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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 only Liberty program accredited by the Council for Accreditation of Counseling & Related Educational Programs is the residential M.A. in Clinical Mental Health Counseling program. Liberty’s Ph.D. Counselor Education and Supervision program is not accredited by CACREP. For further information on this accreditation, consult the agency website at 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.
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 are devoted 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., L.P.C., L.L.P
Director, Ph.D. Counselor Education and Supervision Program

Liberty University
1971 University Drive, Lynchburg, VA 24515
PURPOSE OF THE HANDBOOK

It is essential that students in the Ph.D. C.E.S. Program thoroughly read and understand the Handbook as it provides a detailed summary of the requirements, structure, and particulars of the Ph.D. Program in Counselor Education and Supervision. When students enter this Ph.D. Program, they agree to adhere to all of 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 a few times a year to remain aware of the Handbook revision.

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

To summarize, this Ph.D. in Counselor Education and Supervision Program Handbook is intended to offer information that supplements the information noted in Liberty University’s Catalog. The Handbook is intended to clarify relevant information, policies, procedures, requirements, and expectations of the Ph.D. in Counselor Education and Supervision Program at Liberty. The following pages will provide critical information to the pursuit of this degree. Doctoral students are responsible to 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 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 66-hour program, founded on 33 hours of M.A. level counseling competencies that comprise the CACREP entry level standards encompassed by our CACREP accredited residential M.A. in Clinical Mental Health Counseling degree. 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 will 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 produce 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 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; and
- To maintain ongoing educational opportunities and equality of access to our academic community.
- To equip students to ethically utilize spirituality as a force for healing when and where appropriate.

Students in the 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.
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 are (a) 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 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.


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 of 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 letter to the applicant by the Department of Counselor Education and Supervision. Correspondence or notification from other sources does not constitute official notice of admission. The cohort term for which the applicant is admitted is stated in the official admission letter.

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

In order to formally accept the invitation of admission, the potential doctoral student must respond within thirty 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 Administrative Assistant. 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
Once the required materials are received by Ms. Gould, 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, 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, and Background Check.

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. degree 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. Integrative Core course.

1.7 PH.D. PROGRAM CLINICAL PREREQUISITES

 Applicants must submit their master’s transcripts to verify that they have met the entry level Clinical Mental Health Counseling competencies. Applicants who are not yet licensed agree to obtain their license prior to graduation from the Ph.D. Program. If the Ph.D. Admissions Committee deems that a student has not met one or more of the clinical M.A. entry level prerequisites 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 adequately satisfies one or more of the clinical prerequisites, s/he may appeal the Admission Committee’s decision. To determine if previous work adequately meets the 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.

Clinical Prerequisite Courses:

- 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
- Psychopathology & Counseling
- Clinical Diagnosis/Treatment Planning

Students who are 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.
2.1 COURSE FORMAT

Although the program is classified as an on-line program, to insure 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 courses run from 8:00 a.m. until 12:00 p.m. Students must enroll at 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 Center, found under the Organizations tab on the student’s Blackboard, where they complete the New Student Orientation and Orientation Test to insure 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, and the Ph.D. Learning Contract. 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 and 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 insure 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 INTEGRATIVE CORE COURSES

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

**Pre-Qualifying Exam:**
- COUC 715 Advanced Theory Application
- COUC 730 Issues in Integration
- COUC 740 Advanced Research Design
- COUC 745 Advanced Multivariate Statistics and Quantitative Research

**Post-Qualifying Exam:**
- COUC 710 Advanced Group Leadership
- COUC 714 Supervision & Consultation
- COUC 720 Advanced Family, Systems & Development
- COUC 747 Instruction in Counselor Education
- COUC 750 Qualitative Research
- COUC 800 Advanced Assessment
- COUC 850 Advanced Career Counseling
- COUC 969 Ph.D. Qualifying Examination

Students complete the four pre-Qualifying Examination courses (COUC 715, COUC 730, COUC 740, and COUC 745) 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 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 (12 HOURS)

- COUC 805  Advanced Psychopathology & its Treatment
- COUC 815  Empirically Supported Treatments for Adults
- COUC 820  Empirically Supported Treatments for Children & Adolescents
- COUC    Elective (700-900 level course)

The Ph.D. in Counselor Education and Supervision Program includes a concentration on advanced clinical competence. Therefore, the program was designed to include a concentration in Advanced Clinical Mental Health Counseling.

2.6 PRACTICUM AND INTERNSHIP (9 HOURS)

- COUC 998  Practicum
- COUC 999  Internship
- COUC 999  Internship

In addition to the clinical concentration, 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, 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

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2.8 COURSE PREREQUISITES

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<tr>
<td>COUC 715</td>
<td>Clinical Perquisites</td>
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<td>COUC 720</td>
<td>COUC 715, 730, 740, 745, Qualifying Exam</td>
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<td>COUC 730</td>
<td>Clinical Perquisites</td>
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<td>COUC 745</td>
<td>Clinical Perquisites</td>
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<td>COUC 747</td>
<td>COUC 715, 730, 740, 745, Qualifying Exam</td>
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<td>COUC 750</td>
<td>COUC 715, 730, 740, 745, Qualifying Exam</td>
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<td>COUC 800</td>
<td>COUC 715, 730, 740, 745, Qualifying Exam</td>
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<td>COUC 805</td>
<td>COUC 715, 730, 740, 745, Qualifying Exam</td>
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<td>COUC 850</td>
<td>COUC 715, 730, 740, 745, Qualifying Exam</td>
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<td>COUC 969</td>
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<td>COUC 815</td>
<td>COUC 715, 730, 740, 745, Qualifying Exam</td>
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<td>COUC 820</td>
<td>COUC 720, 805</td>
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<tr>
<td>COUC 998</td>
<td>COUC 715, 730, 740, 745, Qualifying Exam, 714, 747</td>
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<td>COUC 999</td>
<td>All Core and Advanced Clinical Mental Health Courses</td>
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**COUC Electives**

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<td>COUC 797</td>
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<td>COUC 997</td>
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**Dissertation Courses**

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<td>COUC 870</td>
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<td>COUC 871</td>
<td>Core Courses, COUC 805, 815, 820, 998</td>
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<tr>
<td>Candidacy Exam</td>
<td>All Core and Advanced Clinical Mental Health Courses</td>
</tr>
<tr>
<td>COUC 989</td>
<td>All Core/Advanced Clinical Mental Health Courses, Candidacy Exam</td>
</tr>
<tr>
<td>COUC 990</td>
<td>All Core/Advanced Clinical Mental Health Courses, Candidacy Exam</td>
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</table>

2.9 QUALIFYING EXAMINATION

After successful completion of COUC 715, 730, 740 and 745, 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 three essay questions pertaining to (1) Advanced Counseling Theory and Practice; (2) Ethical and Appropriate Integration of Psychology, Theology, and Spirituality; and (3) 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 Integrative Core Courses:

- COUC 715: Advanced Theory Application
- COUC 730: Issues in Integration
- COUC 740: Advanced Research Design
- COUC 745: Advanced Multivariate Statistics and Quantitative Research

The Qualifying Examination is a proctored, closed book and notes examination. Students are given eight 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 web-site at: http://www.liberty.edu/index.cfm?PID=24894.

2.10 PRACTICUM

After passing the Qualifying Examination and prior to the 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, including COUC 714: Supervision & Consultation and COUC 747: Instruction in Counselor Education. The Practicum (COUC 998) consists of 100 clock hours. The student and the Clinical Director (Dr. Pride: mpride2@liberty.edu), along with Faculty Advisors, work together to determine the nature of, and requirements for, the Practicum experience (see the Ph.D. Practicum & Internship Manual, posted on the web site: http://www.liberty.edu/index.cfm?PID=24895, for further information).

2.11 INTERNSHIP

In addition to the Practicum, students in the Ph.D. program complete 600 clock hours of Internship after finishing all required course work. The student and the Clinical Director (Dr. Pride: mpride2@liberty.edu), along with Faculty Advisors, work together to determine the nature of, and requirements for the Internship experience (see the Ph.D. Practicum & Internship Manual, posted on the web site: http://www.liberty.edu/index.cfm?PID=24895, for further information).

Practicum and Internship experiences provide opportunities for students to apply and develop skills necessary for ethical and effective counseling, counselor education, supervision, research, scholarship, and advocacy. Each student’s Practicum and Internship is designed in conjunction with the Program Clinical Director to promote the development of counselor-leader professional identity and functioning.
2.12 CANDIDACY EXAMINATION PORTFOLIO

After students complete the Qualifying Examination, Core Courses, Advanced Clinical Mental Health courses, Practicum, and Internship; they must complete their Candidacy Examination Portfolio. 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=673 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 have evaluated and approved 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 and Supervision Manual at: http://www.liberty.edu/index.cfm?PID=24897

2.13 DISSERTATION RESEARCH

Each candidate for the Doctoral degree in Counselor Education and Supervision is required to 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: http://www.liberty.edu/index.cfm?PID=24897)
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](http://www.counseling.org/about-us/divisions-regions-and-branches/divisions) for a list ACA Divisions)
2. L.P.C. Licensure (If entered the program with incomplete L.P.C. 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 invited by our Faculty Sponsors to join the Department of Counselor Education and Family Studies chapter of CSI, Rho Eta. Students are also encouraged to join Chi Sigma Iota (CSI) the International Honor Society for counseling students. 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 inquires concerning the program, receives program information from the University, and begins the process of completing an application.

2. **Hold Stage**: The student has submitted an application 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 and Spring. Students are notified about their acceptance status in writing. Students must respond within thirty (30) 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, and Background Check.

4. **Orientation Stage**: Students complete the Orientation and Orientation Quiz, post required documents, and then register for their first pre-Qualifying Ph.D. course or, if any are required, pre-requisite M.A. entry level competency course. Students register for their first course by contacting their assigned academic advisor.

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 Integrative Core Stage**: Students complete Pre-Qualifying Exam Core Courses (COUC 714, COUC 715, COUC 730, COUC 740).

7. **Qualifying Stage**: After the required Integrative Core courses, students register to take the Qualifying Examination by contacting Bonnie at bcsmith@liberty.edu. Students must pass all three 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 Integrative Core Courses and Advanced Clinical Mental Health course requirements.

9. **Practicum Stage**: Students may begin work on their Practicum after they pass their Qualifying Examination and take COUC 747: Instruction in Counselor Education and COUC
714: Supervision and Consultation. Students work collaboratively with the Director of Clinical Training to develop their Practicum experience (Dr. Melvin Pride: mpride2@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 Integrative 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 students must remain continually enrolled in the Doctoral Program, which is defined as 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, integrative 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) 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 insure 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 of time (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 $175 per semester and a $25 Intensive Fee per course taken on campus.

Currently, the tuition for Ph.D. Courses is $520 per credit hour for full-time students (2 or more courses per semester or 6 hours) and $570 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 Web-site (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 association membership and participation as outlined in the Non-Course Related Program Requirements (see page 23). Additional opportunities for counseling leadership involvement include: the American Mental Health Counselors Association (AMHCA), the American Association of Christian Counselors (AACC), the Christian Association of Psychological Studies (CAPS), the American Association of Marriage and Family Therapy (AAMFT), the American Psychological Association (APA) 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, in the case of Christian organizations, to worship together.

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=19459

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 Ph.D. 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 policy & procedure outlined at 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. A number of 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 general 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 profession of counseling.

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 prayerfully consider the possibility that valuable feedback is found in the comments. Students who are 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.
4.7 REMEDIATION

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

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

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

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

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

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

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

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

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

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

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 Integrity and Maturity
   1. Makes false, misleading or deceptive statements
   2. Displayed academic dishonesty
   3. Problems with alcohol/drug use or illegal activities
   4. Inappropriate sexual behavior
   5. Refused to consider personal counseling when recommended

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

**Early Remediation Process (Stages 1 and 2)**
- Faculty or advisor meets with the student
- Determine action plan for addressing deficits
- Follow-up

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

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

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

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

**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.
**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 student problematic behavior is brought to the attention of the department through other means (e.g., from another student, report from university staff, evaluation from supervisor, etc.), the student’s advisor(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. 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. This meeting will be considered a Phase 3 remediation.

**Stage 2: Primary Assessment of Problematic Behavior:** If the behaviors addressed by the program faculty and the advisor(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. The student may request or may be requested to be in attendance. Once all information has been presented, the Remediation Committee will decide the level and scope of remediation required to assist the student and develop a formal Remediation Plan.

**Stage 5: Development of a Remediation Plan:** The Remediation Committee will review the presented information, examine the remedial action plan developed by the student and advisor(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 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(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](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 or if a student is dismissed from a site, the supervisor will notify the student’s professor. The professor will write an incident report and send it to the Practicum/Internship office of the Department of Counselor Education and Family Studies. The 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, on the basis of color, race, religion, or national origin has long been recognized as a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended. Such behavior does not befit a committed Christian. Accordingly, Liberty University strongly disapproves of sexual harassment and intimidation of its employees or students.

4.10 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.
4.11 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 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.

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.

Applicants for GTA positions may be obtained from the Department of Counselor Education and Family Studies’ Administrative Assistant (Ms. Bonnie Gould: 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 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 Human Resources (see Card Services website at: http://www.liberty.edu/onecard/index.cfm?PID=21386). Students in need of writing help can contact the online writing center: http://www.liberty.edu/academics/graduate/writing/index.cfm?PID=17176

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. In order 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

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 only.

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 strongly urged 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

- Atomic Learning
  http://www.liberty.edu/informationtechnology/it-services/index.cfm?PID=28038
- Online Communities
  http://www.liberty.edu/aboutliberty/index.cfm?PID=26187
- Student Counseling Services
  http://www.liberty.edu/studentaffairs/studentcare/
- Tutorials
  http://www.liberty.edu/online/tutorials/

5.10 ACADEMIC DOCUMENTS

Course Descriptions
Degree Completion Plans and other Ph.D. documents on the Ph.D. Web-site:
## Department of Counselor Education and Family Studies Contact Information

(For further information call 434-592-4049)

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## Full Time Faculty Support Staff

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The following information summarizes the professional achievements and qualifications of the Department of Counselor Education and Family Studies faculty.

**Jeannie Brooks, Ph. D., LPC** (North Central University) is currently an Associate Professor in the Department of Counselor Education and Family Studies of Liberty University. Dr. Brooks has worked in the counseling field for over twenty years. She had a private practice with the Samaritan Counseling center of East Texas for over ten years. Her specialty areas are working with troubled adolescents, alcohol and drug addiction, as well as helping children and families adjust to divorce. Dr. Brooks has worked in schools providing programming for alcohol/drug abuse and violence prevention. She designed and implemented a program, “Cross Country with Maggie”, for which she provided programming for over 30 grade schools for 7 years. Dr. Brooks worked closely with the local Juvenile Probation Office providing parenting, alcohol and drug abuse, and healthy coping groups. Finally, she worked closely with the Courts in her area and surrounding counties providing psychological assessments, referral, and treatment services for children and parents adjusting to divorce. Her passion clearly has been children and her professional and personal life is indicative of this. Her e-mail address is: jbrooks6@liberty.edu

**Denise Daniel, Ph. D., LPC, ACS, RN** (Regent University) is an Associate Professor in the Department of Counselor Education and Family Studies of Liberty University. Her job includes instruction, student advisement and research in both online and traditional classrooms. Additionally, she is a member on the University’s Internal Review Board committee whose function is to promote and review research proposals. Her most recent publication was titled, “The integration of technology into an online doctoral program in counselor education and supervision,” which was co-authored with Martin Glass and Richard Mason and published in The Journal of Technology in Counseling. Her most recent presentation included a poster presentation on, “Group cohesion and universality in an online support group,” that was co-presented with Dr. Agatha Parks-Savage at the Southern Association of Counselor Educators and Supervisors Conference in Orlando, Florida. Online support groups, online therapy, and women’s issues and development continue to be her primary research interests. She is a member of ACA, ACES and CAPS. She can be reached at ddaniel@liberty.edu.

**Mary M. Deacon, Ph.D.** (University of Virginia, Counselor Education and Supervision) is a Associate Professor of Counseling and the Program Director for the Residential Clinical Mental Health Counseling and Marriage and Family Counseling programs. Her professional experiences include providing career, mental health, and substance abuse counseling in university and community mental health settings. Her teaching and research interests include the areas of girls/women’s career development, enhancing supervision for counselor-trainees, social justice, gender equity, and multicultural competency. Dr. Deacon has written in the areas of increasing female access in science, technology, engineering, and math (STEM) and developmental/social learning theories of career. She has presented her findings at several national conferences, including the Association for Counselor Education and Supervision, Association for Assessment in Counseling and Education, National Career Development Association, Association for Spiritual, Ethical, and Religious Values in Counseling, American Educational Research Association, and Chi Sigma Iota (counseling honors society). Dr. Deacon is a licensed professional counselor (LPC-Virginia), nationally certified counselor (NCC), certified clinical mental health counselor (CCMHC), and an approved clinical supervisor (ACS). She can be reached at mmdeacon@liberty.edu.
Nicole M. DiLella, Ph.D., LCPC, NCC, (Loyola University Maryland) is an Assistant Professor in the Department of Counselor Education and Family Studies. Prior to joining the faculty in July 2015, Dr. DiLella worked as a Clinical Counselor at the Community College of Baltimore County (CCBC) in Baltimore, Maryland providing clinical services to college students for four years. In her final year at CCBC, she served as Lead Clinical Counselor and Director of the Counseling Services Department, providing administrative oversight and supervising other counselors and interns. Dr. DiLella’s professional experience also includes private practice, work as a school counselor at a middle school in Norfolk, Virginia, and work at a non-profit community agency in Hampton, Virginia. As needed, Dr. DiLella has been deployed through the Green Cross to both domestic and international disaster sites to provide clinical and supervision services to those affected by these horrendous events. Clinically, she has spent a majority of her time in the subfields of trauma and personality disorders. Dr. DiLella is a Licensed Clinical Professional Counselor (LCPC), Certified School Counselor, and Certified Traumatologist. She is a member of many professional organizations including the American Counseling Association (ACA), American College Counseling Association (ACCA), Green Cross Academy of Traumatology, International Society for the Study of Personality Disorders (ISSPD), and American Association of Christian Counselors (AACC). Dr. DiLella has coauthored peer-reviewed publications on personality and spirituality. She plans to continue pursuing her research interests, particularly in personality pathology, trauma, dysfunctional spirituality/spiritual struggle, and sexuality. Her email address is nmdilella@liberty.edu.

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

Victor Hinson, Ed.D., LPC, NCC (Argosy University) is a Professor of Counseling in the Department of Counselor Education and Family Studies. Dr. Hinson has varied professional experiences in pastoral care and counseling, professional counseling, student counseling, and mentoring young married couples. As a pastor, he has over 14 years of experience as senior pastor of churches, disciplining and mentoring individuals, teaching groups and facilitating small group therapy in churches and the community. His teaching and research interest include clinical mental health counseling, group counseling, marriage and family counseling, and adult children of alcoholics. His e-mail address is vdhinson@liberty.edu.

David E. Jenkins, Psy.D., LP, HSP-P (George Fox College) is a Professor of Counseling, and Director of the M.A. in Addictions Counseling Program in the Department of Counselor Education and Family Studies. As a licensed psychologist, Dr. Jenkins has over 17 years of clinical experience in a variety of settings both public and private, mainly in outpatient
settings. He has worked primarily with adults and adolescents in individual, marital, and family therapy. Prior to joining the faculty of the Department of Counselor Education and Family Studies, Dr. Jenkins has been active in leadership for several years with the American Association of Christian Counselors and presently serves as Director of the Christian Care Network, a national referral directory of state licensed Christian mental health professionals. He is also a member of the American Psychological Association and the North Carolina Psychological Association, and makes regular presentations at conferences, seminars, workshops, and retreats. Dr. Jenkins’ teaching and research interests include professional ethics, addiction, integration of Christian faith and clinical practice, and marital/identity/gender issues related to the image of God. His e-mail address is: djenkins@liberty.edu.

Anita M. Knight, Ph.D., LPC (Regent University) is an Associate Professor in the Department of Counselor Education and Family Studies at Liberty University. Dr. Knight has worked in both secular and Christian counseling settings and most recently oversaw a women’s center on a college campus providing personal counseling services for college students and educational programming on women’s issues. Dr. Knight has also developed and launched a program on three college campuses consisting of psycho-educational groups and individual counseling services for students struggling with test or math anxiety with the support of the National Science Foundation. Dr. Knight has served as the head counselor for a division of Teen Challenge (a Christian residential facility for adolescents), conducted women’s groups for wives of men who struggle with sexual addictions, and provided family counseling in several different settings. Dr. Knight co-facilitated “Burning Heart Contract” discipleship groups on college campuses. Dr. Knight is a licensed professional counselor in the state of Virginia and currently belongs to several professional organizations including the Virginia Counselors’ Association (VCA), the Southern Association of Counselor Educators and Supervisors (SACES), and the American Association of Christian Counselors (AACC). Dr. Knight enjoys research and was awarded a grant from a professional counseling organization to study emotional intelligence and counseling skills. Dr. Knight’s active research interests involve counseling skills and techniques, emotional intelligence, attachment theory, and effective practices in counseling. Her e-mail address is: aknight7@liberty.edu.

Elias Moitinho, Ph.D., LPC-S, LMFT, BCPCC (Southwestern Baptist Theological Seminary) is an Associate Professor and Residential Chair in the Department of Counselor Education and Family Studies. Dr. Moitinho is a Licensed Professional Counselor (LPC, Texas), a Licensed Marriage and Family Therapist (LMFT, Texas), and a Board Certified Professional Christian Counselor (BCPCC). Dr. Moitinho has many years of ministry and teaching experience having served in various roles such as pastor, counselor, seminary professor, and director of a Christian counseling center. Prior to joining Liberty he served as the Hope for the Heart Chair of Biblical Counseling at SWBTS. Dr. Moitinho is interested in cross-cultural counseling focusing specifically on the Hispanic/Latino population, the use of Scriptures in counseling, marriage counseling, and family ministry. In addition to his ministry experience in his native country of Brazil, Dr. Moitinho has taught as a guest professor in seminaries in Mexico, Cuba, and Spain. He is an active member of the American Association of Christian Counselors (AACC). His e-mail address is: emoitinho2@liberty.edu.
Joy Maweu Mwendwa, Ph.D., NCC (Old Dominion University) is an Assistant Professor in the Department of Counselor Education and Family Studies. Dr. Mwendwa served as a college and community counselor for seven years. She has participated in different international counseling institutes and service opportunities in Ireland, Malawi, and Kenya. Her research interests include qualitative and indigenous research methodology, the profession of counseling, multicultural competence, and the supervisory relationship. Her e-mail address is: jmmaweu@liberty.edu.

Melvin E. Pride, Ph.D., LPC, NCC (Loyola University Maryland) is currently the Residential and Online Director of Clinical Training, and an Associate Professor in the Department of Counselor Education and Family Studies. Dr. Pride holds a Master of Arts in Christian Counseling and Discipleship (MACCD) from Capital Bible Seminary (CBS) as well, and served as a Professor of Counseling at CBS for over ten years. He is a licensed Clinician both in Maryland and in Virginia, and is a National Certified Counselor (NCC). Dr. Pride has over 15 years of counseling experience specializing in both marriage and family, and in individual counseling issues. Additionally, Dr. Pride has a passion for understanding differences among diverse people groups, and for bridging relational obstacles among them. He is an ordained minister certified in conflict resolution by the Lombard Mennonite Institute and has worked as a transitional interim Pastor for churches in conflict and transition. He has conducted many leadership training seminars as well as seminars targeting healthy relationships and conflict resolution. Dr. Pride is a member of the American Association of Christian Counselors (AACC), the American Counseling Association (ACA), and the Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC). Dr. Pride may be contacted by e-mail: mpride2@liberty.edu.

Gary Sibcy, Ph.D., LP, LPC, LMFT (The Union Institute and University) has been in private clinical practice for the past decade. Dr. Sibcy is a Professor in the Department of Counselor Education and Family Studies. He currently practices at Piedmont Psychiatric Center, a private practice owned by Centra Health and Virginia Baptist Hospital. His practice includes treating children, adults, and families. He specializes in treating children with disruptive behavior disorders and anxiety disorders. In adults, he specializes in anxiety disorders, Panic Disorder, Social Phobia, and Personality Disorders. Dr. Sibcy’s research has focused on attachment theory and its clinical application to childhood disorders, personality disorders, and family development. He has published numerous articles on a wide range of clinical issues in counseling, clinical psychology, and behavior medicine. He is currently conducting research on a new treatment protocol for treating disruptive behavior disorders in children (Attachment-Based Family Therapy for Oppositional Defiant Disorder). His doctoral research focused on attachment and personality dysfunction in both outpatient and inpatient clinical populations and he has recently co-authored a book on attachment. He has co-authored a book on attachment interventions for angry defiant children. Other research projects include an outcome study on the effectiveness of DBT group therapy for patients with severe Borderline Personality Disorder and the development of clinician-friendly measures for attachment problems in children and families. His e-mail address is: gsibcy@liberty.edu.
Lisa S. Sosin, Ph.D., LPC, LLP (Liberty University). Lisa S. Sosin is the Director of the Ph.D. Program in Counselor Education and Supervision, and Associate Professor in the Department of Counselor Education and Family Studies, Liberty University. Dr. Sosin has 30 years of licensed clinical and teaching experience. Dr. Sosin’s clinical practice includes the assessment and treatment of children, adults, couples, and families; as well as teaching, supervising, public speaking, and consultation to clinicians in training, physicians, educators, organizations, and clergy. Dr. Sosin has developed graduate curriculum, community programs, professional presentations, and publications covering diverse subjects including creativity in counseling, qualitative research, family development and functioning, evidence based practice, clinical excellence, psychotherapeutic process, emotion development and regulation, and creativity in counseling. Dr. Sosin’s primary research interests include the integration of spirituality and empirically supported interventions, qualitative research related to counseling practice, and emotion regulation. Her e-mail is lssosin@liberty.edu.

John C. Thomas, Ph.D., LPC, NCC, CSAC (University of South Carolina), Ph.D. (Capella University) is a Professor in the Department of Counselor Education and Family Studies. Dr. Thomas worked as an Employee Assistance Consultant (EAC) with DuPont for over twelve years. Dr. Thomas’s professional experience also includes private practice, clinical director of the Lexington/Richland Alcohol and Drug Abuse Council in Columbia, South Carolina, adjunct professor at the University of South Carolina, and chair of the counseling and psychology program at Florida Bible College. Educationally, Dr. Thomas holds a Doctor of Philosophy (Ph.D.) degree in Counseling and a Graduate Certificate in Alcohol and Drug Studies from the University of South Carolina, a Ph.D. from Capella University in Organizational Psychology. Dr. Thomas is a Licensed Professional Counselor (LPC), Certified Substance Abuse Counselor (CSAC), and Certified Employee Assistance Consultant (CEAP). He is a member of many professional organizations including the American Association of Marriage and Family Therapy (AAMFT), Employee Assistance Professional Association (EAPA), American Counseling Association (ACA), and the American Association of Christian Counselors (AACC). Dr. Thomas has authored a book, numerous professional publications as well as two curriculum series. His e-mail address is: jcthomas2@liberty.edu.

Fred Volk, Ph.D. (Wichita State University) is a Professor in the Department of Counselor Education and Family Studies who teaches Introductory and Advanced Research Methods. He earned his Master’s in Community/Clinical Psychology, and his Ph.D. in Human Factors Psychology from Wichita State University. Prior to joining Liberty in 2006, Dr. Volk was an Adjunct Professor in Psychology at Georgetown University. Dr. Volk also conducted research and designed user interfaces in applied setting for over ten years in professional positions in advanced technology and engineering groups at Nortel, Sprint and SAS Institute. He has authored or co-authored papers in the Academic Exchange Quarterly, Applied Social Psychology and Perceptual Motor Skills and collaborated on publication presentations at numerous professional gatherings. Dr. Volk is actively involved in various research projects including, in 2005, the National Science Resource Center where he researched the prevalence of learning unit use and professional development, and, from 2005 to 2006, the Smithsonian Center for Environmental Research where he conducted evaluations of the Smithsonian biodiversity science in the classroom programs. His e-mail address is: fvolk@liberty.edu.