup> Semester	COUC 989
10 <sup>th</sup> Semester	COUC 989 COUC 990				

## 2.8 COURSE PREREQUISITES

Course Number	Prerequisites
COUC 710	COUC 715, 740, Qualifying Exam
COUC 714	COUC 715, 740, Qualifying Exam
COUC 715	Clinical Prerequisites
COUC 730	COUC 715, 740, Qualifying Exam
COUC 740	Clinical Prerequisites
COUC 745	COUC 715, 740, Qualifying Exam
COUC 747	COUC 715, 740, Qualifying Exam
COUC 750	COUC 715, 740, Qualifying Exam
COUC 810	COUC 715, 740, Qualifying Exam
COUC 850	COUC 715, 740, Qualifying Exam
COUC 860	COUC 715, 740, Qualifying Exam
COUC 969	This is the Qualifying Exam
COUC 805	COUC 715, 740, Qualifying Exam
COUC 998	COUC 715, 740, Qualifying Exam
COUC 970	COUC 715, 740, Qualifying Exam, 747
COUC 980	COUC 715, 740, Qualifying Exam, 714
COUC 999	COUC 715, 740, Qualifying Exam 998
<b>COUC Electives</b>	
COUC 720	COUC 715, 740, Qualifying Exam
COUC 797	COUC 715, 740, Qualifying Exam
COUC 805	COUC 715, 740, Qualifying Exam
COUC 806	COUC 715, 740, Qualifying Exam
COUC 815	COUC 715, 740, Qualifying Exam
COUC 820	COUC 715, 740, Qualifying Exam
COUC 997	COUC 715, 740, Qualifying Exam
<b>Dissertation Courses</b>	
COUC 870	Qualifying Examination, Core Courses



Candidacy Exam	Work on your CE throughout the program. Submit it prior to registration for COUC 990
COUC 989	All Core/Advanced Clinical Mental Health Courses
COUC 990	All Core/Advanced Clinical Mental Health Courses, Candidacy Exam

## 2.9 QUALIFYING EXAMINATION

After successful completion of COUC 715 and 740 all students must take the Ph.D. in Counselor Education and Supervision [Qualifying Examination](#). The purpose of the Qualifying Examination is to assess the student's progress and ability to grasp the knowledge and level of scholarship required to succeed in the Ph.D. in Counselor Education and Supervision Program.

The Qualifying Exam consists of two essay questions pertaining to (1) Advanced Counseling Theory and Practice and (2) Research Design and Statistics. All answers are expected to have primary sources cited with titles, dates, and authors relevant to the subject matter. Typed answers should strictly follow the APA 6th Edition Publication Manual. To be adequately prepared for the Qualifying Exam, students should be able to answer questions pertaining to the following Core Courses:

COUC 715: Advanced Theory Application  
COUC 740: Advanced Research Design

The Qualifying Examination is a proctored, closed book and notes examination. Students are given six hours to complete the examination. Students who fail one or more areas of the Qualifying Examination must retake those areas no sooner than 3 months following the previous attempt. The student cannot continue taking courses until passing the entire exam. Because the Qualifying Examination measures students' capacity to succeed in the Ph.D. in Counselor Education and Supervision Program, failure on the second attempt on any or all sections of the Qualifying Examination will result in dismissal from the Ph.D. in Counselor Education and Supervision Program.

For further information about the Qualifying Examination and to review the Qualifying Examination Grading Rubric see the Qualifying Examination Manual, posted on the website at: <http://www.liberty.edu/index.cfm?PID=24894>.

## 2.10 PRACTICUM

After passing the Qualifying Examination and prior to Internship, an approved Practicum experience is required for all students enrolled in the Ph.D. in Counselor Education and Supervision Program. To enroll in Practicum, students must complete all Clinical Prerequisites and Foundational Competencies (COUC 715, 730, 740, 745, and 969). Practicum (COUC 998) consists of 100 clock hours. The student and the Clinical Director (Dr. Johnson: [sgjohnson2@liberty.edu](mailto:sgjohnson2@liberty.edu)) along with Faculty Advisors, work together to determine the nature of, and requirements for, the Practicum experience (see the Ph.D. Practicum Manual, posted on the web site: <http://www.liberty.edu/index.cfm?PID=34690>, for further information).

## 2.11 INTERNSHIP

The doctoral internship experience is one of the capstone events in the doctoral student's program of study. During the 600-hour internship, students gain supervised experience in the activities of a regularly employed professional in the field of counselor education. Under the mentorship of faculty and site supervisors, students will continue to develop the personal qualities, characteristics, and behaviors of a professional counselor, supervisor, educator, researcher, and leader/advocate as they transition from "Doctoral Student" to "Counselor Educator." To provide students with a well-rounded experience, internship must include supervised experiences in three of the five doctoral competencies: teaching, supervision, clinical practice, research, and leadership and advocacy. Students' professional growth and development are ongoing processes, and key patterns for this growth are established during the supervised internship experiences. For a comprehensive understanding of the three required internships, see the internship manuals posted at: <http://www.liberty.edu/academics/behavioralsciences/counseling/index.cfm?PID=37853>.

## 2.12 CANDIDACY EXAMINATION PORTFOLIO

From the start of their program, doctoral students should work on their Candidacy Examination Portfolio and plan to have it completed after the following program milestones: the Qualifying Examination, Core Courses, Advanced Clinical Mental Health courses, Practicum, and Internship. This capstone activity requires students to present an overview of their professional development as a counselor educator to their Doctoral Faculty Advising Committee. The Candidacy Examination Portfolio (see: <http://www.liberty.edu/index.cfm?PID=33651>) reflects the student's proficiency in the Ph.D. in Counselor Education and Supervision Program Learning Outcomes, readiness for the rigors of Dissertation Research, and solidity as a counselor-leader. Once the faculty evaluates and approves the portfolio, the student will advance to Doctoral Candidacy.

For a complete description of the Candidacy Examination and the Candidacy Examination Grading Rubric students should consult the Ph.D. Counselor Education Candidacy Manual at <http://www.liberty.edu/index.cfm?PID=33651>

## 2.13 DISSERTATION RESEARCH

Each candidate for the Doctoral degree in Counselor Education and Supervision must prepare and defend a Dissertation. The Dissertation is a scholarly project that represents the results of original and significant empirical research of publication quality. The candidate must demonstrate the ability to conceive, design, conduct, and interpret independent and original research related to the counseling field. The Dissertation is the culmination of the Doctoral Program and is overseen by the student's Dissertation Chair and Dissertation Committee Members. The Dissertation Committee (Chair and two Committee Members) provides continual assistance, guidance, and timely feedback throughout the process of completing the Dissertation.

Students ascertain their Dissertation Chair and register for COUC 989: Dissertation Proposal and Research after completing all of their required coursework (some students enter this phase while still completing the Internship). It is University Policy that students must continually remain registered for COUC 989 during the Doctoral Dissertation process (six credits (2 terms) are required but some students need more time to complete their research project and must therefore continually register for COUC 989 for additional terms). International students who need to maintain 6 hours per term may take up to 6 Dissertation hours per semester. When the student's Dissertation Chair gives permission to do so, the student will register for their final 3 credit hours in the Ph.D. program: COUC 990 Dissertation Defense.

All Doctoral students must orally defend their Dissertation Proposal and their Final Dissertation project. The Dissertation Defense is scheduled when the student's Doctoral Dissertation Chair and Committee Members all approve of moving forward with the Final Defense. Successful completion of the Dissertation Defense results in awarding the student with the Doctoral Degree (if all other degree requirements are met).

For a comprehensive understanding of the Dissertation process and to review the Dissertation Grading Rubric, see the Dissertation Manual posted online at:  
<https://www.liberty.edu/behavioral-sciences/counselor-ed/dissertation/>

## 2.14 DOCTORAL PROFESSIONAL IDENTITY COMPETENCIES

As future leaders in the field of counseling, Ph.D. in Counselor Education and Supervision students develop a strong sense of counselor identity by engaging in activities that enhance leadership competence and professional identity in Counseling, Counselor Education, Supervision, Research, Scholarship, and Advocacy. Many of these competencies can only be developed through involvement in counseling professional associations, organizations, and activities. To promote doctoral students' professional identity and functioning competencies, students in the Ph.D. Program submit appropriate documentation (i.e., e-mail receipt of evidence of ACA Membership; e-mail reflecting proposal acceptance) of the following professional activities:

1. Membership in Professional Counseling organizations, including the American Counseling Association (ACA)/ACA Divisions (See <http://www.counseling.org/about-us/divisions-regions-and-branches/divisions> for a list ACA Divisions)
2. Professional Licensure (If entered the program with incomplete licensure Requirements) or close to completion of residency requirements
3. Involvement with legislative or social advocacy (opportunities can be found on the ACA website)
4. Attendance at two or more State or National Counseling Conferences (full conference not a workshop)
5. Proficiency in electronic course management system and computer technology skills (i.e., teaching assistance in a faculty section of a Blackboard course; developing a counselor education course assignment that involves technology [i.e., creating a website])

6. Participation in Counselor Education Program Evaluation (i.e., design a student survey about the program and collect survey data, conduct a focus group with interview questions)
7. Manuscript submitted for publication in peer reviewed counseling journal
8. Scholarly presentation submitted to a state, regional, national, or international counseling conference
9. Department or outside department research/scholarship involvement: Participation in collaborative research/scholarship with mentoring other (i.e., research study design, data collection/analysis, manuscript preparation, etc.)
10. Assist program faculty teaching a graduate course in counselor education or present in a graduate level counselor education class.

Students demonstrate and provide documentation of meeting these ten requirements prior to engaging in Dissertation Research in their Candidacy Examination/Learning Outcomes Portfolio. Faculty in the Ph.D. Program support students in developing these competencies.

Students who maintain a 3.5 Grade Point Average are encouraged to join Chi Sigma Iota (CSI) the International Honor Society for counseling students. They are invited by our Faculty Sponsors to join the Department of Counselor Education and Family Studies chapter of CSI, the Rho Eta chapter. CSI promotes excellence in counseling leadership functions (i.e., research, scholarship, professionalism).

## 2.15 DOCTORAL STUDENT FACULTY ADVISING

The Department of Counselor Education and Family Studies faculty and leadership are committed to a mentoring model of developing counseling leaders. To promote faculty-student collaboration, each doctoral student is assigned to an advising committee consisting of two primary faculty advisors and one academic advising specialist when admitted to the doctoral program. Students get to know and work with their advisors to plan and discuss their knowledge, skills, and performance in the doctoral program. Additionally, students collaborate with program faculty in various counselor education, supervision, research, scholarship and advocacy roles throughout their Ph.D. Program. Students are encouraged to connect with their advisors regularly.

## 2.16 PH.D. PROGRAM PROGRESSION

The process through which a student moves to graduation involves the following stages:

1. ***Inquiry Stage:*** The student makes an inquiry concerning the program, receives program information from the University, and begins the process of completing an application.
2. ***Hold Stage:*** The student has applied and is waiting for feedback regarding acceptance status.
3. ***Acceptance Stage:*** The student is accepted into the Ph.D. Program to begin with one of the two cohorts: Fall or Spring. Students are notified about their acceptance status in writing. Students must respond within twenty-one (21) days of the date of acceptance, acknowledging intent to enter the program and agreeing to adhere to the

particulars of the Admission Contract. Once the contract materials are returned to the office administrator, students receive access to the Ph.D. in Counselor Education and Supervision Center, which is under the Organizations tab in the Blackboard, to complete the required Orientation course and Quiz and to post their Learning Contract, Liability Insurance, Background Check, and Verification of Counseling Licensure (or of one year of clinical experience).

4. **Orientation Stage:** Students complete the Orientation and Orientation Quiz, post required documents, and then register for their first pre-Qualifying Exam Ph.D. course or, if any are required, pre-requisite M.A. entry level competency course(s). Students register for their first course by contacting their assigned academic advisor at [phdcounseling@liberty.edu](mailto:phdcounseling@liberty.edu).
5. **Pre-requisite Completion Stage:** If students have required M.A. entry level clinical pre-requisite courses to take, as outlined on their Admission Contract, these must be completed before registration is permitted for Ph.D. courses.
6. **Pre-Qualifying Examination Core Stage:** Students complete Pre-Qualifying Exam Core Courses (COUC 715 and COUC 740).
7. **Qualifying Stage:** After the required Core courses, students register to take the Qualifying Examination by contacting Bonnie at [bcsmith@liberty.edu](mailto:bcsmith@liberty.edu). Students must pass both sections of the Qualifying Examination before taking further coursework (see Qualifying Examination for further details).
8. **Doctoral Student:** Following the successful completion of the Qualifying Examination, students are awarded the designation of “Doctoral Student” and take the remainder of the Core Courses and Advanced Clinical Mental Health course requirements.
9. **Practicum Stage:** Students may begin the Practicum after they pass their Qualifying Examination. Students work collaboratively with the Director of Clinical Training to develop their Practicum experience (Dr. Johnson: [sgjohnson2@liberty.edu](mailto:sgjohnson2@liberty.edu)).
10. **Candidacy Examination Stage:** The Candidacy Examination is a program-learning outcomes-based portfolio that is developed throughout the duration of the program and is evaluated by the Faculty Advising Committee after all Core Courses, Advanced Clinical Mental Health course requirements, the Practicum and Internship, and Non-Course Related Requirements are completed.
11. **Doctoral Candidate Stage:** Following the successful completion of the Candidacy Examination, students are awarded the designation of “Doctoral Candidate” and take their Dissertation Research course requirements.
12. **Dissertation Stage:** After a student passes the Candidacy Examination, s/he registers for COUC 989 (for at least two consecutive terms: 6 credits) under their Dissertation Chair/Advisor until the Dissertation Defense is scheduled. A Student must register each subsequent term for COUC 989 until the Dissertation is Defense ready. At that time the Committee Chair will approve the student to register for COUC 990: Dissertation Defense (3 credit hours). The Defense is the culmination of the program and the last stage before graduation.
13. **Graduation Stage:** The department requires that a student successfully completes
  - A. All required coursework with a grade of B or better
  - B. The Qualifying Examination
  - C. All Ph.D. Non-Course Requirements
  - D. The Candidacy Examination
  - E. The Dissertation and Oral Defense

Students must also review the Liberty University Graduate School website for additional requirements that may apply.

### 2.17 BREAK IN ENROLLMENT

Once admitted to the PhD CES program, students must remain continually enrolled. Continual enrollment involves taking at least one course per academic year. Students who do not register for and complete at least one course per academic year lose their enrolled status in the program. During the Dissertation Phase, the student must register for COUC 989 every term until their Dissertation Defense is scheduled.

Students who break enrollment must reapply to the Ph.D. Program. Please note that students are not guaranteed re-entrance to the program. If readmitted, students will be held responsible for the requirements under the most current Graduate Catalog and Degree Completion Plan.

If graduate study is interrupted by active military service or the equivalent, as much as two years of that time will not count toward the time limit for the degree. In such an event, an official letter from the appropriate agency should be sent to the Ph.D. Program Director to document the interruption. There are no other exceptions to this policy.

### 2.18 COURSE REPEAT POLICY

As Gatekeepers to the field of counseling, the faculty and leadership are responsible to insure competency and excellence. To this end, the degree of scholarship required by students in the program is high. While all course grades are averaged into students' Grade Point Average (GPA), course credit toward degree completion is not granted for a grade of C, D, or F. Any student who earns a grade of D or F in any course will not be permitted to retake the course and will be academically dismissed from the Ph.D. in Counselor Education and Supervision Program.

If a student earns a grade of C in any course in the Ph.D. Program, he or she will be placed on Academic and Registration Hold. This policy includes, but is not limited to, clinical prerequisite courses taken after admittance into the program, core courses, elective courses, or any other required course as determined by faculty.

The student may petition the Admissions Committee for permission to retake the course by sending them a professionally written letter that: (1) states the grade received; (2) explains why the C was earned, instead of a B or an A; (3) expresses understanding of and commitment to the level of scholarship required in the Ph.D. Program; (4) expresses understanding that his/her Ph.D. Program will remain on hold until s/he repeats the course and earns a grade of B or better; and (5) communicates understanding that any subsequent C earned in the Ph.D. Program will result in dismissal from the Ph.D. Program (*One C Only Repeat Policy*). The letter of petition should be attached to an e-

mail addressed to Ms. Bonnie Gould ([bcsmith@liberty.edu](mailto:bcsmith@liberty.edu)) with the subject line stating: Petition for Course Repeat for the Ph.D. Director and the Admissions Committee. It is the student's responsibility to initiate sending this letter. Failure to submit the letter within 30 days of receiving the grade will result in an Academic Dismissal from the Ph.D. Program. If a student is granted permission to retake the course, any subsequent grade of C earned in the Ph.D. Program will result in Academic Dismissal from the Ph.D. in Counselor Education and Supervision Program.

## 2.19 STATUTE OF LIMITATIONS

The counseling profession is ever evolving. To ensure that graduates are up to date in evidence-based practices in counseling leadership roles, the time allowed to complete the Ph.D. in Counselor Education and Supervision is limited. The time limit for completing the Ph.D. degree is seven (7) years, which begins the year of admission to the Ph.D. Program.

## 2.20 LEAVE OF ABSENCE

A student in good academic standing may request two leaves of absence from graduate study for a stated period (up to one-year) during which the student will not make academic progress. Reasons for a leave of absence include, but are not limited to, a medical/mental health problem or a family crisis. To request a leave, the student must submit a letter to the Ph.D. Program Director stating the reason for the leave and proposed timeframe. Leaves due to a medical or mental health issue must be documented by a letter from the treating professional(s). Students must obtain approval in writing from the Ph.D. Program Director documenting authorization of the leave before the leave is activated.

## 2.21 GRADUATION WITH HONORS

Liberty University Graduate School offers two types of honors for graduating Doctoral Students. The first level of honors, **Graduation with Distinction** is for students whose cumulative GPA is 3.90-3.94. Students whose cumulative GPA is 3.95 to 4.0 receive a **Graduation with High Distinction** honor. Each designation is awarded its own unique regalia accessory and will be acknowledged in the Department of Counselor Education and Family Studies Graduation bulletin.

## 2.22 AMERICAN PSYCHOLOGICAL ASSOCIATION FORMAT

The counseling profession endorses the use of the Publication of the American Psychological Association (APA) for the formatting of all publications. Therefore, the Department of Counselor Education and Family Studies APA formatting and writing style for all submitted course and Dissertation work. The rules that reflect the most recent edition of the Publication Manual of the American Psychological Association are required.

## FINANCIAL POLICIES



### 3.1 TUITION AND FEES

All students pay a non-refundable Application Fee or Reapplication Fee of \$50. Other fees include a Technology Fee of \$199 per semester.

Currently, the tuition for Ph.D. Courses is \$595 per credit hour for full-time students (2 or more courses per semester or 6 hours) and \$650 per credit hour for part-time students (1 course per semester or 3 hours). Tuition for Clinical Prerequisites is the same as for Ph.D. courses for doctoral students currently in the Ph.D. Program. Students are responsible to check for updates to tuition requirements by consulting the LUO Admissions website (<http://www.liberty.edu/online/doctoral/philosophy-counseling/>).

### 3.2 FINANCIAL AID

For current information about financial aid, please refer to:  
<http://www.liberty.edu/financeadmin/financialaid/index.cfm?PID=294>

## STUDENT EXPECTATIONS

### 4.1 MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

As future leaders in the counseling field, faculty expect student involvement in the counseling profession through membership and participation in the American Counseling Association (ACA) and the ACA National, State, and Local Divisions as outlined in the Professional Identity Competencies (see page 19). Additional opportunities for counseling leadership involvement include the American Association of Christian Counselors (AACC) and other related associations of interest.

Most professional organizations offer reduced membership rates to students as well as the following benefits: receipt of professional publications (journals and newsletters); reduced registration fees for professional meetings (seminars, conventions, workshops) that are sponsored by the particular organization; eligibility for member services (library resource use, legal defense funds and services, group liability insurance); opportunities to present research and scholarship related to the field, involvement in activities and issues which are directly or indirectly pertinent to the profession (legislation and professional credentialing including licensure, certification); affiliation with other professionals having interests and areas of expertise similar to one's own; and the opportunity to fellowship and network.

### 4.2 ACADEMIC HONESTY & PLAGIARISM

The Department of Counselor Education and Family Studies faculty serve as gatekeepers of the profession of counseling. As such we are responsible to hold students to the highest standards for ethics, both personal and academic. One significant area of integrity in academics is honesty.



Academic honesty at Liberty University means that all work students complete is entirely their own (except as dictated by specific assignment guidelines), both in examination settings and on papers. Academically honest students in no way attempt to take credit for another's words, ideas, or research, and they represent both their own thoughts and those they cite with integrity, accuracy, and respect. Such students do not twist another's words, use another's research without proper citations, or steal information from other students' work. Academic misconduct includes, but is not limited to, cheating, falsification, or plagiarism. Academic Misconduct policies and procedures can be found in the Liberty University Honor Code at <http://www.liberty.edu/academics/graduate/index.cfm?PID=19155>

Most assignments submitted throughout the Ph.D. Program are automatically processed through the university plagiarism software program (SafeAssign). Additionally, Faculty are required to report all incidences of academic dishonesty/misconduct. Students who are academically dishonest/participate in academic misconduct will face consequences ranging from a failing grade on the assignment to dismissal from the Ph.D. Program and Liberty University. Such consequences are determined by the Program Faculty, Ph.D. Program Director, Department Chair, Associate Dean, School of Behavioral Sciences Dean, Dean of the Graduate School, and University Provost. Students who engage in these practices will face disciplinary action as outlined in the Liberty University Online Honor Code on 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 policies & procedures found on the graduate student affairs website: <http://www.liberty.edu/index.cfm?PID=19155>.

#### 4.5 GRIEVANCE PROCEDURE

All faculty, staff, and students of the Department of Counselor Education and Family Studies shall perform their duties and studies according to the policies of Liberty University. Students, faculty, or staff members who believe that a student, faculty member, or staff member has not acted according to these program, departmental, or university policies are encouraged to contact the student, faculty member, or staff member directly to informally resolve the situation (cf. Matthew 18).

If the student, faculty member, or staff member cannot achieve a resolution of the issue, the complainant should notify the Ph.D. Program Director. The submitted documentation should include a description of the perceived problem behavior and all attempted solutions. A copy of the complaint will be given to the student, faculty member, or staff member about whom the complaint has been written. The Ph.D. Program Director may then meet with the parties involved, separately or together, may convene a faculty or staff meeting to resolve the issue, and/or may request a recommendation from other University personnel. All decisions will be recorded in writing and signed by all parties. Complainants who are not satisfied with the action of the Ph.D. Program Director as specified above may avail themselves of the grievance procedures delineated in university policies.

## 4.6 COUNSELING FACULTY-STUDENT INTERACTION

The faculty in the Department of Counselor Education and Family Studies are dedicated to mentoring doctoral students in leadership roles. Many opportunities are provided for both formal and informal interaction among students and faculty. It is expected that both faculty and students will conduct themselves in a professional manner in all interactions.

## 4.7 BEHAVIORAL STANDARDS

Students enrolled in the Ph.D. in Counselor Education and Supervision Program at Liberty University are preparing for a leadership career that requires the highest standards of practice, research, scholarship and community advocacy. Therefore, appropriate behavior should be evident in all communications (e.g., verbal, written in discussion boards, emails) with other students, Liberty University staff and faculty, site Practicum and Internship Personnel, and of course clients. Failure to demonstrate professionally sound behavior could jeopardize the student's status in the program. Specifically, the Department of Counselor Education and Family Studies faculty expects students enrolled in the Ph.D. in Counselor Education and Supervision Program to demonstrate the following behavioral standards:

1. *A willingness and ability to acquire and integrate professional standards into one's repertoire of professional behavior.* Students must conduct themselves with an awareness that their conduct, personal appearance, attitudes, values, and behavior influence client, peer, and public opinions. They are expected to demonstrate professionalism so these constituencies view them in a manner consistent with the spirit of Liberty University and the counseling profession.
2. *An ability to acquire leadership and professional skills to reach an acceptable level of competency.* The Department of Counselor Education and Family Studies provides a learning environment in which students become vulnerable as they test out new behaviors and acquire new skills as counselor leaders. Students who convey the attitude that they are not teachable are not suited for doctoral education.
3. *A willingness and ability to give appropriate feedback and to receive and integrate feedback from faculty, supervisors, and peers.* Students are expected to be open to receiving feedback from others, including verbal or written comments in private or public settings. A teachable and open attitude is expected of all students. Thus, regardless of the quality of the feedback, students are expected to consider the possibility that valuable feedback is found in the comments. Students aware of another student's behavior or performance that violates the Liberty University Honor Code, the American Counseling Association's Ethics Code, and the Department of Counselor Education and Family Studies behavioral standards have a responsibility to intervene. This includes notifying program faculty and/or the program director.
4. *An ability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with personal, professional or interpersonal functioning.* Counseling is an interpersonal profession in which counselor leaders are provided with a level of influence upon their domains of practice. Therefore, it is essential that they are not impaired by intrapersonal or interpersonal liabilities. Students are expected to

monitor their own behavior and address any personal issues that might impair their performance in academic or counseling settings or jeopardize the well-being of faculty, staff, clients, or peers. Students are encouraged to discuss personal concerns about themselves as well as their ability to function in academic and counseling settings with academic and faculty advisors, clinical supervisors and/or with any member of the faculty. Although it is a goal of the Department of Counselor Education and Family Studies to help students reach their professional goals ***it remains the primary responsibility of the faculty to protect the public, the student body, and the profession.***

5. *A lifestyle that is consistent with a Christian testimony.* It is expected that students will conduct themselves in a manner that reflects Christian love (e.g., John 13:34-35; Philippians 2:2-4; Colossians 3:14-15; James 2:8; 1 Peter 4:8-10; 1 John 4:7-8). Feedback to others should be given in the most professional and Christ-like manner possible. In keeping with the apostle Paul's teachings, students are expected get along with others as much as possible (cf. Romans 12:18), to not hold grudges (cf. 1 Corinthians 13:4-7; Ephesians 4:31-32; Leviticus 19:17-18), and to encourage one another (1 Thessalonians 5:11). A mark of spirituality and psychological maturity is loving the unlovable and demonstrating the fruit of the spirit (Galatians 5:22-23). Though we all struggle to live the Christian life as we should, especially when under stress, we are to challenge ourselves to pursue holiness.

#### 4.6 PROFESSIONAL DEVELOPMENT

**Ethical Conduct:** All students in the Ph.D. Counselor Education and Supervision 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 Ph.D. in Counselor Education and Supervision program at Liberty University and be eligible for graduation, a student must be able demonstrate proficiency in five areas:

1. Attainment of scholastic competency in all coursework as evaluated through the assessment of CES standards, the Qualifying Examination (see section 2.12 of handbook) given after completing pre-qualifying core classes, the Candidacy Examination (see section 2.15 of handbook) given prior to dissertation research

and writing, the Dissertation defense (see section 2.16 of handbook) completed at the end of the Ph.D. Program, and by maintaining an overall GPA of 3.0.

2. Acquisition of, and ability to apply advanced counseling, teaching, and supervision skills with a diverse population and to a standard acceptable by licensed professional counselor educators and supervisors. These skills are evaluated throughout the Ph.D. Program and ultimately by successful completion of the Candidacy/Portfolio Examination.
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 during 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.

### **Administrative Review for Behavioral Intervention**

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 and 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

### **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 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 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 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.

### **6.6 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 / conceptual approach
- *Impaired*: Requires additional intervention-based and/or therapeutic approach

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

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

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

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

The Type and Severity of Limitation are considered when determining the need, if any, for remediation.

**Students Determined to be Deficient:**

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

**Students Determined to Lack Competence:**

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

**Students Determined to be Impaired (not inclusive):****Four Themes:**

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

Once the Type and Severity of Limitation are determined, there are several avenues that may be pursued when determining the need, if any, for remediation. Faculty are encouraged to consult with the program director, faculty remediation committee members, and other faculty



when deciding the level of severity and which stage to engage the remediation process. 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 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 a threat of serious or foreseeable harm to a person, 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 School of Behavioral Sciences:**

**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 instituted, student response to remediation efforts is considered when deciding student status in the program. All stages of this remediation process will become a part of the student's record. The description of stages below does not necessarily reflect a sequential process. Rather, 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.

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 Stage 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(s) 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. 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.

#### **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 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 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.

#### 4.7 REMEDIATION

If, during a student's studies, a faculty, staff, administrator or supervisor believes a student lacks required skills, professional behaviors and/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 plan is to assist the student in correcting any deficits in counseling knowledge and skills, as well as problematic personal, interpersonal, or ethical behaviors so the student may successfully continue in the program. As such, remedial instruction or interventions are closely linked to the students' developmental growth, recognizing the relationship between the alleviation of deficiencies and the development of new competencies.

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

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

The problematic behavior continuum can also be considered along lines of Academic, Clinical, and Personal, with Academic being more related to deficiencies and Personal more

related to impairments. Clinical limitations may likely have both Academic and Personal involvement. Additionally, the program response can be considered along a continuum of education, formal remediation, and termination.

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

**Lacks Competence** describes a deficit in developmentally appropriate clinical competencies that are needed for ethical practice. These would include area such as performance of counseling skills and/or professional behaviors, attitudes, or characteristics, response to supervision, and/or ability application of ethics into practice. These behaviors are considered 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
- Simplest, 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):**

- I. Interpersonal and Personal Problems
  - 1. Inappropriate interpersonal skills
  - 2. Lacks self-control (anger, impulse control) in relationships
  - 3. Inappropriate boundaries
  - 4. Misleads or exploits others

5. Lacks awareness of the impact they have on others
  6. Unwilling to receive feedback in supervision
  7. Does not take responsibility for deficiencies and/or problems
- II. Professional Competence
1. Lacks foundational counseling skills
  2. Inappropriate affect in response to clients
  3. Does not recognize limitations of expertise and competence
  4. Does not apply ethical and/or legal standards to practice
  5. Lacks awareness of how their beliefs and values influence practice
  6. Does not demonstrate a respect individual differences and cultures
- 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 first with the program director and subsequently, if indicated, with faculty remediation committee members, and other faculty when deciding the level of severity and which stage to engage the remediation process. When faculty consult with the program director about student concerns, they are asked to submit a written Incident Report that outlines and provides a rationale for their concerns. Incident Reports may be used by the program director, remediation committee, and department leadership to determine how to best facilitate 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.

### **Formal Remediation Process for the CES 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 C.E.S. 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.

\*The following stages of remediation provide an overview of the remediation process.

***However, faculty and department leadership reserve the right to engage in remediation at any of the stages described below (1-5).*** In other words, remediation is not always provided in the linear process as depicted below. When faculty and department leadership determine that intervention at a later stage of remediation is required for ethical and appropriate gatekeeping, they may skip earlier stages of remediation and intervene at any of the later stages. Please see Appendix 1: Professional Behavioral Expectations for further information.

**Stage 1: Notification by Advisor(s).** 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(s). If the student's 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(s) will notify the student and discuss the concerns.

The student and her or his advisor(s) 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 (Incident Report). The advisor(s) 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(s) will notify the program director of the outcome of the meeting. A meeting will then be scheduled with the student's advisor(s), the program director, the student, and the concerned faculty member as appropriate (the program director will consult with Department Leadership to determine who should be present). This meeting will be considered a Stage 3 remediation.

**Stage 2: Primary Assessment of Problematic Behavior:** If the behaviors addressed by the program faculty and the advisor(s) persist, the advisor(s) 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(s) will document the meeting; outline the agreed adaptations to the remedial action plan; and the outcome. The advisor(s) 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(s) 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(s), 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(s) 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. 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(s), 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 courses, obtaining personal counseling, completing additional assignments, reviewing the ethics code, 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(s) 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(s). 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 Ph.D. C.E.S 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>

#### 4.8 REMEDIATION FOR PRACTICUM AND INTERNSHIP:

If, during the Ph.D. Practicum or Internship, a student fails to successfully demonstrate the required skills in these courses and consequently receives failing evaluations, if a student is dismissed from a site, or if a student is found practicing at a site without having received approval by the department for the site, the site supervisor will notify the student's faculty

supervisor. The faculty supervisor will write an incident report and send it to the PhD Practicum / Internship office of the Department of Counselor Education and Family Studies. The Clinical Director 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 of F for the course and be placed on hold in the Ph.D. 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 the student's professor will fill out an Honor Code Violation form, which will be investigated by the Ph.D. 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 Ph.D. Practicum and Internship, see the Practicum and Internship Manual.

#### 4.9 SEXUAL HARASSMENT

Sexual harassment, like any kind of harassment, based on 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 or students.

#### 4.10 SEXUAL VIOLENCE CONSULTATION AND 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 alongside 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

**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.

#### 4.11 PERSONAL COUNSELING

Students are strongly encouraged to seek individual and group counseling as a part of the doctoral educational experience. Even if a student is a participant in a support group or self-

help group, that participation alone does not really provide the necessary benefits for counselor preparation. As Christians who are called to serve others with the training of a counseling leader, it is imperative that we deal with our own personal issues that may interfere with our ability to impact others in meaningful ways. Moreover, getting the experience of being in the seat of the client will help you better understand your clients' experiences in counseling.

As noted above, personal counseling might be required by the Department of Counselor Education and Family Studies administration as a condition of continuing in the program. When a student's personal issues are assessed to be interfering with progress toward becoming a doctoral-level trained professional counselor, a developmental plan is created to help the student address the problematic issues. In such cases, the Department's leadership must agree with the choice of the professional and might, in some circumstances, require the student to see a particular counselor. A release of information will be mandatory in order to obtain progress reports from the treating counselor.

#### 4.12 FACULTY ENDORSEMENT

Upon successful completion of the program of studies and demonstration of the requisite competencies, faculty members may endorse students for employment, certifications 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., Post-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 REGISTERING FOR CLASSES

All Ph.D. in Counselor Education and Supervision students enter the program with a hold on their accounts until they successfully pass the Qualifying Examination. Students can find a list of Ph.D. courses offered each term (all have a COUC pre-fix) in ASIST. To register for Clinical pre-requisite courses or Ph.D. courses listed on ASIST prior to passing the Qualifying Examination e-mail [phdcounseling@liberty.edu](mailto:phdcounseling@liberty.edu) or call 855-466-9218. After passing the Exam students log into ASIST and register online.

Although students may be able to register for courses out of sequence via ASIST or a registration advisor, it is the student's responsibility to follow the program sequence

outlined in this document. Students who take post Qualifying Examination courses or electives prior to passing the Qualifying Examination do so at their own risk in that students who do not pass the Qualifying Examination are dismissed from the program and would not have taken those courses. Students who take this risk are responsible for the costs induced by that risk. For further information about this, contact [phdcounseling@liberty.edu](mailto:phdcounseling@liberty.edu).

## 5.2 GRADUATE TEACHING ASSISTANTSHIPS (GTA)

The Department of Counselor Education and Family Studies has a limited number of Graduate Teaching Assistantship (GTA) positions that are awarded to qualified students on an annual basis. These assistantships are intended to support the instructional and administrative needs of the undergraduate and graduate programs as well as support GTAs in their growth as scholars. GTAs are expected to work 20 hours per week. Stipends are granted annually. Some of the GTA responsibilities include assisting faculty with research, completing administrative duties associated with management of the Department of Counselor Education and Family Studies, and teaching undergraduate/graduate courses.

Qualifications for becoming a GTA include: (a) admission to the doctoral program without deficiencies or provisions; (b) full-time student, typically taking a minimum of six (6) graduate hours a semester; (c) good academic standing as defined by the respective academic unit; (d) command of the English language and ability to communicate clearly; and (e) basic agreement with the Doctrinal Position and Statement of Purpose of Liberty University.

Applications for GTA positions may be obtained from the Department of Counselor Education and Family Studies' Administrative Assistant (Ms. Bonnie Gould: [bcsmith@liberty.edu](mailto:bcsmith@liberty.edu)). Appointments may be terminated at any time for cause, for example, improper performance of duties, violation of accepted standards of behavior, or failure to maintain scholastic eligibility for graduate school.

## 5.3 ACADEMIC SUPPORT

Students obtain academic support from contacting our Ph.D. advisors at [phdcounseling@liberty.edu](mailto:phdcounseling@liberty.edu) and from their Faculty Advising Committee. Additionally, students have full access to the Liberty Library on-line. When on campus, the Student ID card can be used to check out materials from the Library and to access computer accounts. This ID can be obtained from the Office of ID and Campus Services (see Card Services website at: <https://www.liberty.edu/onecard/index.cfm?PID=4931>). Students in need of writing help can contact the online writing center: <https://www.liberty.edu/online/writing-center/>

## 5.4 COMPUTER NEEDS

Each course in the Ph.D. in Counselor Education and Supervision Program requires the student to use computer programs, which function in the process of course completion. Additionally, students need to bring a laptop computer with wireless Internet functioning to

each doctoral intensive. To successfully accomplish program requirements, each student's laptop computer must have the capacity to:

- Read and write in Microsoft Office® software
- 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*** and to check their Liberty e-mail account every 24-48 hours.
- Operate SPSS software for computer data analysis

## 5.5 E-MAIL 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 required to check their Liberty University email accounts regularly (every 24-48 hours) for communication from the university and counseling faculty. Students are required to respond to e-mails from the department leadership, and faculty within 24-48 hours, using their Liberty email address, in a manner that sufficiently addresses the content of the e-mail received.

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.

## 5.6 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>.

## 5.7 GENERAL POLICIES AND PROCEDURES RESOURCES

Counselor Education and Supervision Doctoral Students abide by the policies and procedures of The Liberty University Graduate School and this Ph.D. in Counselor Education and

Supervision Program Handbook. For the most up to date information on these policies students are encouraged to explore the following resources:

Liberty University Graduate School Handbook:

<http://www.liberty.edu/academics/graduate/index.cfm?PID=19155>

Liberty University Code of Honor:

<http://www.liberty.edu/academics/graduate/index.cfm?PID=19459>

Department of Counselor Education and Family Studies Website:

<http://www.liberty.edu/academics/arts-sciences/counseling/index.cfm?PID=5975>

Ph.D. Counselor Education and Family Studies Website:

<http://www.liberty.edu/academics/behavioralsciences/counseling/index.cfm?PID=673>

## 5.8 THE LIBERTY UNIVERSITY LIBRARIES

The Jerry Falwell Library (<http://www.liberty.edu/library/>) makes a significant number of resources available to doctoral students through the library holdings, databases, and the interlibrary loan service. The library resources are available to Liberty's students through the Library facilities on campus and online through proxy-serve. Materials from libraries across the United States can also be obtained through interlibrary loan services. Students also have access to research tutorials and workshops to assist them in their academics. The library provides a complete line of Resources and Databases, including journals, books, videos, transcripts, etc. A list of Counseling Resources relevant to counseling students is found at <http://libguides.liberty.edu/content.php?pid=544016&sid=4475341>

## 5.9 ADDITIONAL SUPPORTS

- Online Communities  
<http://www.liberty.edu/aboutliberty/index.cfm?PID=26187>
- Student Counseling Services  
<http://www.liberty.edu/index.cfm?PID=161>
- Tutorials  
<http://www.liberty.edu/online/tutorials/>

## 5.10 ACADEMIC DOCUMENTS

Course Descriptions

<http://www.liberty.edu/index.cfm?action=courses&PID=19959&CatID=32>

Degree Completion Plans and other Ph.D. documents on the Ph.D. Website:

<http://www.liberty.edu/index.cfm?PID=673> or

<http://www.liberty.edu/media/1270/DCED-PHD-D.pdf>

## 5.11 CONTACT INFORMATION

<b>Department of Counselor Education and Family Studies Contact Information</b> (For further information call 434-592-4049)			
<b>Administrative Leadership</b>	<b>Email</b>	<b>Phone</b>	<b>Fax</b>
Scott M. Hicks, Ph.D. Provost School of Behavioral Sciences	<a href="mailto:smhicks@liberty.edu">smhicks@liberty.edu</a>	434-592-4808	434-522-0442
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Elias Moitinho, Ph.D. Residential Chair	<a href="mailto:emoitinho2@liberty.edu">emoitinho2@liberty.edu</a>	434-592-4084	434-522-0477
Brandi Chamberlin, Ph.D. Online Chair	<a href="mailto:bjpowell@liberty.edu">bjpowell@liberty.edu</a>	434-582-2639	434-522-0477
Allen Meyer, Ph.D. Online Chair	<a href="mailto:admeyer@liberty.edu">admeyer@liberty.edu</a>	434-592-5833	434-522-0477

<b>Ph.D. Program Contact Information:</b> <b>Department of Counselor Education and Family Studies</b>			
<b>Leadership</b>	<b>Email</b>	<b>Phone</b>	<b>Fax</b>
Lisa Sosin, Ph.D. Director, Ph.D. CES Program	<a href="mailto:lsosin@liberty.edu">lsosin@liberty.edu</a>	434-592-4042	434-522-0477
Steve Johnson, Ph.D. Clinical Director	<a href="mailto:sgjohnson2@liberty.edu">sgjohnson2@liberty.edu</a>	434-592-3901	434-522-0477
Mary Deacon, Ph.D. SME COUC 999	<a href="mailto:mmdeacon@liberty.edu">mmdeacon@liberty.edu</a>	434-592-6058	434-522-0477

### Full-Time Residential Instructional Faculty

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### Full Time Faculty Support Staff

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Kelli Yuzon Associate Director of Clinical Training	<a href="mailto:internship@liberty.edu">internship@liberty.edu</a>	434-592- 4049	434-522- 0477
Cathryn Thomas Practicum/Internship Coordinator	<a href="mailto:internship@liberty.edu">internship@liberty.edu</a>	434-592- 4049	434-522- 0477
Erica Lust Ph.D. Coordinator	<a href="mailto:PhDPracticum@liberty.edu">PhDPracticum@liberty.edu</a> <a href="mailto:PhDInternship@liberty.edu">PhDInternship@liberty.edu</a>	434-592- 4049	434-522- 0477
Courtney Holleyman LiveText Coordinator	<a href="mailto:COUNlivetext@liberty.edu">COUNlivetext@liberty.edu</a>	434-592- 4049	434-522- 0477

## PROFESSIONAL BEHAVIOR EXPECTATIONS

### Professional Behavior

While in the Ph.D. CES program, in all interactions with students, supervisees, supervisors, peers and Liberty University faculty and staff, students are expected to exhibit attitudes and behaviors consistent with professionalism. In addition, as counselor educators in training, students are expected to conduct themselves in a way that is consistent with the ACA code of ethics and the Graduate School Honor Code. This includes, but is not limited to, the following:

- Punctuality and preparedness to all course and supervision sessions.
- Appropriate dress and grooming (i.e., business attire).
- Professional written communication.
- Professional oral communication (includes avoiding inappropriate language or slang).
- Adherence to the American Counseling Association's Code of Ethics.
- Teachable and receptive of feedback given by the supervisor.

### Communication with Instructor, Support Staff, and Clinical Director

All concerns regarding courses are to be communicated to the course instructor. Concerns that arise related to the program at large are to be communicated to the program director. All interactions will be by email so the student and the University have documentation of the outcome of the communication. Students are expected to be courteous and respectful in all communication with instructors, support staff, and department leaders. Unprofessional and discourteous communication will not be tolerated and will result in remediation procedures up to and including dismissal from the program.

Finally, students are expected to communicate their concerns and seek to resolve any conflicts or misunderstandings directly with the person with whom the allegation occurred. When a student circumvents the process and contacts the University administration (e.g., Dean, Provost, or Chancellor), this action constitutes retaliation and will be sanctioned accordingly. For more detailed information please refer to the Graduate School Honor Code:

[https://www.liberty.edu/index.cfm?PID=7782&action=preview&SW\\_ID=139](https://www.liberty.edu/index.cfm?PID=7782&action=preview&SW_ID=139) (log in required)

### Professional Competency Expectations and Remediation Process

Per the ACA Code of Ethics, Liberty University faculty and practicum/internship supervisors have a professional and ethical responsibility to evaluate students on the following:

- Teaching and/or supervision skills competency
- Professional behaviors
- Personal and professional dispositions
- Ethical competency

As such, the faculty of Liberty University will not automatically approve program completion for students who demonstrate deficits that may interfere with future professional

competence. Students enrolled in the program may be given a failing grades and/or placed on hold and a plan of remediation implemented if any of the following apply:

- Unprofessional or unethical conduct either at the Internship sites or the interaction with Liberty University faculty and staff.
- Any verifiable complaints about the student from Site Supervisors, site director, or faculty.
- Threat of lawsuits toward the site, supervisor, Liberty University, or any employee of Liberty University.
- If the supervisor and/or Liberty University faculty determines that the student's current emotional, mental, or physical well-being compromises the integrity of the program experience or potentially places the student, or others (e.g., site supervisors, master's students, supervisees, faculty, peers, etc.), in harm's way or an unduly vulnerable position.

The above-mentioned behaviors constitute violation of the University's Honor Code, and the student's professor or department leadership will fill out an Honor Code Violation form. This will be investigated by the Clinical and or Program Directors. If warranted, the Directors will bring the issue to the Department Leadership Team. A remediation plan will be formulated in conjunction with the faculty, student, and supervisor. The purpose of the remediation plan is to both protect the student and others, as well as assist the student in correcting any deficits in counseling skills or personal, interpersonal, or ethical problems. However, while the faculty's desire for remediation is to help the student successfully continue in the program, certain violations are severe enough that they must result in academic dismissal from the program and/or Liberty University. Remediation may begin at any of the stages delineated in the Remediation section of this manual.

For violations that do not result in dismissal from the program, remediation procedures 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 a course and removal from the Ph.D. CES program. The student has an opportunity to appeal grades and honor code violations. The final decision regarding whether the student is eligible to remain in the Ph.D. Program is at the discretion of the Department Leadership Team and based on a thorough evaluation of the incident.