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 Counseling. All students should 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

For further information call 434-592-4049

<table>
<thead>
<tr>
<th>Administrative Staff</th>
<th>Email</th>
<th>Extension</th>
<th>FAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim Clinton, Ed.D.</td>
<td><a href="mailto:TimClinton@aol.com">TimClinton@aol.com</a></td>
<td>434-525-9470</td>
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<tr>
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<td>434-592-4691</td>
<td>434-522-0477</td>
</tr>
<tr>
<td>Administrative Dean for Graduate Programs/Dean of the Graduate School</td>
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<td>434-522-0442</td>
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<td>Vice Provost for Graduate and Online Programs</td>
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<td>434-582-2155</td>
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<td>Chair Center for Counseling &amp; Family Studies</td>
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<td>Gary Sibcy, Ph.D., L.C.P., L.P.C., L.M.F.T</td>
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<tr>
<td>Director of Ph.D. Program</td>
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<tr>
<td>Lisa Sosin, Ph.D., L.L.P., L.P.C</td>
<td><a href="mailto:lssosin@liberty.edu">lssosin@liberty.edu</a></td>
<td>434-592-4042</td>
<td>434-522-0477</td>
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<tr>
<td>Associate Director of Ph. D. Program</td>
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Welcome to Liberty University’s Center for Counseling and Family Studies’ Doctor of Philosophy program. The doctoral degree prepares graduates for clinical excellence and careers as scholars, teachers, researchers, supervisors, professional and pastoral counselors, and senior clinicians in a diversity of settings. Whether you are a current student or prospective student, obtaining an advanced graduate degree is a major life decision that will challenge you through coursework, qualifying and candidacy exams, practicum and internship experiences, and completing a dissertation. Ultimately, each student is responsible for his/her degree and obtaining the goals that s/he has set. As you are stretched, remember that God is faithful to see you to finishing the task (cf. Phil. 1:6). Our faculty is here to create an environment for influencing your critical thinking as you master clinical counseling skills, develop research competency, and further your ability to think philosophically with a biblical worldview. Our expectations of you are no different from our expectations of ourselves—to offer our best, good-faith effort to influence and be influenced by others as we seek to develop professionally and honor the Lord’s calling. We pray that your experience at Liberty will enable you to integrate Christian spirituality, psychological principles, and counseling techniques at both the theoretical and experiential levels.

The Ph.D. Program Handbook is intended to offer information that will supplement 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. program at Liberty. Information presented in the handbook supersedes any other information on the subject (e.g., academic dishonesty). The following pages will provide critical information to the pursuit of your degree.

We invite those of you who are contemplating Liberty University to obtain your doctoral degree to consider prayerfully whether this program can assist you in your career goals. We eagerly desire well-prepared and dedicated men and women to join us in the scholarly pursuit of biblical and theological truth as it relates to the field of counseling.
LIBERTY UNIVERSITY

General Information

Founded
1971

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”

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 Center for Counseling and Family Studies (CCFS) is within the College of Health Sciences. The responsibilities for oversight of the CCFS leadership are comprised of the following positions:

- **Vice-Provost DLP**: Dr. Ron Hawkins
- **Administrative Dean for Graduate Programs/Dean of the Graduate School**: Dr. Kevin Corsini
- **Executive Director**: Dr. Timothy Clinton
- **Academic Dean, School of Health Sciences**: Dr. Ralph Linstra
- **Administrative Dean**: Steve Warren
- **Department Chair**: Dr. Mark Myers
- **Ph.D. Program Director**: Dr. Gary Sibcy
- **Ph.D. Program Associate Director**: Dr. Lisa Sosin
- **Director of M.A. Licensure Programs**: Dr. Elias Moitinho
- **Director of the DLP Counseling Program**: Dr. Patti Hinkley
- **Coordinator of Ph.D. Clinical Training**: Dr. David Jenkins
DOCTOR OF PHILOSOPHY: COUNSELING

Admission Policies

1.1 Mission

Liberty University is a Christian academic community in the tradition of evangelical institutions of higher education. The University 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 Counseling allows the University to prepare professionals for education, church, and society who demonstrate the highest levels of clinical competence and scholarship in their approach to their vocation. Students who enroll in the Ph.D. program are professionals who see their vocations as a calling to serve God by demonstrating sensitivity to the needs of others and a commitment to the betterment of humanity. The Ph.D. program will prepare these students to explore the ethical, social, and spiritual dimensions of their profession, and to facilitate healing and wholeness in the contemporary church and society.

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. program.

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

Office of Graduate Admissions, Attention: Ph.D. in Counseling.

The forms that are needed are available online at http://www.liberty.edu/Academics/Arts-Sciences/Counseling/Graduate/index.cfm?PID=729

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. Only scores within the last 5 years will be considered.

   b. **Graduate Record Examination® (GRE®)** The (GRE®) Score Report will be accepted as meeting the test requirement for admission into the Ph.D. program, although the MAT® is preferred. 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. Only scores within the last 5 years will be accepted. 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 600; 250 if computer-based). Applicants scoring below 600 must gain the recommendation of a faculty member who can attest of the student’s ability to do doctoral work, and must enroll in the appropriate ESOL courses. 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 and if they have taken the examination before. These students may begin graduate coursework only when they have completed these requirements. See section 1.4 International Students for more information.

5. **Two Letters of Professional Recommendation:** These must be professional references (i.e., professor, clinical supervisor, administrator, pastor) who is familiar with the applicants’ 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, and career goals.
8. **Vignette Response**: A case study wherein the applicant must explicate the way that he or she would handle the presenting situation. The proposed Vignette is available online.

All written application material must be submitted in proper APA style.

Once all application materials are received by Admissions, the application file will be sent to the Center for Counseling and Family Studies (CCFS) for review. Applicants will learn of their admission status within 1-2 weeks after the file is sent to the CCFS.

### 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, although exceptional students may gain provisional admission status with 9-12 credits outstanding (which are completed prior to embarking on PhD work).
- 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 or the potential for clinical competency.
- 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 his/her 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 (see APPENDIX A for the Ph.D. Acceptance Form), acknowledging his or her intent to accept the invitation to participate in the program. For questions about this process, please contact the Center for Counseling and Family Studies faculty administrative assistant 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

1.5a Ph.D. Full Admission

Students admitted to the program must begin their course work with COUC 740, Advanced Research Methods.

1.5b Provisional Admission

The PhD Admission’s Committee may choose to admit exceptional students who have not completed 9-12 credits of the foundational competencies and clinical pre-requisites. These students remain in provisional status until they complete these pre-requisite courses, send an official transcript to Bonnie Gould, reflecting completion of these courses with a grade of B or better, bcsmith@liberty.edu and receive written permission from the PhD Directors to start the PhD program.

1.5c Doctoral Candidate

Once a student has successfully passed the Candidacy Examination (see section 2.16), the designation of Doctoral Candidate is awarded.

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 and Ph.D. Handbook (see 2.20 Break in Enrollment for more information).
DOCTOR OF PHILOSOPHY: COUNSELING

Academic Policies

2.1 Program Intent

The Center for Counseling and Family Studies (CCFS) Doctor of Philosophy in Counseling 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, several learning outcomes are applicable to all students:

1. Synthesize and apply a wide array of counseling theories from within an integrated Christian Worldview.
2. Evaluate and incorporate ethical and legal standards in the counseling field.
3. Assess, diagnose, and treat clients with a broad array of presenting problems and mental disorders using multiple counseling skills.
4. Appraise theories in all core curricular areas of counseling utilizing a biblical worldview and an awareness of industry best practices.
5. Design, conduct, and critically evaluate scientific research studies and translate them to clinical and applied settings.
6. Evaluate child, adolescent, and marriage and family clients in order to effectively determine a treatment in accordance with a distinctly biblical worldview and established best practices.
7. Evaluate diverse individual, group, and family populations within a developmental systems context in order to effectively determine appropriate treatments.

2.2 Counseling Specializations

The Center for Counseling and Family Studies offers two Ph.D. Counseling specializations: Professional Counseling and Pastoral Care and Counseling. Though each specialization has the same Integrative Core Courses, each offers the student an opportunity to emphasize a different focus.
The Ph.D. Specialization in Professional Counseling (9 hours) is distinctive in its integration of the Christian worldview with the science and practice of contemporary behavioral sciences. The Specialization aims to achieve a threefold integration of (a) spiritual and theological understandings; (b) clinical theory and practice; and (c) empirical research methodology. Programmatic emphasis on the use of empirical research in addressing psycho-theological issues offers an innovative approach to a more complete understanding of the experience and behavior of persons in an increasingly complex society. Such an integrated approach is of special interest to individuals who wish to combine the Christian perspective with contemporary scientific methodology and clinical techniques of the helping professions.

The Ph.D. Specialization in Pastoral Care and Counseling (12 hours) is distinctive in its integration of graduate-level studies in biblical exegesis and theological studies with the science and practice of contemporary behavioral sciences, clinical theory and practice, and empirical research methodology. These emphases are of special interest to professional practitioners who aim to address the total spectrum of issues for which persons seek professional therapy with the added training required to service clients seeking assistance in the area of spirituality.

Current Academic Planning Sheets for the Ph.D. are available on our website.

2.3 Course Requirements

Course requirements for the Ph.D. program are outlined on the Degree Completion Plans (DCPs), located on the Ph.D. website. Students are not permitted to take any Integrative Core courses without completing all of the required Prerequisite Foundational Competencies with the exception of the theological competences (which must be taken prior to the Qualifying Examination). Students must sit for the Qualifying Examination once all their pre-qualifying examination coursework (four courses) is 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 specialization courses, internship, and dissertation. After selecting the dissertation committee (See Dissertation Manual) students will register for COUN 989 (at least two semesters and continuously until their dissertation chairperson determines that they are ready to defend their dissertation). As a part of embarking on dissertation work, students will complete a Candidacy Exam, a pass/fail project completed in conjunction with their Dissertation Chair. Students finish their Ph.D. program with COUN 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 (i.e., Clinical Prerequisite Courses, Foundational Competencies 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. **IT IS THE STUDENT’S RESPONSIBILITY TO CONTACT THE ASSOCIATE PROGRAM DIRECTOR IMMEDIATELY UPON RECEIVING A GRADE OF C OR LOWER (Issosin@liberty.edu).** The student may petition the Center for Counseling and Family Studies for permission to retake the course. This petition must be written in the form of a professional letter addressed to the PhD Directors. The student must wait until he/she receives instructions from one of the directors. **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 twelve (12) semester hours of post-master’s credits can be transferred into the Ph.D. 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 Ivette Guard at phdcounseling@liberty.edu or 855-466-9218. Core faculty members of the PhD program are available for advisement and should be consulted directly regarding any academic issue at any time.
It is always the responsibility of the student to be aware of University policies and regulations and state licensing requirements affecting his or her program.

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 doctoral program. As a doctoral student, you will be expected to develop a broad knowledge of the counseling field, specialize in a specific area within the field, develop an understanding of research methods, and conduct an independent research project—the dissertation. Additional requirements may be necessary depending upon the student’s academic background. Any and all contracts made between Liberty University, the Ph.D. Admissions Committee and the Ph.D. Program Directors and the student must be satisfied before the degree will be awarded.

2.7 Clinical Prerequisites

The Ph.D. applicant must demonstrate, through transcripted master’s work, that they meet the required Clinical Pre-requisites. If the Ph.D. Admission Committee deems that a student has not met one or more of the Clinical Pre-requisites, the Admission letter will clarify which ones are to 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) 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, students must clearly outline how a previous course meets the content and intent of a 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:

<table>
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<tr>
<th>CLINICAL PREREQUISITES (24 hours)</th>
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<tr>
<td>Counselor Professional Identity, Function, and Ethics (3 hours)</td>
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<td>Human Development (3 hours)</td>
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<td>Introduction to Research and Statistics (3 hours)</td>
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<td>Counseling Techniques &amp; the Helping Profession (3 hours)</td>
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<td>Theories of Counseling and Psychotherapy (3 hours)</td>
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<td>Group Process (3 hours)</td>
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<td>Individual Appraisal</td>
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<tr>
<td>Psychopathology and Counseling</td>
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<tr>
<td>Diagnosis and Treatment Planning</td>
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Students who are admitted to the program with clinical prerequisite course requirements MUST complete these requirements (with a grade of B or better) and send their transcript to Bonnie at bcsmith@liberty.edu to receive approval to take the first course in the Ph.D. program (COUC 740). UNDER NO CIRCUMSTANCES CAN A STUDENT WITH PRE-REQUISITE CLINICAL REQUIREMENTS TAKE Ph.D. CLASSES WITHOUT FULFILLING THIS REQUIREMENT.

2.8 Foundational Competences

Counseling is grounded in God’s Word in order to effectively apply theological concepts to their counseling. The Foundational Competencies must be graduate level (seminary) coursework. Students must demonstrate theological competence in systematic theology (two courses) and hermeneutics. The student may obtain these competencies through Liberty Baptist Theological Seminary or another institution of like-faith. The following courses meet the requirements:

**THEO 525 Systematic Theology I** (3 hours): A course beginning the study of systematic theology with special attention given to prolegomena, the doctrines of Scripture, God, angels, humanity and sin.

**THEO 530 Systematic Theology II** (3 hours): A course completing the study of systematic theology with special attention given to the doctrines of the person and work of Christ, the Holy Spirit, salvation, the church, and last things. Such issues as nature and extent of salvation, the origin, nature and future of the church, and the eternal state are explored.

**NBST 652 Hermeneutics** (3 hours): An advanced course in hermeneutics including a study of the history of interpretation, both biblical and extra-biblical, and an examination of the current status of various interpretive approaches to the Scriptures.

The Ph.D. student must demonstrate, through transcripted master’s work, that they meet the required Foundational Competencies. If the Ph.D. Admission Committee deems that a student has not met one or more of the Foundational Competencies, the Admission letter will clarify which ones are to be completed prior to formal admission.

If students believe that previous coursework adequately satisfies one or more of the Foundational Competences, (s)he may appeal the Admission Committee’s decision. Students should review the course descriptions for each Foundational Competency (see website) in order to make the determination that previous work adequately meets the course content and intent. For each Foundational Competency that the student wishes to appeal, students must clearly outline how a previous course meets the content and intent of a Foundational Competency. A syllabus from the previous course should accompany the letter of rationale.
Students with required foundational competencies may begin their PhD program with COUC 740, but THEY ARE REQUIRED TO COMPLETE THEIR FOUNDATIONAL COMPETENCIES PRIOR TO SITTING FOR THE QUALIFYING EXAMINATION. Students MUST complete these requirements (with a grade of B or better) and send their transcript to Bonnie Smith (besmith@liberty.edu) to receive approval to take the Qualifying Examination. UNDER NO CIRCUMSTANCES CAN A STUDENT WITH PRE-REQUISITE FOUNDATIONAL COMPETENCY REQUIREMENTS TAKE THE QUALIFYING EXAMINATION WITHOUT FULFILLING THIS REQUIREMENT.

2.9 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 Vignette Response, and three approved letters of recommendation.

No person may take a Ph.D. Integrative Core course (COUC) without having first been accepted to the program without permission from one of the program directors. Once a student makes application to be a special student, they waive their right to make application to the Ph.D. program in the future.

2.10 Integrative Core

The Integrative Core consists of between 30 and 33 hours of prescribed coursework. The following Doctor of Philosophy Integrative Core courses must be successfully passed (grade B or better in each):

- COUC 740 Advanced Research Design
- COUC 730 Issues in Integration
- COUC 745 Advanced Statistics
- COUC 715 Applied Counseling Theories
- COUC 710 Advanced Group Leadership
- COUC 720 Family Development
- COUC 815 Empirically Supported Treatments
- COUC 820 Empirically Supported Treatments for Children and Adolescents
- COUC 735 Spirituality and Identity
- COUC 800 Personality Testing
- COUC 805 Advanced Psychopathology and Its Treatment

Students are required to complete COUC 740, Advanced Research Design first, and then may take 715, 730, and 745 (not in any particular order). Students must then pass the Qualifying Examination in order to proceed in the program.
2.12 Qualifying Examination

After successful completion (grade B or better) of COUC 740, 715, 730, and 745—the student may sit for the Qualifying Examination.

The purpose of the Qualifying Examination is to determine the “fit” between the student’s aspirations and his/her program and to assess the student’s progress and ability to grasp the knowledge necessary to become a scholar.

A student who fails the examination, or certain sections of the exam, may be granted the opportunity to retake it (the section(s) failed) one time. The student cannot continue with taking courses until the exam has been passed. Failure on the second attempt will prevent the student from pursuing the Doctor of Philosophy degree, resulting in dismissal from the program and an award of a Certificate of Advanced Graduate Studies.

The following guidelines govern the Qualifying Examination.

1. Students must apply to take the Exam (the exam and proctor applications are on the web-site). The applications should be e-mailed to Bonnie Smith (bcsmith@liberty.edu) and Dr. Sosin (lssosin@liberty.edu).

2. Students may not take the Examination until their application is reviewed and they receive permission to do so.

3. Each exam will consist of three essay questions pertaining to (1) counseling theory and practice; (2) integration of psychology, theology, and spirituality; and (3) research design and statistics. All answers are expected to have primary sources cited with 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 – Applied Counseling Theories*
   COUC 730 – Issues in Integration*
   COUC 740 – Advanced Research Design*
   COUC 745 – Intermediate Statistics and Quantitative Research*

4. The Qualifying Examination is a proctored, closed book and notes examination. Students will be given eight hours to complete the examination.


2.13 Practicum

After successful completion of the Qualifying Examination and prior to the Internship, an approved Practicum experience is required for students enrolled in both the Specialization in Professional Counseling and the Specialization in Pastoral Care and Counseling. The Practicum in the Specialization in Professional Counseling (COUN 998) consists of 200
clock hours. The Practicum in Pastoral Care and Counseling (PACO 998) consists of 240 clock hours. The student and the Practicum and Internship Coordinator (Dr. Jenkins: djenkins@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, for further information).

2.14 Internship

In addition to the practicum, students are required to complete an Internship experience after successfully completing all required course work. If a student in the Professional Counseling specialization is licensed and has five or more years of post-license clinical experience in the field, he/she may select a clinical internship, an academic internship, or a clinical supervision internship (COUN 999, consisting of 600 clock hours). Students who do not possess both a license and at least five years of post-license clinical experience in the field must choose a clinical internship (COUN 999, consisting of 600 clock hours). Students in the Pastoral Care and Counseling specialization must select a pastoral care internship (PACO 999, consisting of 600 clock hours). The student and the Practicum and Internship Coordinator (Dr. Jenkins: djenkins@liberty.edu) will work together to determine the nature of, and requirements for the Internship experience (see the Internship Manual, posted on the web site, for further information).

2.15 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, specialization courses, practicum, and internship. Once these are completed and the student has formed a dissertation committee and registered for COUN 989, he/she will be required to complete a Candidacy Examination that reflects readiness for the rigors of dissertation research.

The Candidacy Examination, completed from the student’s residence, is a written assignment that a student’s chairperson will grade. The exam will be submitted in the form of an APA style research paper that reflects a truncated (25-page) model of their research proposal (the prospectus).

Further information about the Candidacy Examination can be ascertained from your Dissertation Chair when you get to that point in your program.

2.16 Dissertation

Each candidate for the doctoral degree is required to prepare and defend a dissertation. The dissertation is a scholarly project that represents the results of original and significant research written in a literate manner, worthy of publication. The candidate must demonstrate the ability to conceive, design, conduct, and interpret independent, original, and creative research. The dissertation is the culmination of the doctoral program.
After successful completion of the practicum and internship, students will register for either COUC 870 [Advanced Research Seminar (3 hours)]. After this, students will form their Dissertation Committee. The student’s Dissertation Chair will guide him or her through the Candidacy Examination and research process. The committee chair and other members must be from the graduate program department of the CCFS. Students will register for COUN/PACO 989 [Dissertation Proposal and Research (3 hours)] and continue to enroll for 3 credit hours of COUN/PACO 989 until their chair determines that they are ready to defend the dissertation (at least two terms). 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 3 credit hours of COUN/PACO 990 Dissertation Defense. **Any student who does not finish his/her dissertation using the designated credit hours (6), however, will need to register for COUN/PACO 989 until the chair of the committee has approved that the dissertation is ready to be defended. Students must continually be registered during the doctoral dissertation process.** Failure to maintain continual enrollment could result in dismissal from the program.

Students will be required to orally defend their dissertation proposal and their final project. The final oral dissertation defense is primarily an opportunity to share the research and address questions and challenges about the research. It will be held only after 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. It 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 [http://www.liberty.edu/media/1118/CCFS%20Dissertation%20Manual%20%20February%202008.pdf](http://www.liberty.edu/media/1118/CCFS%20Dissertation%20Manual%20%20February%202008.pdf)).

### 2.17 Certificate of Advanced Graduate Studies

Liberty University offers the Certificate of Advanced Graduate Studies to those students who complete a course of study not linked to the pursuit of a degree and consisting of a coherent set of courses addressing a specific theme. Students will be awarded a Certificate of Advanced Graduate Studies if they fail their second attempt on the Qualifying Examination or do not complete their Dissertation. Students awarded a Certificate of Advanced Graduate Studies in Counseling must have (a) been admitted to the Ph.D. program, (b) completed the Prerequisite Foundational 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.

### 2.18 Break in Enrollment

Students who discontinue course work (one course per year is required) will break enrollment and will be required to follow a reapplication process. These students will be held responsible for the requirements under the most current graduate catalog.
2.19 Program Progression: From Inquiry to Graduation

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

1. **Inquiry Stage**: The student inquiries 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 waits for review and feedback (usually less than four weeks once all materials are submitted).

3. **Acceptance Stage**: If the student is accepted (s)he is notified in writing. The student is required to respond within sixty (60) days of the date of acceptance, acknowledging his or her intent to enter the program and agreeing to read this Handbook in full.

4. **Integrative Core Stage**: The student successfully completes the necessary Integrative Core Courses (i.e., COUC 740, COUC 715, COUC 730, COUC 705, and COUN 745) in preparation for the Qualifying Examination. COUC 740 must be taken prior to any other courses in the Integrative Core.

5. **Qualifying Stage**: After the required Integrative Core courses have been successfully completed, the student must pass the Qualifying Examination prior to taking any other PhD classes.

6. **Doctoral Student**: Following the successful completion of the Qualifying Examination, the student is awarded the designation of “Doctoral Student” and may continue coursework by taking the remainder of the Integrative Core Courses and Specialization course requirements.

7. **Practicum and Internship Stage**: Students may begin work on their Practicum any time after they pass their Qualifying Examination and their Internship after all course work is completed (including specialization courses). These elements of the program are completed under the supervision of the Practicum and Internship Coordinator.

8. **Dissertation Stage**: Once the practicum and internship courses are completed, the student will sign up for the initial dissertation course (COUN 870/871). Upon completion of this course the student will register for COUC 989 (6 credit hours) “Dissertation Proposal and Research” and take their Candidacy Examination under the authority of their Dissertation Chair. Students will continue to register for COUC 989 until their dissertation defense is scheduled. At that time the committee chair will approve the student to register for COUC 990 (3 credit hours) “Dissertation Defense” in an attempt to successfully defend the dissertation. This will be the last stage before graduation.
2.20 American Psychological Association Format

The Graduate Counseling Program requires that APA writing style be used in all submitted coursework and Dissertation work. The rules that reflect the most recent edition of the Publication Manual of the American Psychological Association are required on all work submitted. It is imperative that all graduate students become familiar with and use this writing format.

2.21 Extensions

Extensions are not available for Ph.D. Counseling students.

2.22 Statute of Limitations

The time limit for completing the Ph.D. degree from the enrollment date of the first course taken is ten years. Coursework dating back prior to the ten years will not be counted toward degree completion. These courses exceeding the time limitations must be repeated to be included within the statute of limitations.

2.23 Interruption of Study

Students must be continually enrolled in the doctoral program, which is defined as taking courses in two semesters per academic year. During the dissertation phase of the program, the student is expected to be continually enrolled.

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 Directors 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. To be eligible for a leave of absence, a student must not have received an extension of the time limit for the degree. Reasons for a leave of absence could include, but are not limited to, a medical or mental health problem or a family crisis. The student must submit a letter to the Ph.D. Program Directors 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 one of the program directors that documents the leave as formally approved.
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.

Tuition for Ph.D. Integrative Core Courses (COUC) and courses in the Specialization (COUN, PACO, COUC) 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 and Foundational Competencies is the same as for the Ph.D. courses if the student has already been admitted to the program.

3.2 Financial Aid

See the current edition of the Liberty University Graduate Catalog for information concerning financial aid. For questions, contact the Financial Aid office (telephone: 1-888-583-5704; e-mail: financialaid@liberty.edu) not the Center for Counseling and Family Studies.
4.1 Clinical Prerequisites

Students admitted to the Ph.D. program will evidence on transcripts graduate coursework covering minimally the following areas:

- Counselor Professional Identity, Function, and Ethics
- Human Development
- Introduction to Research and Statistics
- Techniques and the Helping Profession
- Theories of Counseling and Psychotherapy
- Group Process
- Individual Appraisal
- Psychopathology and Counseling
- Diagnosis and Treatment Planning

4.2 Foundational Competencies

Theology is the philosophical underpinning of our program and as such forms the language requirement that comprises Ph.D. program. If not taken at Liberty Baptist Theological Seminary (LBTS), the courses must come from a like-faith academic institution and be graduate level.

- Systematic Theology (6 hours)
- Hermeneutics (3 hours)

4.3 Integrative Core

The following integrative core courses of 33 hours is required of all Professional Counseling and Pastoral Care and Counseling

- COUC 715 - Applied Counseling Theories
- COUC 720 - Family Development
- COUC 730 - Issues in Integration
- COUC 735 - Spirituality and Identity
- COUC 740 - Advanced Research Design
- COUC 745 – Intermediate Statistics and Quantitative Research
- COUC 710 - Advanced Group Counseling
- COUC 815 – Empirically Supported Treatments
- COUN 820- Empirically Supported Treatments for Children and Adolescents
COUN 725-Counseling Religious Clients (Pastoral Counseling only)
COUN 800 - Personality Testing (Professional Counseling only)
COUN 805 - Advanced Psychopathology and Its Treatment (Professional Counseling only).

4.4 Dissertation Preparation

COUC 870/871 – Advanced Research and Statistics Seminar in either Quantitative or Qualitative Research is required of all students.

4.5 Specialization in Professional Counseling

The student will select 9 hours from the following courses. Students in the professional track cannot take courses from the Pastoral Care and Counseling track as meeting this requirement:

- COUN 712 - Neurological and Psychopharmacological Issues in Clinical Practice
- COUN 714 - Counseling Supervision
- COUN 797 - Counseling Seminar (3-6 hours) (Covers a variety of clinically relevant topics including Attachment Theory and Psychotherapy; Trauma Treatment; Psychodynamic Theory and Psychotherapy, etc.)
- COUN 806 - Cognitive Theory in Counseling
- COUN 995 - Directed Research (3-6 hours)
- COUN 997 -Advanced Counseling Seminar (3-6 hours)

Unless special permission from one of the directors is granted, students may only take ONE of the following three courses as part of their specialization: COUN 711: Diagnosis and Treatment of Addictive Behaviors, COUN 725: Counseling Religious Clients, and COUN 747: Teaching and Learning.

The student will also be required to complete a three-hour Practicum, a six-hour Internship, and a twelve-hour Dissertation:

- COUN 998 - Advanced Practicum (3 hours)
- COUN 999 - Internship in Counseling (6 hours)
- COUN 989- Dissertation Research (Minimum of 6 hours)
- COUN 990 - Dissertation Defense (3 hours)

4.6 Specialization in Pastoral Care and Counseling

The student will select 12 hours from the following:

- PACO 797 - Pastoral Counseling Seminar (3-6 hours)
- PACO 801 - Pastoral Care and Counseling in the New Millennium Church
- PACO 852 - Growth and Development of the Contemporary Minister
- PACO 980 - Ministering to Troubled Families
- PACO 985 - Pastoral Counseling with Couples in Distress
PACO 997 - Pastoral Counseling Seminar (3-6 hours)

The student will also be required to complete a three-hour Practicum, a six-hour Internship, and a twelve-hour Dissertation:

   PACO 998 - Practicum in Pastoral Counseling (3 hours)
   PACO 999 - Internship in Pastoral Counseling (6 hours)
   COUN 989 - Dissertation Research (Minimum of 6 hours)
   COUN 990 - Dissertation Defense (3 hours)

Students interested in taking elective courses from the professional counseling track must request permission from Dr. Sosin (lssosin@liberty.edu)
DOCTOR OF PHILOSOPHY: COUNSELING

Student Expectations

5.1 Diversity

Liberty University is a school founded in 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 CCFS 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 Center for Counseling 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 CCFS 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 CCFS 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.

5.2 Professional Organizations

A significant arena in which counselors can make an impact in the field is through involvement with professional organizations. Students are encouraged to join the American Association of Christian Counselors (AACC), Christian Association of Psychological Studies (CAPS), the American Counseling Association (ACA), the American Association of Marriage and Family Therapy (AAMFT), and the American Psychological Association (APA). While the last three organizations hold some beliefs that are incompatible with those of Liberty University and the Center for Counseling and Family Studies, professionals with a well-grasped biblical worldview can be both salt and light. 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); 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 in the case of a Christian organization the opportunity to fellowship and worship together.

5.3 Academic Honesty

As a Christian institution, Liberty University holds its students to high 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:
https://www.liberty.edu/index.cfm?PID=1417&this_session_key=MGT3p44u4q218X9J1GJ877V2k2429U3oSrh3239VvDpS1I&fullnameErrorCode=&ns=false&website=&year=&term=&returnCASTicket=TGT-1240319-MGg71XWVzG3qNWtWpfeghkbxYEH2bJzajN0Q2e3XGXbQR9vBy-sso.liberty.edu&CFID=192540377&CFTOKEN=90389561

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:

- 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 the consequences delineated in the Honor Code.

### 5.4 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 Christian and professional manner in all interactions.

### 5.5 Expected Student Behavior

It is expected that all CCFS 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 human service workers.

Faculty and students represent Liberty University, the Center for Counseling 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 Counseling Program at Liberty University are being prepared for a career that directly or indirectly uses the skills of the counseling profession. Whether or not licensure is a student’s personal goal, all students are expected to exhibit standards of scholarship and clinical conduct that are befitting of licensed professional counselors and commitment to the Lordship of Christ. 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 student’s status in the program. Specifically, the CCFS 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 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 behavior 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 and the CCFS 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 counselors are provided with a level of influence upon their clients, it is of utmost importance that counselors and counselors in training not be 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 CCFS 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.

### 5.6 Development Plan and Disciplinary Action

Professional counselor educators are charged with being the gatekeepers to the profession. A formal **Student Development Plan** (see Appendix B) 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/her 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 Academic Dean of CCFS 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** (see Appendix B). This document will be placed and maintained in the student’s file. Failure to comply with the plan and make progress will result in dismissal from the program. If a decision is made to dismiss a student from the program, it will be made by a consensus of the faculty.
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. Evidence of the student’s remediation will be required by the treating counselor.

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 should be maintained to ensure a return to good standing or active status in a timely manner. The faculty, however, may revise its remediation plan 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 CCFS should follow the due process procedures outlined elsewhere in the handbook.

5.7 Personal Counseling

Students are strongly encouraged to seek individual and group counseling as a part of the doctoral educational experience. Even if you are a participant in a support group or self-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 professional counselor or pastoral counselor, 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 client will help you better understand your clients’ experiences in counseling.

As noted above in 5.6, personal counseling might be required by the Center of Counseling 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 Center’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.

5.8 Sexual Harassment

Sexual harassment, like harassment, on the basis of color, race, religion, or national origin has long been recognized as a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended. Such behavior does not befit a committed Christian. Accordingly, Liberty University strongly disapproves of sexual harassment and intimidation of its employees.

5.9 Correspondence

Students must check their Liberty email account regularly (at least every other day) for messages and information. Students should also use their Liberty email account for all correspondence with faculty and staff.
DOCTOR OF PHILOSOPHY: COUNSELING

General Information

6.1 Course Registration

Ph.D. students may correspond with Ivette (iguard@liberty.edu) for questions and concerns regarding registration. To register for your PhD courses, log into ASIST and register online by searching for your courses. When searching for courses choose PhD Core Counseling option and/or Counseling (COUC courses are usually found under PhD Core search option; electives under the Counseling option). For your prerequisite courses, contact an adviser via 855-466-9218 or phdcounseling@liberty.edu and inform them that you are a Ph.D. student seeking to register for a prerequisite course.

Although you may be able to register for courses out of sequence via ASIST or a registration advisor, it is your 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.

6.2 Course Delivery Formats

The Ph.D. Program offers courses in multiple-delivery formats.

Format 1: One-week Intensive

One-week intensive courses involve four eight-hour and one four-hour class days. Students must enroll a minimum of 60 days in advance 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, a printed copy of the course syllabus, and the completed pre-class assignments. Students should read the required texts prior to the beginning of class. 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.

Format 2: Blackboard®

Though all intensive classes will involve online support using the Blackboard® platform, a few of the doctoral courses are offered only in an online format.
Format 3: Directed Research and Independent Study

Directed research and independent study courses are available in each Specialization area. A student who wishes to take a research or independent study course must work collaboratively with a faculty member, submit the appropriate forms, and obtain approval for a written proposal from one of the Ph.D. Directors prior to registering for the course.

6.3 Academic Support

While on campus, students have full access to the libraries and computer laboratories. The Student ID card can be used to check out materials from the Library and to access computer accounts. This ID can be obtained in the Office of Human Resources.

6.4 Graduate Teaching Assistantships (GTA)

The Center for Counseling and Family Studies has a limited number of Graduate Teaching Assistantships (GTA) positions to award to qualified students on an annual basis. These assistantships are intended to support the instructional and administrative needs of the undergraduate and graduate programs. GTAs are expected to work 20 hours per week. Stipends are granted annually.

Some of the responsibilities include assisting faculty with their research, completing administrative duties associated with management of the Center for Counseling and Family Studies, and teaching undergraduate/graduate courses. Those who are assigned undergraduate teaching responsibilities under the supervision of a faculty member must have a master’s degree in counseling or related field. Being assigned a graduate class requires that the student have a minimum of 18 graduate hours in counseling or related field.

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 nine (9) 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 Center for Counseling and Family Studies’ Administrative Assistant. Appointments may be terminated at any time for cause, for example, improper performance of duties or violation of accepted standards of behavior, or failure to maintain scholastic eligibility for graduate school.
6.5 Grievance Procedure

All faculty, staff, and students of the Center for Counseling 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 one of the Ph.D. Program Directors or the Academic Dean (if the object of the compliant is a Ph.D. Program Director) or the Dean of Graduate School (if the object of the compliant is both a Ph.D. Program Director and the Academic 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.

6.6 Computer Needs

Each course in the Ph.D. program requires the student to use computer programs, which function in the process of course completion. In order to successfully accomplish the requirements, students must have access to a computer that has the capacity to:

- Read and write in Microsoft Office® software (Microsoft Office® is available to Liberty University students for a charge of $62.35 on the IT Marketplace online.)
- 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 should check their Liberty e-mail account at least every few days.
- 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 Center for Counseling and Family Studies Office will be delivered via this email address.

At the completion of the Ph.D. program, students should:
1. Be able to use productivity software to develop 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 which 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 counseling.

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

6.7 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 world view 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 Center for Counseling 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 live to serve 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.

6.8 Dress Code

Students are expected to comply with the Liberty Way.

6.9 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 who 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 Center for Counseling and Family Studies Graduation bulletin.
Liberty University

PH.D. COURSE DESCRIPTIONS

Consult the 2013-2014 Graduate School Catalog for current course listings and descriptions:

http://www.liberty.edu/academics/catalogs/

LIBERTY UNIVERSITY

Academic Planning Sheets

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

Center for Counseling 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 Center for Counseling 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.

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

Fernando Garzon, Psy.D. (Fuller Theological Seminary) is an Associate Professor in the Center for Counseling 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.

Gary R. Habermas, Ph.D. is Distinguished Research Professor and Chair of the Department of Philosophy and Theology at Liberty University. He has been at Liberty since 1981,
currently teaching chiefly in the Seminary Ph.D. program in “Theology and Apologetics.” He earned the Ph.D. at Michigan State University and the M.A. at the University of Detroit. He has authored, co-authored, or edited 34 books, in addition to contributing more than fifty chapters or articles to other books. He has also written more than 100 articles or reviews for journals and other publications. While his chief area of research (17 of his books) is the resurrection of Jesus, as well as the historical Jesus, he has also published frequently on the subjects of suffering and religious doubt. Some of his publications including two out-of-print books on doubt can be found free of charge at www.garyhabermas.com. During the past thirteen years, Habermas has often been a Visiting or Adjunct Professor, having taught about 40 courses at about 15 different graduate schools and seminaries in the US and abroad. He and his wife Eileen are the parents of seven children and nine grandchildren, all living in Lynchburg, Virginia.

Ronald Hawkins, Ed.D. (Virginia Polytechnic Institute and State University); D.Min. (Westminster Theological Seminary); is the Vice Provost of Distance Learning and Graduate Studies and a Professor of Counseling and Practical Theology in the Center for Counseling and Family Studies at Liberty University. He has varied professional experiences including directing a College Counseling Center, practicing as a Licensed Professional Counselor in a private practice setting, and serving as a President, Associate Provost, Academic dean and Professor in a Collegiate and Seminary setting. As a licensed professional counselor, he has over 20 years of experience in mental health counseling, counselor training and consulting. His teaching and research interests include applied theories, career counseling, spirituality and mental health, the integration of psychology, theology and spirituality. He has published in and speaks frequently on the areas of Spiritual Foundations and Marriage, Strengthening Marital Intimacy, Redeeming Male Sexuality, Anger Management and Using the Bible in Counseling. He has consulted extensively with Christian organizations on subjects like Violence and Divorce, Counseling Victims of Trauma, Stress and Ministry, Curriculum Development in Theological Education and Institutional Effectiveness. Ron serves as an Executive Board Member for the American Association of Christian Counselors and is a frequent presenter at Regional and National Conference presented by the AACC. He has been selected to Who’s Who in American Education. He has taught abroad in countries like England, Russia, and Korea. Dr. Hawkins can be reached at rehawkins@liberty.edu

Scott Hawkins, Ph.D. (Liberty University) is an Associate professor at the Center for Counseling 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 email address is: smhawkins@liberty.edu

Patricia A. Hinkley, Ed.D. (University of Sarasota) is Associate Dean for Distance Learning and Graduate Studies in the College of Arts and Sciences and Associate Professor in the Center for Counseling 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 email address is phinkley@liberty.edu.

Victor Hinson, Ed.D. (Argosy University) 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. (George Fox College) is the Director of Practicum and Internships and an Assistant Professor of Counseling in the Center for Counseling 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 Center, Dr. Jenkins has been active in leadership for several years with the American Association of Christian Counselors and presently serves as Director of the Christian Care Network, a national referral directory of state licensed Christian mental health professionals. He is also a member of the American Psychological Association and 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 email address is: djenkins@liberty.edu.

Anita M. Knight, Ph.D. (Regent University) is an Assistant Professor in the Department of Counseling 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 an 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 email address is: aknight7@liberty.edu.

Elias Moitinho, Ph.D. (Southwestern Baptist Theological Seminary) currently serves as Associate Professor of Counseling at the Center for Counseling and Family Studies and Director of the MA in Professional Counseling Programs. 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 email address is: emoitinho2@liberty.edu.

Gary Sibcy, Ph.D. (The Union Institute and University, Cincinnati, OH.) is both a Licensed Clinical Psychologist and a Licensed Professional Counselor and has been in private clinical practice for the past decade. Dr. Sibcy is the Director of the PhD Program and Professor in the Center for Counseling 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.

Lisa Sosin, Ph. D. (Liberty University), L.P.C., L.L.P. is the Associate Director of PhD Programs in Counseling and Associate Professor at the Center for Counseling and Family
Studies, Liberty University. Dr. Sosin has over 25 years of experience as a clinical psychologist and licensed counselor whose practice includes the assessment and treatment of children, adults, couples, and families; as well as teaching, supervising, public speaking, and consultation to clinicians in training, physicians, educators, organizations, and clergy. Dr. Sosin has developed graduate curriculum and community programs covering diverse subjects including qualitative research, family development and functioning, evidence based practice, and clinical excellence and has published in the areas of psychotherapeutic process, emotional development, and ethics. Dr. Sosin’s primary research interests include the integration of Christian spirituality and empirically supported interventions in the treatment of DSM disorders. Dr. Sosin’s educational passion is to equip Christian counselors to provide empirically based bio-psycho-social-spiritual treatment to the glory of God and the good of His creation. Dr. Sosin is licensed as both a psychologist and professional counselor. Her e-mail address is lssosin@liberty.edu.

John C. Thomas, Ph.D. (University of South Carolina), Ph.D. (Capella University) is an Associate Professor in the Center for Counseling and Family Studies. Prior to joining the faculty in 2004, Dr. Thomas worked as an Employee Assistance Consultant (EAC) with DuPont in Waynesboro, Virginia for over twelve years. Dr. Thomas’s professional experience also includes private practice, clinical director of the Lexington/Richland Alcohol and Drug Abuse Council in Columbia, South Carolina, adjunct professor at the University of South Carolina, and chair of the counseling and psychology program at Florida Bible College. Educationally, Dr. Thomas holds a Doctor of Philosophy (Ph.D.) degree in Counseling and a Graduate Certificate in Alcohol and Drug Studies from the University of South Carolina, a Ph.D. from Capella University in Organizational Psychology, and a Master of Arts in Counseling and Bachelor of Science in Missions from Liberty University. Dr. Thomas is a Licensed Professional Counselor (LPC), Certified Substance Abuse Counselor (CSAC), and Certified Employee Assistance Consultant (CEAP). He is a member of many professional organizations including the American Association of Marriage and Family Therapy (AAMFT), Employee Assistance Professional Association (EAPA), American Counseling Association (ACA), and the American Association of Christian Counselors (AACC). Dr. Thomas is coauthor of *Whats good about feeling bad: The purposes and a path through suffering* and he has authored numerous professional publications as well as two curriculum series with Hatherleigh Press. In collaboration with his wife, Denise they conduct marriage enrichment retreats. In his “free time,” Dr. Thomas plays tennis and reads. The Thomas family includes his wife of 24 years, two children, Katie (22 y/o) and Stephen (17 y/o), their third adopted Greyhound (Jeri), and a Pomeranian-mix (Gracie). They reside in Lynchburg. His e-mail address is: jcthomas2@liberty.edu

Jeannie Brooks, Ph.D. (North Central University) is currently an Associate Professor in the Counseling and Family Studies Department 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

Aubrey L. Coy, Ed. D. (Liberty University), is the Director of Clinical Training and an Assistant Professor for the Center of Counseling and Family Studies at Liberty University. Dr. Coy recently earned her Doctorate of Education, specializing in Educational Leadership. She also holds a master’s degree in Professional Counseling and an undergraduate degree in Political Science and Spanish from the University of Florida. Her current research is in higher education, the growth of online education, and faculty work satisfaction. She is also interested in research areas such as cultural diversity and populations of low socioeconomic status, specifically with adolescents. She has experience counseling children of divorce and teenagers who come from difficult backgrounds and are facing challenging futures. Dr. Coy taught high school history in south Florida before coming to Liberty. Currently, she teaches undergraduate and graduate counseling, human services, and life coaching courses through Liberty University. She also oversees the Practicum and Internship training for Master level counseling students. As a University of Florida alumna, Dr. Coy continues remains true to her Gator roots and is a devoted follower of UF football. In her free time, she enjoys traveling, spending time outdoors, sports, and time with her family and friends. Her email address is alcoy@liberty.edu.

Mark Myers, Ph.D. is a former pastor of 12 years, a veteran of the U.S. Navy and is currently one of the Administrative Chairs for the Center for Counseling and Family Studies. He holds a M.A. in religion (Counseling), a M.R.E. in Religious Education and Counseling and a PhD 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.

Laurel Shaler, PhD, LCSW, LISW-CP (Regent University) is an Assistant Professor in the Center for Counseling 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 PhD 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 email address is lshaler@liberty.edu.

Mary M. Deacon, Ph.D. (University of Virginia) is an Assistant Professor in the Center for Counseling 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.

Clay Peters, Ed.D., LPC, CFMHE, NCC (University of Sarasota) is the Director of the M.A. in Human Services programs, and an Associate professor in the Center for Counseling 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 Center. 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 email address is cpeters@liberty.edu.
Melvin E. Pride, Ph.D. (Loyola University Maryland) is currently an Associate Professor of Counseling for the Center of Counseling 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 email: mpride2@liberty.edu.

Fred Volk, Ph.D. (Wichita State University) is a professor 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 publications 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 email address is: fvolk@liberty.edu.

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