Ph.D. in Counselor Education and Supervision Program Handbook

Academic Year 2015/2016
Liberty University
1971 University Blvd.
Lynchburg, Virginia 24502-2269
434-582-2000

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.
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Authority of the Handbook

The policies and procedures described in this handbook supersede those described in previous handbooks and replace all other communications on issues addressed herein. These policies and procedures apply to current and newly accepted students.

Purpose of the Handbook

Whether you are a current Ph.D. student or a prospective student, the information in this handbook is a useful summary of the requirements, structure, and particulars of the Ph.D. Program in Counselor Education and Supervision. It is essential that all students become familiar with the handbook as it contains key information to successful completion of the doctoral degree. Prospective students will find information that will assist them in determining if our doctoral program is right for them.
Ph.D. Program Contact Information:
Department of Counselor Education and Family Studies

For further information call 434-592-4049

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<thead>
<tr>
<th>Administrative Faculty</th>
<th>Email</th>
<th>Extension</th>
<th>FAX</th>
</tr>
</thead>
<tbody>
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<td>School of Behavioral Sciences</td>
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<td>Residential Chair</td>
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<tr>
<td>Director of Ph.D. CES Program</td>
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From the Department of Counselor Education and Family Studies Faculty

We consider it an honor and privilege to prepare devoted scholars for leadership positions in as advanced clinical practitioners, supervisors, academicians, researchers, and community advocates. The Department is devoted to rooting and grounding the leadership training it provides in a biblical worldview, promoting consilience in its emphasis on integrating diverse areas of knowledge, skills, and practice in the development of professionals who devote themselves to excellence in their domains of calling.

Our faculty is here to encourage and support students in developing excellence in advanced counseling competencies in an environment of collaborative learning. Students who receive admission to the program engage in rigorous coursework, qualifying and candidacy exams, practicum and internship experiences, and dissertation research designed to prepare them to impact the field and their domains of calling in highly sensitive, ethical, and effective ways. Ultimately, each student is responsible for his/her degree and obtaining the goals that s/he sets.

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 and students in the program are responsible to know and adhere to the content of the current handbook at all times.
LIBERTY UNIVERSITY

General Information

Founded
1971

i) Location
In the heart of Virginia, Liberty University is located in Lynchburg, on the south banks of the historic James River with the scenic Blue Ridge Mountains as a backdrop. The city is over 200 years old and is noted for its culture, beauty, and educational advantages. Lynchburg is at the crossroads of U.S. highways 29 and 460 and has adequate transportation facilities via bus, railway, and air.

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

Motto
“Knowledge Aflame”

ii) Distinctiveness
Liberty University was originally formed under the auspices of the Thomas Road Baptist Church. Liberty is distinctive among Christian colleges because graduate students may use the Thomas Road Baptist Church as well as other local church ministries and community service groups as a laboratory for practical application of what they learn in the classroom. While this practice is not logistically or philosophically possible for students in the distance-learning format, the curriculum and advising model encourages spiritual, moral and ethical development in the student body.

Accreditation
The University is approved by the State Council of Higher Education for Virginia, and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, bachelor, master, and doctoral degrees. Liberty is also a member of the Association of Christian Schools International.

Liberty University admits students of any race, color, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, or handicap in administration of its educational policies, admission policies, scholarship and loan programs, or athletic and other school-administered programs.
The Department of Counselor Education and Family Studies (DCEFS) is within the School of Behavioral Sciences. The responsibilities for oversight of the DCEFS leadership are comprised of the following positions:

♦ **Vice-President- Academic Affairs, Provost:** Dr. Ron Hawkins  
♦ **Vice-Provost- Academic Operations:** Dr. Kevin Corsini  
♦ **Executive Director:** Dr. Timothy Clinton  
♦ **Administrative Dean, School of Behavioral Sciences:** Mr. Steve Warren  
♦ **Associate Dean, Licensed Counseling:** Dr. Mark Myers  
♦ **Residential Chair:** Dr. Elias Moitinho  
♦ **Lead Online Chair, Marriage and Family Online:** Dr. Steve Johnson  
♦ **Online Chair, Professional Counseling Program:** Dr. Patricia Hinkley  
♦ **Online Chair:** Mr. Kevin Van Wynsberg  
♦ **Director of Ph.D. Program:** Dr. Lisa Sosin  
♦ **Director of M.A. Clinical Mental Health Counseling Program, Marriage and Family Counseling Program:** Dr. Mary Deacon  
♦ **Director of M.A. Addictions Counseling Program:** Dr. David Jenkins  
♦ **Director of M.A. Human Services Counseling Online:** Dr. Clay Peters  
♦ **Residential and Online Director of Clinical Training (M.A. & Ph.D.):** Dr. Melvin Pride  
♦ **Department of Counselor Education and Family Studies Office Administrator:**  
  Ms. Bonnie Gould (434-592-4049; bcsmith@liberty.edu)
Doctor of Philosophy: Counselor Education and Supervision

Admission Policies

1.1 Mission

Liberty University is a Christian academic community in the tradition of evangelical institutions of higher education. The University’s mission is “to develop Christ-centered men and women with the values, knowledge, and skills essential to impact the world.” This mission is achieved, in significant measure, through offering rigorous academic programs. The terminal Ph.D. in Counselor Education and Supervision allows the University to prepare research-scholar-professionals for leadership roles in clinical practice, education, community, and church settings who demonstrate the highest level of competence in their domains of calling. Students who enroll in the Ph.D. in Counselor Education and Supervision Program see their work as a calling to serve God by demonstrating sensitivity to the needs of others and a commitment to the betterment of humanity.

1.2 Admission Requirements

All requirements and procedures stated in the Admissions and Academic Information sections of the Liberty University Catalog will apply unless stated to exclude the Ph.D. in Counselor Education and Supervision Program.

The doctoral applicant must submit each of the requirements listed to:

Office of Graduate Admissions, Attention: Ph.D. in Counselor Education and Supervision.

The forms that are needed are available online at http://www.liberty.edu/online/index.cfm?PID=14340

1. Completed Application for Graduate Admission

2. $50 Application Fee (non-refundable, non-transferable)

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® is an excellent option for students who have been out of their undergraduate and graduate programs for a while. The MAT® is a high-level mental ability test that
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 website address for the MAT® is milleranalogies.com and the toll free number is 1-800-622-3231.

b. **Graduate Record Examination® (GRE®).** The (GRE®) Score Report is also accepted as meeting the test requirement for admission into the Ph.D. Program. Applicants should submit verbal, quantitative, and analytic scores for admission. Applicants who have taken the GRE® should contact the College Testing Service and request an official score report to be sent. Applicants who have not taken the GRE® should contact Educational Testing Service to make arrangements to take the exam. The website address for the GRE® is www.gre.org and the toll free number is 1-800-257-5123. The computer-based format can be scheduled by individual appointment with scores displayed on the screen at the conclusion of the test session for the first two sections of the test. Please use the Liberty University school code (5385) to have a score report forwarded to the Office of Graduate Admissions.

c. **The Test of English as a Foreign Language™ (TOEFL®)** is required for foreign students or students for whom English is a second language (minimum score of 80). Students for whom **English is a second language must take the TOEFL even if they have a degree from an American institution of higher learning.**

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 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 program, if possible.

8. **APA Paper:** An APA formatted research paper of 3-5 pages length (not including title page, abstract, and references) on a topic related to Clinical Mental Health Counseling.


10. Selected applicants will participate in a Personal Interview with Core Ph.D. Faculty. Applicants are required to submit a background check and a copy of their liability insurance contract (liability insurance must be submitted annually upon entrance to the program) at time of interview. Students must follow the guidelines
found at: http://www.liberty.edu/index.cfm?PID=27644 to obtain their background check confirmation.

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

Once all application materials are received by Admissions, the application file is sent to the Department of Counselor Education and Family Studies (DCEFS) for review. Selected applicants are invited for a personal interview. Up to thirty applicants receive admission invitations each year, 15 accepted by March 15, to begin the following fall term; 15 accepted by July 15, to begin the following spring term.

1.3 Admission Procedures

Ideal applicants will:

- Have a minimum cumulative graduate grade point average of at least 3.25.
- Have completed all pre-requisite competencies (listed on the Ph.D. in Counselor Education and Supervision Program admission web-site and in this manual). Exceptional students may gain admission status with pre-requisite credits outstanding. These students must commit to completing these pre-requisite courses between the time of admission and beginning with their the following spring or fall.
- Complete the Miller Analogies Test® (MAT®) or Graduate Record. Examination® (GRE®) and the TOEFL (if applicable).

GRE: Total verbal and quantitative score of 900, as well as a 4.0 or better on the analytical writing section (for tests taken before August 2011) or a total verbal and quantitative score of 300, as well as a 4.0 or better on the analytical writing section (for tests taken after August 2011).

MAT: Total score of 400 or better (for tests taken in or after October 2004) or a total score of 50 or better (for tests taken before October 2004).

Score of 80 or above on the TOEFL.

- Have recommendations from professional colleagues who are familiar with the applicant’s character, clinical skills, and ability to perform academically at the doctoral level.
- Demonstrate evidence of both academic competency and clinical skills.
- Present examples of graduate-level writing that demonstrate the ability to write on an advanced graduate, scholarly, and professional-level in proper APA format.
- Demonstrate interpersonal skills and the ability to regulate emotions, especially emotions associated with conflict and blocked goals.
- Possess potential for professional leadership.
- Present evidence of relevant work experience.
- Evidence Christian character in deportment and ethical decision-making.
- Have career aspirations that are consistent with the program’s intent.
If accepted, the applicant will receive a letter of notification. The student is required to respond within sixty days of the date of acceptance acknowledging his or her intent to accept the invitation to participate in the program. For questions about this process, please contact the Department of Counselor Education and Family Studies faculty administrative assistant Ms. Bonnie Gould at bcsmith@liberty.edu

1.4 International Students

Applicants for whom English is a second language must provide evidence of English proficiency. To demonstrate fluency, the Graduate School requires a score of 80 on the TOEFL (Test of English as a Foreign Language). For more information about the TOEFL please refer to: http://www.ets.org/toefl/ibt/scores/understand

1.5 Levels of Admission

After completing the orientation seminar, passing the orientation quiz (posted on Blackboard in the Ph.D. Advising Center), and sending a screen shot of their passed quiz to phdcounseling@liberty.edu with a request to register, students admitted to the program focus on completing the four pre-Qualifying Examination courses (COUC 715, COUC 730, COUC 740 and COUC 745). Once all four of these courses are completed with a grade of B or better, students register to take the Qualifying Examination.

1.6 Reapplication Process

Students who fail to take a course within the first year of their admission must reapply to the program. In order to reapply, all students must write a letter requesting readmission and stating the reason for the request. Without exception, all students will be held to the requirements under the most current graduate catalog, Ph.D. in Counselor Education and Supervision Program Handbook, and Degree Completion Plan (see section 2.16: Break in Enrollment, for more information).

1.7 Ph.D. Special Status Students

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.
DOCTOR OF PHILOSOPHY: COUNSELOR EDUCATION AND SUPERVISION

Academic Policies

2.1 Program Intent

The Department of Counselor Education and Family Studies (DCEFS) 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 counselors 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:

SUPERVISION

The student will be able to apply supervision theory and skills to clinical supervision.

A. Knowledge
   1. Understands the purposes of clinical supervision.
   2. Understands theoretical frameworks and models of clinical supervision.
   3. Understands the roles and relationships related to clinical supervision.
   4. Understands legal, ethical, and multicultural issues associated with clinical supervision.

B. Skill/Practices
   1. Demonstrates the application of theory and skills of clinical supervision.
   2. Develops and demonstrates a personal style of supervision.

TEACHING

The student will be able to demonstrate course design, delivery, and evaluation methods appropriate to counselor education learning outcomes.

C. Knowledge
   1. Understands the major roles, responsibilities, and activities of counselor educators.
   2. Knows instructional theory and methods relevant to counselor education.
   3. Understands ethical, legal, and multicultural issues associated with counselor preparation training.

D. Skill and Practices
   1. Develops and demonstrates a personal philosophy of teaching and learning.
   2. Demonstrates course design, delivery, and evaluation methods appropriate to course objectives.
   3. Demonstrates the ability to assess the needs of counselors in training and develop techniques to help students develop into competent counselors.
RESEARCH AND SCHOLARSHIP
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.

E. Knowledge
1. Understands univariate and multivariate research designs and data analysis methods.
2. Understands qualitative designs and approaches to qualitative data analysis.
4. Knows models and methods of program evaluation.

F. Skill/Practices
1. Demonstrates the ability to formulate research questions appropriate for professional research and publication.
2. Demonstrates the ability to create research designs appropriate to quantitative and qualitative research questions.
3. Demonstrates professional writing skills necessary for journal and newsletter publication.
4. Demonstrates the ability to develop and submit a program proposal for presentation at state, regional, or national counseling conferences.
5. Demonstrates the ability to write grant proposals appropriate for research, program enhancement, and/or program development.
6. Demonstrates the ability to create and implement a program evaluation design.

COUNSELING
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.

G. Knowledge
1. Knows the major counseling theories, including their strengths and weaknesses, theoretical bases for efficacy, applicability to multicultural populations, and ethical/legal considerations.
2. Understands various methods for evaluating counseling effectiveness.
3. Understands the research base for existing counseling theories.
4. Understands the effectiveness of models and treatment strategies of crises, disasters, and other trauma-causing events.

H. Skills and Practices
1. Demonstrates a personal theoretical counseling orientation that is based on a critical review of existing counseling theories.
2. Demonstrates effective application of multiple counseling theories.
3. Demonstrates an understanding of case conceptualization and effective interventions across diverse populations and settings.

LEADERSHIP AND ADVOCACY
The student will be able to provide leadership and advocacy within the profession and on behalf of its clientele.
INTEGRATION

The student will be able to integrate faith and spirituality into counselor education and supervision in an ethical manner.

Knowledge, skills, and practice in Spiritual Integration in Clinical Supervision, Counselor Education, Research and Scholarship, Clinical Mental Health Counseling, and Leadership and Advocacy.

These outcomes are measured throughout the program and demonstrated in full when students complete required coursework and pass the Candidacy Examination.

2.2 Counselor Education and Supervision

The Ph.D. in Counselor Education and Supervision is a 66-hour program. It is distinctive in its integration of the Christian worldview with the science and practice of counselor education and supervision. It aims to achieve a threefold integration of (a) spiritual and theological understandings; (b) counseling education and supervision theory and practice; and (c) empirical research methodology.

2.3 Course Requirements

Course requirements for the Ph.D. in Counselor Education and Supervision Program are outlined on the Degree Completion Plan (DCP), located on the Ph.D. website: http://www.liberty.edu/index.cfm?PID=673. Students are not permitted to take any Integrative Core courses without completing all of the required Prerequisite Clinical Competencies. Students sit for the Qualifying Examination once all their pre-qualifying examination coursework (four courses: COUC 715, 730, 740 and 745) are completed with a grade of B or better in each course.

Upon successful completion of the Qualifying Examination, students complete their practicum, finish their course work, including advanced clinical specialization courses, internship, Candidacy Examination and doctoral dissertation research. After selecting the dissertation committee (see Dissertation Manual: http://www.liberty.edu/index.cfm?PID=24897), students, register for COUC 989 (at least two semesters and continuously until their dissertation chairperson determines that they are ready to defend their dissertation). Students finish their Ph.D. in Counselor Education and Supervision Program with COUC 990 (Dissertation Defense).

A student must maintain a minimum of a 3.0 GPA in order to remain in the program. While all course grades are averaged into the GPA, course credit toward degree completion is not granted for a grade of C, D, or F.

A student who earns a grade of D or F in any course will not be permitted to retake the course and will be dismissed from the program. If a student earns a grade of C in any course once admitted to the Ph.D. in Counselor Education and Supervision program (i.e., Clinical Prerequisite Courses, Integrative Core Courses, elective courses, a course that a professor requires a student to take for credit, or any other required courses in the program), his/her program will be placed on hold. The student may petition the DCEFS for permission to retake the course by sending a professionally written letter addressed to the Ph.D. Admissions Committee that: (1) States the grade received; (2) Explains why the C was earned, instead of a B or an A; (3) expresses understanding of the level of
scholarship required in the program and commitment to it; (4) expresses understanding that his/her program remains on hold until the C earns a grade of B or better; and (5) expresses understanding that any subsequent C earned in the program, for any reason, will result in dismissal from the program. 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. A failure to write the letter within four weeks of receiving the grade will result in a permanent dismissal from the program. No further coursework can be completed until the grade of C is replaced on the student’s transcript, the transcript indicating that the C has been replaced with a grade of B or better is sent to Dr. Sosin, and permission is received to proceed in the program. If a student receives a grade of C in any subsequent course he/she will be academically dismissed from the Program.

2.4 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 level and above; (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 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 program’s requirements.

2.5 Student Advising

Questions about the program and registration requests should be directed to phdcounseling@liberty.edu or 855-466-9218. Additionally, all students are assigned to a faculty advising committee when they enter the program. Students may contact their advisors at any time via e-mail to ask questions or to set up an advisement meeting.

*It is always the responsibility of the student to be aware of University policies, regulations, and state licensing requirements affecting his or her program and to communicate with the Ph.D. advisors when issues and concerns arise.*

Students not yet fully accepted and those who are non-degree seeking should contact the Office of Graduate Admissions for any questions regarding the program.
2.6 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 program is ascertained, students will have access to the Ph.D. Advising Center where they will complete the New Student Orientation and take the Orientation Quiz. Once the Quiz is passed with 100% accuracy, a screen shot of the completed orientation quiz score page is sent to phdcounseling@liberty.edu with a request to register for required pre-requisite courses. If the student is not required to take M.A. level clinical pre-requisites, s/he will request registration for their first Ph.D. course(s).

The following is an outline of “the map” of study, including pre-requisite courses, core and specialization courses, examinations, fieldwork, and scholarly research.

2.7 Clinical Prerequisites

The Ph.D. in Counselor Education and Supervision applicant must demonstrate, through transcripted master’s work, that they meet the required Clinical Pre-requisites. If the Ph.D. Admissions Committee deems that a student has not met one or more of the clinical pre-requisites, the admission letter will clarify which ones 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. Students should review the course descriptions for each clinical prerequisite (see website: http://www.liberty.edu/media/1118/CMHC_Course_Descriptions.pdf) in order to make the determination that previous work adequately meets the course content and intent. For each clinical prerequisite that the student wishes to appeal, s/he must clearly outline how a previous course meets the content and intent of the clinical prerequisite. A syllabus from the previous course should accompany the letter of rationale.

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

The following competencies are listed on the Academic Planning Sheets:

**CLINICAL PREREQUISITES**

<table>
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<th>Orientation to Professional Identity &amp; Function</th>
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<tr>
<td>Ethical and Legal Issues in Counseling</td>
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<td>Human Growth and Development</td>
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<td>Research and Program Evaluation</td>
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<td>Multicultural Counseling</td>
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<td>Counseling Techniques &amp; the Helping Relationship</td>
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<td>Assessment Techniques in Counseling</td>
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<td>Group Counseling</td>
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<td>Career Development &amp; Counseling</td>
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<tr>
<td>Psychopathology &amp; Counseling</td>
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<tr>
<td>Clinical Diagnosis/Treatment Planning</td>
</tr>
</tbody>
</table>
Students who are admitted to the 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. Under no circumstances can a student with pre-requisite clinical requirements take Ph.D. courses without first fulfilling this requirement. Students admitted without clinical prerequisite courses begin their Ph.D. coursework with any of pre-Qualifying Examination classes (COUC 715, COUC 730, COUC 740 and COUC 745).

2.8 Integrative Core Courses

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUC 710</td>
<td>Advanced Group Leadership</td>
</tr>
<tr>
<td>COUC 714</td>
<td>Supervision &amp; Consultation</td>
</tr>
<tr>
<td>COUC 715</td>
<td>Advanced Theory Application</td>
</tr>
<tr>
<td>COUC 720</td>
<td>Advanced Family, Systems &amp; Development</td>
</tr>
<tr>
<td>COUC 730</td>
<td>Issues in Integration</td>
</tr>
<tr>
<td>COUC 740</td>
<td>Advanced Research Design</td>
</tr>
<tr>
<td>COUC 745</td>
<td>Advanced Multivariate Statistics and Quantitative Research</td>
</tr>
<tr>
<td>COUC 747</td>
<td>Instruction in Counselor Education</td>
</tr>
<tr>
<td>COUC 750</td>
<td>Qualitative Research</td>
</tr>
<tr>
<td>COUC 800</td>
<td>Advanced Assessment</td>
</tr>
<tr>
<td>COUC 850</td>
<td>Advanced Career Counseling</td>
</tr>
<tr>
<td>COUC 969</td>
<td>PhD Qualifying Exam</td>
</tr>
</tbody>
</table>

Students are expected to complete the four pre-Qualifying Exam courses (COUC 715, COUC 730, COUC 740, and COUC 745) before taking the Qualifying Exam. After passing the Qualifying Examination students proceed in the 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 are dismissed from the 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 who financial aid benefits require continual enrollment each term.

2.9 Advanced Clinical Mental Health Courses (21 Hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COUC 805</td>
<td>Advanced Psychopathology &amp; its Treatment</td>
</tr>
<tr>
<td>COUC 815</td>
<td>Empirically Supported Treatments for Adults</td>
</tr>
<tr>
<td>COUC 820</td>
<td>Empirically Supported Treatments for Children &amp; Adolescents</td>
</tr>
<tr>
<td>COUC 700-900</td>
<td>Elective</td>
</tr>
<tr>
<td>COUC 998</td>
<td>Practicum</td>
</tr>
<tr>
<td>COUC 999</td>
<td>Internship</td>
</tr>
<tr>
<td>COUC 999</td>
<td>Internship</td>
</tr>
</tbody>
</table>
2.10 Qualifying Examination

After successful completion (grade B or better) of COUC 715, 730, 740 and 745 students take the Qualifying Examination.

The purpose of the Qualifying Examination is to assess the student’s progress and ability to grasp the knowledge and skills required for success in the program.

A student who fails the examination, or certain sections of the exam, may retake it (the section(s) failed) one time. The student cannot continue taking courses until passing the entire exam. Failure on the second attempt on any or all sections of the exam will result in dismissal from the program.

To schedule the Qualifying Examination students:

Students request to schedule the examination and submit (via fax or scanned and attached to an e-mail) the Qualifying Examination Application, Proctor Application, if taking the exam remotely, a copy of their liability insurance contract, and their background check to Bonnie Gould at (bsmith@liberty.edu).

The Qualifying Exam consists of three essay questions pertaining to (1) advanced counseling theory and practice; (2) integration of psychology, theology, and spirituality; and (3) quantitative 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 Course content as listed below:

- 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.

For further information about the Qualifying Examination see the Qualifying Examination Manual, posted on the web-site at: http://www.liberty.edu/index.cfm?PID=24894

2.11 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. The Practicum (COUC 998) consists of 200 clock hours. The student and the Clinical Director (Dr. Pride: mpride2@liberty.edu) will work together to determine the nature of, and requirements for, the Practicum experience (see the Practicum Manual, posted on the web site: http://www.liberty.edu/index.cfm?PID=24895, for further information).
2.12 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) will work together to determine the nature of, and requirements for the Internship experience (see the Internship Manual, posted on the website: http://www.liberty.edu/index.cfm?PID=24895, for further information).

2.13 Candidacy Examination

After the student passes the Qualifying Exam, he or she must earn a grade of B or better in the rest of the core courses, advanced clinical mental health courses, practicum, and internship. Once these are completed the student meets with his/her Advising Committee for their Candidacy Examination (i.e., portfolio defense). The Candidacy Examination is a learning-outcomes-based assessment portfolio that is defended to the student's advising committee.

The Candidacy Exam will be submitted in the form of a Portfolio (see website: http://www.liberty.edu/index.cfm?PID=673, for portfolio instructions) that reflects the doctoral student has met the Ph.D. in Counselor Education and Supervision Program Learning Outcomes and is ready for the rigors of dissertation research.

Further information about the Candidacy Examination can be found online at: http://www.liberty.edu/index.cfm?PID=24897

2.14 Dissertation

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 (qualitative or quantitative) 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.

After completing all other requirements outside of the internship, students ascertain their dissertation chair and register for COUC 989: Dissertation Proposal and Research. Students must remain continuously enrolled in COUC 989 (at least two terms) until they defend their dissertation. International students who need to maintain 6 hours may take up to 6 dissertation hours per semester. When the 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.

Any student unable to finish the dissertation using the designated credit hours (6) must continue to register for COUC 989 every subsequent term until their chair and committee determine that the dissertation is ready to be defended. In other words, students must continually be registered during the doctoral dissertation process. Failure to maintain continual enrollment during the dissertation phase results in dropped enrollment from the program.
Students orally defend their dissertation proposal (can be remote by teleconference or in person) and their final dissertation project (in person only). The defense is scheduled when all doctoral committee members have had an adequate opportunity to review the final draft of the doctoral dissertation and approve of moving forward with the defense. The defense is open to the public, held on campus, and must be scheduled a minimum of one month following approval (see Dissertation Manual for a more thorough discussion of the dissertation process posted online at: http://www.liberty.edu/index.cfm?PID=24897)

2.15 Certificate of Advanced Graduate Studies

Students will be awarded a Certificate of Advanced Graduate Studies if they finish all of the required coursework in the program but do not complete their Dissertation. Students awarded a Certificate of Advanced Graduate Studies in Counseling must have (a) been admitted to the Ph.D. in Counselor Education and Supervision Program, (b) completed the Prerequisite Competencies and Integrative Core Courses, and (c) earned a GPA of 3.00 or better. The awarding of a Certificate of Advanced Graduate Studies will result in an appropriate notation on the student’s academic record.

2.16 Break in Enrollment

Students, who do not register for and complete at least one course per academic year, lose their enrolled status in the Ph.D. CES program. Under all circumstances, students who drop enrollment must reapply to the Ph.D. program and 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.

2.17 Program Progression: From Inquiry to Graduation

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 in March or July.

3. **Acceptance Stage:** Students are accepted into the Ph.D. program in two cohorts of fifteen twice a year: March 15 and July 15. 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, agreeing to adhere to the particulars of the admission contract, and agreeing to read this Ph.D. in Counselor Education and Supervision Handbook in full. Once the contract materials are returned to the office administrator, students will be given access to the Ph.D. in Counselor Education and Supervision Center to complete their orientation course and quiz.

4. **Orientation Stage:** Students complete the orientation and orientation quiz located in the Faculty Advising Center before registering for their first pre-Qualifying Ph.D. course or pre-requisite MA level course. Once completed, students send a
screen shot of their quiz results (must be passed with 100% accuracy) to phdcounseling@liberty.edu with a request for course registration.

5. **Pre-requisite Completion Stage:** If students have MA level clinical pre-requisite courses to take, as outlined on their admission contract, these must be completed with a grade of B or better between the time of acceptance and beginning the program with their cohort. If accepted in the spring cohort (March), this means completing these courses by August; if accepted in the summer cohort (July), by December of the year of admission.

6. **Integrative Core Stage:** Students successfully (with a grade of B or better) complete pre-Qualifying Exam Core Courses (COUC 715, COUC 730, COUC 740 and COUC 745).

7. **Qualifying Stage:** After the required Integrative Core courses students register to take the Qualifying Examination by contacting our office administrator Bonnie at bcsmith@liberty.edu. Students must pass all three sections of the exam 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 any time after they pass their Qualifying Examination under the supervision of the Director of Clinical Training (Dr. Melvin Pride: mpride2@liberty.edu).

10. **Candidacy Examination Stage:** The Candidacy Examination is a program-learning outcomes based portfolio that is developed through the course of completing the program. Students defend their learning outcomes portfolio to their Advising Committee after all Integrative Core Courses, Advanced Clinical Mental Health course requirements, and the Practicum and Internship are completed (See the Candidacy Examination Manual for further instructions).

11. **Dissertation Stage:** After candidates pass the Candidacy Examination, they register for COUC 989 (for at least two consecutive terms: 6 credits) under their dissertation chair/advisor until their dissertation defense is scheduled. Students must register each subsequent term for COUC 989 until their dissertation committee determines they are ready to defend their scholarly research project. 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 (See the Dissertation Manual for further details).
2.18 American Psychological Association Format

The Graduate Counseling Program requires 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.

2.19 Extensions

Extensions to completing the program are not available for Ph.D. in Counselor Education and Supervision students (See Intermittent of Study).

2.20 Statute of Limitations

The time limit for completing the Ph.D. degree is seven (7) years, which begins at each student’s cohort launch of the year of admission to the program (August, if accepted in the Spring cohort; January, if accepted in the Fall cohort).

2.21 Interruption of Study

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 remain continually enrolled in the program lose their enrollment status in the program. During the dissertation phase the student is expected to remain continually enrolled in the program (registering for COUC 989 every term until their defense is scheduled).

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.

A student in good academic standing may request two leaves of absence from graduate study for a definite, stated period of time (up to one-year) during which the student does not plan to make academic progress. Reasons for a leave of absence could include, but are not limited to, a medical or mental health problem or a family crisis.

In order for the leave to become formal and activated, the student must submit a letter to the Ph.D. Program Director requesting the leave and stating the reason for the leave and the time needed for the leave. If a medical or mental health problem is the reason, a letter documenting the condition must be sent from one of the treating professionals. Students must obtain permission in writing from the Program Director that documents the leave as formally approved before the leave is activated.
DOCTOR OF PHILOSOPHY: COUNSELOR EDUCATION AND SUPERVISION

Financial Policies

3.1 Tuition and Fees

General fees for all students are as follows. All students will pay a non-refundable Application Fee or Reapplication Fee of $50. In addition, students are assessed a Technology Fee of $175 per semester. There is also a $25 Intensive Fee per course taken on campus.

Currently, the tuition for Ph.D. Courses is $520 per credit hour for a full-time student (taking 2 or more courses per semester or 6 hours) and $570 per credit hour for a part-time student (taking 1 course per semester or 3 hours). Tuition for Clinical Prerequisites is the same for the Ph.D. courses if the student has already been admitted to the program. Students are responsible to check for updates to tuition requirements by consulting the LUO Admissions Web-site.

3.2 Financial Aid

For current information about financial aid please refer to: http://www.liberty.edu/financeadmin/financialaid/index.cfm?PID=294
DOCTOR OF PHILOSOPHY: COUNSELOR EDUCATION AND SUPERVISION

Student Expectations

4.1 Diversity

Liberty University is a school founded on the fundamentals of the Christian faith. As believers in Christ, we must demonstrate our commitment to loving others (cf. Matthew 22:34-40; Mark 12:28-34; Luke 10:25-28), no matter how difficult and challenging.

The DCEFS at Liberty University also affirms its commitment to the great challenge of loving each person and valuing diversity within the academic community. Our mission states:

*The mission of the Department of Counselor Education and Family Studies is to demonstrate our Christ-like nature by maintaining an organizational culture that values academic excellence, spiritual growth, and promotes achievement of excellence through diversity of ideas and people.*

Furthermore, counseling is a profession that fosters human growth and development in the cognitive, emotional, behavioral, relational, and spiritual domains of life. Our Christian counseling approach also supports the worth, dignity, potential and uniqueness of others who are made in the image of Christ. 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 programs are comprised of singles, couples, and families that represent various national, ethnic, and denominational backgrounds. Learning to respect and appreciate other cultures will add to each student’s experience at Liberty. For that reason, we are committed to maintaining a diverse community in an atmosphere of mutual respect and appreciation of differences, which is fundamental to any counselor-training program.

The DCEFS 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 basis of: race, color, creed, religion, gender, age, national/ethnic origin, and physical or mental disability.

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

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

4.2 Professional Organizations

As future leaders in the counseling field, it is important for students to become involved with the counseling professions at large. A significant way students can become involved in impacting the field, is through scholarly, research, and advocacy involvement with professional counseling organizations. Students are encouraged to join the American Counseling Association (ACA), 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) or 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.

4.3 Academic Honesty

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. It is assumed that students will submit only their own work. Further, it is assumed that students will neither give nor receive assistance of any kind that is not specifically permitted on graded assignments or examinations.

Primarily, 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 in 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. Committing such acts is known as cheating, falsification, or plagiarism.

Academic Misconduct policies and procedures can be found in the Liberty University Honor Code at:
The following information is taken directly from the code:

Academic misconduct includes, but is not limited to, plagiarism, cheating and falsification.

Plagiarism is the intentional failure to give sufficient attribution to the words, ideas, or data of others that the student has incorporated into his/her work for the purpose of misleading the reader. In some cases, a student may be careless and fail to give credit to the words, ideas or data of others. In such situations, plagiarism has still occurred, but the professor may choose from an array of sanctions he/she deems appropriate. In order to avoid plagiarism, students must conscientiously provide sufficient attribution. Attribution is sufficient if it adequately informs and, therefore, does not materially mislead a reasonable reader as to the true source of the words, ideas, or data. Students who have any doubt as to whether they have provided sufficient attribution have the responsibility to obtain guidance from their professor or other person to whom they are submitting their work.

Plagiarism in papers, projects or any assignment prepared for a class shall include the following:

Cheating is a form of dishonesty in which a student attempts to give the appearance of a level of knowledge or skill that the student has not obtained, gives unauthorized aid, or wrongly takes advantage of another’s work. Examples include, but are not limited to:

Falsification is a form of dishonesty in which a student misrepresents the truth, invents facts, or distorts the origin or content of information used as authority. Examples include, but are not limited to:

1. Plagiarism
   - Omitting quotation marks or other conventional markings around material quoted from any printed source (including digital material)
   - Directly quoting or paraphrasing a specific passage from a specific source without properly referencing the source
   - Replicating another person’s work or parts thereof and then submitting it as an original
   - Purchasing a paper (or parts of a paper) and representing it as one’s own work
   - Multiple submissions: Multiple submission is the use of work previously submitted at this or any other institution to fulfill academic requirements in another class. For example, using a paper from a prior class for a current course assignment is academic fraud. Slightly altered work that has been resubmitted is also considered to be fraudulent. With prior permission, some professors may allow students to complete one assignment for two classes. In this case prior permission from both instructors is absolutely necessary.

2. Cheating
   - Copying from another person’s work on an examination or an assignment.
   - Allowing another student to copy any portion of one’s work on an examination or an assignment.
   - Using unauthorized materials or giving or receiving any other unauthorized assistance on an examination or an assignment.
• Taking an examination or completing an assignment for another, or permitting another to take an examination or to complete an assignment for the student.
• Reusing a paper from a previous course.
• Paying another student to complete a course, an individual assignment or an examination.

3. Falsification
• Dishonestly answering or providing information in the application process.
• Citing a source that is known not to exist.
• Attributing to a source ideas and information that are not included in the source.
• Falsely citing a source in support of a thought or idea when it is known not to support the thought or idea.
• Citing a source in a bibliography when the source was neither cited in the body of the paper nor consulted.
• Intentionally distorting the meaning or applicability of data.
• Inventing data or statistical results to support conclusions.

Students who engage in these practices will face disciplinary action as outlined in the Liberty University Online Honor Code found at: https://www.liberty.edu/index.cfm?PID=19459\&this_session_key=545356mD1N5a7Fu438dyg7mU19O6NzF8dfS9Cs522fW4D72RL8\& fullnameErrorCode=&ns=false&website=&year=2015&term=35&returnCASTicket=TGT-2957909-HYRg9C399hgwowYJczkowcaYfG60CKAXgcGg1FXYdviM69Z9-cas3prod.liberty.edu\&CFID=288131256\&CFTOKEN=52302249

Students in the program need to be aware that many of the assignments submitted throughout the program are “Safe Assignments.” This means that they are automatically processed through the university plagiarism software program.

4.4 Faculty-Student Interaction

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.

4.5 Expected Student Behavior

It is expected that all DCEFS students, staff, and faculty will conduct themselves in a manner that is both Christ-like and professional. Accountability to our Lord, the public, and the maintenance of professional standards are responsibilities of counselors and counselor educators.

Faculty and students represent Liberty University, the Department of Counselor Education and Family Studies, and the Lord. Accordingly, faculty and students are responsible for deportment that would reflect that representation. All faculty and students are expected to adhere to the ethical standards of the American Counseling Association (ACA), the American Psychological Association (APA), the American Association of Marriage and Family Therapists (AAMFT), and the American Association of Christian Counselors (AACC).
Students who are 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, LU staff, LU 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 DCEFS faculty expects students enrolled in coursework to demonstrate the following behavioral standards:

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 behave so that these constituencies view them in a manner consistent with the spirit of Liberty University and the profession of counseling. Accordingly, students are also expected to behave in ways in keeping with the Liberty Way.

An ability to acquire leadership and professional skills to reach an acceptable level of competency. Graduate school is a learning environment in which students become vulnerable as they test out new behaviors and acquire new skills. Students who convey the attitude that they are not teachable are not suited for graduate education.

A willingness and ability to give appropriate feedback and to receive and integrate feedback from faculty, supervisors, and peers. Professional codes of conduct also require us to be our brother and sister’s keeper. Any student who is aware of another student’s behavior or performance that violates the spirit of Liberty University, the ACA Ethics Code, and the DCEFS has a responsibility to intervene.

Students are expected to be open to receiving feedback from others. The feedback may come in the form of verbal or written comments in private or public settings. Regardless of the quality of the feedback, students are expected to prayerfully sift through the verbiage and consider the possibility that valuable feedback is found in the comments. A teachable and open attitude is expected of all students.

An ability to control personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with personal, professional or interpersonal functioning. Everyone carries the mark of the Fall. For some, the sin nature promotes a sickness that can be manifested in various diseases and disorders. Since counseling is an interpersonal profession in which counselor leaders are provided with a level of influence upon their domains of practice, it is of utmost importance 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 that may jeopardize the well-being of faculty, staff, clients, or peers. Students are encouraged to discuss concerns about themselves and their perceptions about their ability to function in academic and counseling settings, or interpersonally with peers, faculty, and/or supervisors with any member of the faculty or Liberty University’s pastoral staff. Although it is a goal of Liberty University and the DCEFS 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.

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 Development Plan and Disciplinary Action

Professional Counselor Educators are charged with being the gatekeepers to the profession. A formal Student Development Plan will be written for all students who fail to meet the Expected Student Behavior (see section 5.5). The purpose of the Development Plan is redemptive rather than punitive with the responsibility of final outcome resting upon the student.

In the case of behavior that merits disciplinary action, the plan can stipulate probation from taking any classes until the expected behavior objectives have been satisfactorily met. Certain infractions of student expected behavior could result in dismissal from the program. For example, behaviors that violate professional codes of conduct or the law may result in immediate termination as opposed to formal probation. Such actions are determined by a consensus of the faculty following a request by a faculty or staff member to review the student’s comportment.

A student may receive a Development Plan or be placed on formal probation if there is concern about his/hers competence, professionalism, emotional stability, character, or ethical practice. Grounds of probation include, but are not limited to: (a) failure to make adequate progress in a remedial action plan; (b) consistent lack of responsibility in one’s professional duties at a practicum/internship site; (c) significant psychological or medical instability that interferes with the ability to deliver adequate services to clients or work with other staff and faculty; (d) a serious breach of a professional code of ethics; and (e) a pattern of behavior that is inconsistent with a committed Christian’s testimony.

When a student is placed on formal probation, the Ph.D. Program Director and/or the Associate Dean of DCEFS will determine the length of the probationary status as well as any requirements that must be met before probation will be lifted. These conditions will be communicated verbally and in writing using the Student Development Plan. This document will be signed by the director, Associate Dean, and the student and placed and maintained in the student’s file. Failure to comply with the plan and make progress in the ways stipulated in the plan will result in dismissal from the program. If a decision is made to dismiss a student from the program it will be made based on consensus of the faculty and administrative leadership of the department of Counselor Education and Family Studies.
In some instances, the faculty may require a student to undertake more extensive remedial actions. In circumstances where professional or interpersonal conduct is a concern, the faculty may recommend or require counseling with a licensed professional at the student’s expense. Because such extenuating circumstances usually involve extensive remediation, resumption in the program is normally contingent on successful completion of these requirements. The treating counselor will be required to provide evidence of the student’s progress during the remediation period.

Faculty, staff, peers, and supervisors who are concerned about possible impairment in a student should first speak directly with the student to express concerns and to encourage the student to remediate the problem(s) voluntarily. Specific behavioral examples that support the concerns raised should be provided to the student. If the student is unable or unwilling to talk about the concerns raised, then the concerns should be reported to a faculty member. The person making this report should be prepared to provide behavioral examples that support the concern.

Once the faculty member has decided that action needs to be taken, the faculty will convene to discuss the matter and to determine a course of action. If the faculty finds grounds to suspect impairment, they may recommend any number of steps to ensure that an appropriate assessment and remedial plan is developed. These steps for remediation may include (a) a modified plan of study that may include extra supervision, or more coursework, (b) a referral to an appropriate medical or mental health professional to evaluate and treat the student for the concerns presented at the student’s expense, (c) a proposal that the student take a leave of absence, or (d) any combination of the above.

If the student chooses to comply with the remediation plan, continued contact with the Program Director will be maintained to ensure a return to good standing or active status in a timely manner. The faculty, however, may revise its remediation plan at any time if the student fails to (a) comply with the original remediation plan, (b) successfully complete remediation, or (c) regain and maintain fitness after remediation. In the event of noncompliance, the faculty will recommend dismissal from the program.

Students who cannot resolve the concern informally or within the DCEFS should follow the due process procedures outlined elsewhere in the handbook.

4.7 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.

4.8 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.

4.9 Correspondence

Students must check their Liberty email account regularly (every 24-48 hours) for messages and information. Students are required to respond to e-mails from faculty, leadership, and faculty within 24-48 hours in a manner that sufficiently addresses the content of the e-mail received. Students are required to use their Liberty email account for all correspondence with faculty and staff.
Doctor of Philosophy: Counselor Education and Supervision

General Information

5.1 Course Registration

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 Course Delivery Formats

The Ph.D. in Counselor Education and Supervision Program courses are 16 weeks long and include participation on Blackboard and attendance at one-week residential intensives.

1: One-week Intensive

One-week intensives involve four eight-hour and one four-hour class days. Students must enroll at the start of each semester for a given course and complete the required pre-class 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, the course syllabus, and the completed pre-class assignments. Unless otherwise informed by the instructor, class is in session from 8:00 a.m. until 5:00 p.m. with an hour for lunch. 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. Grades are posted 30-60 days after the completion of the course. Under no circumstances can students miss any portion of the week-long intensive.

2: Blackboard®

All courses involve online participation using the Blackboard® platform for the duration of each semester.
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 and 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 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 are considered without regard to race, color, national origin, or sex, in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972; Sections 799A and 845 Public Health Service Act, and Sections 503 and 504 of the Rehabilitation Act of 1973, where applicable.

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.

5.5 Grievance Procedure

All faculty, staff, and students of the Department of Counselor Education and Family Studies shall follow these policies and 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 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 difficulty, the complainant should notify the Ph.D. Program Director or the Associate Dean (if the object of the complaint is the Ph.D. Program Director) or the Dean of the Graduate School (if the object of the complaint is both a Ph.D. Program Director and the Associate Dean) in writing regarding the problem. The complaint should include a description of the perceived problem behavior and of 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.

5.6 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.

At the completion of the Ph.D. program, students should:

1. Be able to use productivity software to develop individual and group presentations, research documents, letters, and reports.

2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.

3. Be able to use computerized statistical packages.

4. Be able to use computerized testing, diagnostic, and career decision-making programs with clients.

5. Be able to use email.
6. Be able to help clients search for various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

7. Be able to access and use counseling-related databases.

8. Be knowledgeable of the legal and ethical codes that relate to counseling services via the Internet.

9. Be knowledgeable of the strengths and weaknesses of counseling services provided via the Internet.

10. Be able to use the Internet for finding and using continuing education opportunities in counselor education and supervision.

11. Be able to evaluate the quality of Internet information.

5.7 Student Christian Service

Historically, Christian service has been a fundamental part of the curriculum at Liberty University. The mission statement of the Christian service activities is: “In recognition of the scriptural admonition that ‘faith without works is dead’ (James 2:17) and in fulfillment of the Great Commission of world evangelization found in Matthew 28:18-20, the Christian/Community Service component of the curriculum serves to affirm the Christian world view and provide a practical expression of God's love for mankind.”

The Christian/Community Service Department seeks to support the University in fulfilling its Mission and Aims by providing experiences for students that:

1. Promote the development of the Christian worldview as it impacts upon lifestyles, decision-making, personal integrity, and social responsibility.
2. Develop a sense of responsibility to mankind, which entails selfless service, and active and clear communication of the Christian faith.
3. Offer opportunities for students to explore and practice ways in which they may glorify God and advance the cause of Christ through their chosen careers.
4. Provide avenues to explore ways of displaying Christian commitment and virtue through local churches, or social, civic, athletic, artistic, and scholastic organizations, which are compatible with the University's overall mission.

The education literature speaks about “service learning,” a method that combines coursework learning with meaningful service to enrich the learning experience for students. While the Graduate School of Liberty University and the Department of Counselor Education and Family Studies does not require students to participate in Christian service activities, such work is embedded in the ministry and message of Christ. We encourage all Doctoral Students to use the gifts and special calling that is upon their life to serve and advocate for others. We do not believe that such activities are to enrich the lives of our students, but to allow our students to enrich the lives of others.
5.8 Dress Code

Students are expected to dress in comfortable, professional clothing while on campus.

5.9 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.
Liberty University

Ph.D. COURSE DESCRIPTIONS

Consult the 2015-2016 Graduate School Catalog for current course listings and descriptions:

http://www.liberty.edu/academics/catalogs/
Coursework taken in addition to that listed on the approved plan will not be counted toward degree completion.

See Degree Completion Plans and other Ph.D. documents on the Ph.D. Web-site:

http://www.liberty.edu/index.cfm?PID=673
LIBERTY UNIVERSITY

Department of Counselor Education and Family Studies Teaching Faculty

The following information summarizes the professional achievements and qualifications of the Professional Counseling faculty.

Edgar E. Barker, Ph.D. (University of Iowa); D.Min (Liberty Baptist Theological Seminary-2009); Ed.S. (Fort Hays State University); M.St. (Equiv.) (Oxford University); M.S. (Fort Hays State University); served as Chair of the Psychology Department and Professor of Psychology at Liberty University prior to assuming duties in the Department of Counselor Education and Family Studies. He is licensed in the State of Virginia as a School Counselor, and also serves as Coordinator of the Advanced Masters of Education program in School Counseling in the School of Education. He has presided as Moderator of the Faculty Senate at LU and served as Faculty Advisor for PSI CHI. He has served in numerous professional capacities at various institutions including as a Dean of Students, Director of Counseling, Senior Instructor of English as a Second Language, High School Counselor, Founder and Swedish Representative to the Nordic Council for International Student Concerns, and taught middle and high school English. He is a member of the American Counseling Association, the Virginia and Lynchburg area Counseling Associations, the American Psychological Association, the Virginia Psychological Association, the American School Counseling Association, the Virginia School Counseling Association, the American Association of Christian Counselors, and Phi Delta Kappa. His research areas of interest include crisis intervention and trauma (particularly the effects of childhood sexual abuse). Having taught a wide variety of courses, his current teaching responsibilities include Crisis Intervention; Counseling Victims of Trauma; Collaboration, Consultation and Referral; Psychology of Criminal Behavior; and Supervision of the School Counseling Internship. He has lived and taught abroad for nearly 20 years. His wife, Gina, is Assistant Professor of Communication Studies at Liberty University. Free time pursuits include golf, gaming, and cinemagraphic and bibliophilic pursuits. Dr. Barker can be reached at ebarker@liberty.edu.

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

Tim Clinton, Ed.D., LPC, LMFT (The College of William and Mary) is President of the 50,000-member American Association of Christian Counselors (AACC), the largest and most diverse Christian counseling association in the world. He is Professor of Counseling and Pastoral Care, and Executive Director of the Department of Counselor Education and Family
Studies at Liberty University. Licensed in Virginia as both a Professional Counselor (LPC) and Marriage and Family Therapist (LMFT), Tim is President and maintains a part-time counseling practice with Light Counseling, Inc., in Lynchburg, Virginia. He recently became Chairman of the Covenant Marriage Movement, and is a member of the Arlington Group, a national marriage policy leadership group. Tim is Executive Editor and co-author of Caring for People God’s Way: A New Guide to Christian Counseling (Thomas Nelson, 2006) and Competent Christian Counseling: Foundations For Effective Soul Care (WaterBrook, 2002). He is lead author of Why You Do the Things You Do: The Secret to Healthy Relationships (2006, Integrity); Loving Your Child Too Much: How to Stay Close Without Overindulging, Overcontrolling and Overprotecting Your Child (Integrity, 2006), and Turn Your Life Around: Break Free From Your Past to a New and Better You (Faith Words, 2006). He is Executive Editor and a primary writer for The Bible for Hope (Thomas Nelson, 2007); the Biblical Counseling Quick Reference Guide (Thomas Nelson, 2007); and Trusted Friends (Working Title, Lifeway, 2007). Tim has authored over 150 articles, chapters, notes, and columns on Christian counseling, counselor education and development, marriage, family life, and parenting issues. Tim is a Liberty University honors graduate with B.S. and M.A. degrees in pastoral ministries and counseling. He earned the Ed.S. and Ed.D. degrees in counselor education from the College of William and Mary in Virginia. Tim and his wife Julie have been married for 27 years, and have two children—Megan, 17 and Zachary, 11. The family lives in Forest, Virginia. His email is: TimClinton@aol.com

Kevin Corsini, Ph. D. (Liberty University) Th.M. (Dallas Theological Seminary); BBA (University of Georgia); is the Vice Provost of Academic Operations for Liberty University. Prior to serving in the Counseling Department, Kevin taught in the Family and Consumer Sciences department at Liberty University. He is an ordained minister, and served as Pastor of Young Families at Fellowship Bible Church in Roswell, GA. His teaching responsibilities have included Family and Child Development, Pastoral Counseling, Integration of Psychology and Theology, and Theology and Spirituality in Counseling. His e-mail is: kdcorsini@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 ddc Daniel@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.

Mary M. Deacon, Ph.D., LPC, NCC, CCMHC, ACS (University of Virginia) is the Director for the Clinical Mental Health Counseling Program and the Marriage and Family Counseling Program, and an Associate Professor in the Department of Counselor Education and Family Studies at Liberty University. Her professional experiences include providing career, mental health, and substance abuse counseling in university and community mental health settings. Her teaching and research interests include the areas of girls’ and women’s career development, enhancing supervision for counselor-trainees, social justice, gender equity, and multicultural competency. Dr. Deacon has written in the areas of increasing participation of females in science, technology, engineering, and math (STEM) and developmental/social learning theories of career. She has presented at several national conferences, including the American Educational Research Association, Association for Counselor Education and Supervision, Association for Assessment in Counseling and Education, National Career Development Association, Association for Spiritual, Ethical, and Religious Values in Counseling, and the Joint Annual Meetings of the National Science Foundation. Dr. Deacon can be reached at mmdeacon@liberty.edu.

Scott Hawkins, Ph.D. (Liberty University) is an Associate Professor at the Department of Counselor Education and Family Studies. Dr. Hawkins has over 20 years of experience in crisis, outpatient, intensive in-home, and residential treatment settings and is certified in crisis intervention, mediation, adventure-based programming, and therapeutic restraint. He has consulted extensively with Christian and secular organizations on subjects like working with at-risk adolescents, counseling victims of trauma and abuse, marriage and family, and crisis intervention. Dr. Hawkins teaching and research interests include the areas of adolescence, marriage and family, parenting, crisis intervention, and therapeutic outdoor recreation. His e-mail address is: smhawkins@liberty.edu

Patricia A. Hinkley, Ed.D., LPC, LMFT, NCC (University of Sarasota) is the Chair for the M.A. Clinical Mental Health Counseling Program Online, and Associate Professor in the Department of Counselor Education and Family Studies. She has various past professional experiences in distance education and professional counseling. She has worked as a part time counselor for 17 years and has been a licensed professional counselor in the state of Virginia for 12 years, a licensed marriage and family therapist for 6 years, and a nationally certified counselor for 15 years. Her experience in distance learning includes Academic Advising, Psychology Department Coordinator, Counseling Practicum Coordinator, Faculty Coordinator, Executive Director, as well as various teaching responsibilities over the past 18 years in both Psychology and Counseling. She recently received a “Liberty University Achievement Award” for her 4 year service as Executive Director for the distance learning program. Dr. Hinkley’s teaching interests include the helping relationship and skill development, counseling women, counseling theories, and abnormal psychology. Her e-mail address is phinkley@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 struggling with life controlling problems), she has conducted women’s groups for wives of men who struggle with sexual addictions, and she has also provided family counseling in several different settings. Dr. Knight has worked with author Becky Tiribassi to facilitate “Burning Heart Contract” discipleship groups on college campuses. Before joining the faculty at Liberty University, Dr. Knight taught at Regent University and Old Dominion University in Virginia Beach and Norfolk, VA respectively. 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 Christian Association of Psychological Studies (CAPS), 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. Dr. Knight currently teaches Research Methods, Pre-Marital Counseling, and Counseling Techniques and the Helping Relationship. Her e-mail address is: aknight7@liberty.edu.
Elias Moitinho, Ph.D., LPC-S, LMFT, BCPCC (Southwestern Baptist Theological Seminary) currently serves as Residential Chair and Associate Professor of Counseling in the Department of Counselor Education and Family Studies. Dr. Moitinho holds a Master of Arts in Marriage and Family Counseling (MAMFC) and a Master of Arts in Religious Education (MARE) from Southwestern Baptist Theological Seminary (SWBTS). Dr. Moitinho is a Licensed Professional Counselor (LPC by the Texas State Board of Professional Counselors), a Licensed Marriage and Family Therapist (LMFT by the Texas State Board of Marriage and Family Therapists), 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.

Mark Myers, Ph.D. (Liberty University) is a former pastor of 12 years, a veteran of the U.S. Navy and is currently the Licensed Counseling Associate Dean for the Department of Counselor Education and Family Studies. He holds a M.A. in Religion (Counseling), a M.R.E. in Religious Education and Counseling, and a Ph.D. in Professional Counseling. He currently serves on the Elder board of directors of Point Harbor Community Church in Chesapeake, Virginia. Including his pastoral counseling experience, Dr. Myers has clinical experience working with Virginia Baptist Hospital in-patient psychiatric center and with a local counseling agency doing court ordered adolescent counseling with at-risk youth. Dr. Myers has taught marital and pre-marital courses in both class and conference settings. He has taught at the high school level at Lynchburg Christian Academy. He is a certified Prepare and Enrich assessment administrator and recently completed training in Mindfulness at the University of Virginia Medical School. Dr. Myers has been on the faculty of Liberty University for three years and currently teaches Interpersonal Communication in the Human Services program. He is married to Ramona Myers (17yrs) and has a daughter, Chandler and son, Collin. His e-mail address is: mjmyers@liberty.edu.

Clay Peters, Ed.D., LPC, CFMHE, NCC (University of Sarasota) is the Director of the M.A. in Human Services Program, and an Associate Professor in the Department of Counselor Education and Family Studies. He has worked in a variety of settings, including being a pastor for seven years, and teaching in a Christian high school as a substitute and full-time Bible teacher. He has been an adjunct instructor at ECPI College of Computer Technology, teaching psychology and critical thinking. He was the Counseling Director in an alternative school setting for seven years with seriously emotionally disturbed kids, overseeing several counselors and masters-level interns, as well as doing all the tests and
assessments required for their special education requirements. He has worked in both group and solo practices, primarily counseling children, adolescents, and adults. At LU, he has been professor and Associate Chair in the Psychology department before coming to the Department of Counselor Education and Family Studies. He is a Licensed Professional Counselor, a National Certified Counselor, a Nationally Certified Forensic Mental Health Evaluator, and completed training through the University of Virginia to perform competency to stand trial evaluations for juveniles for the Virginia court system. He performs numerous psychosocial evaluations for the Bedford Department of Social Services and the 24th Judicial Circuit Court of Virginia each year. His areas of teaching and interest are in personality disorders, criminal behavior, and research he is engaged in is doing psychosocial testing to determine if there are any outstanding personalities and/or traits of parents whose children are remanded into foster care. He has been married for 21 years to Catherine, and has one son, Nicholas (17yo). His e-mail address is epeters@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.

Laurel Shaler, PhD, NCC, LCSW, LISW-CP (Regent University) is an Assistant Professor in the Department of Counselor Education and Family Studies. After completing her undergraduate degree at the College of Charleston in South Carolina, Dr. Shaler earned her Masters Degree in Social Work from Florida State University and is a Licensed Social Worker. Her Ph.D. is in Counselor Education and Supervision from Regent University where she completed her dissertation on *The Correlates of Anger Among Operation Enduring Freedom and Operation Iraqi Freedom*. Dr. Shaler has presented the results of her research at local, state, and national conferences. She is a former psychotherapist with the Department of Veterans Affairs (VA) where she became a Cognitive Processing Therapy (CPT) Provider for the treatment of Posttraumatic Stress Disorder, and has gone on to provide trainings on this topic for numerous counseling and social work organizations. While with the VA, she also trained in the treatment of military sexual trauma. Additionally, Dr. Shaler developed an Anger Management Group protocol, and has worked with clients with a variety of mental health, emotional, and relational issues. In addition to anger management, military/veteran issues, and trauma, professional interests include crisis management, emotional well-being of women, expressive therapy, marital enhancement, and suicidology. Her preferred method of intervention is through the use of Cognitive Behavioral Therapy (including CPT and Solution Focused Brief Therapy). Dr. Shaler is an active member of a number of professional organizations including the American Association of Christian Counselors (along with the
division of Military Counseling Initiative and Crisis Pregnancy & Abortion Recovery Network), the American Counseling Association (along with the divisions of The Association for Counselor Educators and Supervisors and Association of Counselors and Educators in Government), the Association of Clinical Mental Health Counseling, and the North American Association of Christians in Social Work. She was also inducted into the Alpha Omega Lambda chapter of Chi Sigma Iota, an international honors society for counselors. Dr. Shaler speaks and writes about the intersection of faith and emotional well-being (www.drlaurelshaler.com). Her e-mail address is lshaler@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, especially OCD, Panic Disorder, and Social Phobia, and Personality Disorders. He conducts an in-patient cognitive therapy group for Virginia Baptist Hospital and also co-leads a Dialectical Behavior Therapy (DBT) group for Borderline Personality Disorder. Dr. Sibcy also conducts a number of psychological evaluations for both children and adults. 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 he has developed 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, published by Integrity Press. He has co-authored a book with Integrity Publishers 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.

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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. Prior to joining the faculty in 2004, Dr. Thomas worked as an Employee Assistance
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Fred Volk, Ph.D. (Wichita State University) is a Professor in the Department of Counselor Education and Family Studies who teaches courses in Introductory Psychology and both Introductory and Advanced Research Methods. He joined Liberty University in 2006. He received his B.S. in Psychology from Newman University in 1991. 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.
A variety of important Ph.D. documents and information is posted on the Ph.D. web-site at:

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